

KURUKSHETRA UNIVERSITY, KURUKSHETRA
B.Ed. Spl. Ed. (V.I.) SYLLABUS -CBCS

Effective from Academic Session 2020-2021
Two Years Duration (4-Semesters)

KURUKSHETRA UNIVERSITY, KURUKSHETRA
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PART-I: INTRODUCTION TO PROGRAM

Course	Course title	Credits	Internal assessment	External assessment	Total marks	Duration of Exam (hours)	
SEMESTER-I							
BSE-101	Human Growth & Development	4	20	80	100	3 hours	
BSE-102	Contemporary India and Education	4	20	80	100	3 hours	
BSE-103	Introduction to Sensory Disabilities(VI, HI, Deaf-blind)	2	10	40	50	1.5 hours	
BSE-104	Introduction to Neuro Developmental (LD, ID/ MR, ASD), Locomotor and Multiple Disabilities (Deaf-Blind, CP, MD)	4	20	80	100	3 hours	
BSE-105	Identification of Children with visual impairment and assessment of needs	4	20	80	100	3 hours	
BSE-106	Practical: Cross Disability and Inclusion	2	10	40	50		
SEMESTER-II							
BSE-201	Learning, Teaching and Assessment	4	20	80	100	3 hours	
BSE-202&203	Pedagogy of Teaching (V.I.) (any two courses from any two groups selecting one from one group)						
	Group-A	I. Pedagogy of teaching Science to students with visual impairment	4	20	80	100	3 hours
	Group-B	I. Pedagogy of teaching Mathematics to students with visual impairment II. Pedagogy of teaching Social Science to students with visual impairment	4	20	80	100	3 hours
	Group-C	I. Pedagogy of teaching Hindi to students with visual impairment II. Pedagogy of teaching English to students with visual impairment	4	20	80	100	3 hours
BSE-204	Inclusive Education	2	10	40	50	1.5 hours	
BSE-205	Curriculum, Designing, Adaptation and Strategies for teaching expanded curriculum	4	20	80	100	3 hours	

BSE-206	Practical: Disability specialization (V.I.)	2	10	40	50	
BSE OE-I	[§] Open Elective: Introduction to Inclusive Education/ MOOC	2	10	40	50	2 Hours

[§]For students of other Departments.

[§]While, students of B. Ed. Spl. Edu. Program will earn two credits by selecting one open elective course of two credits out of the open elective courses offered by different departments on the university campus or MOOC as adopted by Department of Education. However, there will be no addition of credits and marks in Open Elective course in the Grand Total of semester-II.

SEMESTER-III

BSE-301	Intervention and Teaching Strategies	4	20	80	100	3 hours
BSE-302	Technology and Education of Visually Impaired	4	20	80	100	3 hours
BSE-303	Psycho Social and Family Issues	2	10	40	50	1.5 hours
BSE-304	Practical: Disability Specialization (visual impairment)	4	20	80	100	
BSE-305	Field Work: Main disability special school (visual impairment)	4	20	80	100	
BSE-306	Reading and Reflecting on Texts (EPC)	2	10	40	50	1.5 hours
BSE-307	Performing and Visual Art (EPC)	2	10	40	50	1.5 hours
BSE OE-II	[§] Open Elective: Inclusive Education: Policies and Legislative Provisions/ MOOC	2	10	40	50	2 Hours

[§]For students of other Departments.

[§]While, students of B. Ed. Spl. Edu. Program will earn two credits by selecting one open elective course of two credits out of the open elective courses offered by different departments on the university campus or MOOC as adopted by Department of Education. However, there will be no addition of credits and marks in Open Elective course in the Grand Total of the semester-III.

SEMESTER-IV

BSE-401	Skill based Optional Course (Hearing Impairment) ANY ONE*	2	10	40	50	1.5 hours
	A. Guidance and Counselling(HI)					
	B. Early Childhood and Education (HI)					
	C. Applied Behavioural Analysis(HI)					
	D. Community based Rehabilitation(HI)					
	E. Applications of ICT in Classroom (HI)					
	F. Gender and Disability (HI)					
G. Braille and Assistive Devices (VI)						
BSE-402	Skill based Optional Course (Hearing Impairment) ANY ONE*	2	10	40	50	1.5 hours
	A. Orientation and Mobility (VI)					

	B. Communication Options: Oralism (HI)					
	C. Communication Options: Manual (Indian Sign Language) (HI)					
BSE-403	Basic Research & Statistics (EPC)	2	10	40	50	1.5 hours
BSE-404	Practical: Cross Disability and Inclusion	4	20	80	100	
BSE-403	Field work: Other disability special school	4	20	80	100	
BSE-406	Field Work: Inclusive school	4	20	80	100	
GRAND TOTAL		80	400	1600	2000	

*Student-teachers will be specialized in the hearing impairment-other than visual impairment- as per the Area B (Cross Disability and Inclusion) of curriculum framework given by RCI on pg-8. In case of student-teachers with disability; the choice of two optional courses C-20 & C-21 will be on case to case basis (e.g. students-teachers with VI and HI may opt for courses that are appropriate for them across C-20 & C-21).

PART-II: ENGAGEMENT WITH FIELD AS PART OF COURSES

Sr. No.	Task for the student-teacher	Course	Description
SEMESTER-I			
1	Assignment / Project	BSE-101	Department of Education, KUK
2	Assignment / Project	BSE-102	Department of Education, KUK
3	Assessment & Identification of Needs	BSE-105 (All disabilities)	Camp / Clinic / School, etc. for minimum of fifteen hours
4	Assignment / Project / Presentation	BSE-107	Department of Education, KUK
SEMESTER-II			
5	Assignment / Project / Presentation	BSE-204	Department of Education, KUK
6	Assignment / Project / Presentation	BSE-205	Department of Education, KUK
7	Assignment / Project / Presentation	BSE-202 & 203	Department of Education, KUK/ Special/ Inclusive School
SEMESTER-III			
8	Assignment / Project/Presentation	BSE-305	Department of Education, KUK
9	Assignment / Project/Presentation	BSE-302	Department of Education, KUK
10	Assignment / Project/Presentation	BSE-303	Department of Education, KUK
11	Assignment / Project/Presentation	BSE-306	Department of Education, KUK/ School
12	Assignment / Project/Presentation	BSE-307	Department of Education, KUK/ School
SEMESTER-IV			
13	Assignment / Project/Presentation	BSE-401	Department of Education, KUK
14	Assignment / Project/Presentation	BSE-402	Department of Education, KUK/ School
15	Assignment / Project/Presentation	BSE-403	Department of Education, KUK/ School

PART-III: PRACTICAL

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Semester	Sr. No	Task for the student teacher	Disability focus		Educational settings	Specific activities	Hrs. (60)	Marks
Semester-I	1	Classroom Observation	1	VI	Special School	Learners will observe students indifferent educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report	10	25 (20+5)
			2	Other than VI	Minimum three special school		10	
			3	Any Disability	Inclusive schools		10	
	2	Learning of Braille	VI and DEAF-blind		Department of Education, KUK	Introduction to Bharti/hindi or Regional Braille	30	25 (20+5)
Semester-II	1	Learning of Braille	VI	VI	Department of Education, KUK	1. Bharati Hindi or Regional Braille	30	25
						2. Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	15	25
	2	Learning the use of Assistive Devices	VI	Department of Education, KUK	Taylor Frame: Basic Operation using arithmetic and algebraic types	15		
Semester-III	1	Reading and writing of standard English braille	VI	VI	Department	1. Reading and writing English Braille text. Transcription from print to Braille and vice versa (Grade II)	60	50
						2. Braille Mathematics Code: Radicals, fraction (Mixed, complex	30	25

					and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions		
					3. Abacus and Geometric kit	30	25
Semester-IV	1	Classroom Observation For school subjects at different levels	1. Other than VI	1. Special Schools other than VI	Observation For school subjects at different levels	15	25
			2. Any Disability	2. Inclusive Schools	Observation For school subjects at different levels	15	
	2	Orientation and Mobility Training	VI	Department of Education, KUK Campus and outside campus	a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction finding technique	60	50
	3	Teaching lessons on O&M and ADL	VI and VIMD	Special and inclusive school	Individualized Teaching lesson on orientation and mobility and activities of daily living	30	25

PART-IV: PEDAGOGY

(A) COURSE-17: DISABILITY SPECIALISATION

Sr.No.	Tasks for the Student teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school periods

(B) Minimum of four weeks should be allocated for School attachment/Internship and reflected in the time table and should cover Tasks specified under C-16 and C-17 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Area	Disability Specialization
BSE_202 Pedagogy Subject 1	Semester- III (three days-15 Hrs)
BSE-203 Pedagogy Subject 2	Semester- III (three days-15 Hrs)
BSE-305 School Attachment/ Internship	Semester- III (24 days-120 Hrs)

(C) Course-24 Other Disability Special School

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Sr.No.	Tasks for the Student teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Other than Major disability	Special schools for other disabilities	Minimum 180 school periods

(D) Course-25 Inclusive School

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Sr.No.	Tasks for the Student teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Any disability	Inclusive School	Minimum 180 school periods

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

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

*

Area	Disability Specialization	Other Disability	Inclusive Education
BSE-202 Pedagogy Subject-I	Semester- III (3 days-15 Hrs)	Semester- IV (2 days-12 Hrs)	Semester- IV (2 days-12 Hrs)
BSE-203 Pedagogy Subject-II	Semester- III (3 days-15 Hrs)	Semester- IV (2 days-12 Hrs)	Semester- IV (2 days-12 Hrs)
BSE-405 & 406	Semester- III (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)

It may be noted:

- 1. Observations and Lessons should be on Primary and Secondary level of classes in all three areas, i.e., Disability Specialisation, Other disability and in Special and Inclusive Settings.*
- 2. Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.*
- 3. Practical in Other disability should be for other than disability specialisation.*
- 4. Practical in Inclusive settings should be preferably with various disabilities.*

Program Outcomes

After successful completion of the program:

- PO1 Learners will be able to comprehend the acquire knowledge during the Program of study.
- PO2 Learners will be able to reflect on the issues relating to the discipline – ‘Education’.
- PO3 Learners will be able to exhibit the professional skills and competencies acquired during the Program of study.
- PO4 Learners will be able to show scientific & research capabilities in their academic, professional and general life pursuits.
- PO5 Learners will be able to apply the knowledge and skills acquired in academic planning, organizing, evaluation, decision making, resource management according to pre- determined objectives/outcomes.
- PO6 Learners will be able to work as member or leader in various teams and multi-disciplinary & diverse settings.
- PO7 Learners will be able to discuss and solve the problems relating to the discipline and life.
- PO8 Learners will be able to state and follow the ethical issues relating to the discipline and society.
- PO9 Learners will be able to apply different tools and techniques of communication and related skills.

Program Specific Outcomes

After successful completion of the program, the student teachers will be able to:

- PSO1 Demonstrate conceptual understanding of human growth & development and contemporary Indian education.
- PSO2 Demonstrate acquisition of knowledge and skills about nature and educational needs of children with disabilities in general and V.I. and H.I. in specific.
- PSO3 Demonstrate knowledge and skills about pedagogy of different school subjects with respect to teaching students with V.I., which includes lesson planning, implementing teaching strategies using ICT in special and inclusive settings.
- PSO4 Demonstrate the conceptual understanding of core curriculum, expanded core curriculum and universal design for learning and skills required for adopting and modifying the curriculum for students with visual and hearing impairment.
- PSO5 Demonstrate core competencies such as communication skills required to articulate thoughts & ideas clearly, effectively and using oral & written communication skills to present information & explanation in well-structured and logical manner.
- PSO6 Demonstrate professional competencies to select and use relevant teaching strategies to develop communication skills, critical & creative thinking and problem solving abilities.
- PSO7 Demonstrate acquisition of knowledge and skills of action research for solving educational, behavioural & other problems of students with disabilities.
- PSO8 Demonstrate professional competencies required for developing and using formative & summative assessment strategies to assess students' learning and adaptations required in evaluation procedure for students with visual impairment.

SEMESTER-I B. Ed. Spl. Ed. (V.I.)**Introduction to Course for Semester-I**

Course	Course title	Credits	Internal assessment	External assessment	Total marks	Duration of exam
BSE-101	Human Growth & Development	4	20	80	100	3 hours
BSE-102	Contemporary India and Education	4	20	80	100	3 hours
BSE-103	Introduction to Sensory Disabilities(VI, HI, Deaf-blind)	2	10	40	50	1.5 hours
BSE-104	Introduction to Neuro Developmental (LD, ID/ MR, ASD), Locomotor and Multiple Disabilities (Deaf-Blind, CP, MD)	4	20	80	100	3 hours
BSE-105	Identification of Children with visual impairment and assessment of needs	4	20	80	100	3 hours
BSE-106	Practical: Cross Disability and Inclusion	2	10	40	50	
GRAND TOTAL		20	100	400	500	

COURSE-BSE-101 HUMAN GROWTH & DEVELOPMENT

Course: BSE-101

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

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

- BSE- 101.1** explain the concept, principles, stages and domains of human development from Prenatal stage to Adulthood.
- BSE- 101.2** describe Cognitive & Social, Psychosocial, Psychoanalytic, Ecological, Holistic theories of development.
- BSE- 101.3** comprehend the milestones, variations and factors influencing development during Prenatal, Neonatal and Early Childhood stage.
- BSE- 101.4** critically analyze the capabilities and issues across various domains of development in adolescence.
- BSE- 101.5** elaborate transition issues from adolescence to the threshold of adulthood.

Unit 1: Approaches to Human Development

- 1.1 Human development as a discipline from infancy to adulthood
- 1.2 Concepts of growth, maturation and development and Principles of development
- 1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- 1.4 Nature v/s Nurture
- 1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development

- 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- 2.2 Psychosocial Theory (Erikson)
- 2.3 Psychoanalytic Theory (Freud)
- 2.4 Ecological Theory (Bronfenbrenner)
- 2.5 Holistic Theory of Development (Steiner)

2.6 Educational Implications of the above theories for facilitating the development and individuality of children

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

3.1 Prenatal development: Conception, stages and influences on prenatal development

3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

3.3. Milestones and variations in Development

3.4 Environmental factors influencing early childhood development

3.5 Role of play in enhancing development

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

4.1 Emerging capabilities across domains of physical and social emotional

4.2 Emerging capabilities across domains related to cognition – meta-cognition, creativity, ethics

4.3 Issues related to puberty

4.4 Gender and development

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

4.6 Role of parents and teachers to deal with the problems of adolescents

Unit 5: Transitions into Adulthood

5.1 Psychological well-being

5.2 Formation of identity and self-concept

5.3 Emerging roles and responsibilities

5.4 Life Skills and independent living

5.5 Career Choices

Engagement with the field as part of course as indicated below

Hands on Experience

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

Suggested Readings

- Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.
- Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development*. New York: Routledge.
- Mittal. S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.
- Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2006). *Child Development*., Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2007). *Adolescence*., Tata Mc.Graw Hill Publishing Company, New Delhi.

COURSE BSE-102 CONTEMPORARY INDIA AND EDUCATION

Course: BSE-102

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

- BSE- 102.1** explain the concept, scope, agencies and philosophies of Education with focus on classical Indian perspective and philosophers.
- BSE- 102.2** elaborate the concept, types, global perspective of diversity with focus on addressing diversity.
- BSE- 102.3** explain various contemporary issues and concerns of Indian school Education.
- BSE- 102.4** describe salient features of Indian Constitutional provisions, commissions, policies, schemes and programs of school education and international conventions & policies.
- BSE- 102.5** discuss the issues and trends in contemporary Indian Education at school level.

Unit 1: Philosophical Foundations of Education

1.1 Education: Concept, definition and scope

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

1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism

1.4 Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, SankyaDarshan)

1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: Understanding Diversity

2.1 Concept of Diversity

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

2.3 Diversity in learning and play

2.4 Addressing diverse learning needs

2.5 Diversity: Global Perspective

Unit 3: Contemporary Issues and Concerns

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

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

3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions

(ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues

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

Unit 4: Education Commissions and Policy (School Education)

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

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

4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012), RPWD Act 2016.

4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009, Samagra Shiksha Programme 2018

4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies; UNESCO's Global Education Monitoring Report (2020).

Unit 5: Issues and Trends in Education

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarity of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

Some Suggested Activities on contemporary issues

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

Essential Readings

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

Suggested Readings

- Aggarwal, J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat, B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas, A. (1992). Education in India, Arya Book Depot. New Delhi
- Biswas, A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
- Choudhary, K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAEA Association.
- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Sapra, C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity Oxford India: Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber, O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

COURSE- BSE-103 INTRODUCTION TO SENSORY DISABILITIES (VI, HI, Deaf-Blind)

Course: BSE-103

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

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

- BSE- 103.1** define and classify sensory impairments and discuss the process & importance of hearing and challenges arising due to hearing loss.
- BSE- 103.2** describe the impact of hearing loss and issues & measures to address challenges in educating students with hearing loss.
- BSE- 103.3** elaborate the nature, classification and assessment procedures of visual impairment.
- BSE- 103.4** discuss the educational implications of visual impairment with respect to placement, curriculum and assistive devices etc.
- BSE-103.5** explicate the impact of deaf- blindness and practices/measures for functional development.

Unit 1: Hearing Impairment: Nature & Classification

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

Unit 2: Impact of Hearing Loss

- 2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
- 2.2 Language & communication issues attributable to hearing loss and need for early intervention
- 2.3 Communication options, preferences & facilitators of individuals with hearing loss
- 2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss
- 2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

Unit 3: Visual Impairment-- Nature and Assessment

- 3.1. Process of Seeing and Common Eye Disorders in India
- 3.2. Blindness and Low Vision--Definition and Classification
- 3.2. Demographic Information--NSSO and Census 2011
- 3.4. Importance of Early Identification and Intervention
- 3.5. Functional Assessment Procedures

Unit 4: Educational Implications of Visual Impairment

- 4.1. Effects of Blindness--Primary and Secondary
- 4.2. Selective Educational Placement
- 4.3. Teaching Principles
- 4.4. Expanded Core Curriculum-- Concept and Areas
- 4.5. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness

- 5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness
- 5.2 Effects and implications of deaf-blindness on activities of daily living & education
- 5.3 Screening, assessment, identification & interventional strategies of deaf-blindness
- 5.4 Fostering early communication development: Methods, assistive devices and practices including AAC
- 5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

Course Work/ Practical/ Field Engagement

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

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

Essential Readings

- 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. (2nded): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftrainingmodule-for-resource-teachers-for-disablechildren%2FModule%25202%2520Deafblindness.pdf%2Fdownload%2Ffile&ei=LkY6VdGIOIKymAW604CgDg&usq=A FQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.

- National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: VanNostrand Reinhold Company.
- 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.

Suggested Readings

- 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.
- Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). *HandBook on Special Education and Children with Special Needs*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- 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- BSE-104: INTRODUCTION TO NEURO DEVELOPMENTAL (LD, ID/MR, ASD),
LOCOMOTOR AND MULTIPLE DISABILITIES (Deaf-Blind, CP, MD)**

Course: BSE-104

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare pre-service teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction. The course also aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

Course Outcomes (COs)

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

- BSE- 104.1** describe nature, needs and assessment & intervention strategies of learning disabilities and Intellectual disabilities.
- BSE-104.2** explain the concept, tools and areas of assessment and intervention strategies for Autism Spectrum Disorder.
- BSE-104.3** discuss the nature, challenges and therapeutic and educational intervention strategies to facilitate children with Cerebral Palsy.
- BSE-104.4** discuss the nature, challenges and therapeutic & educational intervention strategies to facilitate persons with amputations, Polio, spinal and muscular defects.
- BSE-104.5** comprehend the nature of multiple & other disabilities and design the programs to facilitate teaching-learning and address functional limitations of persons with multiple & other Disabilities.

