

Kurukshetra University, Kurukshetra

(Established by the State Legislature Act-XII of 1956)
("A++" Grade, NAAC Accredited)



Scheme of Examinations for Under Graduate Programme Bachelor of Education- Special Education (Visual Impairment) [B.Ed. Spl. Ed. (V.I.)]

**as per Rehabilitation Council of India (RCI), 2024
Curriculum and Credit Framework
(Norms, Regulations & Course Content)
With effect from the session 2024-25**

**DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION
KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119
HARYANA, INDIA**

Programme Learning Outcomes (PLOs) of B.Ed. Special Education (Visual Impairment)

PLOs	B.Ed. Spl. Ed. (VI).
	After the completion of Bachelors in Education – Special Education (Visual Impairment) i.e. B.Ed. Spl. Ed. (VI). the student will be able to:
PLO-1: Knowledge and Understanding	demonstrate the fundamental and advanced knowledge of the education and special education and understanding of recent developments and issues, including methods and techniques, related to the special education.
PLO-2: General Skills	acquire the general skills required for performing and accomplishing the tasks as expected to be done by a skilled professional in the fields of special education.
PLO-3: Technical/ Professional Skills	demonstrate the learning of advanced cognitive technical /professional skills required for completing the specialized tasks related to the profession and for conducting and analyzing the relevant research tasks indifferent domains of the special education.
PLO-4: Communication Skills	effectively communicate the attained skills of the special education in well-structured and productive manner to the society at large.
PLO-5: Application of Knowledge and Skills	apply the acquired knowledge and skills to the problems in the subject area, and to identify and analyze the issues where the attained knowledge and skills can be applied by carrying out research investigations to formulate evidence-based solutions to complex and unpredictable problems associated with the field of special education or otherwise.
PLO-6: Critical thinking and Research Aptitude	attain the capability of critical thinking in intra/ inter-disciplinary areas of the special education enabling to formulate, synthesize, and articulate issues for designing of research proposals, testing hypotheses, and drawing inferences based on the analysis.
PLO-7: Constitutional, Humanistic, Moral Values and Ethics	know constitutional, humanistic, moral and ethical values, and intellectual property rights to become a scholar/ professional with ingrained values in expanding knowledge for the society, and to avoid unethical practices such as fabrication, falsification or misrepresentation of data or committing plagiarism.
PLO-8: Capabilities/ qualities and mindset	to exercise personal responsibility for the outputs of own work as well as of group/team and for managing complex and challenging work(s) that requires new/ strategic approaches.
PLO-9: Employability and job-ready skills	attain the knowledge and skills required for increasing employment potential, adapting to the future work and responding to the rapidly changing demands of the employers/ industry/ society with time.

Scheme of B.Ed. Spl. Ed. (V.I.)

Sem.	Course type	Course code	Course title	Credits	Contact Hours			Internal Assessment Marks	External assessment Marks	Total marks	Duration of Exam (hours)
					Lecture	*CW/FE	Total				
I	CC-1	B24-SED-101	Human Growth & Development	2	2	2	4	15	35	50	1:30 hours
	CC-2	B24-SED-102	Contemporary India and Education	2	2	2	4	15	35	50	1:30 hours
	CDI-1	B24-SED-103	Introduction to Disabilities	2	2	2	4	15	35	50	1:30 hours
	CDI-2	B24-SED-104	Introduction to Education of Students with Disabilities	2	2	2	4	15	35	50	1:30 hours
	DSC-1	B24-SED-105	Identification of Children with Visual Impairment and Assessment of Needs	2	2	2	4	15	35	50	1:30 hours
	PCPDS-1	B24-SED-106	Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)	2	0	4	4	15	35	50	3:00 hours
	PCPDS-2	B24-SED-107	Classroom Observation at different levels and of different subjects	2	0	4	4	15	35	50	3:00 hours
	PCDS-1	B24-INT-108	Supportive Skill Training (Assistive Technologies, Functional Academic Skill, etc.)	6	6	6	12	45	105	150	3:00 hours
			Total Credits	20							
	CC-3	B24-SED-201	Learning, Teaching and Assessment	2	2	2	4	15	35	50	1:30 hours
	CC- 4 (Any one)	B24-SED-202	Pedagogy of teaching Science to students with visual impairment	2	2	2	4	15	35	50	1:30 hours
		B24-SED-203	Pedagogy of teaching Mathematics to students with visual impairment	2	2	2	4	15	35	50	1:30 hours
		B24-SED-204	Pedagogy of teaching Social Science to students with visual Impairment	2	2	2	4	15	35	50	1:30 hours

II	CC-5 (Any one)	B24- SED- 205	Pedagogy of teaching Hindi to students with visual impairment	2	2	2	4	15	35	50	1:30 hours
		B24- SED- 206	Pedagogy of teaching English to students with visual impairment	2	2	2	4	15	35	50	1:30 hours
	CDI-3	B24- SED-207	Equitable & Inclusive Education	2	2	2	4	15	35	50	1:30 hours
	CDI-4	B24- SED-208	Supportive Skills for the Education of Children with Disabilities	2	2	2	4	15	35	50	1:30 hours
	DSC-2	B24- SED- 209	Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum	2	2	2	4	15	35	50	1:30 hours
	DSC-3	B24- SED-210	Psycho- Social and Family Issues	2	2	2	4	15	35	50	1:30 hours
	PCPDS-3	B24- SED-211	Lesson Planning & Development of TLM	6	4	8	12	45	105	150	3:00 hours
			Total Credits	20							
III	DSC-4	B24- SED-301	Intervention and Teaching Strategies	2	2	2	4	15	35	50	1:30 hours
	DSC-5	B24- SED-302	ICT & Assistive Technology for Visually Impaired	2	2	2	4	15	35	50	1:30 hours
	PCPDS-4	B24- SED-303	Execution of Lesson (Teaching Practice)	6	2	10	12	45	105	150	3:00 hours
	PCDS-2	B24-INT- 304	Internship in Disability Specialization	10	2	18	20	75	175	250	3:00 hours
			Total Credits	20							
IV	EPC-1	B24- SED-401	Reading and Reflecting on Texts	2	2	2	4	15	35	50	1:30 hours
	EPC-2	B24- SED-402	Drama and Art in Education	2	2	2	4	15	35	50	1:30 hours
	EPC-3	B24- SED-403	Basic Research & Basic Statistics	2	2	2	4	15	35	50	1:30 hours
	CDI-5	B24- SED-404	Life Skills across Life Span	2	2	2	4	15	35	50	1:30 hours
	CDI-6 (Any one)		Skill-Based Optional Course (anyone)								

		B24-SED-405	Guidance and Counselling	2	2	2	4	15	35	50	1:30 hours
		B24-SED-406	Positive Behaviour Supports	2	2	2	4	15	35	50	1:30 hours
		B24-SED-407	Early Childhood Care & Education	2	2	2	4	15	35	50	1:30 hours
		B24-SED-408	Community Based Rehabilitation	2	2	2	4	15	35	50	1:30 hours
		B24-SED-409	Application of ICT in Classroom	2	2	2	4	15	35	50	1:30 hours
		B24-SED-410	Disability, SEDGs, and Gender	2	2	2	4	15	35	50	1:30 hours
	PCDS-3	B24-INT-411	Internship at Inclusive School	4	1	3	4	30	70	100	3:00 hours
	PCDS-4	B24-INT-412	Internship in Other Disability	4	1	3	4	30	70	100	3:00 hours
	ES-1	B24-SED-413	Employability Skills for the Visually Impaired	2	2	2	4	15	35	50	1:30 hours
			Total Credits	20							
			GRAND TOTAL	80			400		1600	2000	

*CW/FE- CW- Coursework, FE- Field Engagement

CW/FE will be covered by students on their own per week over the duration of a semester/year. This will not be contributed/counted towards the workload.

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Syllabus

for

Under Graduate Programme

Bachelor of Education- Special Education (Visual Impairment)

[B.Ed. Spl. Ed. (V.I.)]

**as per Rehabilitation Council of India (RCI), 2024
Curriculum and Credit Framework
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DEPARTMENT OF EDUCATION

FACULTY OF EDUCATION

KURUKSHETRA UNIVERSITY, KURUKSHETRA -136119

HARYANA, INDIA

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	HUMAN GROWTH & DEVELOPMENT		
Course Code	B24-SED-101		
Course Type	CC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the process of development with special focus on infancy, childhood and adolescence. 2. Summarize the theoretical approaches on Human Development 3. Critically analyze developmental variations among children.(Zero – eight years) 4. Critically analyze developmental variations among children.(Nine – eighteen years) 5. Comprehend adolescence as a period of transition and threshold of adulthood. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Approaches to Human Development 1.1 Human development as a discipline from infancy to adulthood 1.2 Concepts and Principles of development 1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood) 1.4 Influence of Nature and Nurture on Development (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship) 1.5 Domains of Development (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)		06
II	Theoretical Perspectives on Human Development 2.1 Psychodynamic Theories 2.1.1 Sigmund Freud’s Psychoanalytic Theory 2.1.2 Erikson’s Psychosocial Theory 2.2 Behaviourist Theories: 2.2.1 Ivan Pavlov’s Classical Conditioning Theory		06

	<p>2.2.2 B. Frederick Skinner’s Operant Conditioning Theory</p> <p>2.3 Humanistic Theory and Social Theory</p> <p>2.3.1 Abraham Maslow’s Theory</p> <p>2.3.2 Lev Vygotsky’s Sociocultural Theory</p> <p>2.4 Cognitive Theory</p> <p>2.4.1 Jean Piaget’s Theory</p> <p>2.5 Ecological theory</p> <p>2.5.1 Bronfenbrenner’s Ecological Systems Theory</p>	
III	<p>Prenatal and Early years (Zero -Eight years)</p> <p>3.1 Prenatal development: Conception, stages and influences on prenatal development</p> <p>3.2 Birth and Neonatal development: Screening the newborn -APGAR Score, Reflexes and responses, neuro-perceptual development</p> <p>3.3 Milestones and variations in Development</p> <p>3.4 Environmental factors influencing early childhood development</p> <p>3.5 Role of play in enhancing development</p>	06
IV	<p>Early Adolescence (From nine years to eighteen years)</p> <p>4.1 Emerging capabilities across domains of physical and social emotional</p> <p>4.2 Emerging capabilities across domains related to cognition - metacognition,</p> <p>4.3 Issues related to puberty</p> <p>4.4 Gender and development</p> <p>4.5 Influence of the environment (social, cultural, political) on the growing child</p>	06
V	<p>Transitions into Adulthood</p> <p>5.1 Psychological well-being</p> <p>5.2 Formation of identity and self-concept</p> <p>5.3 Emerging roles and responsibilities</p> <p>5.4 Life Skills and independent living</p> <p>5.5 Career Choices</p>	06
	<p>Engagement with the field as part of course as indicated below</p> <p>Hands on Experience</p> <p>1. Observe children in early childhood education programme. Assess a child’s strengths and needs across all developmental and behavioral dimensions in the early childhood years and record</p> <p>2. Critically evaluate the intervention</p>	30

	programme related health, nutrition and Education of young children 3. Discuss the theoretical approaches of human development in the seminar/workshop in the classroom Writing Journal for reflection and case study	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York. • Berk, L.C. (2008). Child Development, New Delhi: Prentice Hall of India (Pvt.) Ltd. • 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. • Elizabeth B. Hurlock (1980). Developmental Psychology: A Life-Span Approach, Prentice Hall, New Delhi. • Hurlock, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York. • Hurlock, E. B. (2006). Developmental Psychology- A life span approach. 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 		

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	CONTEMPORARY INDIA AND EDUCATION		
Course Code	B24-SED-102		
Course Type	CC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the concept and scope of education and the philosophical perspectives to understand education. 2. Analyze the role of educational system in the context of Modern Ethos. 3. Discuss the concept of diversity and describe the strategies for addressing diverse learning needs of the children with disabilities. 4. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in national and global contexts. 5. Critically analyze the historical development of education in India in general and education of children with disabilities 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Philosophical Foundations of Education <ol style="list-style-type: none"> 1.1. Concept and Nature of Education: Concept of Education (Meaning and definition), Aims of Education (Individual, Social and Democratic), Scope of education; Conceptual distinction between Education and Schooling, Learning, Training, Teaching, Instruction. 1.2. Agencies of Education: School, family, community and media as agencies of education, 1.3. Schools of Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism as Schools of Philosophy 1.4. Classical Indian Philosophies: Vedanta Darshan, Sankya Darshan, Budhism and Jainism 1.5. Contribution of Indian Philosophers: Sri Aurobindo, 		06

	Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, Sonam Wangchuk	
II	<p>Understanding Diversity</p> <p>2.1. Concept and Types of Diversity: Concept, Nature and Types of Diversity (Gender, linguistic, cultural, socio-economic and disability),</p> <p>2.2. Girl child with disability, twice exceptionality; Disability as a Social and Political Construct;</p> <p>2.3. Global Perspective: United Nations mandate on Disability, International Classification of Functioning, Disability and Health (ICF 2001 by WHO), Impairment, Disability and Handicap (IDH) (Classified by the WHO 1980),</p> <p>2.4. Diversity and learning; Attributions to diversity in learning, embracing diversity in schools, equity and inclusion</p> <p>2.5. Gender Equality as a Sustainable Development Goal (UN SDG5), Good Health and Wellbeing as a Sustainable Development Goal (UN SDG3), Quality Education as a Sustainable Development Goal (UN SDG4), Reduced Inequality as a Sustainable Development Goal (UN SDG10)</p>	06
III	<p>Commissions, Acts and Policies on Education in General and Children with Disabilities</p> <p>3.1. Constitutional Provisions: Reflecting on ideas of Equality, Liberty, Secularism, and Social Justice; Constitutional Provisions on Right to Education, Women Education, Education for the Weaker Section and Minorities, Education for the Diverse Need Sections.</p> <p>3.2. National Commissions University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66); National Policy on Education (NPE 1968), National Policy of Education (NPE 1986 and POA1992)</p> <p>3.3 National Education Policy (NEP, 2020), National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009), National Curriculum Framework for School Education (NCFSE, 2023)</p> <p>3.4. International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006 (United Nations Committee on Right of Persons with Disabilities); MDG, 2015 (The Millennium Development Goals Report); INCHEON strategies</p>	06

	<p>(United Nations effort, Incheon Gan 2030); Biwako Millennium Framework.</p> <p>3.5. National Acts: RCI Act, 1992, PWD (Persons with Disability) Act, 1995, NT (National Trust) Act, 1999, RTE Act (2009 &2012) (Right to Education); The Right of Persons with Disability Act 2016.</p>	
IV	<p>Development in School Education and Equal Educational Opportunity</p> <p>4.1. Landmarks in Development of Education of Children with Disabilities: concept of disability in Surgeon Report, Disability in Charter Act 1823, Central Advisory Board of Education (CABE 1923) on children with hearing impairment (sign language), Indian perspective on Disability (Divyang Jan)</p> <p>4.2. Right to Education and Universal Access; Issues of Universal enrolment, Universal retention, and Universal learning;</p> <p>4.3. Issues of quality and equity: Physical, economic, social, cultural, l language issues in education (addressing multilingual practices of the children)</p> <p>4.4. Meaning of equality and constitutional provisions: equity and equality, prevailing nature and forms of inequality, including dominant and minority groups and related issues; inequality in schooling: public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance educationsystems.</p> <p>4.5. Programmes and Schemes: IEDC (1974, 1983) (Integrated Education for the Disabled Children), Samarga Shiksha Abhiyan [SSA (2000, 2011) (Sarva Shiksha Abhiyan), RMSA, 2009 (Rashtriya Madhyamik Shiksha Abhiyan)], IEDSS, 2009 (Inclusive Education of the Disabled at the Secondary Stage)</p>	06

V	<p>Challenges and Trends in Education</p> <p>5.1. Challenges of education across different levels from foundational to secondary stage</p> <p>5.2. Trends in delivery of educational service: inclusive education as a right based model, complementarily of inclusive and special schools, Community participation and community-based education</p> <p>5.3. Professional Development of Teachers: Aspiration and Qualities of Teachers, Professional Development of Teachers, In-service Teacher Education and Professional Development of Teachers</p> <p>5.4. Professional Ethics of the Teachers and Its Importance, Professional Identity of Teachers, Teacher as a Researcher, Teacher as a Facilitator</p> <p>5.5. Strategies for addressing the Issues of Professional Development of Teachers, National Education Policy (NEP 2020) on Professional Development of Teachers</p>	06
<p>Field Engagement/ Course-work</p> <ul style="list-style-type: none"> • Assignment: Prepare and submit an assignment of 1000 words describing the inequality in schooling and how the schools can address this challenge. • Visit: Visit to a special school and an inclusive school of your locality. Interview any 5 students from each school to find out that they like most in schools, that they dislike and problems they face. Prepare a report and submit. • Group Activity: organize a an exhibition on different Indian philosophers and their contribution 		30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ul style="list-style-type: none"> • Convention on the Rights of the Child Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49, https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf • Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India. • DoEPwD (2016). The Rights of Persons with Disabilities Act, Ministry of Social Justice and Empowerment, Govt. of India, New Delhi. https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf • DoSEL (2020). National Education Policy-2020, Department of School Education and Literacy, Ministry of Human Resource Development (now Ministry of Education), New Delhi. • DoSEL (2023). National Curriculum Framework for School Education 2023. , Department of School Education and Literacy, Ministry of Education), New Delhi. <p>https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf</p>		

- DoSEL (2023). National Guidelines and Implementation Framework on Equitable and Inclusive Education, Department of School Education and Literacy, Ministry of Education, New Delhi.
- DoSEL(2009). The Right of Children to Free and Compulsory Education Act, 2009. Ministry of Human Resource Development (now Ministry of Education), New Delhi.
https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf
- Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi
- Mehra D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiana: Tondan Publications, Books Market.
- MHRD (1968). National Policy on Education, 1968. Ministry of Human Resource Development (now Ministry of Education), New Delhi.
https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
- MHRD(1986). National Policy on Education 1986. Ministry of Human Resource Development (now Ministry of Education), New Delhi. <https://ncert.nic.in/pdf/nep/npe86.pdf>
- MSJE (2006). National Policy for Persons with Disabilities 2006. Ministry of Social Justice and Empowerment, Government of India, New Delhi.
- Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiana: Tondan Publication. Books Market.
- Narulla, S. & Naik, J. P. (1964). Student History of Education in India. Mc Millian & Co., of India Pvt. Ltd.
- National Policy and Education. (1986). MHRD. New Delhi: Govt. of India.
- Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers
- Pangatungan, M. (2022). Special education book: a resource book for teachers and other professionals servicing students with disabilities. Palmetto Publishing.
- Singh Y. K. (2007). Philosophical. Foundation of Education. New Delhi: APH Publication Corporation.
- Thakur, A. S., and Berwal, S. (2007). Education in Emerging Indian Society. New Delhi: National Publishing House.
- Tilak J.B.G (2018). Education and development in India: critical issues in public policy and development. Springer Singapore.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	INTRODUCTION TO DISABILITIES		
Course Code	B24-SED-103		
Course Type	CDI-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the various terms associated with disabilities 2. Classify various disabilities according to different frameworks 3. Describe the vital provisions for empowering persons with disabilities 4. Give details of the prevalence, characteristics and needs of various disabilities 5. Discuss the sensitivity to be kept in mind while working with persons with disabilities 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Basics of disability 1.1 Exceptionality: Concept, Types, Strengths and Characteristics 1.2 Diversity, Difficulty, Delay & Disability in learners 1.3 Myths and realities about disabilities. 2e- Twice exceptionality 1.4 21 Specified disabilities in RPwD (2016) and their educational implications 1.5 International Classification of Functioning (ICF) framework of WHO; inaccessible environments as a source of barriers for learners with disabilities		06
II	Significant provisions for empowerment of learners with disabilities in RPWD Act (2016) 2.1 Respect for difference and acceptance of persons with disabilities as part of human diversity 2.2 Benchmark disabilities & high support needs 2.3 Reasonable accommodations, equality and equity 2.4 Accessibility & barrier free environment for different disabilities 2.5 Effective participation and inclusion		06

III	Characteristics, incidence, prevalence, types, and needs of persons with; 3.1 Locomotor disabilities and Muscular Dystrophy 3.2 Cerebral Palsy and other neurological conditions 3.3 Blindness and Low vision 3.4 Hearing impairment 3.5 Speech and language disabilities	06
IV	Characteristics, incidence, prevalence, types, and needs of persons with; 4.1 Intellectual disability 4.2 Autism Spectrum Disorder 4.3 Specific Learning Disabilities 4.4 Multiple disability and deafblindness 4.5 Other disabilities included in the RPwD (2016)	06
V	Sensitivity while working with persons with disabilities 5.1 Use of respectable and ‘person first’ language and preserve identity 5.2 Avoid labeling except for certification purposes. 5.3 Uphold abilities and not limitations 5.4 Understand intersectionality of disability 5.5 Eliminate stereotypes	06
Transactions Lectures, readings, group discussions and debates		
Course work/Field engagements <ul style="list-style-type: none"> • Making awareness posters for avoiding labeling , upholding strengths • Awareness programs on celebrating days allocated for specific disabilities • Gathering state wise data about incidence of disability 		30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R. (2012). Children with disabilities. Paul H Brooks Publishing. • Chavan, B.S, Ahmed, W., Gupta, R.K. (2022).Comprehensive text book on disability. New Delhi: JayPee brothers medical publishers (P) Ltd. • Chauhan, N. K. (2023). Introduction to disabilities. Book Enclave. • Dogbe, D. S. Q., Yeboah, K. A. (2020). Introduction to special education and disability studies. LAMBERT Academic Publishing. • Farrell, A. F. (2015). Educating special students: An introduction to provision for learners with disabilities and disorders. Sage Publications. 		

- Hodkinson, A. (2019). Key issues in special educational needs, disability and inclusion. SAGE Publication Ltd.
 - Johnstone, D. (2001). An introduction to disability. David Fulton Publisher.
 - Khatri, N. (2023). Introduction to disability. Walnut Publication.
 - Martin, J. E., & Martin, R. (2016). An introduction to special education: Making a difference. Pearson.
 - Mishra, P., Reddy, K. S., & Sridevi, K. (2021). Introduction to disabilities. Neelkamal Publications (P) Ltd (Hyderabad)
 - Ramaswamy, B. (2012). Introduction to disability basic concepts and issues. Kaniska Publication.
 - Shakespeare, T. (2018). Disability the basis. Routledge.
 - Smith, J., & Sewell, A. (2020). Introduction to special educational needs, disability and inclusion: a student's guide. SAGE Publication Ltd.
 - Wearmouth, J. (2023). Special educational needs and disability. Routledge.
 - Westwood, P. (2013). What teachers need to know about students with disabilities. ACER Press.
- Web links
- <https://depwd.gov.in/acts>
 - <http://www.ccdisabilities.nic.in/resources/disability-india>
 - <https://niua.in/intranet/sites/default/files/2458.pdf>
 - <https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/11/202311292033291428.pdf>
 - https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	INTRODUCTION TO EDUCATION OF STUDENTS WITH DISABILITIES		
Course Code	B24-SED-104		
Course Type	CDI-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Discuss the developments on the basis of advancements that rationalize the change in trends in the education of children with disabilities 2. Describe the national initiatives and provisions for education children with disabilities and their families 3. Explain the infrastructural requirements and pedagogical practices for various educational set ups 4. Explain and undertake their role responsibilities as a special educator 5. Discuss the readiness required for the future for education of students with disabilities 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Changing perspectives in the education of children with disabilities <ol style="list-style-type: none"> 1.1 Paradigm shift in the disability (re)habilitation models & its impact on education of children with disabilities 1.2 Understanding the segregated special education, integrated education and inclusive education from the lens of policy provisions and recommendations of National Acts provisions, Education commissions, Disability and Education policies, and International frameworks 1.3 Technological advancements leading to changing perspectives towards education of children with disabilities 1.4 Research in neuroscience and neuroplasticity contributing for early childhood education and intervention 1.5 Concept of 'high returns on early investment' facilitating early identification and intervention and education of children with disabilities 		06

II	<p>Current initiatives for education of children with disabilities</p> <p>2.1 Initiatives by various Ministries in setting up of CDEIC and DIEC centers and training of Aganwadis for facilitating early identification and intervention for inclusive education</p> <p>2.2 Setting up and supporting of special schools, centers, vocational education; provisions of various Govt schemes</p> <p>2.3 ‘Divyanjan’ as SEDGs and their educational empowerment; provisions in NEP 2020 and National Curricular Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023)</p> <p>2.4 Training regular school teachers, norms for special educators, standards for teacher pupil ratio for inclusive education and accommodations for learning as directed by Supreme Court judgment (2021)</p> <p>2.5 Reservation of seats under RTE (2009) Act and creating barrier free environment in schools and e-content guidelines, provisions of open schooling</p>	06
III	<p>Changing role of a special educator</p> <p>3.1 Sensitizing community and Aganwadis for early identification and intervention, development of soft skills, attending skills and knowledge of ICT</p> <p>3.2 Home visits and need based home training, informed choices, supporting for conducting surveys as mentioned in RPwD Act (2016)</p> <p>3.3 Assisting families in availing facilities in schemes, concessions and preparation of UDID card and data management</p> <p>3.4 Working with general school teachers for inclusive pedagogy and supporting basic skills for learning for children with different disabilities</p> <p>3.5 Undertaking action research and attending continuous rehabilitation and professional development programs</p>	06
IV	<p>Setting up of the special centres and curricular strategies in special schools (12 hrs)</p> <p>4.1 Early intervention (below 3 years) infrastructural requirements, cross disability curriculum, school readiness programs and transition planning</p> <p>4.2 Foundational and preparatory (3 yrs to 11 yrs) infrastructural requirements and pedagogical practices</p> <p>4.3 Middle school (11 yrs to 14 years) and secondary (14 yrs to 18 years) infrastructural requirements and</p>	06