Unit 1: Learning Disability&Intellectual Disability: Nature, Needs, Assessment and Intervention

(a) Learning Disability

- 1.1 Definition, Types and Characteristics
- 1.2 Tools and Areas of Assessment
- 1.3 Strategies for reading, Writing and Maths
- 1.4 Curricular Adaptation, IEP, Further Education,

1.5 Transition Education, Life Long Education

(b) Intellectual Disability

1.6 Definition, Types and Characteristics

1.7 Tools and Areas of Assessment

1.8 Strategies for Functional Academics and Social Skills

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

1.10 Vocational Training and Independent Living

Unit 2: Autism Spectrum Disorder: Nature, Needs and Intervention

2.1 Definition, Types and Characteristics

2.2 Tools and Areas of Assessment

2.3 Instructional Approaches

2.4 Teaching Methods

2.5 Vocational Training and Career Opportunities

Unit 3: Cerebral Palsy (CP)

3.1. CP: Nature, Types and Its Associated Conditions

3.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)

3.3. Provision of Therapeutic Intervention and Referral of Children with CP

3.4. 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

3.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 4: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

4.1. Definition, Meaning and Classification

4.2. Assessment of Functional Difficulties

4.3. Provision of Therapeutic Intervention and Referral

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

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

Unit 5: Multiple Disabilities and Other Disabling Conditions

5.1 Multiple Disabilities: Meaning and Classifications

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

5.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis

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

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

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

Course Work/ Practical/ Field Engagement

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism
- Undertake a case study after identifying a child Cwith 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.

Essential Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,
- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.
- Sarva Siksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusiveducation/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file
- Sarva Siksha Abhiyan. Module on Multiple Disabilities. http://ssa.nic.in/inclusiveducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file

Suggested Readings

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA

COURSE-BSE-105: IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Course: BSE-105

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE-105.1** describe the anatomy and physiology of Human Eye.
- BSE-105.2** classify visual impairment and eye disorders and analyze educational implications of eye disorders.
- BSE-105.3** discuss implications of visual impairment and educational needs of the visually impaired.
- BSE-105.4** develop skills to identify and assess children with visual impairment using various assessment tools.
- BSE-105.5** describe the concept, causes, and impact of VIMD with identification & assessment procedures for VIMD children.

Unit 1: Anatomy and Physiology of Human Eye

- 1.1 Structure and Function of human eye
- 1.2 Normal vision development and process of seeing
- 1.3 Principles of refraction and refractive errors
- 1.4 Concept and definitions of blindness and low vision
- 1.5 Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders

- 2.1 Loss of Visual acuity
- 2.2 Loss of Visual field
- 2.3 Colour vision defect and loss of contrast sensitivity

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

2.5 Educational implications of different Eye disorders

Unit 3: Implications of Visual Impairment and Needs of Visually Impaired

3.1 Psychosocial implications of visual impairment

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

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

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

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

Unit 4: Identification and Assessment of Visual Impairment

4.1 Interpretation of clinical assessment of vision

4.2 Functional assessment of vision: Concept, need and methods

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

4.4 Tools for psychological assessment of the visually impaired: Vithoba Paknikar

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

4.5 Report writing

Unit 5: Assessment of Learning Needs of Children with VIMD

5.1 Concept and definition of VIMD

5.2 Etiology of VIMD

5.3 Impact of VIMD on learning and development

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

5.5 Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Barraga, N. C. (1980). Sequences of Visual Development. Austin: University of Texas.
- Bhan, S. & Swarup, S. (2010). Functional Skills Inventory for the Blind. Mumbai: National association for the blind.
- Bhandari, R. & Narayan J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.

- Hyvarinen, L. & Jacob N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Finland: Vistest Ltd.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Oxford: Butterworth-Heinemann.
- Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mani, M.N.G. (1992). Concept development of blind children. Coimbatore: SRK Vidyalaya.
- Scholl, G. T. (Ed.) (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. Dehradun: NIVH.
- Singh, T.B. (1986). Eysenck Personality Questionnaire (EPQ) for the Visually Handicapped. Dehradun: NIVH.
- Singh, T.B. (1986). Standardisation of Cornell Medical Index on Visually Handicapped children. Dehradun: NIVH.
- Singh, T.B & Sati, G. (1992). Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India. Dehradun: NIVH.
- Warren, D.H. (1983). Blindness and Early Childhood Development. New York: AFB Press.

Suggested Readings

- Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.
- Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi : Ashish Publishing House
- Bright Hub Education (2012). Identifying Students with Visual Impairment. Retrieved from <http://www.brighthouseeducation.com/special-ed-visualimpairments/69240-early-signs-of-visual-impairment-in-a-child/>
- Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). HandBook on Special Education and Children with Special Needs. Hyderabad: Neelkamal Publications Pvt. Ltd.

COURSE-BSE-106: CROSS DISABILITY AND INCLUSION (PRACTICAL)

Course: BSE-106

Credits: 02

Hours: 60

Marks: 50

(External-40+internal-10)

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-106.1 develop the skill of keen observation of lessons in special schools viz. classroom and co- curricular areas.

BSE-106.2 develop skill of lesson observation in inclusive classrooms.

BSE-106.3 write comprehensive reports on class observation of lessons.

BSE-106.4 learn Bharati/ Hindi Braille with special reference to VI and Deaf-Blind.

BSE-106.5 learn regional braille codes.

Sr. No	Task for the student teacher	Disability focus	Educational settings	Specific activities	Hrs. (60)	Marks	
1	Classroom Observation	1	VI	Special School	Learners will observe students in different educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report	10	25 (20+5)
		2	Other than VI	Minimum three special school		10	
		3	Any Disability	Inclusive schools	10		
2	Learning of Braille	VI and DEAF-blind	Department of Education, KUK	Introduction to Bharti/hindi or Regional Braille	30	25 (20+5)	
GRAND TOTAL						50 (40+10)	

SEMESTER-II B.Ed. Spl. Ed. (V.I.)

Introduction to course for semester-II

Course	Course title	Credits	Internal assessment	External assessment	Total marks	Duration of exam	
BSE-201	Learning, Teaching and Assessment	4	20	80	100	3hours	
BSE-202&203	Pedagogy of Teaching (V.I.) (any two courses from any two groups selecting one from one group)						
	Group-A	I. Pedagogy of teaching Science to students with visual impairment	4	20	80	100	3hours
	Group-B	I. Pedagogy of teaching Mathematics to students with visual impairment II. Pedagogy of teaching Social Science to students with visual impairment	4	20	80	100	3hours
	Group-C	I. Pedagogy of teaching Hindi to students with visual impairment II. Pedagogy of teaching English to students with visual impairment	4	20	80	100	3hours
BSE-204	Inclusive Education	2	10	40	50	1.5 hours	
BSE-205	Curriculum, Designing, Adaptation and Strategies for teaching expanded curriculum	4	20	80	100	3hours	
BSE-206	Practical: Disability specialization (visual impairment)	2	10	40	50		
BSE OE-I	Open Elective: Introduction to Inclusive Education	2	10	40	50*	2 Hours	
GRAND TOTAL		20	100	400	500		

* There will be no addition of credits and marks in Open Elective course in Grand Total of the semester-II.

COURSE-BSE-201: LEARNING, TEACHING AND ASSESSMENT

Course: BSE-201

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

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

- BSE-201.1.** comprehend the concept of learning, intelligence & creativity & describe theories of learning & intelligence and their implications for classroom teaching and learning.
- BSE-201.2.** analyse the learning process, nature and theory of motivation.
- BSE-201.3.** explain the maxims & stages of teaching & learning and role of a teacher.
- BSE-201.4.** elaborate the concept & types of assessment & evaluation at school level.
- BSE-201.5.** describe the strategies, practices, nature of assessments and assessment concerns for diverse learners and critically review the school examination practices & reforms.

Unit 1: Human Learning and Intelligence

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructivism: Vygotsky, Bandura

1.3 Intelligence:

- Concept and definition
- Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

Unit 2: Learning Process and Motivation

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

Unit 3: Teaching Learning Process

3.1 Maxims of Teaching

3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect

- 3.3 Stages of Learning: Acquisition, Maintenance, Generalization
- 3.4 Learning Environment: Psychological and Physical
- 3.5 Leadership Role of Teacher in Classroom, School and Community

Unit 4: Overview of Assessment and School System

- 4.1 Assessment: Conventional meaning and constructivist perspective
- 4.2 ‘Assessment of Learning’ and ‘Assessment for Learning’: Meaning and difference
- 4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
- 4.4 Formative and summative evaluation, Curriculum Based Measurement
- 4.5 Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Unit 5: Assessment: Strategies and Practices

- 5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure
- 5.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- 5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- 5.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;
- 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

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

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

Transaction and Evaluation

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

Essential Readings

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

• Woolfolk, A., Misra, G., & Jha, A.K. (2012). *Fundamentals of Educational Psychology*, 11th edn, Pearson Publication, New Delhi.

Suggested Readings

- Geisinger, K.F. (2013). *APA Handbook of Testing and Assessment in Psychology*. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey, J. (2000). *Grading and Reporting*. Thousand Oaks, CA: Corwin King.
- Howell, K. W., & Nolet, V. (2000). *Curriculum-Based Evaluation: Teaching and decisionmaking*. Scarborough, Ontario, Canada, Wadsworth.
- McMillan, J. H. (2001). *Classroom Assessment: Principles and Practice for Effective Instruction*. Allyn and Bacon, London.
- Nevo, D. (1995). *School based Evaluation*. Pergamon Publishing, Kidlington, Oxford.
- Salvia, J., & Ysseldyke, J.E. (1998). *Assessment*. (7th ed) Houghton Mifflin, Boston.

COURSE-BSE-202 & 203: PEDAGOGY OF TEACHING SCIENCE TO STUDENTS WITH VISUAL IMPAIRMENT

Course: BSE-202 & 203: Group-A (I)

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

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

- BSE-202&203AI.1.** describe the nature, scope and role of Science in day to day life and its relevance to modern society.
- BSE-202&203AI.2.** describe the aims & objectives of teaching Science and develop skill of unit & lesson planning and pedagogical analysis.
- BSE-202&203AI.3.** identify and apply the methods and approaches of teaching Science and engaging learners.
- BSE-202&203AI.4.** demonstrate competencies of planning & organizing learning resources for teaching Science to children with disabilities.
- BSE-202&203AI.5.** understand nature of evaluation and use of various evaluation tools and techniques to measure learners' achievement in Science.

Unit 1: Nature and Significance of Science

- 1.1 Nature, Scope, Importance and Value of Science
- 1.2 Science as an Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society
- 1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- 1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction

- 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms (Revised)
- 2.3 Micro Teaching Skills (Skill of Introducing lesson, Skill of Illustration with Examples, Skill of Explanation, skill of Probing Questions, Skill of Stimulus Variation, Skill of reinforcement)
- 2.4 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
- 2.5 Unit Planning – Format of A Unit Plan
- 2.6 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Unit 3: Approaches and Methods of Teaching Sciences

- 3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach
- 3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping,

Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

3.3 Project Method and Heuristic Method

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

3.5 Constructivist Approach and its Use in Teaching Science

Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)

4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books- Characteristics and Significance with reference to Children with Disabilities

4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities

4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining

4.5 Museum, Botanical and Zoological Garden: Role in Teaching

Unit 5: Evaluation

5.1 Evaluation- Concept, Nature and Need

5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

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 students with disabilities in view.

III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.

IV. Construction of a diagnostic test for unit along with a remedial plan.

V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas

VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.

- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., &Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
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- Scholl, G.T. (1986). Foundations of education for blind and visually handicappedchildren and youth, New York: American Foundation for the blind.
- Sharma, R. C. (2005). Modern Science teaching, Delhi: DhanpatRai& Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., &Siddiqui, M. N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., &Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merril Publishing Company.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & DeepPublishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: NeelkamalPublications.

Suggested Readings

- Dalmia, A. M. & Mittal, A. K. (2015) (Eds.). Visual disability: a resource book for teachers vol. 1. Dehradun, NIVH.
- Dalmia, A. M., Jacob, N., Mittal, A. K. & Mittal, S. R. (2019) (Eds.). Visual disability: a resource book for teachers vol. 2. Dehradun, NIVH.
- Gupta, S. K. (1983). Technology of Science Education, Delhi: Vikas PublishingHouse Pvt. Ltd.
- Gupta, V. K. (1995). Readings in Science and Mathematics Education, Ambala: TheAssociated Press.
- Mangal S. K., & Shubhra (2005). Teaching of Biological Sciences, Meerut: International Publishing House.
- Rao, V.K. (2004). Science Education, APH Publishing Corpn. New Delhi.

COURSE-BSE-202 & 203: PEDAGOGY OF TEACHING MATHEMATICS TO STUDENTS WITH VISUAL IMPAIRMENT

Course: BSE-202&203, Group-B (I)

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & without disabilities.

Course Outcomes (COs)

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

- BSE-202&203BI.1.** explain the nature & perspective of Mathematics and its historical development along with the contribution of mathematicians.
- BSE-202&203BI.2.** describe the aims and objectives of teaching Mathematics and develop skill of lesson/unit planning and pedagogical analysis.
- BSE-202&203BI.3.** describe methods and techniques of teaching and learning Mathematics and develop ability to engage learners.
- BSE-202&203BI.4.** elaborate teaching learning resources for teaching Mathematics to children with disabilities.
- BSE-202&203BI.5.** elaborate the concept and importance of assessment & evaluation, use tools and techniques of assessment and adapt evaluation procedures for students with disabilities.

Unit 1: Nature of Mathematics

- 1.1 Meaning, Nature, Importance and Value of Mathematics
- 1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics
- 1.3 Historical Development of Notations and Number Systems
- 1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
- 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

Unit 2: Objectives and Instructional Planning in Mathematics

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms (Revised)
- 2.3 Micro Teaching Skills (Skill of Introducing lesson, Skill of Illustration with Examples, Skill of Explanation, skill of Probing Questions, Skill of Stimulus Variation, Skill of Reinforcement)
- 2.4 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- 2.5 Unit Planning – Format of A Unit Plan
- 2.6 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Unit 3: Strategies for Learning and Teaching Mathematics

3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts

3.2 Learning By Exposition: Advanced Organizer Model

3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, and Project

3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)

3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/Contextual Learning

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

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

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

4.3 Bulletin Boards and Mathematics Club

4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Unit 5: Assessment and Evaluation for Mathematics Learning

5.1 Assessment and Evaluation- Concept, Importance and Purpose

5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures

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

5.4 Preparation of Diagnostic and Achievement Test

5.5 Adaptations in Evaluation Procedure for Students with Disabilities

Practical/ Field Engagement/ Project Work

Any one of the following

I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus

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

III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

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

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

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching Mathematics*, Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Prentice-Hall.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
- David, W. (1988). *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H. N., & Shankaran, V. (Ed.), (1984). *Content-Cum-Methodology of Teaching Mathematics*. NCERT, New Delhi.

- James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.
- Kumar, S. (2009). *Teaching of Mathematics*, New Delhi: Anmol Publications.
- Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

Suggested Readings

- Dalmia, A. M. & Mittal, A. K. (2015) (Eds.). *Visual disability: a resource book for teachers vol. 1*. Dehradun, NIVH.
- Dalmia, A. M., Jacob, N., Mittal, A. K. & Mittal, S. R. (2019) (Eds.). *Visual disability: a resource book for teachers vol. 2*. Dehradun, NIVH.
- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessment*, Canada: Sage Publications.
- *National Curriculum Framework*. (2005). NCERT, New Delhi: NCERT.
- *National Curriculum Framework for Teacher Education*. (2009). NCTE, New Delhi.
- *Teaching of Mathematics (ES-342), Blocks 1-4*. (2000). IGNOU, New Delhi.
- *Text Books of Mathematics for Class-VI to X*. (2006). NCERT, New Delhi.

COURSE-BSE-202 &203: PEDAGOGY OF TEACHING SOCIAL SCIENCE TO STUDENTS WITH VISUAL IMPAIRMENT

Course: BSE-202 &203, Group-B (II)

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all out of which students will be required to attempt five questions. Question number one will be compulsory which will comprise of four short answer type notes of four marks each from entire syllabus. Remaining nine questions will be long answer type questions out of which students will be required to attempt four questions. All questions carry equal marks.

Introduction

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

Course Outcomes (COs)

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

- BSE-202&203BII.1.** explain the concept, nature, scope, significance and aims & objectives of Social Science.
- BSE-202&203BII.2.** elaborate organization of Social Science curriculum & instructional planning and develop competencies for designing unit & lesson plans and adapt lesson plans for children with disabilities.
- BSE-202&203BII.3.** explain approaches, methods of teaching, devices, techniques and instructional material of teaching of Social Science and adaptations for children with disabilities.
- BSE-202&203BII.4.** describe the purpose, tools & techniques of evaluation and develop diagnostic testing & enrichment techniques for children with disabilities.
- BSE-202&203BII.5.** illustrate the role and competencies of Social Science teacher as a Reflective Practitioner.

Unit I: Nature of Social Sciences

- 1.1 Concept, scope and nature of social science
- 1.2 Difference between social sciences and social studies
- 1.3 Aims and objectives of teaching social science at school level, Revised Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 1.4 Significance of social science as a core subject
- 1.5 Role of social science teacher for an egalitarian society

Unit II: Curriculum and Instructional Planning

- 2.1 Organization of social science curriculum at school level
- 2.2 Instructional Planning: Concept, need and importance

2.3 Micro Teaching Skills (Skill of Introducing lesson, Skill of Illustration with Examples, Skill of Explanation, skill of Probing Questions, Skill of Stimulus Variation, Skill of reinforcement)

2.4 Pedagogical Analysis: Meaning and Need. Procedure for Conducting Pedagogical Analysis

2.5 Unit plan and Lesson plan: need and importance, Procedure of Unit and Lesson Planning

2.6 Adaptation of unit and lesson plans for children with disabilities

Unit III: Approaches to teaching of Social Science

3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method,

3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story-telling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

3.3 Accommodations required in approaches for teaching children with disabilities

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

3.5 Adaptations of material for teaching children with disabilities

Unit IV: 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 tests, Observation Tools, Work Samples, Portfolio

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

4.4 Construction of teacher made test

4.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit V: Social Science Teacher as a Reflective Practitioner

5.1 Being a reflective practitioner- use of action research

5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science

5.3 Case study- Need and Importance for a School Teacher

5.4 Development of a Professional Portfolio/ Teaching Journal

5.5 Competencies for teaching Social science to children with disabilities

Transaction

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

Course Work/ Practical/ Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools

Essential Readings

BSE-202&203C(I).2. ष अव ग म म, इ क ठ व न न क व न म ण णय म

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BSE-202&203C(I).4. ष अव ग म म स 5 य क व य

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BSE-202&203C(I).5. क व च स क क प म

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इकाई 1

भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता और पाठ्यवस्तु संवर्धन

1.1 भाषा का प्रत्यय और उपयोगिता।

1.2 बोली, भाषा और मानक भाषा का प्रत्यय ।

1.3 शिक्षा, समाज, व्यापार, राजनीति, शोध एवं विकास में भाषा का योगदान।

1.4 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया।

1.5 विश्व भाषा और भविष्य भाषा के रूप में हिन्दी का विकास का आकलन।

1.6 मूल-भूत भाषा कौशलों-श्रवण, वाचन, पठन और लेखन का परिचय।

1.7 पाठ्यवस्तु संवर्धन

1.7.1 हिन्दी साहित्य का सामान्य परिचय।

1.7.2 हिन्दी गद्य साहित्य की परम्परागत विधाएँ-कहानी, नाटक और महाकाव्य।

1.7.3 हिन्दी गद्य साहित्य की आधुनिक विधाएँ-उपन्यास, यात्रा विवरण, जीवनी, आत्मकथा और संस्मरण ।

1.7.4 हिन्दी व्याकरण में उर्दू, अंग्रेज़ी और संस्कृत से समाविष्ट प्रत्यय।

1.7.5 माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आकलन।

इकाई 2 -

भाषा अधिगम की प्रकृति और पाठ नियोजन

- 2.1 माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- 2.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण विधि।
- 2.3 पाठयोजना का परिचय, उपयोग और महत्त्व।
- 2.4 पाठयोजना के चरण और उन का क्रियान्वयन।
- 2.5 हिन्दी शिक्षण में ब्लूम द्वारा शिक्षा के उद्देश्यों का वर्गीकरण ।
- 2.6 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।
- 2.7 विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- 2.8 पाठ योजना के संरचनात्मक उपागम का परिचय और अभ्यास।

इकाई 3 -

हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग

- 3.1 सूक्ष्म शिक्षण कौशल का परिचय, उपयोग और उसके चरण ।
- 3.2 माध्यमिक कक्षाओं में गद्य शिक्षण की उपयोगिता।
- 3.3 गद्य शिक्षण की अर्थ बोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इन की समीक्षा।
- 3.4 माध्यमिक कक्षाओं के पाठ्यक्रम में पद्य के समावेश की उपयोगिता।
- 3.5 पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास और समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।
- 3.6 माध्यमिक स्तर पर व्याकरण शिक्षण की आवश्यकता और उपयोगिता ।
- 3.7 व्याकरण शिक्षण की निगमन, आगमन, भाषा संसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।