	<p>pedagogical practices, supporting career education of students with disabilities.</p> <p>4.4 Pedagogical practices for high support needs, multiple disabilities and independent living skills</p> <p>4.5 Maintaining school records and conducting parent meetings and programs for families</p>	
V	<p>Futuristic requirements for education of students with disabilities</p> <p>5.1 Using technological tools and apps for easing and enhancing communication, reading, writing and computing</p> <p>5.2 Blended and Web-Based educational service for distance learning for reaching the unreached</p> <p>5.3 UDL (Universal designs for learning) frameworks</p> <p>5.4 AI (Artificial intelligence) tools to surpass communication barriers, AI-powered assistive robots for assisting students with socio-emotional challenges; AI tools for collecting and preserving data for monitoring progress, fine-tuning teaching strategies, and identify potential learning roadblocks.</p> <p>5.5 Education for life and career skills: Critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaborations and risk taking abilities.</p>	06
<p>Transaction:</p> <p>Lectures, Symposiums, Desk reviews, Focus Group Discussions</p> <p>Course work/Field engagements</p> <ul style="list-style-type: none"> • Visits to various educational set ups • Interacting with Adults with disabilities and Senior retired professionals • Readings and reflections of biographies and institutional reports • Flow chart of accessing Govt schemes 		30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ul style="list-style-type: none"> • Ajay Singh, Mark Viner, Chia Jung Yeh (2020). Special Education Design and Development Tools for School Rehabilitation Professionals, IGI Global, USA • Ange Anderson (2019). Virtual Reality, Augmented Reality and Artificial Intelligence in Special Education: A Practical Guide to Supporting Students with Learning Differences, Routledge; I edition • B S Chavan, Wasim Ahmad, Raj Kumari Gupta (Eds). Comprehensive Textbook on Disability (2022) ISBN: 978-93-5465-551-7 (2022), Jaypee brothers medical publishers, New Delhi 		

- Catlin Tucker, Katie Novak (2022). The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning, Impress, LP
 - Chandra, S. (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd
 - Curricular framework for cross disability early intervention and school readiness, Pehal and Nipun, published by RCI, AYJNISHD (D) and Pratham
 - Disability and Inclusion: From rationale to reality, Ratan Sarkar, Dr. Mumtaz Begum Eds., New Delhi ISBN: 978-81-8435-469-0 Adyayan Publishers & Distributors,
 - Dr. Behzad Maqbool, Prof. Jayanthi Pujari (Editor). Changing Scenario and Emerging Trends in Special Education. Neelkamal publications
 - Dr. K. Ravikanth Rao and Dr. P. Dinakar (2016). Life Skills Education. Neelkamal publishers, Hyderabad
 - Edward A. Polloway, James R. Patton, Loretta Serna, Jenevie W. Bailey (2012). Strategies for Teaching Learners with Special Needs, Pearson publisher
 - G, Shirly., Kunnath, S K., Varghese, A., George, V M., (Eds) (2019). Disability: an overview. Trivandrum, NISH. ISBN: 9788193985007.
 - G. Lokanadha Reddy (2015). Role Performance of Special Education Teachers: Problems and Prospects. Discovery Publishing Pvt.Ltd
 - Himangshu Das & Rajesh Ramachandran (2022). Challenges in Transition: Autism Spectrum Disorder Eds, ISBN: 978-81-957612-1-0, published by NIEPMD, Chennai (www.niepmd.tn.nic.in/publications)
 - Keith Strorey, Paul Bates, Dawn Hunter (2008). The Road Ahead Transition to Adult life for Persons with Disabilities. Training Resource Network, Inc
 - Khursheed Ahmad Butt (2022). National Higher Education Policy 2020: How to Make It Happen? Atlantic Publishers and Distributors (P) Ltd
 - Lawrence, Arul A.S & Thiyagarajan, P, (2021). Nation building through skill development. Tamil Nadu Open University. ISBN 978-81-951793-1-2
 - Mangal, S. K., Mangal, Shubhra (2019). Creating An Inclusive School. PHI Learning Pvt. Ltd
 - Manpreet Singh Manna, Balamurugan Balusamy, Meenakshi Sharma, Prithi Samuel (2023). Blended Learning and MOOCs-A New Generation Education System. Taylor & Francis group
 - Marilyn Friend (2007) Special Education: Contemporary Perspectives for School Professionals. Pearson publication
 - Mark Viner, Ajay Singh, Michael F. Shaughnessy (2022). Research Anthology on Inclusive Practices for Educators and Administrators in Special Education, IGI Global, USA
 - Mubarak Singh (2010). Education of Children with Special Needs, 01 Edition, Kanishka Publishers Distributors
 - Narayan, Jayanthi (2005). Creating play environment for children with sensory Impairment & additional disabilities
 - Nawale, Arvind & Nivargi, M & Gangane, A & Tiwari, Sandya. (2018). An Introduction to Life Skills. Macmillan Publishers ISBN: 9387914887
 - Neeru Gupta (2017). Major Issues & Challenges in Special Education in India. Horizon books
 - S.L. Sharma, B.S. Ghuman and Shital Parkash (Eds.) (2018). Higher Education In India: The Changing Scenario. Rawat publications.
 - Samuel Kai Wah Chu, Rebecca B. Reynolds, Nicole J. Tavares, Michele Notari, Celina Wing Yi Lee (2018) 21 Century Skills Development Through Inquiry-Based Learning From Theory to Practice. Springer Nature, Singapore
 - Satish Chandra (2023). Universal Design for Learning Addressing the Barriers, IP Innovative Publication Pvt Ltd
 - Verma, P, Panshikar, A & Gupta, Y (Eds.) (2019), Be the difference: equality & equity in education. New Delhi, ISBN: 978-93-82884-94-1 S R publishing house.
 - Yukti Sharma (2021). Inclusive Education Perspectives Praxis And Pedagogy, Pearson India
- Web based readings
- https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf

- <https://ici-s.umn.edu/files/qTxnhxmNxT/inclusive-education-strategies-textbook>
- https://main.sci.gov.in/supremecourt/2016/6641/6641_2016_3_1501_30887_Judgement_28-Oct-2021.pdf
 - https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
 - <https://n20.ncert.org.in/pdf/publication/otherpublications/tiicsnups101.pdf>
 - <https://ncert.nic.in/accessibility.php>
 - <https://ncert.nic.in/pdf/CWSN-FAQs.pdf>
 - <https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>
 - <https://niepid.nic.in/Educating%20Children%20With%20Learning%20Problems.pdf>
 - <https://unesdoc.unesco.org/ark:/48223/pf0000186611>
 - <https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf>
 - https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Confluence.pdf
 - https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf
 - https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
 - [https://www.hzu.edu.in/bed/Basics-in-Education%20\(NCERT\).pdf](https://www.hzu.edu.in/bed/Basics-in-Education%20(NCERT).pdf)
 - <https://www.niepid.nic.in/Handbook%20on%20EIC.pdf>
 - <https://www.oecd.org/education/school/50293148.pdf>
 - https://www.researchgate.net/publication/373041128_Combining_Artificial_Intelligence_with_Special_Education
 - <https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf>
 - <https://www.unicef.org/eap/media/6421/file/Education%20for%20every%20ability.pdf>
 - <https://www.unicef.org/media/126506/file/UNICEF-Right-to-Education-Children-Disabilities-ENG.pdf>
 - <https://www2.ed.gov/documents/ai-report/ai-report.pdf>

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS		
Course Code	B24-SED-105		
Course Type	DSC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Describe the process of seeing including structure of eye and common eye defects. 2. Explain the etiology of visual impairment. 3. Analyse the implications of visual impairment and identify their needs. 4. Develop skills to identify and assess children with visual impairment. 5. Describe the needs and develop skills to assess children with visual impairment and additional/associated disabilities (VIAD). 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Understanding Vision and Visual Impairment 1.1 Process of seeing with basic concept of Refraction, visual acuity, visual field, fusion, depth perception, etc. 1.2 Structure & function of eye 1.3 Visual perception and psychological aspects of vision 1.4 Concept and definitions of blindness and low vision (WHO & RPwD Act, 2016) 1.5 Development of vision in child (from birth)		06
II	Common Eye Disorders & Visual Impairment 2.1 Loss of Visual acuity, visual field, colour vision and contrast sensitivity		06

	<p>2.2 Different Refractive Errors</p> <p>2.3 Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma and other infectious diseases</p> <p>2.4 Strabismus, Nystagmus & Amblyopia</p> <p>2.5 Disorders related to receptive aspects: Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic atrophy and macular degeneration, etc.</p>	
III	<p>Implications of Visual Impairment (Low Vision & Blindness)</p> <p>3.1 Implications of visual impairment: Psycho-social & Educational</p> <p>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</p> <p>3.3 Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development</p> <p>3.4 Educational needs of the students with visual impairment: personal, Educational, Social, Emotional and Vocational aspects</p> <p>3.5 Coping strategies to overcome the implications of visual impairment (low vision & blindness).</p>	06
IV	<p>Identification and Assessment of Visual Impairment</p> <p>4.1 Identification of Visual Impairment: Role of Teachers and Screening Checklists for Teachers</p> <p>4.2 Clinical assessment of vision – Concept, need, procedure and interpretation.</p> <p>4.3 Functional assessment of vision: Concept, need and methods</p> <p>4.4 Psychological Assessment for of the students with visual impairment: Different adapted tests</p> <p>4.5 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</p>	06
V	<p>A Assessment of Needs of Children with VIAD (Visually Impaired with Associated Disabilities)</p> <p>5.1 Definition, Concept and etiology of VIAD</p> <p>5.2 Impact of VIAD on growth and development</p> <p>5.3 Challenges faced by VIAD</p> <p>5.4 Screening, and identification of Visually Impaired children with associated disabilities</p> <p>5.5 Multidisciplinary assessment of VIAD</p>	06

Suggested Course Work/ Practical/ Field Engagement			
<ul style="list-style-type: none"> • Present a seminar on implications of visual impairment on the personality of the visually impaired • Use checklists prepared by national level organisations (NCERT, NIEPVD or others) for identification of vision related problems • Prepare material on early indicators of visual impairment and prevention of visual impairment • Supervised use of tests: eg. 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. 		30	
Total Contact Hours		60	
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Barraga, N. C. (1980). Sequences of Visual Development. University of Texas, Austin. • Bhan, S., & Swarup, S. (2010). Functional Skills Inventory for the Blind. National Association for the Blind. Mumbai. • 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. • Holbrook, M. C., & Koenig, A. J. (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. AFB Press, New York. • Hyvarinen, L., & Jacob N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Vistest Ltd., Finland. • Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publising House • Kundu, C.L. (2000). Status of Disability in India. RCI, New Delhi. • Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Butterworth-Heinemann, Oxford. • Mani, M.N.G. (1992). Concept development of blind children. SRK Vidyalaya, Coimbatore. • Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled. • Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi. • National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun. • NIEPVD (2020). Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters). NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf • NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391 • NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391 • NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun 			

- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- Scholl, G. T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. NIVH. Dehradun.
- Singh, T.B. (1986). Eysenck Personality Questionnaire (EPQ) for the Visually Handicapped. NIVH. Dehradun.
- Singh, T.B. (1986). Standardisation of Cornell Medical Index on Visually Handicapped children. NIVH, Dehradun.
- 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. NIVH, Dehradun.
- Warren, D.H. (1983). Blindness and Early Childhood Development. AFB Press. New York.
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. Ashish Publishing House, New Delhi.
- Bright Hub Education. (2012). Identifying Students with Visual Impairment. Retrieved from <http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/>

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	Visits & Writing Reports		
Course Code	B24-SED-106		
Course Type	PCPDS-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Write reports on quality of education, delivery in special schools. 2. Write reports on quality of services/training provided in Rehabilitation Centres/Inclusive schools 3. Use various assessment tools for assessing the Children with the Visual Impairment 4. Prepare TLM for learners with Visual Impairment 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	0	4	4
Internal Assessment Marks	0	15	15
End Term Exam Marks	0	35	35
Max. Marks	0	50	50
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
1	Tasks	Specific Activities	30
	Visits to Special Schools (Visual Impairment) & Writing Reports *At least 2 Special Schools to be visited	<ul style="list-style-type: none"> • Study the infrastructure, resources available in a special school, • List the best practices offered by the schools/organizations visited. • Write a report on the quality of education delivery in the special schools / organizations visited based on the feedback from the students. • Include the suggestions on what can be done to make it better. • Exposure to Sensory Kit, Functional Assessment Kit, Braille Record, Tactile Teaching Learning Material Preparation, Identification and Assessment Records, etc. are expected 	

2	Visits to Rehabilitation Centre & Special Schools (Other Disability) and writing Reports	<ul style="list-style-type: none"> • Study the infrastructure, resources available in a special school, • List the best practices offered by the schools/centres visited. • Write a report on the quality of services or training based on the feedback from the clients or beneficiaries. • Include suggestions on what can be done to make it better. • Exposure to Functional Assessment Kit, Records, Assessment Records, etc. are expected. 	30
		Total contact hours	60
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Practicum	15	➤ Practicum	35
• Class Participation:	2.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	5		
• Mid-Term Exam:	7.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	Classroom Observation at Different Levels and of Different Subjects		
Course Code	B24-SED-107		
Course Type	PCPDS-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Write comprehensive reports on class observation in special and inclusive schools 2. Use learning & Insights, feedback etc for report writing 3. Observe and write diverse teaching & learning processes of school subjects 4. Use a variety of strategies and techniques to teach different subjects 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	0	4	4
Internal Assessment Marks	0	15	15
End Term Exam Marks	0	35	35
Max. Marks	0	50	50
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific activities	
1	Classroom Observation at different levels and of different subjects	<ul style="list-style-type: none"> • Subject-Specific Classroom Observations at Special Schools and Inclusive Schools • Observe various activities such as conversation, directed activity, story-telling, assessment, introduction, etc. • Write the observation report. • Include the learnings & insights, feedback, and areas of improvement in the observation report. • It is desirable that observation of classroom activities is spread across the semesters 	60
		Total contact hours	60
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Practicum	15	➤ Practicum	35
• Class Participation:	2.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	5		
• Mid-Term Exam:	7.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	I		
Name of the Course	Supportive Skill Training (Assistive Technologies, Functional Academic Skills etc.)		
Course Code	B24-INT-108		
Course Type	PCDS-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Acquire skills of classroom teaching on functional academics 2. Use special equipment's and assistive devices for the children with CWVI 3. Develop sensory efficiency among VI students for optimal use of remaining senses 4. Acquire skills of orientation & Mobility and independence skills among students with VI 5. Provide accessible support to CwVI in communication, career education etc. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	6	6	12
Internal Assessment Marks	0	45	45
End Term Exam Marks	0	105	105
Max. Marks	0	150	150
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sl. No.	Domain	Specific activities	
1	Learning Functional Academic Skills	Preparing Reading Readiness Materials Reading & Writing Braille: Learning English Braille Grade 1 & 2 ; and Learning Bharti Braille (Hindi or Any one regional Language)	30 + 30
2	Assistive Technologies (Manual, Electronic & Advanced)	Teaching Manual Technologies (Abacus, TaylorFrame, Geometry Kit, etc.) Magnifiers, Non-Optical Devices, DAISY Players Advanced Assistive Technologies (RBD/Notetakers, Screen Readers, Screen Magnifiers, Braille Translators, Embossers, Smart Cane etc.)	15 + 15
3	Sensory Efficiency	Sensory training for optimal use of remaining senses (including remaining vision)	7+ 8
4	Independent Living Skills	Personal Hygiene, eating skills/Etiquette, food preparation, time and money management,	8 + 7

		clothing care, and household tasks.	
5	Orientation & Mobility (Learning)	Learning Orientation and Mobility skills including sighted guide techniques, protective techniques, searching techniques, cane techniques,	15+ 15
6	Other ECC Components	Hands on training on special leisure & recreational devices for CwVI, Exercises on Improving social communication skills, Self-Determination, Facilitating Career Education	15 + 15
		Total contact hours	180
Suggested Evaluation Methods			
Internal Assessment: 45		End Term Examination: 105	
➤ Practicum	45	➤ Practicum	105
• Class Participation:	7.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	15.0		
• Mid-Term Exam:	22.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	LEARNING, TEACHING AND ASSESSMENT		
Course Code	B24-SED-201		
Course Type	CC-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Discuss the theories of learning and intelligence and their applications for teaching children 2. Analyse the learning process, nature and theory of motivation 3. Describe the stages of teaching and learning and the role of teacher 4. Demonstrate understanding of the teaching learning process including focus on students with and without diverse learning needs, 5. Analyse the scope and role of assessment in teaching learning process including focus on students with and without disabilities. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Human Learning and Intelligence 1.1 Human learning: meaning, definition and concept formation 1.2 Learning theories: - Behaviourism: e.g. Pavlov, Thorndike, Skinner - Cognitivism: e.g. Piaget, Bruner - Social Constructivism: e.g. Vygotsky, Bandura 1.3 Intelligence: - Concept and definition - Theories: e.g. Two-factor, Multifactor, Triarchic Theory (Robert Steinberg) 1.4 Creativity: Concept, Definition and Characteristics 1.5 Implications for Classroom teaching and learning in special and inclusive class room settings		06

II	<p>Learning Process and Motivation</p> <p>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</p>	06
III	<p>Teaching Learning Process</p> <p>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, Social and Physical 3.5 Leadership role of teacher in special and inclusive Classroom, school and community</p>	06
IV	<p>Overview of Assessment and School System</p> <p>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, with particular references to students with disabilities/diverse learning needs 4.5 Key concepts in evaluation: e.g. marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement options</p>	06
V	<p>Assessment: Strategies and Practices</p> <p>5.1 Strategies: e.g. Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/openset and other innovative measures - Meaning and procedure</p> <p>5.2 Typology and levels of assessment items: e.g. Multiple choice, open ended and close ended; direct, indirect, inferential level</p> <p>5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions</p> <p>5.4 Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations and accommodations; School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF), Right to Education Act (RTE, 2009) , National Policy on Education (NEP, 2020), Rights of Persons with disabilities Act (RPwD Act, 2016)</p>	06

<p>Transaction</p> <p>The 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 in different settings and what can be the suitable means of its assessment. Evaluation may be done by asking the learners to interact with children with and without disabilities in any learning environment and present a report of the same.</p>			
<p>Course work/Practical/Field Engagement</p> <p>1. Observe children in a class in special, regular and inclusive schools respectively and describe similarities and differences in teaching-learning contexts and submit a report.</p> <p>2. Prepare a Self-study report on individual differences among learners.</p> <p>4. Compile three curriculum based assessment tools in any one subject area by doing a web search, write a report.</p>		30	
		Total Contact Hours	
		60	
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory		15	➤ Theory:
• Class Participation:		4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:		4	
• Mid-Term Exam:		7	
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach. New Delhi: Jain Book Agency. • Chauhan, S.S. (2013). Advanced Educational Psychology. New Delhi: Jain Book Agency, • King-Sears, E.M. (1994). Curriculum Based Assessment in Special Education. San Diego: Singular Publishing Group. • Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective. New Delhi: McGraw Hill Education (India) Private Limited. • Salvia, J., Ysseldyke, J. E. and Bolt, S. (2007). Assessment in Special and Inclusive Education. Boston: Houghton Mifflin Company. • Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, New York: Routledge. • Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, (11th ed). New Delhi: Pearson Publication. • https://sites.google.com/site/webresourcesforlearning/home • https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/teaching-learning-and-assessment/ • http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories • https://www.ncbi.nlm.nih.gov/books/NBK562189/ 			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Pedagogy of Teaching Science		
Course Code	B24-SED-202		
Course Type	CC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the role of science in day to day life and its relevance to modern society. 2. Describe the aims and objectives of teaching science at school level. 3. Demonstrate and apply skills to select and use different methods of teaching the content of sciences. 4. Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. 5. Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	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		06
II	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		06

	<p>2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences</p> <p>2.4 Unit Planning – Format of A Unit Plan</p> <p>2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis</p>	
III	<p>Approaches and Methods of Teaching Sciences</p> <p>3.1 Pedagogic principles, Process Approach, Direct Experience Approach, Inductive- Deductive Approach</p> <p>3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)</p> <p>3.3 Project Method, Survey, Field-inquiry and Heuristic Method</p> <p>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</p> <p>3.5 Constructivist, phenomenological and computational thinking approaches and their application in Teaching Science</p>	06
IV	<p>Learning Resources with reference to Children with Disabilities for Teaching Science</p> <p>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)</p> <p>4.2 Importance of science learning and enrichment activities- Science Circles, Topic-based and Project-based club (eg. Eco-club, Health and well-being club), Science Exhibition, activities in tinkering laboratory, Science journals for learners, science-tech activities, and Significance of enrichment activities with reference to Children with Disabilities</p> <p>4.3 The Science Laboratory-Planning organization of Lab, storage, adaptation in science lab and apparatus, science apparatus for all learners(UD-equipment), Assistive technology for learning</p>	06

	<p>science and Virtual/digital/app-based science laboratory, Safety of learners and scientific Equipments, Significance of science lab (physical/virtual) with reference to Children with Disabilities</p> <p>4.4 Aquarium, Vivarium – Role in learning science, setting, care & maintenance</p> <p>4.5 Museum, Botanical, Zoological and Herbal Garden: Role in learning science, project and field work activities.</p>	
V	<p>Assessment and Evaluation</p> <p>5.1 Assessment and Evaluation- Concept, Nature and Need, Flexibility in assessment</p> <p>5.2 Norm Referenced & Criterion Referenced Evaluation, School bas</p> <p>5.3 Tools and Techniques for Formative and Summative Assessments</p> <p>5.4 Preparation of Diagnostic Test, Achievement Test and holistic development reportcard.</p> <p>5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities</p>	06
<p>Transaction</p> <p>Transaction of this course will include active engagement of learners in science activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-science labs, virtual labs, schools and classrooms, field-trips to science-park/garden/museum/other science-learning establishments, projects and assignments, participation in quizzes, seminars, exhibitions and competitions.</p> <p>Practical/ Field Engagement</p> <p>Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.</p> <p>Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.</p> <p>Curricular adaptations for teaching Sciences to students with disabilities.</p> <p>Designing/adaptation in science apparatus to facilitate participation of children with disabilities in science-learning activities (any five of your choice).</p> <p>Exploring and using teaching- learning apps/e-content suitable to teach scientific concepts to children with disabilities in an inclusive classroom</p>		30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory:
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010). The teaching of science: 21-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.
- 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.
- NCERT (2013). Pedagogy of Science-Physical Science (Part-I). Textbook for B.Ed. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2013). Pedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2016). In-Service Training Programme Pedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2019). Pedagogy of Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at www.ncert.nic.in)
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Singh, V.K. (2014). Teaching Science and Mathematics to all Children at the Secondary Level (Inclusive Education). In-service Teachers Professional Development (ITPD) package for teachers of the secondary stage. Department of Education in Science and Mathematics, New Delhi: NCERT. (available at www.ncert.nic.in)
- NCERT (2015). Including Children with Special Needs-Upper Primary. New Delhi: NCERT. (available at www.ncert.nic.in)
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merrill Publishing Company
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
- Rao, V.K. (2004). Science Education. APH Publishing Corp., New Delhi.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Pedagogy of Teaching Mathematics		
Course Code	B24-SED-203		
Course Type	CC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the nature of Mathematics and its historical development with contribution of Mathematicians. 2. Describe the aims and objectives of teaching Mathematics at school level. 3. Demonstrate and apply skills to select and use different methods of teaching Mathematics. 4. Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. 5. Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Nature of Mathematics <ol style="list-style-type: none"> 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, Aryabhata, Bhaskaracharya, Euclid, Pythagoras) 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development 		06
II	Objectives and Instructional Planning in Mathematics <ol style="list-style-type: none"> 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary 		06

	<p>Schools</p> <p>2.2 Bloom’s Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms</p> <p>2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry</p> <p>2.4 Unit Planning – Format of A Unit Plan</p> <p>2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc</p>	
III	<p>Strategies for Learning and Teaching Mathematics</p> <p>3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts</p> <p>3.2 Learning By Exposition: Advanced Organizer Model</p> <p>3.3 Methods of Teaching- Mathematics experiencing activities, Inquiry-based teaching-learning, Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, Project and Integrating Science, Technology, Engineering, Arts and Mathematics (STEAM) approach.</p> <p>3.4 Techniques of Teaching Mathematics: Indian Knowledge System/Indigenous knowledge and practices, Oral Work, Written Work, Drill-Work, Brain- Storming and Computer Assisted Instruction (CAI), integration of arts, sports and science in teaching mathematics.</p> <p>3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situational/ Contextual Learning and computational thinking,</p>	06
IV	<p>Teaching-Learning Resources in Mathematics for Students with Disabilities</p> <p>4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance</p> <p>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</p>	06