इकाई 4 -

भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग और मूल्यांकन की प्रविधि

- 4.1 शिक्षण उपकरणों का सन्दर्भ, महत्त्व और लाभ।
- 4.2 अधिगम-शिक्षण के दृश्य उपकरणों के प्रकार।
- 4.3 दृश्य उपकरणों- श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और प्लैश कार्ड की प्रयोग विधि।
- 4.4 श्रव्य उपकरणों-कॉम्पैक्टडिस्क व कैसेट्स के प्रयोग की विधि और अभ्यास।
- 4.5 मुद्रित श्रव्य उपकरणों-अखबार, पत्रिकाओं और पुस्तकों का सहायक उपकरणों के रूप में प्रयोग।
- 4.6 वैद्युदण्विक उपकरणों-टेलीविजन, कम्प्यूटर और विश्वजाल के सहायक उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।
- 4.7 भाषा अधिगम में भाषा प्रयोगशाला के प्रयोग की विधि और समीक्षा।
- 4.8 भाषा अधिगम के मूल्यांकन की प्रविधि
- 4.8.1 मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व।
- 4.8.2 सतत एवं व्यापक मूल्यांकन का सन्दर्भ।
- 4.8.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटि मुक्त लेखन, आशुभाषण और काव्य पाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।

- 4.8.4 कक्षा गत पाठ्य सहगामी गति विधियों-गीत, अभिनय, संवाद, क्रिया कलाप और नेतृत्व के गुणों का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- 4.8.5 विद्यार्थियों के भाषा अधिगम का संचयी वृत्त बनाना।

इकाई 5 -

चिन्तनशील साधक के रूप में शिक्षक

- 5.1 अनुवर्ती चिन्तन की आवश्यकता और महत्त्व।
- 5.2 चिन्तन दैनन्दिनी और पोर्टफोलियो बनाना।
- 5.3 विद्यार्थियों की अधिगम समस्याओं के निदान और समाधान के लिए क्रियात्मक अनुसन्धान का प्रयोग।
- 5.4 पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों का आलोचनात्मक विवेचन।
- 5.5 पाठ्यक्रम, सहायक सामग्री और पाठ्य विधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

प्रायोगिक कार्य-

1. आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान विवरण।
2. हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
3. हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।
4. चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रति कृतिका प्रस्तुतिकरण।

मूल्यांकन योजना-

मूल्यांकन बिन्दु कक्षा परीक्षा प्रायोगिक कार्य पोर्टफोलियो उपस्थिति सत्रान्त परीक्षा प्रदेय अंक 10 10 05 05 70

सन्दर्भ पुस्तकें-

1. हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुति कान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, 2010.
2. हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोलबाग, नईदिल्ली, 2005.
3. हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, 2005.
4. हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राज कमल प्रकाशन, नईदिल्ली, 2006
5. हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, 2002.
6. हिन्दी शिक्षण, सावित्री सिंह, इन्टर नेशनल पब्लिशिंग हाउस, मेरठ, 2004

COURSE-BSE-202 &203: PEDAGOGY OF TEACHING ENGLISH TO STUDENTS WITH VISUAL IMPAIREMENT

Course: BSE-202 &203, Group-C (II)

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

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

- BSE-202&203CII.1.** describe the nature of English language and literature with emphasis on principles of language teaching and evolutionary perspective & trends in English literature.
- BSE-202&203CII.2.** understand the importance of instructional planning and prepare instructional plans in English and adapt for children with disabilities.
- BSE-202&203CII.3.** explain the methods and approaches of teaching English and adapt approaches & techniques for children with disabilities.
- BSE-202&203CII.4.** understand importance and uses of instructional materials & carry out adaptations for children with disabilities.
- BSE-202&203CII.5.** explain concept & need of evaluation; adapt and design evaluation & assessment tools and apply enrichment measures.

Unit I: Nature of English Language & Literature

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

Unit II: Instructional Planning

- 2.1 Aims and objectives of Teaching English at different stages of schooling, Revised Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.2 Instructional Planning: Need and Importance
- 2.3 Micro Teaching Skills (Skill of Introducing lesson, Skill of Illustration with Examples, Skill of Explanation, skill of Probing Questions, Skill of Stimulus Variation, Skill of reinforcement)
- 2.4 Pedagogical Analysis: Meaning and Need. Procedure for Conducting Pedagogical

Analysis

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

2.5 Planning and adapting units and lessons for children with disabilities

Unit III: Approaches and Methods of Teaching English

3.1 Difference between an approach and a method

3.2 Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method

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

3.5 Accommodation in approaches and techniques in teaching children with disabilities

Unit IV: Instructional Materials

4.1 Importance of instructional material and their effective use

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

4.3 Construction of a teacher made test for English proficiency

4.4 Teaching portfolio

4.5 Adaptations of teaching material for children with disabilities

Unit V: Evaluation

5.1 Evaluation - Concept and Need

5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)

5.3 Adaptation of Evaluation Tools for Children with Disabilities

5.4 Individualized assessment for Children with Disabilities

5.5 Error analysis, Diagnostic tests and Enrichment measures

Transaction

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
- Grellet, F. (1980). Developing Reading Skills, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.

Suggested Readings

- Agnihotri, R.K., & Khanna, A.L. (Ed.) (1996). English Grammar in context, Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). Teaching of English. Jammu: RadhaKrishanAnand 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.
- Dalmia, A. M. & Mittal, A. K. (2015) (Eds.). Visual disability: a resource book for teachers vol. 1. Dehradun, NIVH.
- Dalmia, A. M., Jacob, N., Mittal, A. K. & Mittal, S. R. (2019) (Eds.). Visual disability: a resource book for teachers vol. 2. Dehradun, NIVH.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition, Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques, Macmillan Publication, New Delhi.
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication

COURSE-BSE-204: INCLUSIVE EDUCATION

Course: BSE-204

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

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

- BSE-204.1.** elaborate the constructs of inclusive education w. r. t. diversity, paradigm shift, principles & barriers to inclusive education.
- BSE-204.2.** enumerate and elucidate provisions given in international declarations, conventions, frameworks and national commissions, policies, Acts and programs facilitating inclusive education.
- BSE-204.3.** explicate the meaning of adaptations, accommodations and modifications needed for inclusion of children with disabilities.
- BSE-204.4.** describe the inclusive pedagogical practices and principles.
- BSE-204.5.** describe the concept, components and role of stakeholders' supports and collaborations for inclusive education.

Unit 1: Introduction to Inclusive Education

1.1 Marginalisation vs. Inclusion: Meaning & Definitions

1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 2: Policies & Frameworks Facilitating Inclusive Education

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

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

2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013), RPWD Act (2016), Samagra Shiksha Programme (2018).

Unit 3: Adaptations Accommodations and Modifications

3.1 Meaning, Difference, Need & Steps

3.2 Specifics for Children with Sensory Disabilities

3.3 Specifics for Children with Neuro-Developmental Disabilities

3.4 Specifics for Children with Loco Motor & Multiple Disabilities

3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions

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

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

4.3 Differentiated Instructions: Content, Process & Product

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

4.5 ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education

5.1 Stakeholders of Inclusive Education & Their Responsibilities

5.2 Advocacy & Leadership for Inclusion in Education

5.3 Family Support & Involvement for Inclusion

5.4 Community Involvement for Inclusion

5.5 Resource Mobilisation for Inclusive Education

Practical & Field Engagement

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

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

III. Design a Poster on Inclusive Education

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

Transactions

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

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, 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 RoutledgeFalmer: Taylor & Francis Group.

COURSE-BSE-205: CURRICULUM, DESIGNING, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM

Course: BSE-205

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Curriculum is the heart of any educational system. As is the curriculum, so is the educative process. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum unique to visual impairment. Apart from that certain curricular adaptations and modifications are required to be done to enable the students to access visually oriented concepts. Adapted physical education and creative arts also form a part of this course of study.

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE-205.1.** elaborate the concept and need of curriculum, core curriculum & expanded curriculum and curricular aspects.
- BSE-205.2.** demonstrate techniques and aids of teaching functional academic skills.
- BSE-205.3.** outline the meaning, importance and components of different independent living skills.
- BSE-205.4.** explain the need and process of curricular adaptations & accommodations for teaching children with disabilities.
- BSE-205.5.** illustrate the meaning and need of adaptations in different curricular areas especially for children with visual impairment.

Unit 1: Concept and Types of Curriculum

1.1 Concept, Meaning and Need for Curriculum

1.2 Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach

1.3 Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum

1.4 Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired

1.5 Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Unit 2: Teaching Functional Academics Skills

2.1 Learning media assessment

2.2 Braille reading readiness

2.3 Techniques of teaching Braille

2.4 Techniques of Teaching print to children with low vision

2.5 Braille aids and devices, optical devices for print reading and writing

Unit 3: Teaching of Independent Living Skills

3.1 Independent living skills – Meaning, Importance, Components

- 3.2 Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids
- 3.3 Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills
- 3.4 Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision
- 3.5 Techniques of teaching social interaction skills, leisure and recreation skills and self-determination

Unit 4: Curricular Adaptation

- 4.1 Curricular adaptation – Need, Importance and Process
- 4.2 Reasonable accommodation – Need and Planning
- 4.3 Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing
- 4.4 Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching
- 4.5 Preparation of Teaching Learning Material for ECC – Reading Readiness kit, FlashCards, Sensory Kits, and Mobility Maps

Unit 5: Curricular Activities

- 5.1 Curricular activities – Meaning and Need for Adaptation.
- 5.2 Adaptation of Physical education activities and Yoga
- 5.3 Adaptation of Games and Sports – both Indoor and Outdoor
- 5.4 Creative Arts for the children with visual impairment
- 5.5 Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket

Course Work/ Practical/ Field Engagement

- Prepare reading readiness material for pre-school children with visual impairment
- Preparation and presentation of a kit to develop sensory efficiency
- Select one chapter from a primary level text book of your choice and adapt it for learners with visual impairment
- Adapt one diagram and one map from secondary classes into non-visual format

Essential Readings

- Lowenfeld, B. (1971). *Our blind children: Growing and learning with them*, Springfield, Charles C. Thomas.
- Aggarwal, J.C. (2005). *Curriculum development*. Shipra Publication, Delhi
- Arora, V. (2005). *Yoga with visually challenged*. Radhakrishna Publication, New Delhi
- Baratt, S. H. (2008). *The special education tool kit*. Sage Publication, New Delhi.
- Chapman, E. K. (1978). *Visually Handicapped Children and Young People*. Routledge and Kegan Paul, London.
- Cutter, J. (2006). *Independent Movement and travel in Blind Children*. IAP, North Carolina.
- Dickman, I.R. (1985). *Making life more liveable*. AFB, New York.
- Dodds, A. (1988). *Mobility training for visually handicapped people*. Croom Helm, London.
- Jose, R. (1983). *Understanding Low Vision*. American Foundation for the Blind, New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). *Handbook of Special Education*. Prentice Hall, New Delhi
- Kelly, A.V. (1997). *The curriculum: theory and practice*. Harper and Row, London.
- Lowenfeld, B. (1973). *The Visually Handicapped Child in School*. John Day Company, New York.
- Mangal, S. K. (2011) *Educating Exceptional Children: An Introduction to Special Education*. PHI Learning Pvt.Ltd., New Delhi.
- Mani, M. N. G. (1992). *Techniques of teaching blind children*. Sterling Publishers Pvt. Ltd., New Delhi.
- Mani, M. N. G. (1997). *Amazing Abacus*. S.R.K. Vidyalaya Colony, Coimbatore.
- Mason, H., & Stephen McCall, S. (2003). *Visual Impairment – Access to Education for Children and Young people*. David Fulton Publishers, London.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). *Source Book for Training Teachers of Visually Impaired*. NCERT, New Delhi.

- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot, Meerut.
- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.
- Welsh, R., & Blasch, B. (1980). Foundation Orientation & Mobility. AFB, New York.

Suggested Readings

- Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.
- Barraga, N. C. (1986). 'Sensory Perceptual Development'. in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- National Curriculum Framework (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge University Press, New York.
- The expanded Core Curriculum. (2013). Retrieved from [http:// www.afb.org](http://www.afb.org)
- Wright, L. (2013). The Skills of Blindness: What should students know and when students know. Retrieved from [http:// www.lofob.org](http://www.lofob.org)

COURSE-BSE-206: DISABILITY SPECIALISATION (VISUAL IMPAIRMENT) (PRACTICAL)**Course: -BSE-206****Credits: 02****Hours: 60****Marks: 50****(External-40+Internal-10)****Note:** The evaluation will be done jointly by the two examiners (one internal and one external).**Course Outcomes (COs)**

After completing the course student-teachers will be able to

BSE-206.1. learn Bharti / Hindi Braille.**BSE-206.2.** learn regional braille code.**BSE-206.3.** learn and use basic Braille Mathematical signs.**BSE-206.4.** use taylor frame and do basic arithmetic operations using arithmetic types.**BSE-206.5.** do algebraic operations on Taylor Frame.

Sr. No	Task for the student teacher	Disability focus	Educational settings	Specific activities	Hrs. (60)	Marks
1	Learning of Braille	VI	Department of Education, KUK	1. Bharati Hindi orRegional Braille	30	25
				2. Braille Mathematical sign for: Numericindicator, basicoperations, simplefraction and brackets	15	
2	Learning the use of Assistive Devices	VI	Department of Education, KUK	Taylor Frame: BasicOperationusingarithmetic and algebraic types	15	
GRAND TOTAL						50

BSE OE-I
Open Elective Course B.Ed. (Spl. Edu.) V.I. IInd Sem.
Introduction to Inclusive Education

Credits: 02

Examination Duration: 2:00 Hours

Maximum Marks: 50

External Marks: 40

Internal Marks: 10

Note: The candidates will be required to attempt three questions out of which question number one (short-answer type question) will be compulsory, carrying four marks each. The candidates will be required to attempt remaining two questions i.e. one from each unit, carrying sixteen marks each.

Introduction

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

Course Outcomes (COs)

After undergoing the course the students will be able to:-

- OE-I.1** understand the concept and concerns of inclusive education alongwith its historical perspective.
- OE-I.2** describe the role and responsibilities of stakeholders for collaborative working in implementing inclusive education.

Unit 1:

Introduction to Inclusive Education

- Marginalization vs. Inclusive education – Meaning and definition.
- Historical perspectives on education of children with diverse needs.
- Difference – Mainstreaming, Integrated education and Inclusive education.
- Principles, Intervention and Models of inclusive education
- Advantages and Barriers of inclusive education

Unit 2:

Supports and collaborations for Inclusive Education

- Stakeholders of Inclusive Education & Their Responsibilities
- Advocacy & Leadership for Inclusive Education
- Family Support and Involvement for Inclusion
- Community Involvement for inclusion
- Resource Mobilization for Inclusive Education

References

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Barlett, L.D. & Weisentein, G.R. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.

- Berdine, W. H., & Blackhurst, A.K. (1985). *An Introduction to Special Education*, Boston: Harper Collins
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- Evans, P & Verma, V (Eds) (1990) *Special education: Past, present and future*. London: The Falmer Press
- Gearheart, B.R., Ruiter, J.A., & Sileo, T.W. (1988). *Teaching Mildly and Moderately Handicapped Students*. New Delhi: Prentice Hall of India
- GOI (1992). *Scheme of Integrated Education for the disabled*. 1992: New Delhi: MHRD
- Hallahan D.P., & Kauffman, J. M. (2000). *Exceptional learners: An introduction to special Education*, Boston: Allyn & Bacon
- Hewett, F.M., & Forness S.R, (1984). *Education of Exceptional Learner*. MA: Allyn & Bacon
- Kirk, S. A., & Gallagher, J.J. (2000). *Education of Exceptional Children*. Boston: Houghton Mifflin
- Kundu, C.L., Singh, J. P., & Ahluwalia, H.P.S. (2005). *Accredited institutions of Rehabilitation Council of India*. New Delhi: RCI
- Loreman, T., Deppler, J., & Harvey, D. (2005). *Inclusive Education: A Practical Guide to Supporting Diversity in the classroom*, NY: Routledge Falmer
- Mohapatra, C.S. (Ed) (2004). *Disability management in India: Challenges and commitments* Secunderabad: NIMH
- MSJ & E (1995). *Persons with Disabilities Act- 1995*, New Delhi: Government of India
<http://socialjustice.nic.in/policiesacts>
- Muricken, Jose S.J. & Kareparampil, G (1995). *Persons with disabilities in society*: Trivandrum: Kerala Federation of the Blind.
- Rao, I., Prahlada Rao, S., & Pramod, V. (2010). *Moving away from Labels*, Bangalore: CBR network (South Asia)
- Singh, J. P., & Dash, M. K. (2005). *Disability Development in India*, New Delhi: RCI
- Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). *HandBook on Special Education and Children with Special Needs*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- WHO (1980). *International Classification of Impairments, Disabilities and Handicaps*, Geneva: WHO
- WHO (2001). *ICF: International Classification of Functioning, Disability and Health*. Geneva: WHO

SEMESTER– III B. ED. Spl. Ed. (V.I)

Introduction to course for semester-III

Course	Course title	Credits	Internal assessment	External assessment	Total marks	Duration of Exam
BSE-301	Educational Intervention and Teaching Strategies	4	20	80	100	3 hours
BSE-302	Technology and Education of the visually impaired	4	20	80	100	3 hours
BSE-303	Psycho Social and Family Issues	2	10	40	50	1.5 hours
BSE-304	Practical: Disability Specialization	4	20	80	100	
BSE-305	Main disability special school (Related to VI)	4	20	80	100	
BSE-306	Reading and Reflecting on Texts (EPC)	2	10	40	50	1.5 hours
BSE-307	Performing and Visual Art (EPC)	2	10	40	50	1.5 hours
BSE OE -II	Open Elective: Inclusive Education: Policies and Legislative Provisions	2	10	40	50*	2 Hours
GRAND TOTAL		22	110	440	550	

* **There will be no addition of credits and marks in Open Elective course in Grand Total of the semester-III.**

COURSE-BSE-301: INTERVENTION AND TEACHING STRATEGIES

Course: BSE-301

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted. The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE-301.1** describe various theoretical perspectives related to intervention and teaching strategies with special reference to the visually impaired students.
- BSE-301.2** explain the concepts and concerns related to teaching and evaluation of Mathematics to children with visual impairment.
- BSE-301.3** acquire competencies & skills for teaching Science and assessment of learners with special reference to children with visual impairment.
- BSE-301.4** demonstrate skills of teaching Social Science, techniques of preparation of TLM and assessment of learners with special reference to children with visual impairment.
- BSE-301.5** discuss various concerns related to the assessment, skills development and classroom management of children with low-vision.

Unit 1: Theoretical Perspectives

- 1.1 Difference among Methods, Approaches and Strategies
- 1.2 Intervention – Concept, Scope and Importance
- 1.3 Intervention for lately blinded students – Role of Special teachers/educators
- 1.4 Mediated teaching-learning – Concept, Need and Procedure
- 1.5 Developing 21st Century Skills
- 1.6 Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Unit 2: Mathematics

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

Unit 3: Science

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

Unit 4: Social Science

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

Unit 5: Teaching of Children with Low Vision

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

Course Work / Practical / Field Engagement

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

Essential readings:

- Bourgeault, S. E. (1969). *The Method of Teaching the Blind : The Language Arts*. American Foundation for the Overseas Blind ,Kuala Lumpur.
- Chapman, E. K. (1978). *Visually Handicapped Children and Young People*. Routledge, London.
- Fernandez, G., Koenig. C., Mani. M.N.G., & Tensi. S. (1999). *See with the Blind*. Books for Change, Bangalore.
- Jackson, J. (2007). *Low Vision Manual*. Edingurgh: Butterworth Heinemann/Elsevier, Edingurgh.
- Jose, R. (1983). *Understanding Low Vision*. American Foundation For The Blind. New York.
- Kauffman, J.M., & Hallahan, D.P. (1981). *Handbook of Special Education*. PrenticeHall, New Delhi.
- Lowenfeld, B. (1973). *The Visually Handicapped Child in School*. John DayCompany, New York.
- Lydon, W. T., & McGraw, M. L. (1973). *Concept Development for VisuallyHandicapped Children*. AFB, New York.
- Mangal. S. K. (2007). *Educating exceptional children-an introduction to specialeducation*. PHI learning Pvt. New Delhi.
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- Mani. M. N. G. (1997). *Amazing Abacus*. S.R.K. Vidyalaya Colony, Coimbatore.
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- Macnaughton, J. (2005). *Low Vision Assessment*. Butterworth Heinemann/ Elsevier, Edingurgh.
- Mason, H., & McCall, S. (2003). *Visual Impairment – Access to Education forChildren and Young people*. London: David Fulton Publishers.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). *Source Book for Training Teachers of Visually Impaired*. New Delhi: NCERT.

- Macnaughton, J. (2005). Low Vision Assessment. Butterworth Heinemann /Elsevier, Edingurgh.
- Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California.
- Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Vijayan, P., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

Suggested Readings:

- Agrawal, S. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Abhijeet Publication, Delhi.
- Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments. North Rocks Press, Sydney.
- Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB
- Pandey, V. P. (2004). Teaching of mathematics. Sumit Publication, New Delhi.
- Singh, J., Srikrishna, G., Mishra, P. & Reddy, K. S. (2019). HandBook on Special Education and Children with Special Needs. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

COURSE-BSE-302: TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED

Course: BSE-302

Credits: 04

Contact Hours: 60

Marks: 100

Time of Examination: 3 Hours

(External-80+Internal-20)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Technology in the form of adaptive and assistive devices plays a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired learners. While highlighting the significance of addressing the users point of view/feedback and involving mainstream professionals in developing required technologies, the course also dwells upon on how best students with visual impairment get access to the printed text/material. The course also acquaints the student-teachers with various devices for making the teaching learning process for important school subjects meaningful, exciting and rewarding for all concerned. The educational needs of children with low vision and related technological perspectives are addressed, too, along with critical contributions of computer-aided learning and interventions. In short, the course focuses on making transaction of curriculum for blind and low vision students, a really enjoyable and worthwhile experience. It needs to be studied in conjunction with course Code C14 of the curriculum.

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-302.1 elaborate the importance and scope of educational technology and ICT and relate it to education of children with visual impairment and discuss ICT w.r.t. UNCRPD.

BSE-302.2 illustrate the concept and importance of adaptive technologies and explain concept of universal design.

BSE-302.3 acquire familiarity with various assistive technologies and aids for print access for children with visual impairment.

BSE-302.4 classify and describe low vision devices and various assistive technologies for children with visual impairment with reference to different school subjects.

BSE-302.5 describe the concept and scope of Computer Aided Learning (CAL) and adapt CAL for children with disabilities.

Unit 1: Introducing Educational and Information Communication Technology

1.1 Educational Technology-Concept, Importance, and Scope

1.2 Difference between Educational Technology and Technology in Education

1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment

1.4 Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired

1.5 ICT and the UN Convention on the Rights of Persons with Disabilities.

Unit 2: Adaptive Technologies

2.1 Concept and Purposes

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

Unit 3: Access to Print for the Visually Impaired

- 3.1 Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software, Licencing of Software and Content, OER
- 3.2 Braille Notetakers and Stand-alone Reading Machines
- 3.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers
- 3.4 On-Line Libraries and Bookshare
- 3.5 Daisy Books, Recordings, and Smart Phones.

Unit 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

- 4.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.
- 4.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.
- 4.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS
- 4.4 Low vision devices: Optical, Non-Optical and Projective
- 4.5 Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Unit 5: Computer-Aided Learning

- 5.1 Social Media
- 5.2 Creation of Blogs
- 5.3 Tele-Conferencing
- 5.4 Distance Learning and ICT
- 5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment

Course Work / Practical / Field Engagement

Any three of the following

- Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school
- Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired
- Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit 3 above.
- Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them
- Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers
- Prepare a short note (in about 400 words) on various aspects of a classroom and how it could be made accessible to the visually impaired

Essential Readings

- Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.
- Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts, Kuala Lumpur: American Foundation for the Overseas Blind.
- Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

- Mani, M.N.G. (1997). *Amazing Abacus*. Coimbatore: S.R.K. Vidyalaya Colony.
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). *Source Book for Training Teachers of Visually Impaired*. New Delhi: NCERT.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired(2009). New Delhi: Asian Blind Union
- Punani, B., & Rawal, N. (2000). *Handbook for Visually Impaired*. Blind Peoples' Association, Ahmedabad.
- Scheiman, M., Scheiman, M., & Whittaker, S. (2006). *Low Vision Rehabilitation: a practical guide for occupational therapists*. Therefore Slack Incorp, New Jersey.
- Scholl, G. T. (1986). *Foundations of the education for blind and visually handicapped children and youth: Theory and Practice*. AFB Press, New York.
- Singh, J. P. (2003). *Technology for the Blind: Concept and Context*. Kanishka Publication, New Delhi.
- Vijayan, P., & Gnaumi, V. (2010). *Education of Children with low Vision*. Kanishka Publication, New Delhi.

Suggested Readings

- Fatima, R. (2010). *Teaching aids in mathematics; a handbook for elementary teachers*. Kanishka Publication, New Delhi.
- Hersh, M.A., & Johnson, M. (2008). *Assistive Technology for Visually Impaired and Blind People*. Springer, London.
- Sadao, K. C., & Robinson, N. B. (2010). *Assistive Technology for young children: creating inclusive learning environments*. Paul H Brooks, Baltimore.
- Taraporewala, S. & D'Sylva, C. (2014) (Eds.). *Equip your world: a synoptic view of access technologies for the visually challenged*. Dehradun, NIVH.

COURSE-BSE-303: PSYCHO SOCIAL AND FAMILY ISSUES

Course: BSE-303

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE-303.1** describe the effect of birth of child with visual impairment and role of family in intervention along with attitudinal implications.
- BSE-303.2** outline the various parental issues and concerns related to their children with visual impairment.
- BSE-303.3** explain the role of parents in educational planning of their visually impaired children and attitudinal concerns of professionals.
- BSE-303.4** explain the concept of rehabilitation of children with visual impairment and outline the legal provisions and area specific challenges.
- BSE-303.5** discuss measures and strategies to meet specific challenges of children with visual impairment.

Unit 1: Family of a Child with Visual Impairment

- 1.1 Birth of a child with visual impairment and its effect on parents and family dynamics
- 1.2 Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting
- 1.3 Stereotypic attitudes related to visual impairment and attitude modification
- 1.4 Role of family in Early stimulation, Concept development and Early intervention
- 1.5 Role of siblings and extended family

Unit 2: Parental Issues and Concerns

- 2.1 Choosing an educational setting
- 2.2 Gender and disability
- 2.3 Transition to adulthood: sexuality, marriage, and employment
- 2.4 Parent support groups
- 2.5 Government concessions and auxiliary services available

Unit 3: Parental Involvement in Educational Planning

- 3.1 IEP
- 3.2 ITP
- 3.3. IFSP
- 3.4 Attitude of professionals in involving parents in IEP, ITP, IFSP

Unit 4: Rehabilitation of Children with Visual Impairment

- 3.1 Concept of habilitation and rehabilitation
- 3.2 Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)
- 3.3 Legal provisions, concessions and advocacy
- 3.4 Vocational rehabilitation: need and challenges
- 3.5 Issues and challenges in rural settings

Unit 5: Meeting the Challenges of Children with Visual Impairment

- 4.1 Enhancing pro-social behaviour
- 4.2 Stress and coping strategies
- 4.3 Recreation and leisure time management
- 4.4 Challenges of adventitious visual impairment
- 4.5 Soft skills and social skills training

Course Work/ Practical/ Field Engagement (Any Two)

- Interview family members of three children with visual impairment (congenital/ adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child
- Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment
- Prepare charts/ conduct street plays/ make oral presentations to remove myths related to visual impairment
- Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available

Essential Readings

- Bhandari, R., & Narayan, J. (2009). Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA
- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas.
- Lowenfeld, B. (1973). Visually Handicapped Child in School; New York: American Foundation for the Blind.
- Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Springfield: Charles C. Thomas.
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling publishers Pvt. Ltd.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. USA: Hilton/ Perkins.
- Shah, A. (2008). Basics in guidance and Counselling. New Delhi: Global Vision Publishing House.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2Ed). USA: Allyn & Bacon.

Suggested Readings

- Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad Psycho Corporation, New Delhi.
- Early Support for children, young people and families (2012). Information about Visual Impairment, Retrieved from <http://www.ncb.org.uk/media/875236/earlysupportvisimppt1final.pdf>
- Kundu, C. L. (2000). Status of Disability in India. New Delhi: RCI.
- Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice-Hall.

COURSE-BSE-304: DISABILITY SPECIALISATION (PRACTICAL)

Course: BSE-304

Credits: 04

Contact Hours: 120

Marks: 100

Note: There will be two examiners-one internal and other external-for the evaluation of students.

Course Outcomes (COs)

After completing the course student-teachers will be able to

BSE-304.1 develop the skill of reading English Grade II Braille.

BSE-304.2 write Grade-II English Braille.

BSE-304.3 develop proficiency in the use of Braille mathematics codes.

BSE-304.4 acquire skill of using abacus for doing mathematical calculations.

BSE-304.5 use braille geometric kit for learning concepts of Geometry.

Sr.No	Tasks for the Student-teachers	Educational setting	Disability Focus	Specific Activity	Hrs	Marks
1.1	Reading and writing of standard English braille	Department of Education, KUK	VI	1. Reading and writing English Braille text. Transcription from print to Braille and vice versa(Grade II)	60	50
				2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions	30	25
				3. Abacus and Geometric kit	30	25

**COURSE-BSE-305: MAIN DISABILITY SPECIAL SCHOOL (Related to VI)
(FIELD WORK)**

Course: BSE-305

Credits: 04

Contact Hours: 120

Marks: 100

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE-305.1** develop skill of lesson planning for teaching students with visual impairment in special schools.
- BSE-305.2** prepare TLM for teaching students with visual impairment in special schools.
- BSE-305.3** demonstrate teaching skills to teach students with visual impairment in special schools.
- BSE-305.4** critically observe the lessons of teaching different pedagogical subjects in schools.
- BSE-305.5** deliver required number of lessons to students with V.I.

Sr.No.	Tasks for the Student teachers	Disability Focus	Educational Set Up	No. of Lessons
1	Classroom Teaching	VI	Special schools for VI	Minimum 90 school periods

COURSE-BSE-306: READING AND REFLECTING ON TEXTS (EPC)

Course: BSE-306

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE-306.1** reflect upon the concept, concerns and status of literacy skills.
- BSE-306.2** demonstrate the activities and strategies to develop good reading skills and reflect upon the reading comprehension of children with disabilities.
- BSE-306.3** demonstrate different skills in responding to text materials.
- BSE-306.4** understand writing as a process w.r.t. content, language, mechanics etc. and demonstrate skills of editing and evaluating students' writing.
- BSE-306.5** acquire skills of independent writing.

Unit 1: Reflections on Literacy

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

Unit 2: Reflections on Reading Comprehension

- 2.1 Practicing Responses to Text: Personal, Creative and Critical
- 2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- 2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 2.4 Basic Understanding of Reading Comprehension of Children with Disabilities

Unit 3: Skill Development in Responding to Text

- 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
- 3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
- 3.3 Practicing Responding to Text (Using the Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- 3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

Unit 4: Reflecting Upon Writing as a Process and Product

- 4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)

- 4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
- 4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
- 4.4 Practicing Self Editing and Peer Editing of Sample Texts
- 4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing

- 5.1 Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
- 5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
- 5.3 Practicing Converting Written Information into Graphical Representation
- 5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
- 5.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading*. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene, E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). *Literacy campaign in India*. Discovery Publishing House: New Delhi.

Suggested Readings

- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd) Merrill: New 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.
- Gallangher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly*. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment. High Beam*
- May, F. B. (1998). *Reading as communication*. Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades*. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English*. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness*. Jones and Bartlett: Boston

COURSE-BSE-307: PERFORMING AND VISUAL ARTS (EPC)

Course: BSE-307

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students. For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE-307.1** develop basic understanding of art, art education, artistic expression and application of art therapy for students with disabilities.
- BSE-307.2** describe the concept, basic skills and activities of performing arts and implement strategies for enhancing learning through dance & music.
- BSE-307.3** explicate the range of art activities and basic skills for drama and demonstrate adapted activities to enhance learning among students using drama.
- BSE-307.4** describe the range of activities in visual arts and plan strategies for facilitating interest and enhancing learning in children using visual arts.
- BSE-307.5** discuss the range of media & electronic art forms and understand their application in enhancing learning and facilitating interest among students.

Unit 1: Introduction to art Education

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

Unit 2: Performing Arts: Dance and Music

- 2.1 Range of art activities related to dance and music
- 2.2 Experiencing, responding and appreciating dance and music
- 2.3 Exposure to selective basic skills required for dance and music
- 2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
- 2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

Unit 3: Performing Arts: Drama

- 3.1 Range of art activities in drama
- 3.2 Experiencing, responding and appreciating drama
- 3.3 Exposure to selective basic skills required for drama
- 3.4 Drama: Facilitating interest among students: planning and implementing activities
- 3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

Unit 4: Visual Arts

- 4.1 Range of art activities in visual arts
- 4.2 Experiencing, responding and appreciating visual art
- 4.3 Exposure to selective basic skills in visual art
- 4.4 Art education: Facilitating interest among students: planning and implementing activities
- 4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts

- 5.1 Range of art activities in media and electronic art forms
- 5.2 Experiencing, responding and appreciating media and electronic arts
- 5.3 Exposure to selective basic skills in media and electronic arts
- 5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities
- 5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *ArtEducation*, 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.

BSE OE-II

Open Elective Course B.Ed. (Spl. Edu.) V.I. IIIrd Sem.

Inclusive Education: Policies and Legislative Provisions

Credits: 02

Examination Duration: 2:00 Hours

Maximum Marks: 50

External Marks: 40

Internal Marks: 10

Note: The candidate will be required to attempt three questions out of which question number one (short-answer type question) will be compulsory, carry four marks each. The candidate will be required to attempt remaining two questions i.e. one from each unit, carry sixteen marks each

Introduction

The course is designed to develop an understanding about inclusive education policies and legislative provisions at national and International Level. It is also formulated in a way that the learners will know various national and international declarations, proclamations and affirmations with reference to children with special needs.

Course Outcomes (COs)

After undergoing/completion of the course the students will be able to:-

- OE-II.1** describe national policies and Legislative Provisions with reference to children with disabilities.
- OE-II.2** explain provisions of recent international Declarations, Proclamations and Affirmations for promoting Rights of Children with Disabilities.

Unit 1:

- **Policies and legislative provisions with reference to children with special needs (CWSN)-(at National level)**
 - Rehabilitation Council of India Act (1992)
 - Persons with Disabilities Act (1995)
 - National Trust for the Welfare of persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (2000)
 - National Policy for Persons with Disabilities – 2006
 - The Rights of Persons with Disabilities Act, 2016

Unit 2:

- **Recent Declarations, Proclamations and Affirmations – (at International Level)**
 - UNESCAP (1992)
 - UNESCO Salamanca Statement (1994)
 - Dakar Framework for Action (The world Education Forum) (2000)
 - Individual with Disabilities Education Improvement Act; USA (2004)
 - Biwako Millennium Framework for Action towards inclusion, barrier free, rights-based society
 - UNCRPD

References

Ahuja, A & Jangira, N.K. (2002.) Effective teacher training: Cooperative learning based approach. New Delhi: National Publishing House.

- Ashman, A &Elkinsa, J. (2002) Educating children with special needs. French Forest, NSW: prentice Hall.
- Barlett, L.D. &Weisentein, G.R. (2003). Successful inclusion for educational leaders. New jersey: Prentice Hall.
- Berdine,W. H., & Blackhurst, A.K. (1985). An Introduction to Special Education, Boston: Harper Collins
- Byrne, M. &Shervanian, C. (1977). Introduction to communicative disorder. New York: Harper & Row.
- Evans, P & Verma, V (Eds) (1990) Special education: Past, present and future. London: The Falmer Press
- Giuliani, G. &Pierangelo , R. (2006). The Big Book of Special Education resources, CA: Corwin Press
- Hallahan D.P.,& Kauffman, J. M. (2000). Exceptional learners: An introduction to special Education, Boston: Allyn & Bacon
- Hewett, F.M., &Forness S.R, (1984). Education of Exceptional Learner. MA: Allyn & Bacon
- Kirk, S. A., & Gallagher, J.J. (2000). Education of Exceptional Children. Boston: Houghton Mifflin
- Kundu, C.L.,Singh, J. P., & Ahluwalia, H.P.S. (2005). Accredited institutions of Rehabilitation Council of India. New Delhi: RCI
- Longone, B (1990). Teaching retarded Learners: curriculum and methods for improving instruction. Boston: Allyn and Bacon.
- Loreman, T., Deppler, J., & Harvey, D. (2005). Inclusive Education: A Practical Guide to Supporting Diversity in the classroom, NY:Routledge Falmer
- Muricken, Jose S.J. &Kareparampil, G (1995). Persons with disabilities in society: Trivandrum: Kerala Federation of the Blind.
- Oslon, J.L.,& Platt, J.M. (1996). Teaching the Adolescence with Special Needs, NJ: Prentice Hall
- Rao, I., Prahladrao,S., & Pramod, V. (2010). Moving away from Labels, Bangalore: CBR network (South Asia)
- WHO (1980). International Classification of Impairments. Disabilities and Handicaps, Geneva: WHO
WHO (2001). ICF: International Classification of Functioning, Disability and Health. Geneva: WHO

SEMESTER–IV B.Ed. Spl. Ed. (V.I.)

Introduction to course for semester-IV

Course	Course title	Credits	Internal assessment	External assessment	Total marks	Duration of Exam
BSE-401	Skill based Optional Course (Hearing Impairment) ANY ONE*	2	10	40	50	1.5 hours
	A. Guidance and Counselling(HI)					
	B. Early Childhood and Education (HI)					
	C. Applied Behavioural Analysis(HI)					
	D. Community based Rehabilitation(HI)					
	E. Applications of ICT in Classroom (HI)					
	F. Gender and Disability (HI)					
G. Braille and Assistive Devices (VI)						
BSE-402	Skill based Optional Course (Hearing Impairment) ANY ONE*	2	10	40	50	1.5 hours
	A. Orientation and Mobility (VI)					
	B. Communication Options: Oralism (HI)					
	C. Communication Options: Manual (Indian Sign Language) (HI)					
BSE-403	Basic Research & Statistic(EPC)	2	10	40	50	1.5 hours
BSE-404	Practical: Cross Disability andInclusion	4	20	80	100	
BSE-405	Other disability special school	4	20	80	100	
BSE-406	Inclusive school	4	20	80	100	
GRAND TOTAL		18	90	360	450	

*Student-teachers will be specialized in the hearing impairment-other than visual impairment- as per the Area B (Cross Disability and Inclusion) of curriculum framework given by RCI on pg-8. In case of student-teachers with disability; the choice of two optional courses C-20 & C-21 will be on case to case basis (e.g. students-teachers with VI and HI may opt for courses that are appropriate for them across C-20 & C-21).

COURSE-BSE-401(A): GUIDANCE & COUNSELLING (HEARING IMPAIRMENT)
Course: BSE-401(A) Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes (COs)

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

- BSE-401(A.1)** explain the fundamentals of guidance and role of teacher in guiding students with special needs.
- BSE-401(A.2)** describe aims, areas and conditions of counselling with focus on counselor and teacher competencies.
- BSE-401(A.3)** comprehend the concept and process of development of self- image and personality with role of teacher for enhancing self-esteem in children.
- BSE-401(A.4)** enumerate the types and challenges of guidance in inclusive settings.
- BSE-401(A.5)** critically analyze the current status and types of counselling in inclusive education.