	<p>Disabilities</p> <p>4.3 Mathematics learning and enrichment activities- Mathematics Club, Topic-centred and project based clubs, Quiz and debate clubs, Maths Olympiads and competitions</p> <p>4.4 Mathematics learning devices: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips</p> <p>4.5 Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents and other digital materials, Calculators, Computers, Smart Boards, Multimedia Presentations, and Special, adapted and universally designed mathematical learning aids for Children With Disabilities</p>	
V	<p>Assessment and Evaluation for Mathematics Learning</p> <p>5.1 Assessment and Evaluation- Concept, Importance and Purpose, Flexibility in assessment.</p> <p>5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures</p> <p>5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, School Based Assessment in Mathematics and assessment of holistic development.</p> <p>5.4 Preparation of Diagnostic, Achievement Test and holistic development report card.</p> <p>5.5 Adaptations in Evaluation including techno-based evaluation Procedure for StudentsWith Disabilities</p>	06
	<p>Transactions</p> <p>Transaction of this course will include active engagement of learners in mathematics learning activities, interactive talks & lectures, demonstrations and observations, exposure to varied settings-mathematics labs, virtual labs, schools and classrooms, field- trips for mathematical survey and Indian Knowledge System, projects and assignments, participation in quizzes, workshops and seminars, exhibitions and competitions.</p> <p>Practical/ Field Engagement/ Project Work</p> <ul style="list-style-type: none"> • Preparation of a multimedia presentation on a topic with special reference to studentswith disabilities • Designing procedures of assessment through multiple evidences to ensure understanding of mathematical concepts, skills and capacities (eg. Procedural fluency, Computational thinking, problem 	30

	<p>solving etc.)- designing individual and group activities for assessment, assignments, projects, real-life experiences, questionpapers, quizzes etc.</p> <ul style="list-style-type: none"> Analyzing errors committed by school children in Mathematics and preparing a remedial plan Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities 	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> Carey, L.M. (1988). Measuring and Evaluating School Learning. Allyn and Bacon, Boston. Chambers, P. (2010). Teaching Mathematics. Sage Publication, New Delhi. Chapman, L.R. (1970). The Process of Learning Mathematics. Pergamon Press, New York. 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. Blackwell Publishers Ltd., New York. Gupta, H. N., & Shankaran, V. (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi. James, A. (2005). Teaching of Mathematics. Neelkamal Publication, New Delhi. Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment. Sage Publications. London. Kumar, S. (2009). Teaching of Mathematics. Anmol Publications, New Delhi. Mangal, S.K. (1993). Teaching of Mathematics. Arya Book Depot, New Delhi. Mani, M. N. G. (1992). Techniques of Teaching Blind Children. Sterling Publishers, New Delhi. Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1988). Sourcebook for Training Teachers of Visually Handicapped. NCERT, New Delhi. NCERT(2012). Pedagogy of Mathematics. Textbook for B. E New Delhi: NCERT. (available at www.ncert.nic.in) NCERT (2015). Including Children with Special Needs-Upper Primary Stage. New Delhi: NCERT. (available at www.ncert.nic.in) NCERT (2019). Pedagogy of Mathematics. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at www.ncert.nic.in) NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi: NCERT. (available at www.ncert.nic.in) NCERT(2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT. (available at www.ncert.nic.in) NCERT (2023). National Curriculum Framework for School Education. New Delhi: NCERT. (available at www.ncert.nic.in) Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation. American Printing House, Loviseville. Siddhu, K.S. (1990). Teaching of Mathematics. Sterling Publishers, New Delhi. 		

- Singh, V.K. (2014). Teaching Science and Mathematics to all Children at the Secondary Level (Inclusive Education). In-service Teachers Professional Development (ITPD) package for teachers of the secondary stage. Department of Education in Science and Mathematics, New Delhi:NCERT. (available at www.ncert.nic.in).
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NCERT (2013). Pedagogy of Science-Physical Science (Part-I). Textbook for B.Ed. New Delhi: NCERT.(available at www.ncert.nic.in)
- NCERT (2013). Pedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2016). In-Service Training ProgrammePedagogy of Science-Physical Science (Part-II). Textbook for B.Ed. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). Pedagogy of Science. National Initiatives for School Heads’ and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School Based Assessment. National Initiatives for School Heads’ and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R.C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M.N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Singh, V.K. (2014). Teaching Science and Mathematics to all Children at the Secondary Level (Inclusive Education). In-service Teachers Professional Development (ITPD) package for teachers of the secondary stage. Department of Education in Science and Mathematics, New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2015). Including Children with Special Needs-Upper Primary. New Delhi:NCERT. (available at www.ncert.nic.in)
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. Merrill Publishing Company
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.
- Rao, V.K. (2004). Science Education. APH Publishing Corp., New Delhi.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Pedagogy of Teaching Social Science		
Course Code	B24-SED-204		
Course Type	CC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the concept, nature and scope of social science. 2. Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching. 3. Develop skills in preparation and use of support materials for effective social science teaching. 4. Develop the ability to organize variety of learning and enrichment activities and community resources for promoting social science learning. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	<p style="text-align: center;">Nature of Social Sciences</p> <ol style="list-style-type: none"> 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 1.4 Significance of social science as a core subject 1.5 Role of social science teacher for an egalitarian society 		06
II	<p style="text-align: center;">Curriculum and Instructional Planning</p> <ol style="list-style-type: none"> 2.1 Organization of social science curriculum at school level- considerations from Indian Knowledge System and rootedness in India, progressive from local to global, real and diverse, narratives and evidence-based, interdisciplinary, adequate, relevant and representations of socio-cultural capitals, livelihood and economy, democracy and governance, and humanistic values and environmental concerns. 2.2 Instructional Planning: Concept, need and importance 		06

	<p>2.3 Unit plan and Lesson plan: need and importance</p> <p>2.4 Procedure of Unit and Lesson Planning</p> <p>2.5 Adaptation of unit and lesson plans for children with disabilities</p>	
III	<p>Approaches to teaching of Social Science</p> <p>3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive</p> <p>3.2 Methods of teaching social science: lecture, conversations, discussions and debates, socialized recitation, case-studies, evidence-survey, source-auditing, project method, Inquiry and analytic method, Reflective essays and critics, creativity (models and artefacts)</p> <p>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</p> <p>3.3 The Social Science Laboratory-Planning organization of Lab, storage, accessible lab, equipment and resource materials, Assistive technology for learning social science and Virtual/digital/app-based social science laboratory, Significance of social science lab (physical/virtual) with reference to Children with Disabilities</p> <p>3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, literatures and journals, textbooks and supplementary readers (in accessible formats), sources from ancient and contemporary arts, heritage and culture, museum multimedia, Television, Films & Filmstrips, Social science games and e-contents and digital materials</p> <p>3.5 Adaptations of curriculum and resource materials for teaching social sciences to children with disabilities</p>	06
IV	<p>IV: Assessment and Evaluation of Learning in Social Science</p> <p>4.1 Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment</p> <p>4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio,</p>	06

	<p>Rubrics.</p> <p>4.3 Assessment: tools and techniques of School Based Assessment, assessment of holistic development</p> <p>4.4 Construction of diagnostic test, teacher made achievement test and holistic development report card Adaptations of Evaluation Procedure for children with disabilities</p>	
V	<p>Social Science Teacher as a Reflective Practitioner</p> <p>5.1 Being a reflective practitioner- use of action research</p> <p>5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science</p> <p>5.3 Case study- Need and Importance for a School Teacher</p> <p>5.4 Development of a Professional Portfolio/ Teaching Journal</p> <p>5.5 Competencies for teaching Social science to children with disabilities</p>	06
	<p>Transaction</p> <p>The student-teachers should be encouraged to read literature, research studies and articles. They will be encouraged to participate in journal clubs, social science circles, local economy survey, livelihood audits, role play in students' parliament, democratic decision making, action-research (eg. e-commerce), case study (eg. digital economy), quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.</p> <p>Course Work/ Practical/ Field Engagement</p> <p>Develop an Action Research Plan on a problem related to teaching and learning in Social Science</p> <p>Adapt teaching learning materials for a child with disability</p> <p>Develop questions and achievement tests in social science</p> <p>Organize activities like quiz, mock-parliament, field trips & survey, exhibitions and any other social science enrichment activities in schools.</p> <p>Designing e-content related to social science curriculum for children with disabilities in an inclusive classroom.</p>	30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
• Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. Vikas Publishing House Pvt Ltd.,		

Meerut.

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. Vikas Publishing House Pvt Ltd., Meerut.
- Batra, P. (2010). Social Science Learning Schools Perspective and Challenges. Sage Publications Pvt. Ltd., New Delhi.
- Chauhan, S. S. (2008). Innovations in teaching learning process. Vikas Publishing House Pvt Ltd., New Delhi.
- Dhand, H. (2009). Techniques of Teaching. APH Publishing Corporation, New Delhi.
- Duplass, J. A. (2009). Teaching elementary social studies. Atlantic Publishers, New Delhi.
- George, A. M., & Madam, A. (2009). Teaching Social Science in Schools, NCERT, New Delhi.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.
- NCERT (2023). National Curriculum Framework for School Education. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2014). Package in Social Sciences for Professional Development of In-Service Teachers. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). Pedagogy of Social Science. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- NCERT (2019). School Based Assessment. National Initiatives for School Heads' and Teachers Holistic Advancement. New Delhi:NCERT. (available at www.ncert.nic.in)
- Rai, B.C. (1999). Methods of Teaching Economics. Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. R.Lall Books

Depot., Meerut.

- Sharma, R.N. (2008). Principles and techniques of education. Surjeet Publications, Delhi.
- Singh, Y.K. (2009). Teaching of history: Modern methods. APH Publishing Corporation, New Delhi.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do. Corwin, CA.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Pedagogy of Teaching Hindi		
Course Code	B24-SED-205		
Course Type	CC-5		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1 व्यक्ति तथा समाज के जीवन और विकास में हिन्दी भाषा के योगदान से परिचित होंगे एवं मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे। 2 इकाई नियोजन और पाठ योजना की प्रक्रिया के कुशल होंगे एवं हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे। 3 हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे। 4 हिन्दी शिक्षण के उद्देश्य की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे। 5 भाषा अधिगम में विद्यालय आधारित आकलन प्रविधि के उपयोग कुशलतापूर्वक करेंगे एवं भाषा अधिगम में विद्यार्थियों की कठिनाइयों के निराकरण के लिए क्रियात्मक अनुसंधान का प्रयोग करेंगे। 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	हिन्दी भाषा की प्रकृति प्रयाज्यता और संवर्धन 1.1. हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया। 1.2. हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय। 1.3. विश्वभाषा और भविष्य भाषा के रूप में हिन्दी विकास का आकलन। 1.4. हिन्दी साहित्य का सामान्य परिचय। 1.5. हिन्दी गद्य साहित्य की विधाएँ, कहानी, नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण।		06
II	अधिगम की प्रकृति और पाठ नियोजन २.१ हिन्दी शिक्षण के लक्ष्य और उद्देश्य। २.२ इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण.विधि। २.३ पाठयोजना का परिचय, उपयोग और महत्त्व। २.४ पाठयोजना के चरण सरंचना उपागम और उनका क्रियान्वयन। २.५ हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।		06

III	<p>हिन्दी की विविधविधाओं के शिक्षण की विधियों का परिचय और उपयोग</p> <p>३.१ गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।</p> <p>३.२ गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा।</p> <p>३.३ पद्य शिक्षण की शब्दार्थ कथन, खण्डान्वय, व्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन।</p> <p>३.४ व्याकरण शिक्षण की आवश्यकता और उपयोगिता।</p> <p>३.५ व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।</p>	06
IV	<p>भाषा अधिगम- शिक्षण में सहायक सामग्रियों का प्रयोग</p> <p>४.१ शिक्षण उपकरणों का संदर्भ, महत्त्व और लाभ।</p> <p>४.२ अधिगम-शिक्षण के दृश्य, श्रव्य और स्पर्श उपकरणों के प्रकार।</p> <p>४.२.१ दृश्य उपकरण - श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशील प्रतिरूप और फ्लैश कार्ड, सांकेतिक भाषा की विडियो और अनुशीर्षक अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास।</p> <p>४.२.२ श्रव्य उपकरण - कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि इत्यादि के प्रयोग की विधि और अभ्यास।</p> <p>४.३.३ स्पर्श उपकरण- वास्तविक वस्तुएं, व्यक्ति, वस्तु, आवागमन, पशु-पक्षी, पेड़-पौधे इत्यादि के स्पर्शात्मक, प्रतिरूप स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव-शरीर का स्पर्शात्मक प्रतिरूप ब्रेल-लिपि में पाठ्यपुस्तकें, एवं अन्य स्पर्शात्मक शिक्षण-अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता।</p> <p>४.४ वैद्युदण्विक उपकरणों - टेलीविजन, कम्प्यूटर ए डीजीटल पुस्तकें, ई-सामग्री, सॉफ्ट-वेयरस मोबाइल, मोबाइल एप्स और विश्वजाल के सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता।</p> <p>४.५ भाषा अधिगम में भाषा प्रयोगशाला, भौतिक व आभाषी के प्रयोग की विधि और समीक्षा।</p>	06
V	<p>भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि</p> <p>५.१ आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्त्व, आंकलन प्रक्रियाओं में लचीलापन</p> <p>५.२ आंकलन के विभिन्न प्रकार तथा उपकरण, विद्यालय आधारित आंकलन का संदर्भ।</p> <p>५.३ लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके भाषा अधिगम का संचयीवृत्त बनाना</p> <p>५.४ त्रुटियों की पहचान व विश्लेषण, नैदानिक परीक्षण और उपरात्मक उपाय।</p> <p>५.५ दिव्यांग विद्यार्थियों के लिए आंकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।</p> <p>पाठ्यक्रम के संचालन इस पाठ्यक्रम के संचालन में हिन्दी शिक्षण -अधिगम की गतिविधियाँ, पारस्परिक चर्चा और व्याख्यान, साहित्य-समीक्षा, प्रदर्शन और अवलोकन, विभिन्न अधिगम केन्द्र, जैसे-भाषा प्रयोगशालाओं, आभासी प्रयोगशालाओं, स्कूलों, और कक्षाओं इत्यादि में शिक्षार्थियों की सक्रिय भागीदारी शामिल होगी। इसके अतिरिक्त हिन्दी भाषा की बहुसांस्कृतिक पहलू और बहुलता को समझाने हेतु विभिन्न परिवेशों में अकादमिक- भ्रमण: परियोजनाएं और ई-सामग्री और डिजिटल शिक्षण सामग्री की तैयारी, क्विज़ कार्यशालाओं और संघोष्ठियाँ, प्रदर्शनियाँ और प्रतियोगिताओं में भागीदारी के अवसर प्रदान किए जाएंगे।</p> <p>पाठ्यक्रम कार्य अधिगम केन्द्रों पर कार्य</p> <ul style="list-style-type: none"> • आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसंधान विवरण। • हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक 	06

समीक्षा। • हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आंकलन की प्रविधि के उपयोग का विवरण। • चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।		30	
			60
Total Contact Hours			
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
पाण्डेय, श्रुतिकान्त (२०१०) हिन्दी शिक्षण: अभिनव आयाम,एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली			
• मंगल,उमा (२००५) हिन्दी शिक्षण, आर्य बुक डिपो करोल बाग, नई दिल्ली			
• पाण्डेय, रामशकल (२००५) हिन्दी शिक्षण, विनोद पुस्तक मन्दिर			
• शुक्ल, रामचन्द्र (२००६) हिन्दी साहित्य का इतिहास, राजकमल प्रकाशन, नई दिल्ली			
• लाल,रमन बिहारी (२००२) हिन्दी शिक्षण, रस्तोगी प्रकाशन, मेरठ			
• सिंह,सावित्री (२००४) हिन्दी शिक्षण, इन्टरनेशनल पब्लिशिंग हाउस, मेरठ			
• रा. शै. अ. प्र. (२०१४) विशेष अवश्यकता वाले बच्चों का समावेशन-प्रथमिक स्तर, राष्ट्रीय स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली: रा. शै. अ. प्र. प. पूदबमतजण्दपबण्पदद्ध			
• रा. शै. अ. प्र. (२०१४) विशेष अवश्यकता वाले बच्चों का समावेशन-प्रथमिक स्तर, राष्ट्रीय स्तर, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद, नई दिल्ली: रा. शै. अ. प्र. प. पूदबमतजण्दपबण्पदद्ध			
• रा. शै. अ. प्र. (२०१९) विद्यालय आधारित आंकलन। स्कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली पूदबमतजण्दपबण्पदद्ध			
• रा. शै. अ. प्र. (२०१९) भाषा शिक्षण-शास्त्र। कूल प्रमुखों और शिक्षकों की समग्र उन्नति के लिए राष्ट्रीय पहल, नई दिल्ली पूदबमतजण्दपबण्पदद्ध			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Pedagogy of Teaching English		
Course Code	B24-SED-206		
Course Type	CC-5		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the principles of language teaching, and evolution and trends in English literature. 2. Prepare an instructional plan in English. 3. Adapt various approaches and methods to teach English language. 4. Adapt and use instructional material for children with disabilities 5. Use various techniques to evaluate the achievement of the learner in English. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Nature of English Language & Literature <ol style="list-style-type: none"> 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. 		06
II	Instructional Planning <ol style="list-style-type: none"> 2.1 Aims and objectives of Teaching English at different stages of schooling 2.2 Instructional Planning: Need and Importance 2.3 Unit and lesson plan: Need and Importance 2.4 Procedure of Unit and Lesson Planning 2.5 Planning and adapting units and lessons for children with disabilities 		06

III	<p>Approaches and Methods of Teaching English</p> <p>3.1 Difference between an approach and a method</p> <p>3.2 Task based approach, collaborative learning, experiential learning, reflective, inquiry-based approach, language across curriculum, communicative language teaching, Bilingual, Multilingual, Eclectic and Constructive approach</p> <p>3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method iv) integrative method</p> <p>3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing</p> <p>3.5 Accommodation in approaches and techniques in teaching children with disabilities</p>	06
IV	<p>Instructional Materials</p> <p>4.1 Importance of instructional material and their effective use</p> <p>4.2 The use of the instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture-cut- outs, Charts, Tape-records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature.</p> <p>4.3 Construction of a teacher made learning materials and other resources for English proficiency</p> <p>4.4 Language learning and enrichment activities- storytime, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio</p> <p>4.5 Adaptations of teaching material for children with disabilities</p>	06
V	<p>Assessment and Evaluation</p> <p>5.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment</p> <p>5.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)</p> <p>5.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development</p> <p>5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures</p> <p>5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.</p>	06

	<p>Transaction</p> <p>Transaction of this course will include active engagement of learners in English teaching-learning activities, interactive talks & lectures, literature-review, demonstrations and observations, exposure to varied settings-language labs, virtual labs, schools and classrooms, field-trips for multicultural aspects of language and plurality, projects and assignments, preparation of e-contents and digital learning materials, participation in quizzes, workshops and seminars, exhibitions and competitions.</p> <p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • 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 <p>Critically analyze any one poem or essay of a well-known poet or writer</p>	30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
<p>Recommended Books/e-resources/LMS:</p> <ul style="list-style-type: none"> • 		

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Equitable and Inclusive Education		
Course Code	B24-SED-207		
Course Type	CDI-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the construct of inclusive education and the progression from segregation towards valuing & and appreciating diversity in inclusive education. 2. Explicate the national and key international policies and frameworks facilitating inclusive education. 3. Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms. 4. Describe the inclusive pedagogical practices and their relation to good teaching. 5. Expound strategies for collaborative working and stakeholders' support in implementing inclusive education. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Inclusive Education & Policy Perspectives <ol style="list-style-type: none"> 1.1 Disability & Diversity; Diversity in Classrooms (Learning Styles, Linguistic & Socio-Cultural Multiplicity) 1.2 Marginalisation vs. Inclusion; Meaning & Definition of Inclusive Education; Understanding Barriers to Inclusive Education: Physical, Educational and Attitudinal 1.3 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion 1.4 National Commissions & Policies Promoting Inclusive Education 		06

	1.5 International Declarations & Conventions Promoting Inclusive Education	
II	Adaptations, Reasonable Accommodations & Planning 2.1 Need for Adaptations; Curricular Adaptations 2.2 Disability-Specific Adaptation: Requirements & Approaches 2.3 Importance of Communication & Language for Inclusive Classroom 2.4 Participation in Non-Academic Curricular Activities: Planning and Adaptations 2.5 Assessments Strategies for Facilitating Learning in an Inclusive Classroom	06
III	Inclusive Academic Instructions 3.1 Universal Design & Addressing Diversity: Meaning, Key Principles 3.2 Universal Design for Learning: Understanding Principles and Application to Classrooms 3.3 Inclusive Classroom Environment 3.4 Differential Instructions & Peer Mediated Instructions (Peer Tutoring, Peer Assisted Learning) 3.5 Engaging Gifted Children: Cooperative Teaching Models	06
IV	Supports and Collaborations for Inclusive Education 4.1 Planning for Classroom engagement for all (Lesson Planning for different Subjects) 4.2 Advocacy & Leadership for Inclusion in Education; Stakeholders of Inclusive Education & their Responsibilities 4.3 Resource rooms and the role of special educators 4.4 Integration of ICT for Inclusion 4.5 Family Support & Community Involvement for Inclusion	06
V	Positive Behaviour Supports 5.1 Understanding behaviours: Topography, communicative and non-communicative functions, internal and external factors 5.2 Neurodivergent affirming strategies to promote positive behaviour support (e.g. using interest, structure, visual strategies, self-stimulatory behaviours, providing choices and control) 5.3 Understanding role of using motivation and teaching emotional regulation 5.4 Creating predictable environments 5.5 Differentiating between shutdowns, meltdowns and tantrums	06
	Transactions Group discussions following videos and visits. A debate for Inclusion vs. Segregation. Self-study for legislations and frameworks. Presentations and critical analysis of laws and policies.	
	Course work / Practical / Field Engagement <ul style="list-style-type: none"> ● Visit Special Schools for at least two disabilities and at least two inclusive schools and write observation reports highlighting pedagogy ● Prepare a checklist for accessibility in mainstream schools 	30

	<p>for children with disabilities</p> <ul style="list-style-type: none"> •Design a poster on inclusive education considering policy concerns •Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy 	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • • Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall. • Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon. • Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon. • Daniels, H. (1999). Inclusive Education. London: Kogan. • Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company. • Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub. • Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth. • Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers. • Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers. • Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications. • Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers. • Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications. • Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications. • King-Sears, M. (1994). Curriculum-Based Assessment in Special 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 Routledge Falmer: Taylor & Francis Group.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Supportive Skills for Education of Children with Disabilities		
Course Code	B24-SED-208		
Course Type	CDI-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Create a welcoming, safe and a barrier free learning environment for students with disabilities 2. Communicate with students using ISL, Tactile signs , speech reading techniques or AAC methods 3. Exhibit readiness for use of basics of Braille script and mobility orientation 4. Use technology for facilitating learning 5. Describe the basic assistance required for children for overcoming literacy and numeracy issues and functional skills 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Welcoming and safe school environment <ol style="list-style-type: none"> 1.1. Creating positive school climate, inclusive school policy, use of auditory, visual and tactile signage and icons 1.2. Safe corridors, classrooms, windows with grills and student friendly spaces including toilets and drinking water 1.3. Teaching and non-teaching staff displaying positive attitude and using inclusive respectful language 1.4. Creating buddy systems, prevention of bullying, POCSO committee and redressal cell 1.5. The power of embracing mistakes, rectifying and learning from failures 		06
II	Basics of ISL, Tactile signs & Speech reading for students with HI or deaf blindness or other disabilities <ol style="list-style-type: none"> 2.1. Finger spelling and signing basic vocabulary of names, numbers, colours, days, months and question forms 2.2. Signing class essentials such as home work, attendance, transport, family members, school subjects and school activities 2.3. Signing essential communications for curricular and cross curricular activities 		06

	<p>2.4. Manual alphabets for tactile signs; hand shapes, positions and movement of hands</p> <p>2.5. Speech/lip reading skills and oral transliteration for educational settings.</p>	
III	<p>Basics of Braille and mobility orientation for Low vision or VI</p> <p>3.1. Pre-Braille skills for the development of tactile sense</p> <p>3.2. Introduction to Braille alphabets in English, Hindi and Braille of regional languages. Numerals, numbers and signs and symbols of basic operation in Braille</p> <p>3.3. Colour contrasts and large print for low vision. Use of tactile shapes for denoting various objects for school environment.</p> <p>3.4. Orientation and mobility instructions and pre cane skills and protective techniques</p> <p>3.5. Use of Multimedia books, screen readers and magnifiers.</p>	06
IV	<p>Adapted communication aids and AAC Methods for students with CP and ASD</p> <p>4.1. Communication cards, & displays, gupshup books, text to speech and speech to text.</p> <p>4.2. Use of adapted reading and writing instruments and appropriate positioning for students with CP</p> <p>4.3. Use of structured, visual strategies, for creating sensory friendly and predictable environment for ASD</p> <p>4.4. Using interests and motivation, self-stimulatory behavior and echolalia to promote learning</p> <p>4.5. Using AACs to foster communication and learning in students with CP and ASD</p>	06
V	<p>Supporting academic learning for students with ID and SLD</p> <p>5.1. Support in academics – Literacy and numeracy skills for students with SLD and ID. Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups for reading</p> <p>5.2. Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numeracy</p> <p>5.3. Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps,</p> <p>5.4. Self-help skills - adaptations in the gadgets used to suit the need of the students.</p> <p>5.5. Adaptations of tools and instruments, for safety of students with ID in work stations.</p>	06
	<p>Transaction</p> <p>Lectures and readings for Unit 1. Demonstration and hands on training for all supportiveskills for Units 2, 3, 4 and 5</p>	