Unit 1: Introduction to Guidance

- 1.1 Guidance: Definition and Aims
- 1.2 Principles of Guidance
- 1.3 Need and Importance of Guidance
- 1.3 Areas of Guidance
- 1.4 Role of Teacher in Guiding Students with Special Needs

Unit 2: Introduction to Counselling

- 2.1 Counselling: Definition and Aims and Principles
- 2.2 Areas of Counselling
- 2.3 Core Conditions in Counselling, approaches of Counselling (Directive, Non-Directive, Eclectic)
- 2.4 Skills and Competencies of a Counsellor
- 2.5 Role of Teacher in Counselling Students with Special Needs

Unit 3: Enhancing Self Image and Self Esteem

- 3.1 Concept of Self as Human
- 3.2 Understanding of Feelings and Changes
- 3.3 Growth to Autonomy
- 3.4 Personality Development
- 3.5 Role of Teacher in Developing Self-Esteem in Children

Unit 4: Guidance in Inclusive Education

- 4.1 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance
- 4.2 Group Guidance: Group Leadership Styles and Group Processes
- 4.3 Challenges in Group Guidance

Unit 5: Counselling in Inclusive Education

- 5.1 Current Status of counselling with reference to Indian School
- 5.2 Types of Counselling: Child-Centred, Supportive, Family, Individual and Group

Practicum/ Field engagement

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

Transaction

The transaction for this course should be done with a perspective to enhance in the studentteacherthe ability to become a “People-helper”. They should be able to appreciate the roleof a guide and counsellor in the school setting.

Essential Readings

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

Suggested Readings

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

**COURSE-BSE-401(B): EARLY CHILDHOOD AND EDUCATION
(HEARING IMPAIRMENT)**

Course: BSE-401(B)

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

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

- BSE-401(B.1)** explain the process of learning and development in early childhood and concept of neural plasticity.
- BSE-401(B.2)** describe the biological bases of learning and development during early childhood.
- BSE-401(B.3)** discuss the assessment & intervention plans for the development of skills in children with disabilities and analyze evidence-based practices for early intervention.
- BSE-401(B.4)** discuss various pedagogical practices and principles for Inclusive Early Childhood Education (ECE).
- BSE-401(B.5)** elaborate role of family in inclusive ECE, develop Individualized Family Service Plan and transition plans.

Unit 1: The Early Years: An Overview

- 1.1 Facts about Early Childhood Learning & Development
- 1.2 Neural Plasticity

Unit 2: Learning and Development in Early Years

- 2.1 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills
- 2.2 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
- 2.3 Integrating Theories of Development & Learning for Early Childhood Education Curricula

Unit 3: Early Education of Children with Disabilities

- 3.1 Young Children at Risk & Child Tracking
- 3.2 Interdisciplinary Assessments & Intervention Plans
- 3.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)
- 3.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
- 3.5 Evidenced Based Practices for Early Intervention

Unit 4: Inclusive Early Childhood Educational (ECE) Practices-(I)

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

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

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

Unit 5: Inclusive Early Childhood Educational (ECE) Practices-(II)

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

5.2 School Readiness and Transitions

Practical/ Field Engagements

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

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

Transactions

Visits, Observations & Workshops.

Essential Readings

- Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.
- Dunn, S.G., & Dunn, K. (1992). *Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6*. Massachusetts: Allyn & Bacon.
- Guralnick, M.J. (2005). *The Developmental Systems Approach to Early Intervention*: Brookes Publication.
- Klausmeier, H.J., & Sipple, T.S. (1980). *Learning & Teaching Concepts. A strategy for testing applications of theory*. New York: Academic Press.
- Mohanty, J., & Mohanty, B. (1999). *Early Childhood Care and Education*. Delhi: Offset Printers.

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). *Early Childhood Education. An Introduction* (4th Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). *The Early Years in Childhood Education*. Chicago: Rand McNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). *Early Childhood Curriculum*. New York: MacMillan Publishing Company.
- Dahlberg, G., Moss, P. & Pence, A. (2007). *Beyond Quality in Early Childhood Care and Education*. (2nd Ed.). New York: Routledge Publication.
- Dopyera, M.L., & Dopyera, J. (1977). *Becoming a Teacher of Young Children*. New York: Random House Publications.
- Gordon, I.J. (1972). *Early Childhood Education*. Chicago: Chicago University Press. Hamilton, D.S. & Flemming, (1990). *Resources for Creative Teaching in Early Childhood Education* (2nd Edition). Tokyo: Harcourt Brace Jovanovich.
- Hilderbrand, V. (1991). *Introduction to Early Childhood Education*. New York: MacMillan Publishing.
- Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. London: Lawrence Erlbaum Associates Publishers.
- Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). *Aspects of Early Childhood Education. Theory to Research to Practice*. New York: Academic Press.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early Childhood Education*. Englewood Cliffs, New Jersey: Prentice Hall.
- Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Ohio: Merrill Prentice Hall.

COURSE-BSE-401(C): APPLIED BEHAVIOURAL ANALYSIS (HEARING IMPAIRMENT)

Course: BSE-401(C)

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes (COs)

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

- BSE-401(C.1)** describe the concept, principles and assumptions of Applied Behavior Analysis (ABA).
- BSE-401(C.2)** develop an understanding of the behavior and its assessment.
- BSE-401(C.3)** select behavioral goals and design reinforcement schedules for Positive Behavior Support.
- BSE-401(C.4)** integrate and apply strategies of ABA in teaching.
- BSE-401(C.5)** comprehend selected strategies for managing challenging behaviors.

Unit 1: Introduction to Applied Behaviour Analysis (ABA)-(I)

- 1.1 Principles of Behavioural Approach
- 1.2 ABA - Concept and Definition
- 1.3 Assumptions of ABA – Classical and Operant Conditioning

Unit 2: Introduction to Applied Behaviour Analysis (ABA)-(II)

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

Unit 3: Strategies for Positive Behaviour Support-(I)

- 3.1 Selection of Behavioural Goals
- 3.2 Reinforcement
 - Types: Positive and Negative, Primary and Secondary
 - Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval

Unit 4: Strategies for Positive Behaviour Support-(II)

- 4.1 Discrete Trial Teaching
 - Discriminative Stimulus - Characteristics
 - Response
 - Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal
 - Consequence - Characteristics
 - Inter-Trial Interval
- 4.2 Application of ABA in Group Setting
 - Negotiation and contract
 - Token economy
 - Response cost
 - Pairing and fading
- 4.3 Leadership role of teacher in promoting positive behaviour

Unit 5: Management of Challenging Behaviour

- 5.1 Differential Reinforcements of Behaviour

- 5.2 Extinction and Time Out
- 5.3 Response Cost and Overcorrection
- 5.4 Maintenance
- 5.5 Generalization and Fading

Practicum

- I. Observation and functional analysis of behaviour of a given case.
- II. Development of ABA program for management of a challenging behaviour.

Transaction

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

Essential Readings

- Bailey, J., & Burch, M. (2011). *Ethics for Behaviour Analysts*. Routledge, New York.
- Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). *Applied Behaviour Analysis*. Pearson Publications.
- Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). *Handbook of Applied Behaviour Analysis*. Guilford Press, New York.
- Kearney, A. J. (2007). *Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals*. Jessica Kingsley, Philadelphia.
- Lewis, P. (2006). *Achieving Best Behaviour for Children with Developmental Disabilities*. Jessica Kingsley Publishers London.

Suggested Readings

- Aune, B., Burt, B., & Gennaro, P. (2013). *Behaviour Solutions for the Inclusive Classroom*. Future Horizons Inc, Texas.
- Moyes, R.A. (2002). *Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom*. Jessica Kingsley Publishers London.

COURSE-BSE-401(D): COMMUNITY BASED REHABILITATION (HEARING IMPAIRMENT)

Course: BSE-401(D)

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes (COs)

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

- BSE-401(D.1)** explain the concept & principles of Community Based Rehabilitation (CBR) and compare CBR with institutional Based Rehabilitation.
- BSE-401(D.2)** explain social- cultural and economic context of CBR.
- BSE-401(D.3)** learn about the programs and strategies of community involvement for CBR.
- BSE-401(D.4)** develop an understanding of the responsibilities of family and corporate sector in CBR.
- BSE-401(D.5)** describe the methods and educational & vocational plans for preparing 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

Unit 2: Socio-cultural and Economic Contexts of CBR

- 2.1 Socio-cultural and Economic Contexts of CBR
- 2.2 Scope and Inclusion of CBR in Government Policies and Programs

Unit 3: Preparing Community for CBR

- 3.1 Awareness Program-Types and Methods
- 3.2 Advocacy - Citizen and Self
- 3.3 Focus Group Discussion

Unit 4: Family and corporate group in CBR

- 4.1 Family Counselling and Family Support Groups
- 4.2 CBR and Corporate Social Responsibility

Unit 5: Preparing Persons with Disability for CBR

- 5.1 School Education: Person Centred Planning, and Peer Group Support
- 5.2 Transition: Individual Transition Plan, Development of Self Determination and SelfManagement Skills
- 5.3 Community Related Vocational Training
- 5.4 Skill Training for Living within Community
- 5.5 Community Based Employment and Higher Education

Practicum/ Field Engagement

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

Transaction

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

Essential Readings

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

COURSE-BSE-401(E): APPLICATION OF ICT IN CLASSROOM (HEARING IMPAIRMENT)

Course: BSE-401(E)

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

After completing the course the student teacher will be able to

- BSE-401(E.1)** discuss meaning, scope and uses of ICT and audio- visual media in special education.
- BSE-401(E.2)** critically analyze the application of ICT in special education w. r. t. international affirmations.
- BSE-401(E.3)** elaborate uses of media and computers as learning tools.
- BSE-401(E.4)** explain the concept and uses of Computer-Aided learning and E-classrooms for students with disabilities.
- BSE-401(E.5)** acquire familiarity with different modes of Computer based learning viz using interactives programs and software for managing disability specific challenges.

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

- 1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
- 1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)

Unit 2: Information Communication Technology (ICT) and Special Education-(II)

- 2.1 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
- 2.2 Three as of ICT Application—Access, Availability, Affordability
- 2.3 Overview of WCAG (Web Content Access Guidelines)

Unit 3: Using Media and Computers

- 3.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- 3.2 Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 3.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources

Unit 4: Using Media and Computers

- 4.1 Computer-Aided Learning: Application of Multimedia in Teaching and Learning,

Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
4.2 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 5: Visualising Technology-Supported Learning Situations

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

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

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

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

5.5 Identifying and Applying Software for Managing Disability Specific Problems

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

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

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

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

Essential Readings

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

Suggested Readings

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

COURSE-BSE-401(F): GENDER AND DISABILITY (HEARING IMPAIRMENT)

Course: BSE-401(F)

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course outcomes (COs)

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

- BSE-401(F.1)** discuss the concept, history and principles of Human Rights- Based approach in the context of disability.
- BSE-401(F.2)** explain the elements and advantages of Human Rights Approach and its implications for disability.
- BSE-401(F.3)** critically analyze the impact of gender on disability and its implications for teaching.
- BSE-401(F.4)** analyze the issues related to women and girl children with disability.
- BSE-401(F.5)** critically analyze various policies, schemes, legislations and teacher's role in promoting gender equality and reproductive health.

Unit 1: Human Right-based Approach and Disability

1.1 Human Rights-Based Approach: Concept and History

1.2 Principles of Human Rights-Based Approach

- Equality and Non-Discrimination
- Universality & Inalienability
- Participation and Inclusion
- Accountability and Rule of Law

Unit 2: Human Rights and Implications and Disability

2.1 Elements of Human Rights System

- Legal Framework
- Institutions
- Development Policies & Programs
- Public Awareness
- Civil Society

2.2 Advantage of Human Rights-Based Approach

2.3 Implications for Disability

- Empowerment
- Enforceability
- Indivisibility
- Participation

Unit 3: Gender and Disability

3.1 Sex & Gender: Concept & Difference

3.2 Impairment & Disability: Concept & Difference

3.3 Gendered Experience of Disability

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

3.4 Gender and Disability Analysis: Techniques and Strategies

3.5 Psyche and Gender: Implications for Teaching

Unit 4: Women and Girl Child with Disability-(I)

4.1 Inclusive Equality

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

4.2 Factors Contributing to Disability

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

Unit 5: Women and Girl Child with Disability-(II)

5.1 Sexual and Reproductive Health

5.2 Teacher's Role in Promoting Gender Equality

5.3 Gender Critique of Legislation, Government Policy and Schemes

Practicum/Field Engagement

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

II. Review selected paper/s authored by women with disability

III. Conduct a gender analysis of a selected disability Act/Policy

Transaction

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

Essential Readings

- Habib, L. A. (1997). *Gender and Disability: Women's Experiences in the Middle East*. Oxfam, UK.
- Hans, A. (2015). *Disability, Gender and the Trajectories of Power*. Sage Publications Pvt. Ltd.
- Meekosha, H. (2004). *Gender and Disability*. Sage Encyclopaedia of Disability.
- O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement*, Dunedin Academic.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*. Oxford University Press.
- Samuels, E. (2014). *Fantasies of Identification: Disability, Gender, Race*. NYU Press, USA.
- Smith, B. G., & Hutchison, B. (2013). *Gendering Disability*. Rutgers University Press, New Jersey.

Desirable Readings

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

COURSE-BSE-401(G) BRAILLE AND ASSISTIVE DEVICES (VI)

Course: BSE-401(G)

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Braille, the embossed system of reading and writing for the blind along with its inventor, Louis Braille (1809-1852), has opened a wide range of avenues and opportunities for effective mainstreaming and empowerment for Persons with Visual Impairment. In addition, a plethora of devices are now available which help the visually impaired to access meaningful education in all school-subjects as also skills of independent living and economic activities. This course familiarizes the student-teachers with the importance and operational aspects of Braille, which has stood the test of time and competition for the last about 185 years. It also introduces them to basic devices used for teaching blind and low vision children. It is hoped that through the study of the course, the learners will be motivated to know more about these and various other devices and technologies and be in a position to help children with visual impairment/their parents to procure the needed devices with ease and speed.

Course outcomes (COs)

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

- BSE-401(G.1)** learn about evolution of Braille and compare relevance of Braille and audio material.
- BSE-401(G.2)** acquire and apply skill of reading and writing English and Hindi/ Regional Braille.
- BSE-401(G.3)** classify various Braille devices with their description and relevance.
- BSE-401(G.4)** describe types and significance of subject specific educational devices.
- BSE-401(G.5)** explain types and significance of low vision aids and sources of their availability.

Unit 1: Braille-(I)

- 1.1 Louis Braille and the Evolution of Braille
- 1.2 Continuing Relevance of Braille vis-a-vis Audio Material

Unit 2: Braille-(II)

- 2.1 Braille Signs, Contractions and Abbreviations--English Braille
- 2.2 Braille Signs and Symbols—Hindi/Regional Language
- 2.3 Braille Reading and Writing Processes

Unit 3: Braille Devices -- Types, Description, Relevance

- 3.1 Slate and Stylus
- 3.2 Braille Writer
- 3.3 Electronic Devices— Note takers and Refreshable Braille Displays
- 3.4 Braille Embossers
- 3.5 Braille Translation Software

Unit 4: Educational Devices – Types, Description, Relevance

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

4.2 Geography: Maps--Relief, Embossed, Models

4.3 Science Material

Unit 5: Low Vision Aids and Schemes-- Types, Description, Relevance

5.1 Low Vision Aids--Optical, Non-Optical, Vision Training Material

5.2 Schemes and Sources of Availability

Course Work/ Practical/ Field Engagement (Any Two)

Each Student-Teacher will

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

Essential Readings

- A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). London: The Royal National Institute for the Blind.
- Ashcroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Pittsburgh: Stanwick House.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C. Thomas.
- Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya.
- Manual on Bharti Braille (1980). Dehradun: NIVH
- Olson, M. R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. New York: AFB.
- Proceedings: National Conference on Past and Present Status of Braille in India (2001). New Delhi: All India Confederation of the Blind.

Suggested Readings

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

COURSE-BSE-402(A): ORIENTATION AND MOBILITY (VI)

Course: BSE-402(A)

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. Developments, especially during and after World War II, have led to the emergence of a large variety of such strategies, skills and technologies, which are covered under the discipline titled Orientation and Mobility. So, the present course carrying the same title introduces the learners to various crucial aspects of this vital subject. It is hoped that through the study of the course, the student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

Course Outcomes (COs)

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

- BSE-402(A.1)** explain the nature and scope of Orientation & Mobility with special reference to the role of special teachers in O & M training.
- BSE-402(A.2)** acquire basic knowledge of sighted guide techniques of mobility.
- BSE-402(A.3)** describe and acquire Pre- Cane skills of O & M.
- BSE-402(A.4)** elaborate Cane travel techniques & devices.
- BSE-402(A.5)** get acquainted with the importance and skills of independent living skills for persons with visual impairment.

Unit 1: Introduction to Orientation and Mobility

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

Unit 2: Human/ Sighted Guide Technique

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

Unit 3: Pre-Cane Skills

- 3.1 Upper and Lower Body protection
- 3.2 Room Familiarization
- 3.3 Using Oral Description for Orientation

3.4 Search Patterns

3.5 Building Map Reading Skills

Unit 4: Cane Travel Techniques and Devices

4.1 Canes -- Types, Parts, Six Considerations

4.2 Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique

4.3 Use of Public Transport

4.4 Asking for Help: When and How

4.5 Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Unit 5: Training in Independent Living Skills

5.1 Self Care, Gait and Posture

5.2 Personal Grooming

5.3 Eating Skills and Etiquette

5.4 Identification of Coins and Currency Notes

5.5 Basics of Signature Writing

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.

Essential Readings

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

Suggested Readings

- Dodds, Allan (1986). *Mobility Training for Visually Handicapped People*. London: Croom Helm.
- Hill, Everett and Ponder, Purvis (1976). *Orientation and Mobility Techniques*. AFB, New York.
- Jacobson, W.H. (1993). *The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments*. AFB Press, New York.
- Singh, J.P. (2003). *Technology for the Blind*. Kanishka Publication. New Delhi

COURSE-BSE-402(B): COMMUNICATION OPTIONS: ORALISM (HI)

Course: BSE-402(B)

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

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

- BSE-402(B.1)** develop basic awareness on concept and context of hearing loss in real life.
- BSE-402(B.2)** develop an advance understanding of aural- oral options of communications w. r. t. persons with hearing impairment.
- BSE-402(B.3)** acquire various skills required for oralism with special reference to monitoring of auditory functioning and speech development.
- BSE-402(B.4)** describe the concept and need of Auditory Verbal Approach (AVA) and techniques & instructional materials of AVA.
- BSE-402(B.5)** reflect on the pre- requisites and strategies of implementation of oralism & AVA etc. w. r. t. Indian special schools.

Unit 1: Understanding Hearing Loss in Real Life Context

- 1.1 Basic Awareness on Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness on Deafness and Communicative Access: Challenges and Concerns
- 1.3 Basic Awareness on Autonomy, Inclusion and Identity with reference to Oral Options
- 1.4 Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers
- 1.5 Importance of Neural Plasticity and Early Listening Opportunities

Unit 2: Advance Understanding of Oral Options

- 2.1 Difference between Uni-Sensory and Multi Sensory Approach in Oralism
- 2.2 Oracy To Literacy: Why and How
- 2.3 Speech Reading: Need, Role and Strategies in All Communication Options
- 2.4 Training and Guidance on Aural Oral Practices for Families and Tuning Home Environment: Current Scenario, Importance and Strategies
- 2.5 Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do’s and Don’ts

Unit 3: Skill Development Required for Oralism

- 3.1 Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills
- 3.2 Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact

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

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

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

Unit 4: Skill Development Auditory Verbal (AV) Approach

4.1 AV Approach: Meaning, Misconcepts and Justification

4.2 Stages of Auditory Hierarchy

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

4.4 Reading Model Plans and Observing a Few Weekly Individual Sessions

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

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

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

5.2 Oralism / AV Approach: Prerequisites for Special Schools

5.3 Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites

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

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

Course Work/ Practical/ Field Engagement

I. Watching Video's of Individual Sessions and Classroom Teaching

II. Role Play and Dramatization

III. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition

IV. Recording Self Narrated Stories / Poems and Writing Reflections Upon it

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

Essential Readings

- Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). *Speech Science Primer (4th)* Lippincott Williams and 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). Rehabilitation Council of India, New Delhi.

Suggested Readings

- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication In Grades K – 8*. Allyn And Bacon. Boston
- Cole, E., & Flexer, C. (2010). *Children with Hearing Loss: Developing Listening and Talking, Birth to Six*. (2nd Ed.). Plural Publishing Inc., San Diego, CA.
- *Dhvani* (Marathi). Balvidyalaya – Cym Publication
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000). AYJNIHH Publication, Mumbai.
- Estabrooks, W., & Marlowe J, (2000). *The Baby is Listening*, A. G. Bell Association, Washington D.C.
- Estabrooks, W. (2001). *50 Frequently Asked Questions (Faqs) About Auditory- Verbal Therapy*. Learning to Listen Foundation.
- Heller, R. (1999). *Effective Leadership*. Dk Publishing: New York.
- Heller, R. (1999). *Managing Change*. Dk Publishing: New York.
- Ling, D. (1989). *Foundations of Spoken Language for Hearing Impaired Children*. A.G. Bell. Washington D.C.

- Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.
- Edgar, L. L., & Marguerite, S. (1963). Play it by ear! : auditory training games, John Tracy Clinic Publication, Los Angeles.
- Resource Book on Hearing Impairment. AYJNIHH Publication.
- Unpublished Dissertations and Thesis on Profiling Communication Options in Special Schools in India.

COURSE-BSE-402(C): COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE) (HI)

Course: BSE-402(C)

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Introduction

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

Course Outcomes (COs)

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

- BSE-402(C.1)** understand the concept and context of Deafness and differentiate between ISL & ISS.
- BSE-402(C.2)** discuss advance manual options of communication and implications for families and mainstream classes in Indian context.
- BSE-402(C.3)** acquire the skills of Indian Sign Language (ISL) i.e., Middle Order Receptive and Expressive Skills.
- BSE-402(C.4)** identify and acquire Higher Order Receptive and Expressive Skills of ISL.
- BSE-402(C.5)** critically analyze the practices and resources required for ISS/ISL skill development.

Unit 1: Understanding Deafness in Real Life Context

- 1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns
- 1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
- 1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts
- 1.5 Importance of Neural Plasticity and Early Language Opportunities

Unit 2: Advance Understanding of Manual Options and Indian Scenario

- 2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
- 2.2 Challenges, Prerequisites and Fulfilling Prerequisites
- 2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
- 2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies
- 2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do’s and Don’ts

Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills

- 3.1 Practicing ‘Motherese’ (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
- 3.2 Practicing Natural Signing in Short Common Conversations
- 3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes

3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs

3.5 Practicing Group Dynamics

Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

4.1 Learning to Express Gender, Number, Person, Tense, Aspect

4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization

4.3 Practicing Sentence Types: Simple, Complex, Compound

4.4 Observing Using ISL in Classrooms – Social Science

4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions

5.1 Practicing Markers (Local Language)

5.2 Practicing Syntax in Conversations and Discussions

5.3 Observing Using ISS/ISL in Classrooms for School Subjects

5.4 Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)

5.5 Reflections on the Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

I. Watching Videos of Individual Sessions and Classroom Teaching of Signing

II. Role Play and Dramatization in ISL

III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition

IV. Recording Self Narrated Stories/ Poems and Writing Reflections

V. Interacting with Deaf for Practicing Expansion of Ideas

Essential Readings

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum*
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

Suggested Readings

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46- 51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). *Total Communication, Structure and Strategy*. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M. (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.
- Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). *Survey of Teachers' Opinion on Status of Education of the Deaf*. Unpublished Report of RCI, New Delhi.
- Heller, Robert (1999). *Effective Leadership*. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf*, 139, 378-386.
- *Indian Sign Language Dictionary*. (2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.

- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi. All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15–22.

COURSE-BSE-403: BASIC RESEARCH AND STATISTICS (EPC)

Course: BSE-403

Credits: 02

Contact Hours: 30

Marks: 50

Time of Examination: 1.5 Hours

(External-40+Internal-10)

Note: Paper setter will set 10 questions in all i.e. two from each unit. The students will be required to attempt five questions, selecting one from each unit. All questions will carry equal marks.

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE- 403.1** describe the concept, relevance and application of research in education and special education.
- BSE- 403.2** elaborate types of research and acquire professional competencies for research.
- BSE- 403.3** develop an understanding of the process and tools of research.
- BSE- 403.4** use different scales of measurement for organization & graphic representation of data.
- BSE- 403.5** apply various statistical techniques required for data analysis.

Unit 1: Introduction to Research

- 1.1 Scientific Method
- 1.2 Research: Concept and Definition
- 1.3 Application of Scientific Method in Research
- 1.4 Purpose of Research
- 1.5 Research in Education and Special Education

Unit 2: Types of Research and Professional Competencies

- 2.1 Basic/Fundamental
- 2.2 Applied
- 2.3 Action Research in Teaching Learning Environment
- 2.4 Professional Competencies for Research

Unit 3: Process of Research

- 3.1 Selection of Problem
- 3.2 Formulation of Hypothesis
- 3.3 Collection of Data
- 3.4 Analysis of Data & Conclusion
- 3.5 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

Unit 4: Measurement, and Organization of Data

- 4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
- 4.2 Organization of data: Array, Grouped distribution
- 4.3 Graphic representation of data

Unit 5: Analysis of Data

- 5.1 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
- 5.2 Correlation: Product Moment and Rank Order Correlation

Practicum/ Field Engagement

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

Essential Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Gupta, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.

Suggested Readings

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

SEMESTER – IV
COURSE-BSE-404: CROSS DISABILITY & INCLUSION (PRACTICAL)

Course: BSE-404

Credits: 04

Hours: 120

Marks: 100

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE- 404.1** develop observation skills for teaching school subjects in special schools.
- BSE- 404.2** develop observation skills for teaching school subjects in inclusive schools.
- BSE- 404.3** prepare lesson plans on O & M and for V.I. & VIMD.
- BSE- 404.4** prepare lesson plans on ADL for VI & VIMD students.
- BSE- 404.5** acquire skills of O&M for indoor and outdoor mobility of the V.I.

Sr. No	Task for the student teacher	Disability focus	Educational settings	Specific activities	Hrs.	Marks
1	Classroom Observation For school subjects at different levels	Other than VI	1. Special School other than VI	Observation For school subjects at different levels	15	25
		2. Any Disability	2. Inclusive schools	Observation For school subjects at different levels	15	
2	Orientation and Mobility Training	VI	Department of Education, KUK Campus and outside campus	a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction finding technique	60	50
3	Teaching lessons on O&M and ADL	VI and VIMD	Special and inclusive school	Individualized Teaching lesson on orientation and mobility and activities of daily living	30	25

COURSE-BSE-405: OTHER DISABILITY SPECIAL SCHOOL (FIELD WORK)

Course: BSE-405

Credits: 04

Hours: 120

Marks: 100

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE- 405.1** develop lesson plans and teach students with disabilities (other than visualimpairment) in special schools.
- BSE- 405.2** develop lesson plans and teach VIMD students in different educational settings.
- BSE- 405.3** prepare and use TLM.
- BSE- 405.4** develop skill of maintenance of student records.
- BSE- 405.5** carry out task analysis for teaching ADL activities to VIMD.

Sr. No	Task for the student teacher	Disability focus	Educational settings	Hrs.	Marks
1	1. Classroom teaching, development of TLM,document study, maintenance of record	Other than VisualImpairment	Special Schools for other Disabilities	60	50
	2. Classroom teaching,development of TLM,document study,maintenance of record	VIMD	Special schools or programmes for Multiple Disabilities	60	50

COURSE-BSE-406: INCLUSIVE SCHOOL (FIELD WORK)

Course: BSE-406

Credits: 04

Hours: 120

Marks: 100

Note: The evaluation will be done jointly by the two examiners (one internal and one external).

Course Outcomes (COs)

After completing the course student-teachers will be able to

- BSE- 406.1** acquire skills of classroom teaching on functional academics.
- BSE- 406.2** develop lesson plans and materials on creating awareness about disability for inclusive schools.
- BSE- 406.3** prepare TLM for use in inclusive settings.
- BSE- 406.4** use special equipments for the V.I.
- BSE- 406.5** integrate different teaching skills in class teaching.

Sr. No	Task for the student teacher	Disability focus	Educational settings	Hrs.	Marks
1	Classroom teaching with special focus on functional academic skills e.g., Braille, special equipments, preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	Visually Impaired, seeing children and teachers	Inclusive Schools	120	100

Department of Education
KURUKSHETRA UNIVERSITY, KURUKSHETRA

B.Ed. Spl. Ed. (V.I.) SYLLABUS -CBCS

Mapping scale, Mapping Matrices, Attainment of COs, POs and PSOs

A: Mapping scale:

Table 1: Scale of mapping between COs and POs/PSOs

Scale	
1	<i>Low</i> corealtation between the contents of course and the particular Program outcome/ Program specific outcome
2	<i>Medium</i> corealtation between the contents of course and the particular Program outcome/ Program specific outcome
3	<i>High</i> corealtation between the contents of course and the particular Program outcome/ Program specific outcome

B: Mapping matrices:

SEMESTER-1

CO-PO Mapping matrices

Table 2.BSE-101: CO-PO matrix for the course BSE-101

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-101.1	3	1	1	2	2	1	2	2	2
BSE-101.2	3	2	1	2	2	2	2	2	2
BSE-101.3	3	1	3	2	2	2	2	2	2
BSE-101.4	3	3	2	1	2	2	2	2	2
BSE-101.5	3	1	3	2	2	1	2	2	2
Average	3	2	2	1.89	2	1.56	2	2	2

Table 2.BSE-102: CO-PO matrix for the course BSE-102

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-102.1	3	2	3	1	2	2	2	2	2
BSE-102.2	3	2	2	2	2	2	2	2	2
BSE-102.3	3	2	2	2	3	2	2	2	3
BSE-102.4	3	3	3	2	3	2	2	3	3
BSE-102.5	3	3	2	2	3	2	2	3	3
Average	3	2.67	2.67	2.22	2.67	2	2.22	2.22	2.33

Table 2.BSE-103: CO-PO matrix for the course BSE-103

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-103.1	3	3	2	2	2	2	2	2	2
BSE-103.2	3	3	2	2	2	2	3	2	3
BSE-103.3	3	2	3	2	2	2	2	1	3
BSE-103.4	3	3	2	2	2	2	3	1	3
BSE-103.5	3	2	2	2	3	2	3	2	3
Average	3	2.67	2.33	2	2.33	2	2.11	1.56	2.56

Table 2.BSE-104: CO-PO matrix for the course BSE-104

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-104.1	3	2	2	2	2	2	2	2	2
BSE-104.2	3	3	3	2	2	2	2	2	3
BSE-104.3	3	3	2	2	2	2	2	2	2
BSE-104.4	3	2	3	2	2	2	3	2	3
BSE-104.5	3	2	2	2	2	2	3	3	2
Average	3	2.44	2.44	2	2.44	2	2.33	1.89	2.44

Table 2.BSE-105: CO-PO matrix for the course BSE-105

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-105.1	3	2	2	2	2	2	2	2	2
BSE-105.2	3	2	2	3	2	2	2	2	3
BSE-105.3	3	2	3	2	3	2	2	1	2
BSE-105.4	3	3	3	2	3	2	1	2	2
BSE-105.5	3	3	2	2	3	2	1	1	2
Average	3	2.67	2.56	2.33	2.78	2	1.56	1.56	2.44

Table 2.BSE-106: CO-PO matrix for the course BSE-106

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-106.1	3	3	3	2	3	2	2	2	3
BSE-106.2	3	3	3	3	3	2	2	2	3
BSE-106.3	3	2	3	2	3	2	2	2	3
BSE-106.4									
BSE-106.5									
Average	3	2.67	3	2.33	3	2	2	2	3

CO-PSO Mapping matrices

Table 3.BSE-101: CO-PSO matrix for the course BSE-101

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-101.1	3	2	2	1	1	3	3	2
BSE-101.2	3	3	2	1	1	3	2	2
BSE-101.3	3	3	2	2	2	3	2	3
BSE-101.4	3	2	2	1	2	3	2	3
BSE-101.5	3	2	2	2	2	2	2	2
Average	2.44	2	2	1.78	1.67	2.44	2.33	2.33

Table 3.BSE-102: CO-PSO matrix for the course BSE-102

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-102.1	3	2	2	2	2	2	2	2
BSE-102.2	3	2	3	1	2	2	2	2
BSE-102.3	3	2	2	3	2	2	3	2
BSE-102.4	3	3	2	3	1	2	3	2
BSE-102.5	3	2	2	2	2	1	3	1
Average	3	2.33	2.33	2.56	2.22	2.22	2.33	2.22

Table 3.BSE-103: CO-PSO matrix for the course BSE-103

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-103.1	3	3	3	2	2	2	3	3
BSE-103.2	1	3	3	2	3	3	3	3
BSE-103.3	1	2	3	2	2	2	2	2
BSE-103.4	2	2	2	3	2	3	3	2
BSE-103.5	3	3	3	2	2	2	3	2
Average	2.11	2.22	2.33	2.11	2	2.22	2.22	1.78

Table 3.BSE-104: CO-PSO matrix for the course BSE-104

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-104.1	3	3	2	1	2	1	1	1
BSE-104.2	2	2	2	3	2	3	3	3
BSE-104.3	3	2	3	2	2	2	1	1
BSE-104.4	1	3	2	3	2	3	3	3
BSE-104.5	3	2	2	2	2	1	2	1
Average	2	2.44	2.33	2.11	1.89	2.22	2	1.78

Table 3.BSE-105: CO-PSO matrix for the course BSE-105

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-105.1	3	3	2	2	2	1	1	2
BSE-105.2	2	3	2	2	2	1	1	2

BSE-105.3	2	3	2	3	2	3	2	2
BSE-105.4	2	3	2	3	2	3	2	1
BSE-105.5	3	2	2	2	1	1	3	1
Average	2.11	2.78	2	2.11	2.11	2.11	2.22	2.11

Table 3.BSE-106: CO-PSO matrix for the course BSE-106

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-106.1	2	1	3	3	3	3	3	2
BSE-106.2	3	2	1	1	1	1	2	2
BSE-106.3	2	2	3	2	3	3	1	3
BSE-106.4								
BSE-106.5								
Average	2.33	1.67	2.33	2	2.33	2.33	2	2.33

SEMESTER-II

CO-PO Mapping matrices

Table 2.BSE-201: CO-PO matrix for the course BSE-201

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-201.1	3	2	2	2	2	2	2	1	2
BSE-201.2	3	2	2	2	2	2	2	2	2
BSE-201.3	3	2	2	2	2	2	2	3	2
BSE-201.4	3	3	3	2	2	2	2	2	2
BSE-201.5	3	2	2	2	3	2	2	2	2
Average	3	2.22	2.56	2.22	2.33	2	1.89	2.22	2.33

Table 2.BSE-202&203AI: CO-PO matrix for the course BSE-202&203AI

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-202&203AI.1.	3	2	2	2	3	2	2	2	2
BSE-202&203AI.2.	3	2	2	2	3	2	2	2	3
BSE-202&203AI.3.	3	2	2	2	3	2	2	2	2
BSE-202&203AI.4.	3	1	3	2	3	2	2	2	3
BSE-202&203AI.5.	3	1	3	3	3	2	2	2	3
Average	3	2	2.56	2.22	3	2	2.33	2	2.67

Table 2.BSE-202&203BI: CO-PO matrix for the course BSE-202&203BI

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-202&203BI.1.	3	2	2	2	3	2	2	2	2
BSE-202&203BI.2.	3	2	2	2	3	2	2	2	3
BSE-202&203BI.3.	3	2	2	2	3	2	2	2	2
BSE-202&203BI.4.	3	1	3	2	3	2	2	2	3
BSE-202&203BI.5.	3	1	3	3	3	2	2	2	3
Average	3	2	2.56	2.22	3	2	2.33	2	2.67

Table 2.BSE-202&203BII: CO-PO matrix for the course BSE-202&203BII

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-202&203BII.1.	3	2	2	2	3	2	2	2	2
BSE-202&203BII.2.	3	2	2	2	3	2	2	2	3
BSE-202&203BII.3.	3	2	2	2	2	2	2	2	2
BSE-202&203BII.4.	3	3	2	2	3	2	2	2	3
BSE-202&203BII.5.	3	3	2	3	3	2	2	2	3
Average	3	2.44	2.33	2.22	2.89	2	2.33	2	2.67

Table 2.BSE-202&203CI: CO-PO matrix for the course BSE-202&203CI

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-202&203CI.1.	3	2	2	2	3	2	2	2	2
BSE-202&203CI.2.	3	2	2	2	3	2	2	2	3
BSE-202&203CI.3.	3	2	2	2	2	2	2	2	2
BSE-202&203CI.4.	3	2	2	2	3	2	2	2	3
BSE-202&203CI.5.	3	2	2	3	3	2	2	2	3
Average	3	2	2.33	2.22	2.89	2	2.33	2	2.67

Table 2.BSE-202&203CII: CO-PO matrix for the course BSE-202&203CII

Cos	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-202&203CII.1.	3	2	2	2	2	2	2	2	2
BSE-202&203CII.2.	3	2	2	2	2	2	2	2	2
BSE-202&203CII.3.	2	2	2	1	3	2	2	2	2
BSE-202&203CII.4.	2	2	3	2	3	2	2	2	3
BSE-202&203CII.5.	3	2	2	1	2	1	2	2	2
Average	2.67	2.22	2.56	1.89	2.67	1.67	2	2	2.56

Table 2.BSE-204: CO-PO matrix for the course BSE-204

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-204.1	3	2	2	2	2	2	2	2	3
BSE-204.2	3	2	2	2	2	2	2	2	2
BSE-204.3	3	2	2	2	2	2	3	2	2
BSE-204.4	3	3	2	1	2	1	1	2	2
BSE-204.5	2	3	2	1	2	1	3	2	2
Average	2.78	2.44	2.22	1.89	2.22	1.89	2.22	2.33	2.44

Table 2.BSE-205: CO-PO matrix for the course BSE-205

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-205.1	3	2	2	2	3	2	2	2	2
BSE-205.2	3	2	2	2	3	2	2	2	2
BSE-205.3	3	2	3	2	3	2	2	1	3
BSE-205.4	3	2	3	2	3	2	1	2	3
BSE-205.5	3	1	3	3	3	2	2	1	3
Average	3	2.11	2.56	2.22	3	2.22	1.78	1.67	2.44

Table 2.BSE-206: CO-PO matrix for the course BSE-206

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-206.1	3	1	3	2	3	2	2	1	3
BSE-206.2	3	1	3	2	3	2	2	1	3
BSE-206.3	3	1	3	2	3	2	2	1	3
BSE-206.4									
BSE-206.5									

Average	3	1	3	2	3	2	2	1	3
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CO-PSO Mapping matrices

Table 3.BSE-201: CO-PSO matrix for the course BSE-201

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-201.1	3	2	2	3	3	3	2	2
BSE-201.2	3	3	2	1	2	3	2	2
BSE-201.3	2	3	1	3	2	2	3	1
BSE-201.4	2	3	2	3	2	2	2	1
BSE-201.5	2	2	3	1	1	3	2	3
Average	2.11	2.11	1.89	2.22	1.89	2	1.89	1.89

Table 3.BSE-202&203AI: CO-PSO matrix for the course BSE-202&203AI

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-202&203AI.1	2	2	3	1	2	1	2	2
BSE-202&203AI.2	3	3	3	1	3	1	2	2
BSE-202&203AI.3	2	2	1	1	1	1	1	2
BSE-202&203AI.4	2	2	3	3	1	2	1	2
BSE-202&203AI.5	1	3	3	3	3	3	1	1
Average	2.11	2.11	2.22	1.78	2	2	1.78	2.22

Table 3.BSE-202&203BI: CO-PSO matrix for the course BSE-202&203BI

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-202&203BI.1	1	2	2	2	2	1	2	2
BSE-202&203BI.2	3	2	1	3	3	1	2	2
BSE-202&203BI.3	2	2	3	2	3	1	2	2
BSE-202&203BI.4	1	2	3	2	2	1	1	2
BSE-202&203BI.5	1	3	3	2	1	3	1	2
Average	2	2.44	2.11	2.33	2.22	1.89	1.89	2.11

Table 3.BSE-202&203BII: CO-PSO matrix for the course BSE-202&203BII

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-202&203CI.1	2	1	1	3	3	2	2	2
BSE-202&203CI.2	2	1	1	1	1	2	2	2
BSE-202&203CI.3	3	3	3	3	3	3	2	2
BSE-202&203CI.4	2	3	3	3	1	2	2	1
BSE-202&203CI.5	3	1	3	3	3	2	1	1
Average	2.11	2	2.11	2.22	2.11	2.22	1.44	1.78

Table 3.BSE-202&203CI: CO-PSO matrix for the course BSE-202&203CI

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-202&203BII.1	3	3	3	2	2	2	1	1
BSE-202&203BII.2	2	3	3	3	2	3	1	1
BSE-202&203BII.3	2	2	3	3	3	2	2	1
BSE-202&203BII.4	2	3	3	2	2	2	3	2
BSE-202&203BII.5	2	2	3	2	2	2	3	2
Average	1.89	2.22	3	2.22	2.33	2.44	2	1.67