Course work/Practical/Field Engagement		30	
<ul style="list-style-type: none"> • Visit and inclusive school and prepare a report on school climate, ethos and culture • Observation records of supportive skills as videos, photographs with permission Developing a portfolio based on supportive skills			
		Total Contact Hours	
		60	
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory		➤ Theory: 35	
• Class Participation:		4	
• Seminar/presentation/assignment/quiz/class test etc.:		4	
• Mid-Term Exam:		7	
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Advances in Information Communication Technology and Computing: Proceedings of AICTC 2022. (2023). Germany: Springer Nature Singapore. • Aggarwal, K. (2002). Handbook for parents of children with Disabilities. Planning Commission. Govt. of India. • Asmita. H. (2006). Language and Communication. Kanishka Publication, New Delhi. • Bouck, E. C. (2015). Assistive Technology. United States: SAGE Publications. • Children with Visual Impairments: A Parents' Guide. (2006). United States: Woodbine House. • Creating Inclusion and Well-being for Marginalized Students • Dash, M. (2000). Education in India: Problems and Perspectives. India: Atlantic Publishers and Distributors. • Dickinson, C., Hernandez Trillo, A., Crossland, M. (2022). Low Vision - E-Book: Principles and Management. Netherlands: Elsevier Health Sciences. • Dr. Premananda Mishra, K Srinivas Reddy, Dr. K. Sridevi (2021). Introduction to Disabilities. Neelkamal Publishers, Hyd • Dr. Sr. Alice Mathew. Learning Disabilities and Remediation, Neelkamal Publications, Hyd • Elaine Sutherland, Lesley-Anne Barnes Macfarlane (Eds) (2016) Implementing Article 3 of the United Nations Convention on the Rights of the Child, Best Interests, Welfare and Well- being. Cambridge University Press • Foundations of Vision Rehabilitation Therapy. (2020). United States: APH Press, American Printing House for the Blind. • Gargiulo, R. M., Kilgo, J. L. (2018). An Introduction to Young Children With Special Needs: Birth Through Age Eight. United States: SAGE Publications. • Garry Hornby James M. Kauffman (eds) (2021). Special and Inclusive Education: Perspectives, Challenges and Prospects. MDPI, Switzerland • Gordon-Gould, P. & Hornby, G. (2023). Inclusive education at the crossroads: Exploring special needs provision in global contexts. Routledge. • Hamblin, T. & Bose, S. (2003). Cognitive Development, IICP, Kolkata • Hamblin, T. & Bose, S. (2003). Motor Development, IICP, Kolkata • Hamblin, T. & Bose, S. (2003). Play, IICP, Kolkata • Hornby, G. & Greaves, D. (2022). Essential evidence-based teaching strategies: Ensuring optimal academic achievement for students. New York: Springer. • Indian Sign Language Class I. (2021). (n.p.): Haryana Welfare Society for Persons with Speech and Hearing Impairment. 			

- Judy Sebba, Richard Byers, Richard Rose (1993). Redefining the Whole Curriculum for Pupils with Learning Difficulties Paperback. David Fulton publishers.
- Linda Goldman (2017). Whole-School Approaches to Supporting Children's Grief, Loss, and Trauma. Jessica Kingsley Publishers
- M. V. Manoj Kumar (ed)(2023). Computer Assistive Technologies for Physically and Cognitively Challenged Users. Bentham Science Publishers
- NIMH (2003) Educating children with learning problems inn primary schools. Secunderabad: NIMH

- Organization, W. H. (2010). Community-based Rehabilitation: CBR Guidelines. Philippines: World Health Organization.
- Paul, R., Norbury, C. (2012). Language Disorders from Infancy through Adolescence - E- Book. United Kingdom: Elsevier Health Sciences.
- Richard Byers, Richard Rose (2005). Planning the Curriculum for Pupils with Special Educational Needs A Practical Guide. David Fulton Publishers
- Richard Rose (2005). Becoming a Primary Higher Level Teaching Assistant (Higher Level Teaching Assistants Series). First edition, learning matters.
- Sense International India (2017). Handbook on Deafblindness. Ahmedabad India
- Shantanu Dey (2021). Handbook of E-Pedagogy. Clever Fox Publishing, Chennai
- Sibnath Deb (2018). An Empirical Investigation Into Child Abuse and Neglect in India- Burden, Impact and Protective Measures. Springer Nature, Singapore
- Tomkins, W. (2012). Indian Sign Language. United States: Dover Publications.
- Warrick, A. & Kaul, S. (2002). Everyone is Talking: Making Communication Displays, IICP, Kolkata
- Warrick, A. & Kaul, S. (2002). Everyone is Talking: Using Communication Displays, IICP, Kolkata
- Web based reading

- https://dsel.education.gov.in/sites/default/files/update/SOP_WASH.pdf
- https://ies.ed.gov/ncee/wwc/Docs/practiceGuide/wwc_foundationalreading_040717.pdf
- https://mdu.ac.in/UpFiles/UpPdfFiles/2022/Jan/4_01-10-2022_16-23-18_Reading- Difficulties- Disabilities.pdf
- https://mural.maynoothuniversity.ie/2709/1/KD_Exploring_Language_and_Communication .pdf
- <https://niepid.nic.in/LEARNING%20DISABILITIES.pdf>
- https://niepmd.tn.nic.in/documents/Book_on_Deafblindness_040820.pdf
- <https://pubs.asha.org/toc/persp/7/6>
- <https://www.apa.org/pi/disability/resources/assessment-disabilities>
- https://www.cbm.org/fileadmin/user_upload/Publications/Guidelines_on_best_practice_for_persons_living_with_deafblindness_EN.pdf
- <https://www.niepid.nic.in/Education%20of%20children%20with%20deafblindness.pdf>
- https://www.researchgate.net/publication/226930226_Learning_Difficulties_Literacy_and_Numeracy_Conversations_Across_the_Fields
- <https://www.unicef.org/india/media/1191/file/Making-Schools-Accessible.pdf>
- <https://divyangjan.depwd.gov.in/islrct/>

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum		
Course Code	B24-SED-209		
Course Type	DSC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Define curriculum, its types and explain its importance. 2. Demonstrate techniques of teaching functional academic skills. 3. Explain importance and components of independent living skills. 4. Explain curricular adaptations with reasonable accommodations. 5. Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	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. Introduction to Expanded Core Curriculum (ECC) - Meaning, Need and Components		06
II	Teaching Functional Academics Skills 2.1. Areas of Functional Academics Skills: Reading, Writing, Arithmetic, Concept, Development, Listening, Spatial Awareness and Organizational skills 2.2. Learning media assessment: Meaning, importance, techniques of teaching Braille /Print 2.3. Pre-requisite skills for learning Braille, Abacus, Taylor		06

	<p>Frame</p> <p>2.4. Devices for facilitating academic/classroom activities by children with visual impairment</p> <p>2.5. Strategies for learning supported with Braille and /or Large Print</p>	
III	<p>Teaching of Independent Living Skills</p> <p>3.1. Independent living skills – Meaning, Importance, Components</p> <p>3.2. Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids</p> <p>3.3. Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills</p> <p>3.4. Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision</p> <p>3.5. Techniques of teaching social interaction skills, leisure and recreation skills and self - determination</p>	06
IV	<p>Curricular Adaptation</p> <p>4.1. Curricular adaptation – Need, Importance and Process</p> <p>4.2. Reasonable accommodation – Concept, Need and Planning</p> <p>4.3. Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing</p> <p>4.4. Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching</p> <p>4.5. Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps</p>	06
V	<p>Curricular Activities</p> <p>5.1. Support in academics – Literacy and numeracy skills for students with SLD and ID. Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative reading groups for reading</p> <p>5.2. Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numerac</p> <p>5.3. Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps,</p> <p>5.4. Self-help skills - adaptations in the gadgets used to suit the need of the students.</p> <p>5.5. Adaptations of tools and instruments, for safety of students with ID in work station</p>	06
	<p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> • Prepare reading readiness material for pre-school children with visual impairment • Prepare lesson plans for teaching ECC to children with visual impairment 	30

	<ul style="list-style-type: none"> • Preparation and presentation of a kit to develop sensory efficiency • Select one chapter from a secondary 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 • Refer adapted sports norms and rules for persons with visual impairment prepared by various agencies (eg. Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket, and others) 	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Lowenfeld, B. (1971). Our blind children: Growing and learning with them. Charles C. Thomas, Springfield. • Aggarwal, J.C. (2005). Curriculum development. Shipra Publication, New Delhi. • Arora, V. (2005). Yoga with visually challenged. Radhakrishna Publication, New Delhi. • Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh. • Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi. • 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. • 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. • Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and motor impairment. Cambridge Uni. Press, New York. • 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. • Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publising House • Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York. • Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt.Ltd., New Delhi. • Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers Pvt. Ltd., New Delhi. • Mani, M. N. G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore. • Mason, H., & Stephen McCall, S. (2003). Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London. • Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi. 		

- National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.
- NIEPVD (2020). Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters). NIVH Dehradun. Retrieved online on 22/11/2023 from <https://nivh.gov.in/pdfdoc/qualityindicators.pdf>
- NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
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- NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- 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.
- Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.
- The expanded Core Curriculum. (2013). Retrieved from [http:// www.afb.org](http://www.afb.org)
- 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.
- 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)

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	PSYCHO-SOCIAL AND FAMILY ISSUES		
Course Code	B24-SED-210		
Course Type	DSC-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Describe the effect of birth of a child with visual impairment on the family. 2. Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood. 3. Explain the role of parent community partnership in the rehabilitation of a person with visual impairment. 4. Develop skills for meeting the challenges with the children with visual impairment. 5. Develop different skills to empower families in meeting the challenges of having a child with visual impairment adapted for the children with visual impairment. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Family of a Child with Visual Impairment <ol style="list-style-type: none"> 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 		06
II	Parental Issues and Concerns <ol style="list-style-type: none"> 2.1. Choosing an educational setting 2.2. Gender and disability 2.3. Transition to Secondary level education (Adolescence) 		06

	<p>2.4. Transition to adulthood: sexuality, marriage, and employment</p> <p>2.5. Parent support groups</p>	
III	<p>Rehabilitation of Children with Visual Impairment</p> <p>3.1. Concept of habilitation and rehabilitation</p> <p>3.2. Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR)</p> <p>3.3. Legal provisions, concessions and advocacy</p> <p>3.4. Vocational rehabilitation: need and challenges</p> <p>3.5. Issues and challenges in rural settings</p>	06
IV	<p>Meeting the Challenges of Children with Visual Impairment</p> <p>4.1. Enhancing prosocial behaviour, Gestures & Postures</p> <p>4.2. Stress and coping strategies</p> <p>4.3. Recreation and leisure time management</p> <p>4.4. Challenges of adventitious visual impairment</p> <p>4.5. Soft skills and social skills training</p>	06
V	<p>Involvement in Educational Aspects</p> <p>1.1. Role of Parents in School Development / SMC</p> <p>1.2. Parents involvement in academic activities; IEP and Involvement of Parents</p> <p>1.3. Understanding IFSP; Developing IFSP Involvement of Parents in IFSP</p> <p>1.4. Attitude of professionals in involving parents in IEP and IFSP</p>	06
	<p>Course Work/ Practical/ Field Engagement (Any Two)</p> <ul style="list-style-type: none"> • 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 <p>Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available</p>	30
•		
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		

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

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	II		
Name of the Course	Lesson Planning & Development of TLM		
Course Code	B24-SED-211		
Course Type	PCPDS-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Prepare lesson plans and unit plans 2. Prepare teaching learning material for use during classroom teaching 3. Acquire skills to search and use OERs during delivery of lessons 4. Adapt content in the school textbooks for the students with visual impairment 5. Prepare IEPs and adapt assessment strategies for CWVI 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	4	8	12
Internal Assessment Marks	0	45	45
End Term Exam Marks	0	105	105
Max. Marks	0	150	150
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific activities	
1	Lesson Planning and Unit Planning Practice	<ul style="list-style-type: none"> • Lesson Plan Preparation Pedagogy I – II • Planning for the creation of a learning environment. 	20+40
2	Hands-On Training for TLM Creation and Use of Open Resources	<ul style="list-style-type: none"> • Create tangible teaching aids, such as flashcards, tactile materials, or manipulative, • Digital TLM creation, developing multimedia resources, visual schedules, social stories, or communication boards; • Development of Teaching Learning Material (TLM) based on principles of Universal Design of Learning (UDL). • Searching and Using OERs 	20+40
3	Content Reading of School Textbooks and Adaptation of Content	<ul style="list-style-type: none"> • Content reading of school textbooks of all grades and reflecting on the same. • Preparing adaptations by selecting various topics related to different 	10 + 20

		subjects (Language, Maths, Social Science, Science).	
4	IEP & Assessment	<ul style="list-style-type: none"> • Preparing Individualized Education Plan(IEP). • CCE strategies for CwVI (using Braille and other methods) • Integrate assessment of needs and planning for facilitating learning. 	10+ 20
		Total contact hours	180
Suggested Evaluation Methods			
Internal Assessment: 45		End Term Examination: 105	
➤ Practicum	45	➤ Practicum	105
• Class Participation:	7.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	15		
• Mid-Term Exam:	22.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	III		
Name of the Course	Intervention and Teaching Strategies		
Course Code	B24-SED-301		
Course Type	DSC-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain various theoretical perspectives related to intervention & teaching strategies. 2. Demonstrate techniques of teaching Mathematics to visually impaired children. 3. Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment. 4. Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment. 5. Describe the process of assessment visual efficiency and classroom management for children with low vision. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Theoretical Perspectives 1.1 Understanding Teaching Methods, Approaches, Strategies & Tactics 1.2 Intervention – Concept, Scope and Importance 1.3 Intervention for lately blinded students – Role of Special teachers/educators 1.4 Mediated teaching-learning – Concept, Need and Procedure 1.5 Enriched teaching for Concept development: Converting visual concepts into accessible experiences		06
II	Mathematics 2.1 Coping with Mathematics phobias 2.2 Conceptualization of Mathematical ideas – Processes and Challenges for Children		06