Table 3.BSE-202&203CII: CO-PSO matrix for the course BSE-202&203CII

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-202&203CII.1	1	2	2	3	1	1	2	2
BSE-202&203CII.2	3	2	3	2	3	2	2	2
BSE-202&203CII.3	1	3	2	1	1	1	2	2
BSE-202&203CII.4	2	3	3	3	3	2	2	2
BSE-202&203CII.5	1	2	2	1	3	1	1	1
Average	1.67	2.22	2.33	2	2.11	1.56	1.89	2.11

Table 3.BSE-204: CO-PSO matrix for the course BSE-204

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-204.1	3	1	2	3	3	2	2	2
BSE-204.2	3	1	2	3	3	2	2	1
BSE-204.3	1	3	2	0	1	3	2	2
BSE-204.4	3	1	2	3	1	1	3	1
BSE-204.5	3	3	3	3	2	2	2	3
Average	2.33	1.78	2.44	2.11	2.22	2	2	1.78

Table 3.BSE-205: CO-PSO matrix for the course BSE-205

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-205.1	2	2	2	2	1	1	2	2
BSE-205.2	2	2	2	2	1	2	2	2
BSE-205.3	2	3	3	3	3	3	2	2
BSE-205.4	2	2	2	2	1	3	2	1
BSE-205.5	2	2	3	3	3	3	2	3
Average	2.11	2.33	2.11	2.33	1.89	2.33	1.78	2

Table 3.BSE-206: CO-PSO matrix for the course BSE-206

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-206.1	1	2	3	2	3	2	2	1
BSE-206.2	1	3	3	2	3	2	2	3
BSE-206.3	1	2	3	2	2	2	2	1
BSE-206.4								
BSE-206.5								

Average	1	2.33	3	2	2.67	2	2	1.67
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SEMESTER-III

CO-PO Mapping matrices

Table 2.BSE-301: CO-PO matrix for the course BSE-301

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-301.1	3	2	2	2	2	2	2	2	2
BSE-301.2	3	2	3	2	2	2	2	2	2
BSE-301.3	3	3	3	2	3	2	3	2	3
BSE-301.4	3	3	3	3	3	2	2	2	3
BSE-301.5	3	3	3	3	3	2	2	2	3
Average	3	2.67	2.89	2.22	2.78	2.22	2.22	2	2.78

Table 2.BSE-302: CO-PO matrix for the course BSE-302

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-302.1	3	2	3	2	2	2	2	2	3
BSE-302.2	3	2	3	2	2	2	2	1	2
BSE-302.3	3	3	2	2	2	2	2	1	2
BSE-302.4	3	2	3	2	3	2	2	1	3
BSE-302.5	3	2	2	2	3	2	2	2	3
Average	3	2.33	2.78	2.44	2.67	2	2	1.56	2.78

Table 2.BSE-303: CO-PO matrix for the course BSE-303

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-303.1	3	1	2	2	2	2	2	2	2
BSE-303.2	3	2	2	2	2	2	2	2	2
BSE-303.3	2	3	2	2	3	2	2	1	2
BSE-303.4	2	1	3	2	3	2	2	2	3
BSE-303.5	2	3	2	2	2	2	2	1	2
Average	2.67	2.11	2.22	2	2.44	2	2	1.56	2.33

Table 2.BSE-304: CO-PO matrix for the course BSE-304

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-304.1	3	2	3	2	2	2	2	1	3
BSE-304.2	3	2	3	2	2	2	2	1	3
BSE-304.3	3	2	3	2	2	2	2	1	3
BSE-304.4									
BSE-304.5									
Average	3	2	3	2	2	2	2	1	3

Table 2.BSE-305: CO-PO matrix for the course BSE-305

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-305.1	3	2	3	2	3	2	2	1	3
BSE-305.2	3	2	3	2	3	2	2	1	3
BSE-305.3	3	2	3	2	3	2	2	1	3
BSE-305.4									
BSE-305.5									
Average	3	2	3	2	3	2	2	1	3

Table 2.BSE-306: CO-PO matrix for the course BSE-306

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-306.1	2	2	3	1	2	2	2	2	3
BSE-306.2	2	2	3	1	2	2	2	2	3
BSE-306.3	2	2	3	2	2	2	2	2	3
BSE-306.4	2	3	3	2	1	2	2	2	3
BSE-306.5	2	2	3	2	1	1	2	2	3
Average	2	2.22	3	1.56	1.67	1.67	1.78	2	3

Table 2.BSE-307: CO-PO matrix for the course BSE-307

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-307.1	3	2	3	2	2	2	2	2	3
BSE-307.2	3	2	3	2	2	2	2	2	3
BSE-307.3	3	2	3	2	2	2	2	2	3
BSE-307.4	3	2	3	1	2	2	1	2	3
BSE-307.5	3	2	3	1	2	2	1	2	3
Average	3	2	3	1.56	2	2	1.44	2	3

CO-PSO Mapping matrices

Table 3.BSE-301: CO-PSO matrix for the course BSE-301

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-301.1	1	2	2	3	1	1	2	2
BSE-301.2	1	2	2	3	1	1	2	2
BSE-301.3	2	2	2	2	1	3	2	2
BSE-301.4	2	3	3	2	2	1	3	2
BSE-301.5	2	1	3	3	3	3	2	3
Average	1.78	2.11	2.33	2.33	2	1.67	2.33	2.11

Table 3.BSE-302: CO-PSO matrix for the course BSE-302

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
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BSE-302.1	2	3	1	1	3	3	2	2
BSE-302.2	2	0	1	1	3	1	2	2
BSE-302.3	2	1	1	1	3	1	2	2
BSE-302.4	2	3	2	3	1	1	2	1
BSE-302.5	2	1	2	1	1	3	2	2
Average	1.89	2.22	2	1.78	2.44	2.33	1.78	2

Table 3.BSE-303: CO-PSO matrix for the course BSE-303

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-303.1	3	1	2	3	3	1	2	1
BSE-303.2	3	3	2	3	1	1	2	1
BSE-303.3	3	3	2	1	3	1	2	1
BSE-303.4	1	3	3	1	1	2	2	1
BSE-303.5	2	3	2	2	3	2	2	1
Average	2.33	2	2.22	2.22	2	1.56	1.89	1

Table 3.BSE-304: CO-PSO matrix for the course BSE-304

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-304.1	1	2	3	2	2	3	2	1
BSE-304.2	1	2	3	2	3	3	2	1
BSE-304.3	1	2	3	2	3	3	2	1
BSE-304.4								
BSE-304.5								
Average	1	2	3	2	2.67	3	2	1

Table 3.BSE-305: CO-PSO matrix for the course BSE-305

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-305.1	1	2	3	3	1	3	2	2
BSE-305.2	1	2	3	3	3	3	2	2
BSE-305.3	1	2	3	3	3	3	2	2
BSE-305.4								
BSE-305.5								
Average	1	2	3	3	2.33	3	2	2

Table 3.BSE-306: CO-PSO matrix for the course BSE-306

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-306.1	3	3	2	2	1	1	1	2
BSE-306.2	1	3	3	3	3	3	3	2
BSE-306.3	3	3	2	3	1	1	1	3
BSE-306.4	1	2	2	3	3	3	1	1
BSE-306.5	1	1	2	3	3	1	1	2
Average	2	2.44	2.33	2.33	2.11	2	1.22	1.89

Table 3.BSE-307: CO-PSO matrix for the course BSE-307

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-307.1	2	2	1	2	1	1	1	1
BSE-307.2	2	2	2	2	1	3	1	1
BSE-307.3	2	3	2	2	2	1	1	1
BSE-307.4	2	3	3	3	2	3	1	1
BSE-307.5	2	2	3	3	2	3	1	1
Average	2	2.33	2.22	2.33	1.78	2.22	1	1

SEMESTER-IV

CO-PO Mapping matrices

Table 2.BSE-401A: CO-PO matrix for the course BSE-401A

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401A.1	3	2	2	1	2	2	2	2	1
BSE-401A.2	3	2	2	1	2	2	2	2	1
BSE-401A.3	3	2	2	2	2	1	2	1	1
BSE-401A.4	3	2	2	2	2	1	2	1	2
BSE-401A.5	3	2	3	2	2	2	2	2	2
Average	3	2.22	2.22	1.56	2	1.56	2	1.56	1.44

Table 2.BSE-401B: CO-PO matrix for the course BSE-401B

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401B.1	3	2	2	2	2	2	2	2	1
BSE-401B.2	3	2	2	2	2	2	2	2	1
BSE-401B.3	3	2	2	2	2	2	2	2	2
BSE-401B.4	2	2	2	2	3	2	1	1	2
BSE-401B.5	2	2	2	2	2	2	1	1	2
Average	2.56	2	2.11	2.22	2.67	2	1.67	1.67	2

Table 2.BSE-401C: CO-PO matrix for the course BSE-401C

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401C.1	3	2	2	2	2	2	2	2	2
BSE-401C.2	3	2	3	2	2	2	2	2	2
BSE-401C.3	3	2	2	2	3	2	2	2	2
BSE-401C.4	3	2	3	2	3	2	2	2	3
BSE-401C.5	3	2	3	2	2	1	2	2	3
Average	3	2	2.56	2.33	2.22	1.78	2.44	2	2.67

Table 2.BSE-401D: CO-PO matrix for the course BSE-401D

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401D.1	3	2	2	2	2	2	2	2	3
BSE-401D.2	3	2	2	2	2	2	2	2	2
BSE-401D.3	3	3	2	2	2	2	3	2	3
BSE-401D.4	3	3	2	2	2	3	3	1	3
BSE-401D.5	3	2	2	2	2	2	2	1	2
Average	3	2.22	2.22	2.22	2.22	2.33	2.44	1.56	2.56

Table 2.BSE-401E: CO-PO matrix for the course BSE-401E

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401E.1	3	2	3	2	2	2	2	1	2
BSE-401E.2	3	2	3	2	2	2	3	2	3
BSE-401E.3	3	2	3	2	3	2	3	1	3
BSE-401E.4	3	1	2	2	2	1	2	2	2
BSE-401E.5	3	1	3	2	2	1	2	2	3
Average	2.78	1.78	2.78	2.22	2.33	1.67	2.33	1.56	2.78

Table 2.BSE-401F: CO-PO matrix for the course BSE-401F

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401F.1	3	2	2	2	2	2	2	2	1
BSE-401F.2	3	2	2	2	2	2	2	2	2
BSE-401F.3	3	2	2	2	2	2	2	2	1
BSE-401F.4	3	1	2	2	2	1	2	2	2
BSE-401F.5	3	1	3	2	3	1	2	2	3
Average	3	1.78	2.11	2	2.22	1.56	2.33	2.44	1.67

Table 2.BSE-401G: CO-PO matrix for the course BSE-401G

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-401G.1	3	2	3	2	3	2	2	2	3
BSE-401G.2	3	2	3	2	3	2	2	1	3
BSE-401G.3	3	2	3	2	3	2	2	2	2
BSE-401G.4	3	2	3	2	2	2	2	1	2
BSE-401G.5	3	2	3	2	3	2	2	2	2
Average	3	2.11	2.89	2.22	2.89	2	2.22	1.56	2.56

Table 2.BSE-402A: CO-PO matrix for the course BSE-402A

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-402A.1	3	2	2	2	2	2	2	2	2
BSE-402A.2	3	2	2	2	2	2	2	2	2
BSE-402A.3	3	3	2	2	2	2	3	2	2
BSE-402A.4	3	2	2	2	3	2	2	1	3
BSE-402A.5	3	2	2	2	3	2	3	2	2
Average	3	2.22	2.44	2.22	2.67	2	2.22	1.67	2.56

Table 2.BSE-402B: CO-PO matrix for the course BSE-402B

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-402B.1	3	2	2	2	2	2	2	2	2
BSE-402B.2	3	2	2	1	2	2	2	1	2
BSE-402B.3	3	2	2	2	2	2	2	1	2
BSE-402B.4	3	2	2	1	2	2	2	2	2
BSE-402B.5	3	2	3	1	3	2	3	2	3

Average	3	2	2.56	1.67	2.56	2	2.22	1.67	2.44
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Table 2.BSE-402C: CO-PO matrix for the course BSE-402C

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-402C.1	3	2	2	2	2	2	3	1	2
BSE-402C.2	3	2	2	2	2	2	2	2	2
BSE-402C.3	3	3	2	2	2	1	2	1	2
BSE-402C.4	3	2	2	2	2	1	2	2	3
BSE-402C.5	3	3	2	2	2	2	1	1	3
Average	3	2.22	2.44	2.33	2.33	1.67	2.11	1.56	2.44

Table 2.BSE-403: CO-PO matrix for the course BSE-403

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-403.1	3	1	3	3	2	1	2	2	2
BSE-403.2	3	1	3	3	2	2	2	1	2
BSE-403.3	3	2	3	3	2	1	2	1	2
BSE-403.4	3	1	3	3	2	1	1	2	2
BSE-403.5	3	2	3	3	3	2	1	1	2
Average	3	1.56	3	3	2.22	1.56	1.67	1.56	2

Table 2.BSE-404: CO-PO matrix for the course BSE-404

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-404.1	3	2	3	3	3	2	2	1	3
BSE-404.2	3	2	3	2	2	2	2	1	3
BSE-404.3	3	2	3	3	3	2	2	1	3
BSE-404.4									
BSE-404.5									
Average	3	2	3	2.67	2.67	2	2	1	3

Table 2.BSE-405: CO-PO matrix for the course BSE-405

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-405.1	3	2	3	2	3	1	2	2	3
BSE-405.2	3	2	3	2	3	2	1	2	3
BSE-405.3									
BSE-405.4									
BSE-405.5									
Average	3	2	3	2	3	1.5	1.5	2	3

Table 2.BSE-406: CO-PO matrix for the course BSE-406

COs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-406.1	3	2	3	3	3	2	2	1	3

BSE-406.2	3	2	3	2	3	2	2	1	2
BSE-406.3									
BSE-406.4									
BSE-406.5									
Average	3	2	3	2.5	3	2	2	1	2.5

CO-PSO Mapping matrices

Table 3.BSE-401A: CO-PSO matrix for the course BSE-401A

Cos	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-401A.1	3	1	2	1	3	2	2	1
BSE-401A.2	3	3	2	1	3	2	2	1
BSE-401A.3	2	1	3	2	3	3	2	1
BSE-401A.4	1	2	2	1	3	3	2	1
BSE-401A.5	2	1	3	3	1	3	3	1
Average	2	1.89	2.11	2.22	2.67	2.44	1.89	1

Table 3.BSE-401B: CO-PSO matrix for the course BSE-401B

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-401B.1	3	1	2	3	3	2	2	1
BSE-401B.2	3	2	3	3	3	3	2	1
BSE-401B.3	3	3	1	3	3	3	3	1
BSE-401B.4	1	1	2	3	3	1	2	1
BSE-401B.5	3	2	3	3	3	2	2	1
Average	2.33	2.22	2.44	2.33	2.78	2.11	2	1

Table 3.BSE-401C: CO-PSO matrix for the course BSE-401C

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-401C.1	2	2	1	1	3	1	1	1
BSE-401C.2	3	2	2	1	3	2	2	1
BSE-401C.3	2	2	1	0	3	0	1	3
BSE-401C.4	3	3	3	3	3	3	3	1
BSE-401C.5	3	3	3	1	3	3	1	1
Average	2.22	2.11	2	1.78	2.56	2.11	2.11	1.89

Table 3.BSE-401D: CO-PSO matrix for the course BSE-401D

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-401D.1	3	2	2	2	3	2	2	2
BSE-401D.2	3	2	1	3	3	2	1	2
BSE-401D.3	3	3	2	1	3	3	2	2
BSE-401D.4	3	2	1	2	3	1	1	2
BSE-401D.5	1	3	3	1	1	2	2	1

Average	2.22	2.11	2.22	1.89	2.56	2.33	1.89	2.11
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Table 3.BSE-401E: CO-PSO matrix for the course BSE-401E

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-401E.1	2	3	1	1	2	1	1	1
BSE-401E.2	2	1	3	2	2	2	1	1
BSE-401E.3	3	2	1	1	2	1	3	1
BSE-401E.4	3	3	2	1	3	1	1	1
BSE-401E.5	1	2	3	3	3	3	1	1
Average	2.11	2.11	2	2.22	2.33	2	1.78	1

Table 3.BSE-401F: CO-PSO matrix for the course BSE-401F

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-401F.1	3	2	2	2	1	1	1	2
BSE-401F.2	3	3	1	2	2	2	1	2
BSE-401F.3	2	2	2	2	1	1	1	2
BSE-401F.4	3	2	2	3	3	3	1	2
BSE-401F.5	3	2	3	3	3	3	2	1
Average	2.89	2.44	2.22	2	2.11	2.11	1.67	1.44

Table 3.BSE-401G: CO-PSO matrix for the course BSE-401G

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-401G.1	3	1	3	2	2	3	1	1
BSE-401G.2	2	1	1	3	3	3	3	1
BSE-401G.3	2	2	1	3	3	1	1	1
BSE-401G.4	2	3	3	1	3	3	3	1
BSE-401G.5	2	3	3	3	3	3	3	1
Average	2.11	2.11	2.33	2.11	2.33	2.33	1.78	1

Table 3.BSE-402A: CO-PSO matrix for the course BSE-402A

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-402A.1	3	1	1	1	1	1	1	1
BSE-402A.2	3	3	2	3	1	2	2	2
BSE-402A.3	1	1	1	1	2	1	3	2
BSE-402A.4	2	2	1	3	1	3	2	3
BSE-402A.5	2	2	1	1	1	3	3	1
Average	2	2	2	2.22	2	1.89	2.22	1.44

Table 3.BSE-402B: CO-PSO matrix for the course BSE-402B

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-402B.1	2	3	2	2	1	2	3	2
BSE-402B.2	2	2	1	1	2	2	1	2

BSE-402B.3	2	2	2	2	2	2	1	2
BSE-402B.4	2	2	2	3	2	2	2	2
BSE-402B.5	2	2	3	3	2	3	2	2
Average	2	2.44	2.22	2.44	2.11	2.33	2	2.11

Table 3.BSE-402C: CO-PSO matrix for the course BSE-402C

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-402C.1	3	3	2	2	1	3	2	2
BSE-402C.2	2	3	2	2	2	3	2	2
BSE-402C.3	3	3	2	2	2	2	2	2
BSE-402C.4	1	3	1	2	2	2	2	1
BSE-402C.5	2	3	2	3	2	3	2	1
Average	2.11	3	2.11	2.56	2.22	2.67	2	1.33

Table 3.BSE-403: CO-PSO matrix for the course BSE-403

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-403.1	2	2	2	3	3	2	3	1
BSE-403.2	2	2	3	3	3	2	3	2
BSE-403.3	2	1	2	3	3	2	3	2
BSE-403.4	2	3	2	3	3	3	3	1
BSE-403.5	2	3	3	3	3	3	3	2
Average	2	2.33	2.56	2.44	2.78	2.44	3	1.78

Table 3.BSE-404: CO-PSO matrix for the course BSE-404

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-404.1	1	3	3	3	3	2	2	2
BSE-404.2	1	2	3	3	3	3	2	2
BSE-404.3	1	3	3	3	2	3	2	2
BSE-404.4								
BSE-404.5								
Average	1	2.67	3	3	2.67	2.67	2	2

Table 3.BSE-405: CO-PSO matrix for the course BSE-405

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-405.1	1	2	3	2	3	3	3	3
BSE-405.2	1	2	3	2	3	3	3	3
BSE-405.3								
BSE-405.4								
BSE-405.5								
Average	1	2	3	2	3	3	3	3

Table 3.BSE-406: CO-PSO matrix for the course BSE-406

COs	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-406.1	1	3	3	3	3	3	2	2
BSE-406.2	1	3	3	3	3	3	2	2
BSE-406.3								
BSE-406.4								
BSE-406.5								
Average	1	3	3	3	3	3	3	3

Table 4: CO-PO-PSO Mapping matrix for B. Ed. Special Education (V.I.)

Course Code	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8
BSE-101	3	2	2	1.89	2	1.56	2	2	2	2.44	2	2	1.78	1.67	2.44	2.33	2.33
BSE-102	3	2.67	2.67	2.22	2.67	2	2.22	2.22	2.33	3	2.33	2.33	2.56	2.22	2.22	2.33	2.22
BSE-103	3	2.67	2.33	2	2.33	2	2.11	1.56	2.56	2.11	2.22	2.33	2.11	2	2.22	2.22	1.78
BSE-104	3	2.44	2.44	2	2.44	2	2.33	1.89	2.44	2	2.44	2.33	2.11	1.89	2.22	2	1.78
BSE-105	3	2.67	2.56	2.33	2.78	2	1.56	1.56	2.44	2.11	2.78	2	2.11	2.11	2.11	2.22	2.11
BSE-106	3	2.67	3	2.33	3	2	2	2	3	2.33	1.67	2.33	2	2.33	2.33	2	2.33
BSE-201	3	2.22	2.56	2.22	2.33	2	1.89	2.22	2.33	2.11	2.11	1.89	2.22	1.89	2	1.89	1.89
BSE-202&203AI	3	2	2.56	2.22	3	2	2.33	2	2.67	2.11	2.11	2.22	1.78	2	2	1.78	2.22
BSE-202&203BI	3	2	2.56	2.22	3	2	2.33	2	2.67	2	2.44	2.11	2.33	2.22	1.89	1.89	2.11
BSE-202&203BII	3	2.44	2.33	2.22	2.89	2	2.33	2	2.67	2.11	2	2.11	2.22	2.11	2.22	1.44	1.78
BSE-202&203CI	3	2	2.33	2.22	2.89	2	2.33	2	2.67	1.89	2.22	3	2.22	2.33	2.44	2	1.67
BSE-202&203CII	2.67	2.22	2.56	1.89	2.67	1.67	2	2	2.56	1.67	2.22	2.33	2	2.11	1.56	1.89	2.11
BSE-204	2.78	2.44	2.22	1.89	2.22	1.89	2.22	2.33	2.44	2.33	1.78	2.44	2.11	2.22	2	2	1.78
BSE-205	3	2.11	2.56	2.22	3	2.22	1.78	1.67	2.44	2.11	2.33	2.11	2.33	1.89	2.33	1.78	2
BSE-206	3	1	3	2	3	2	2	1	3	1	2.33	3	2	2.67	2	2	1.67
BSE-301	3	2.67	2.89	2.22	2.78	2.22	2.22	2	2.78	1.78	2.11	2.33	2.33	2	1.67	2.33	2.11
BSE-302	3	2.33	2.78	2.44	2.67	2	2	1.56	2.78	1.89	2.22	2	1.78	2.44	2.33	1.78	2
BSE-303	2.67	2.11	2.22	2	2.44	2	2	1.56	2.33	2.33	2	2.22	2.22	2	1.56	1.89	1
BSE-304	3	2	3	2	2	2	2	1	3	1	2	3	2	2.67	3	2	1
BSE-305	3	2	3	2	3	2	2	1	3	1	2	3	3	2.33	3	2	2
BSE-306	2	2.22	3	1.56	1.67	1.67	1.78	2	3	2	2.44	2.33	2.33	2.11	2	1.22	1.89
BSE-307	3	2	3	1.56	2	2	1.44	2	3	2	2.33	2.22	2.33	1.78	2.22	1	1
BSE-401A	3	2.22	2.22	1.56	2	1.56	2	1.56	1.44	2	1.89	2.11	2.22	2.67	2.44	1.89	1
BSE-401B	2.56	2	2.11	2.22	2.67	2	1.67	1.67	2	2.33	2.22	2.44	2.33	2.78	2.11	2	1
BSE-401C	3	2	2.56	2.33	2.22	1.78	2.44	2	2.67	2.22	2.11	2	1.78	2.56	2.11	2.11	1.89
BSE-401D	3	2.22	2.22	2.22	2.22	2.33	2.44	1.56	2.56	2.22	2.11	2.22	1.89	2.56	2.33	1.89	2.11
BSE-401E	2.78	1.78	2.78	2.22	2.33	1.67	2.33	1.56	2.78	2.11	2.11	2	2.22	2.33	2	1.78	1
BSE-401F	3	1.78	2.11	2	2.22	1.56	2.33	2.44	1.67	2.89	2.44	2.22	2	2.11	2.11	1.67	1.44

BSE-401G	3	2.11	2.89	2.22	2.89	2	2.22	1.56	2.56	2.11	2.11	2.33	2.11	2.33	2.33	1.78	1
BSE-402A	3	2.22	2.44	2.22	2.67	2	2.22	1.67	2.56	2	2	2	2.22	2	1.89	2.22	1.44
BSE-402B	3	2	2.56	1.67	2.56	2	2.22	1.67	2.44	2	2.44	2.22	2.44	2.11	2.33	2	2.11
BSE-402C	3	2.22	2.44	2.33	2.33	1.67	2.11	1.56	2.44	2.11	3	2.11	2.56	2.22	2.67	2	1.33
BSE-403	3	1.56	3	3	2.22	1.56	1.67	1.56	2	2	2.33	2.56	2.44	2.78	2.44	3	1.78
BSE-404	3	2	3	2.67	2.67	2	2	1	3	1	2.67	3	3	2.67	2.67	2	2
BSE-405	3	2	3	2	3	1.5	1.5	2	3	1	2	3	2	3	3	3	3
BSE-406	3	2	3	2.5	3	2	2	1	2.5	1	3	3	3	3	3	2	2

C. Attainment of COs:

Table 5: CO Attainment levels for Internal Assessment

Attainment Level	
1 (Low level of attainment)	60 % of students score more than 60% of marks in internal assessment and end semester examination
2 (Medium level of attainment)	70 % of students score more than 60% of marks in internal assessment and end semester examination
3 (High level of attainment)	80 % of students score more than 60% of marks in internal assessment and end semester examination

Table 6: CO Attainment levels for End Semester Examination (ESE)

Attainment Level	
1 (Low level of attainment)	60 % of students score more than 60% of marks in internal assessment and end semester examination
2 (Medium level of attainment)	70 % of students score more than 60% of marks in internal assessment and end semester examination
3 (High level of attainment)	80 % of students score more than 60% of marks in internal assessment and end semester examination

Overall CO Attainment level:

Overall COs attainment level=50% of CO attainment level in Internal Assessment+50% of CO attainment level in End Semester Examination

D. Attainment of POs:

The overall attainment level of POs is based on the values obtained by using direct and indirect methods in the ratio 80:20. PO attainment values obtained using direct method are computed as detailed in Table 7 below.

Table 7: PO Attainment Values using Direct Method

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
BSE-101									
BSE-102									
BSE-103									
BSE-104									
BSE-105									
BSE-106									

BSE-201									
BSE-202&203AI									
BSE-202&203BI									
BSE-202&203BII									
BSE-202&203CI									
BSE-202&203CII									
BSE-204									
BSE-205									
BSE-206									
BSE-301									
BSE-302									
BSE-303									
BSE-304									
BSE-305									
BSE-306									
BSE-307									
BSE-401A									
BSE-401B									
BSE-401C									
BSE-401D									
BSE-401E									
BSE-401F									
BSE-401G									
BSE-402A									
BSE-402B									
BSE-402C									
BSE-403									
BSE-404									
BSE-405									
BSE-406									
Direct PO Attainment	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values	Average of above values			

The PO attainment values to be filled in the above table can be obtained as follows:

For BSE-101-PO1 Cell: PO1 attainment value = (Mapping factor of BSE-101-PO1 from Table 4 x Overall CO attainment value for the course BSE-101)/3.

Same method can be used to obtain attainment values for the other POs.

In order to obtain the PO attainment using the indirect method, a student exit survey based on questionnaire of POs may be conducted at the end of last semester of the program, as per the following format:

**Table 8: Questionnaire for indirect measurement of PO attainment
(For outgoing students)**

At the end of my degree program I am able to do:

	Please tick any one		
<i>Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.</i>	3	2	1
<i>Develop an understanding of education as an agenda for the nation and its policies, visions and efforts in evolving a national system of education.</i>	3	2	1
<i>Re-engage with the nuances of the discipline and its prevalent conceptualizations and practices.</i>	3	2	1
<i>Develop understanding about teaching, pedagogy, school management and community involvement in general education and Inclusive settings.</i>	3	2	1
<i>Inculcate a sense of responsibility towards the society and respect for human life and dignity.</i>	3	2	1
<i>Promote co-operative teaching where two or more teachers offer a course and jointly interact with the same class particularly to facilitate multi-disciplinary analysis of problems.</i>	3	2	1
Indirect PO attainment	Average of the responses from the outgoing students for each PO		
Scale: 3: Strongly Agree; 2: Agree; 1: Average			

The overall PO attainment values are obtained by adding attainment values estimated using direct and indirect methods in the proportion of 80:20 as follows:

Overall attainment value for PO1=0.8xaverage attainment value for PO1 using direct method (from table 7) + 0.2xaverage response of outgoing students for PO1.

Table 9: Overall PO attainment values

	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9
Direct PO attainment									
Indirect PO attainment									
Overall PO attainment									
Target	2	2	2	2	1.5	2	2	2	2

The overall PSO attainment level based on CO-PSO mapping values and overall CO attainment values can be obtained in a similar manner.

Ordinance- Bachelor of Education in Special Education (Visual Impairment) {B.Ed Spl.Ed. (V.I.)} Two Year (Regular Program) Examination (Semester System)

1. Bachelor of Education Program in Special Education {B.Ed. Spl. Ed. (V.I.)} is a professional programme. The examination for the degree of B.Ed. Spl. Ed. (V.I.) examination (under semester system) shall be held from the session 2015-2017.
2. The duration of the program leading to the degree of B.Ed. Spl. Ed. (V.I.) shall be two academic years (4 semesters) which can be completed in a maximum of three years from the date of admission to the programme. A candidate who fails to pass the all four semesters' examinations within three years of his/her admission to the program shall be deemed to be unfit for B.Ed. Spl.Edu. (V.I.) programme.

Each year will be divided into two semesters i.e. July to November/December and January to May/June. The examination for the first and third semester shall ordinarily be held in the month of December /January and for the second and fourth semester in May/June on the dates notified by the Controlled of Examinations.

Supplementary examinations shall be held for reappear and improvement of result candidates as under-

Semester when held

- | | |
|----------------------|-------------------------------------|
| (i) First semester | along with the third semester |
| (ii) Second semester | along with the fourth semester |
| (iii) Third semester | along with or after fourth semester |
| (iv) Fourth semester | along with or after third semester |

3. The last date by which admission forms and fees must reach the Controller of Examinations will be as per the schedule of examination as notified by the university from time to time.

A late fee shall be charged from the candidates who are defaulters of examination fee as notified by the controller of examination from time to time.

The last date(s) by which the examination forms and fees must reach the examinations enquiry shall be as per the schedule notified by the Controller of Examination from time to time.

4. The minimum qualification for admission to the program as per RCI norms shall be as under:
B.A./B.Sc./B.Com. (with any two pedagogical subjects at school level as per the requirements of the programme) with minimum 50% marks.

Note:

- a. There shall be no rounding off of percentage of marks of the qualifying examination from 0.5% and above to next higher number for determining the eligibility i.e. 49.50% and above will not be rounded off to 50%.
- b. Relaxation in case of SC/ST/OBC/DA in case of percentage of minimum qualifying marks shall be as per Government of Haryana Policy announced from time to time.
- c. Compartmental candidates will not be allowed admission to B.Ed. Spl. Edu. (V.I.) program in any case.

5. No one who is in employment (Whole-time/Part-time/Honorary Services) shall be allowed to join B.Ed. Spl.Ed. (V.I.) program without taking leave from his/her institution/office etc. from the date of commencement of the academic session to the conclusion of his/her final examination.
6. A candidate who possesses the qualifications laid down in clause 4 & has been on the rolls of the Department for the program as a regular student during the academic session preceding the examination and has submitted his/her examination form to the Examination Branch through Chairperson Department of Education and produces the following certificates shall be eligible to appear in the examination-
 - i. of good character
 - ii. of having undergone the program of training of Bachelor of Education Special Education (V.I.) for two academic years (in each semester separately) at the Department of Education.
 - iii. of having attendance as per clause 8 in each semester separately (the program to be counted up to the day before the commencement of the examination)
 - iv. has obtained pass marks in Internal Assessment of the course(s)/practical(s)/ Open elective courses for which he/she is a candidate, as per clause 12. Provided that a candidate who has not attended the requisite percentage of Lectures/Practical or has not obtained pass marks in the Internal Assessment for any course (s) will be eligible to take examination in the remaining course(s).
7. Every candidate shall be examined according to the scheme of examination and syllabus as approved by the Academic Council from time to time. A candidate, who has completed the prescribed program of instruction in the Department for any semester examination, but does not appear in it or having appeared fails, may be allowed on the recommendations of the Chairperson of the Institute to appear/reappear in the semester examination/ course(s), as the case may be, as an ex-student, without attending a fresh program of instruction twice, at the supplementary examinations as specified in clause 2.3. While re-appearing in the examination, the candidate will be exempted from re-appearing in the course(s)/Practical(s)/seminars in which s/he has obtained 50% marks for sessionals, where prescribed. A candidate, who has passed in theory course and not qualified in the internal assessment, shall have to re-appear for internal assessment only.

A candidate who has appeared and failed in one or more course(s) of the First semester shall be allowed to study for and appear in the second semester. S/he will, however, be allowed promotion to Third semester class provisionally only if S/he earns exemption in at least 50% of the theory courses (eg 4 courses out of 8) of both First and Second Semester examinations taken together. Such a candidate will be allowed to re-appear for the course(s) of the First Semester, along with the Third Semester and for the remaining course(s) of the Second Semester along with Fourth Semester Examinations simultaneously, when held.

A candidate who fails to pass in any semester even in the second chance as mentioned above, s/he will have to repeat the program as a regular student in the Department whenever the relevant program is offered in future.
8. The minimum attendance of student teachers shall be 80% for all program work, 90% for all practicals and 100% for school internship (5% attendance may be condoned by the Head of the Department on genuine grounds only).

9. The amount of Examination fee to be paid by the candidates shall be prescribed by the University from time to time.
10. The medium of examination shall be Hindi and English.
11. The program will be conducted for at least 200 working days each year exclusive of the period of examination and admission.
12. In addition to compulsory and subject electives, a student shall opt for two open elective courses (one each in the 2nd and 3rd semester) from among the open elective courses offered on the University campus and/or MOOC courses adopted by the Department of Education.
13. All test i.e. internal tests as well as External tests (End Examination) will be conducted in the University Department/ Institute. The question paper for external tests (End Term Examinations) except Open Elective Paper will be got set, printed and evaluated by Controller of Examinations as per the recommendations of Board of Studies of Institute/ Department. The press copy of the paper after setting up of question paper by the paper setter appointed through BOS will be sent to the Examination Branch for further printing. 50% of the papers will be set internally & 50% externally while all the evaluation will be made internally.

The internal tests after the evaluation will be shown to the students by respective teachers. In case the student is not satisfied with the evaluation of External test, he/she may apply for re-evaluation.

In case of Open Elective Courses, the question papers will be got set, printed and evaluated by the Chairperson/Director of the Department/Institute concerned as per recommendation of the Board of Studies. The Director/Institute shall forward the awards along with questions papers and attempted answer books to the Secrecy Branch. The date sheet of these courses will be finalized by the Chairperson of the Department concerned in consultation with the Dean of Faculty concerned. The examination of these courses may be conducted before the start of External tests.

14. Minimum 50% marks are essential in all courses/practicals/ open elective (separately in Internal Assessment & External Assessment) for passing the program (grace marks as per university norms). The total marks for the program would be 2000.

20% marks in each course/practical shall be reserved for internal assessment, which will be on the basis of prescribed components in the syllabi. The external evaluation will comprise of 80 % of marks. The following percentages (with weightage of each) forming the basis of award of internal assessment shall be adopted and inserted in the relevant scheme of examination:

For Theory Course s-

- | | |
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| (i) One Sessional Class Test (one hour duration) | 25% marks (05) |
| (ii) One Assignment | 25% marks (05) |
| (iii) One Seminar | 25% marks (05) |
| (iv) Attendance | 25% marks (05) |

For Open Elective Courses-

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| (i) One Sessional Class test (one hour duration) | 50% marks (05) |
| (ii) One Assignment | 50% marks (05) |

For Practical-

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| (i) Sessional Practical Test | 50% marks (10) |
| (ii) Viva | 25% marks (05) |
| (iii) Attendance | 25% marks (05) |

Note: Marks for attendance shall be given as per the following criteria-

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|-----------------|---------|
| (i) 91% & above | 5 marks |
| (ii) 81% & 90% | 4 marks |
| (iii) 75% & 80% | 3 marks |
| (iv) 70% & 74% | 2 marks |
| (v) 65% & 69% | 1 marks |

The marks obtained by a candidate in Internal Assessment, duly countersigned by the Chairperson of the Department /Principal of the College concerned, shall be forwarded to the Examination Branch at least one week before the commencement of the relevant semester examination.

The internal assessment award of a candidate who fails in any semester examination shall be carried forward to the next examination.

The Chairperson of the Department concerned shall preserve the record on the basis of which the Internal Assessment awards have been prepared, for inspection, if needed by the university, up to six months from the date of declaration of the result of the concerned semester examination.

15. Whenever a program or scheme of instruction is changed in a particular year. Two more examinations following thereafter shall be conducted according to the old syllabus/regulation. Candidates not appearing in the examinations or failing in them shall take the examinations subsequently according to the changes syllabus/regulations as per the university norms.
16. As soon as possible, after the termination of the examination, the controller of examinations shall publish the result of the candidates and issue the Detailed-Marks-Card (DMC).
- 16.1 Candidates who passed all the four semester examinations at the first attempt and within the minimum duration of the program i.e. two years, obtaining 75% or more marks in the total aggregate, shall be declared to have passed with 'Distinction'.
- 16.2 Award of Grades and the corresponding grade points should be Absolute marks as under. The Conversion factor from SGPA/CGPA to percentage of marks shall be 10.

Letter Grade	Grade Point	Marks
O (Outstanding)	10	85-100
A+ (Excellent)	9	75-84
A (Very Good)	8	65-74
B+ (Good)	7	55-64
B (Above Average)	6	50-54
P (Pass)	5	50
F (Fail)	0	Less than 50
Ab	0	Absent

Note:

- (1) A candidate eligible to take the examination obtaining Grade F or Ab will be considered to have failed in the examination/ course(s). Such a candidate will be required to reappear in that examination/ course (s) within the permissible chances given in the concerned Ordinance for obtaining pass grade.
 - (2) A candidate who has not attended requisite percentage of lectures in a course and/or obtained pass marks in Internal Assessment, where prescribed will also be awarded Grade 'F'. Such a candidate will have to repeat that course(s) to complete the attendance requirement and obtain pass marks in Internal Assessment.
 - (3) If 'F'/'Ab' Grade is awarded to a candidate in major project, he/she will get only one more chance to repeat the project work at the end of next Semester. However, if a candidate still gets 'F'/'Ab' Grade in major project, the same will not be eligible for the award of degree.
 - (4) For non credit courses 'Satisfactory' or 'Unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.
- 16.3. The procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) will be in accordance with the University Guidelines for CBCS program as effective from time to time.
 - 16.4. Each successful candidate shall be awarded a Detailed-Marks- Card (DMC) stating the division contained in Theory, Practical and School internship separately and in aggregate.
 - 16.5. Each successful candidate shall be awarded a degree stating the division.
 - 16.6. The university will award Degree in Bachelor of Education in Special Education {B.Ed.Spl.Ed.(V.I.)}. While issuing the degree certificate, the university is to clearly spell out the area of specialization i.e. Visual Impairment and mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities) .
17. A candidate who has already passed the degree for Bachelor of Education in Special Education {B.Ed. Spl.Ed.(V.I.)}, may offer, as an additional subject, any of the subjects, other than those in which s/he has already passed. S/he may be admitted to the examination on submission of application on the prescribed form and on payment of admission fee as prescribed by the university, provided that –
 - (i) In case of a pedagogy subject, s/he must have already passed the degree examination in that subject.
 - (ii) In addition to the theory course of the pedagogy subject, the candidate shall undergo a practical test in pedagogy of the additional subject taken by him/her.
 - (iii) Such candidates will be required to register themselves with the Department of Education by paying a fee of Rs.1,000/- to the university in the respective session.
 18. The admission to {B.Ed. Spl.Ed. (V.I.)} program will be made on open merit basis, irrespective of Science or Arts Group.
 19. The Admission procedure for admission to the program will be on merit basis. (MAP will be calculated on the basis of marks obtained in the qualifying examination+ weightages, if any).