	<p>with Visual Impairment</p> <p>2.3 Preparation and Use of tactile materials</p> <p>2.4 Mental arithmetic abilities – Concept, Importance and Application</p> <p>2.5 Evaluation procedures with special reference to the Needs of Children with Visual Impairment</p>	
III	<p>Science</p> <p>3.1 Providing first-hand experience in the class and the school environment</p> <p>3.2 Inclusive/collaborative learning for laboratory work</p> <p>3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment</p> <p>3.4 Problem solving and Learning by doing approach for Visually Impaired students</p> <p>3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions</p>	06
IV	<p>Social Science</p> <p>4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe</p> <p>4.2 Procuring, adapting and use of different types of models</p> <p>4.3 Organizing field trips</p> <p>4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play</p> <p>4.5 Evaluation of concepts and skills in social science with particular reference to Geography</p>	06
V	<p>Teaching of Children with Low Vision</p> <p>5.1 Selection of an appropriate medium of reading and writing</p> <p>5.2 Techniques and procedures for developing reading and writing skills</p> <p>5.3 Orientation and Mobility for low vision children</p> <p>5.4 Creating Stimulating Learning Environment for Low Vision; Strategies for engagement</p> <p>5.5 Classroom Management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast</p>	06
	<p>Course Work / Practical / Field Engagement</p> <ul style="list-style-type: none"> Prepare and use two teaching learning materials for teaching Maths/ Science/Social Science. 	30

	<ul style="list-style-type: none"> • 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. 	
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Agrawal, S. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Abhijeet Publication, Delhi. • 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. • Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York. • Jose, R. (1983). Understanding Low Vision. American Foundation For The Blind. New York. • • Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments. North Rocks Press, Sydney. • Kumar, P. (2018). Alp Drishti Bachhe (Hindi). Delhi: S R Publishing House • Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York. • Lydon, W. T., & McGraw, M. L. (1973). Concept Development for Visually Handicapped Children. AFB, New York. • Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi. • Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB • 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., & McCall, S. (2003). Visual Impairment – Access to Education for Children 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. • Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California. • National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun. • NIEPVD (2020). Effective Schools for Students with Visual Disabilities (Quality Indicators and Parameters). NIVH Dehradun. Retrieved online on 22/11/2023 from https://nivh.gov.in/pdfdoc/qualityindicators.pdf 		

- NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2023). Screening Checklist for Vision Difficulties in Students . National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- 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.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	III		
Name of the Course	ICT and Assistive Technology for the Visually Impaired		
Course Code	B24-SED-302		
Course Type	DSC-5		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the concept and nature of educational technology and ICT to the education of children with visual impairment. 2. Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques. 3. Get familiar with technologies for print-access for children with visual impairment. 4. Describe and use different technologies for teaching low vision children as also various school subjects. and Get acquainted with conversion of print material into accessible formats. 5. Demonstrate understanding of accessible virtual learning and social media. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introducing Educational and Information Communication Technology 1.1 Educational Technology & Assistive Technologies - Concept, Importance, and Scope 1.2 Information and Communication Technology (ICT) - Concept and Scope for teaching-learning of the visually impaired 1.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment 1.4 ICT and International Convention & Guidelines for Persons with Disabilities or, Visual Impairment 1.5 ICT and Indian Legal Framework including RPWD Act (2016) and National Education Policy(2020)		06
II	Assistive Technologies 2.1 Categories of Assistive Technologies: User or Task Oriented 2.2 Basic Considerations for Selection of Assistive Technologies		06

	<p>(eg. Access, Affordability, Portability, Compatibility, and Availability)</p> <p>2.3 Addressing User's Perspectives in Developing Adaptive Technologies (eg. Ease of use, adaptability to Indian conditions, parent and peer counselling)</p> <p>2.4 Roles of Universities, Technical Institutes and the Scientific Community in conjunction with organizations working for and with visually impaired;</p> <p>2.5 Universal/Inclusive Design - Concept, Advantages, and Limitations.</p>	
III	<p>Access to Print for the Visually Impaired</p> <p>3.1 Screen Readers, OCR software, Stand-alone Reading Machines and its applications (eg. Envision AI, KIBO, Smart speakers) with Special Reference to Indian Languages</p> <p>3.2 Refreshable Braille displays and Braille Translation Software with Particular reference to Indian Languages including DBT and Open-Source Braille Translators such as Braille Blaster by APH, Braille Embossers.</p> <p>3.3 Magnifying Software, Smart Phone Accessibility and Open-Source Software</p> <p>3.4 Taking Books, Daisy Books, E-Pub: Access, Use & Development; Conversion from text to braille, text to speech, e-pub to Braille, etc. (including apps such as voice dream reader, voice dream writer, voice dream scanner, google lens, google look-out)</p> <p>3.5 Use of artificial intelligence (e.g. Chat GPT, Microsoft Bing, Google Bard): Benefits & Challenges.</p>	06
IV	<p>Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision</p> <p>4.1 Assistive Technologies for Facilitating Mathematics Learning (Manual e.g. Measuring tape, Taylor Frame, & ICT based eg. MathCat, MathType, special softwares)</p> <p>4.2 Assistive Technologies for Learning Science Concepts (eg. Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Softwares like Lab Quest)</p> <p>4.3 Social Science (eg. Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass etc.)</p> <p>4.4 Low vision devices: Optical, Non-Optical and Projective</p> <p>4.5 Production of Accessible Learning Materials (eg. Braille, Large-Print Materials, Tactile Diagrams- Thermofoam/Swell Paper, E-pub): Concept, Methods and Schemes.</p>	06

V	<p>Accessible Virtual Learning & Social Media</p> <p>5.1 Social Media; Creation of Blogs and Vlogs</p> <p>5.2 Practices & Guidelines for creating accessible learning materials or Social Media contents.</p> <p>5.3 Distance Learning and ICT including Video-Conferencing, virtual meetings</p> <p>5.4 Open Educational Resources (OERs) and Online Libraries including Accessible Libraries for Students with Visual Disabilities</p> <p>5.5 e-Classroom: Concept and Adaptations for Children with Visual Impairment</p>	06
	<p>Practicum and Course Related Activities (as per the need of the course):</p> <p>a. Assignment(s) (Group/Small Group/Individual)</p> <p>Minimum three of the following</p> <ul style="list-style-type: none"> • 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 and applications 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. • Make a comparison between Taylor's frame and Abacus with their Pros and cons in 500 words. • Prepare a short note (in about 400 words) on various aspects of a virtual classroom and how it could be made accessible to the visually impaired • Visit Report after visit to the available nearest resource center of assistive technologies for visually impaired students. • Hands on Training of Screen Reader, OCR soft-wares, conversion of print into accessible learning materials. 	30
Total Contact Hours		60

Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		

Part C-Learning Resources

Recommended Books/e-resources/LMS:

- Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive
- Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.
- 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
- Hersh, M & Johnson, M (2014). Assistive Technology for Visually Impaired and Blind People. Springer Publications.
- Joshi, H (YNK). A Manual on Taylor frame. (Hindi). Retrieved online on 22/11/2023 from <https://bpaindia.org/wp-content/uploads/2020/11/A-Manual-on-Taylor-Frame-Developed-by-Mr.-Hurshad-U-Joshi.pdf>
- Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day
- Manduchi, R & Sri Kurniawan (2013). Assistive Technology for Blindness and Low vision. Taylor & Francis. ISBN-13 : 978-1138073135
- Mani, M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.
- Mathur, G (2020). Low Vision: Manifestation and Management. Published by NIEPVD. Retrieved online on 22/11/2023 from <https://nivh.gov.in/pdfdoc/bookvi.pdf>
- Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind. NIVH, Dehradun.
- NCERT (YKN). NCERT initiatives for Inclusive and Accessible Education. Retrieved online on 23/11/2023 from <https://ncert.nic.in/accessibility.php>
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- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 1. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
- NIEPVD (2016). Visual Disability: A Resource Book for Teachers. Vo. 2. National Institute for the Empowerment of Persons with Visual Disabilities, Dehradun
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- NIEPVD (2022). Expanded Core Curriculum (Hindi) Vistarit Mool Pathchariya. National Institute for the Empowerment of Persons with Visual Disabilities. Available at https://nivh.gov.in/?page_id=7391
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Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	III		
Name of the Course	Execution of Lesson (Teaching Practice)		
Course Code	B24-SED-303		
Course Type	PCPDS-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	1. Deliver microteaching lessons 2. Apply pedagogical skills in teaching different school subjects 3. Assess and record learners progress 4. Deliver lessons in collaborative teaching		
Credits	Theory	Practical/ Course-work/ Field Engagement	6
Teaching Hours per week	2	10	12
Internal Assessment Marks	0	45	45
End Term Exam Marks	0	105	105
Max. Marks	0	150	150
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific Activities	
1	Micro Teaching Sessions	Micro Teaching Practice Peer Observation and Feedback Collaborative and Group Teaching	5 + 25
2	Teaching Practice (Pedagogy I)	Undertaking(Pedagogy I)	12 + 48
3	Teaching Practice (Pedagogy II)	Undertaking (Pedagogy II)	12 + 48
4	Assessment and Progress Monitoring	Assessment and Progress Monitoring Home-Assignment Engagement	5 + 25
		Total Contact Hours	180
Suggested Evaluation Methods			
Internal Assessment: 45		End Term Examination: 105	
➤ Practicum		45	➤ Practicum 105
• Class Participation:		7.5	Lab record, Viva-Voce, write-up and execution of the practical
• Seminar/Demonstration/Viva-voce/Lab records etc.:		15	
• Mid-Term Exam:		22.5	
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	III		
Name of the Course	Internship in Disability Specialization		
Course Code	B24-SED-304		
Course Type	PCDS-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Critically observe lessons of teaching, prepare the daily diary and maintain records and reports of students. 2. Develop and evaluate different assessment. 3. Develop skills of reading and writing the braille. among students with VI. 4. Prepare accessible TLM for students with VI. 5. Acquire different techniques of orientation mobility for use with CwVI and Conduct various cross curricular activities for CwVI. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	18	20
Internal Assessment Marks	0	75	75
End Term Exam Marks	0	175	175
Max. Marks	0	250	250
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific Activities	
1	Practicing as a Special Educator - Intern / Assistant Teacher for the CwVI	Undertaking teaching lessons at Special Schools per the assigned time-table by the organization using daily diary system for planning and recording. Maintaining Records and Reports including feedback from the stakeholders (mentors / other teachers) and reflection on how to make the teaching-learning process better.	12 + 108
2	Assessment & Remedial Support	Assist the teachers in developing teacher made tests, conducting unit tests, Exam supervision, Evaluation of answer scripts & Reporting.	3 + 27
3	Supporting Functional Academic Skills	Revision on Braille Braille Reading Drills with CwVI Braille Writing Drills with CwVI Large Print Materials Reading & Writing Drills	6 + 54
4	Accessible Learning Materials Creation	Creating Braille Books/Epub/Talking Book Creating Tactile Graphics & Maps, Preparation and Adaptation of Teaching Learning Materials (TLMs),	3 + 27
5	Orientation &	Teaching Sighted Guide Techniques & Protective	3 + 27

	Mobility (Training)	Techniques, Drill on Searching Techniques, Drill on Cane Techniques, Orientation Strategies, Development of Mobility Map	
6	Cross-Curricular Activities	Conducting various activities of art, craft, drama, painting, yoga, etc. Adapted sports and physical education for students with Visual Impairment. Managing Recreational & Leisure Activities	3 + 27
		Contact hours	300
Suggested Evaluation Methods			
Internal Assessment: 75		End Term Examination: 175	
➤ Practicum	75	➤ Practicum	175
• Class Participation:	12.5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	25		
• Mid-Term Exam:	37.5		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Reading and Reflecting On Texts		
Course Code	B24-SED-401		
Course Type	EPC-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Discuss the role and importance of literacy in education 2. Describe the difference between reading and reading comprehensions and the skills required. 3. Narrate about the different types of texts. 4. Discuss writing as a processes and a product 5. Detail out the procedure for independent writing 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Reflections on Literacy <ol style="list-style-type: none"> 1.1. Role of literacy in education, career and social life 1.2. Literacy and self esteem 1.3. Literacy and first language 1.4. Literacy of second language & educational bilingualism 1.5. Braille Literacy 		06
II	Assistive Technologies <ol style="list-style-type: none"> 2.1. Categories of Assistive Technologies: User or Task Oriented 2.2. Basic Considerations for Selection of Assistive Technologies (eg. Access, Affordability, Portability, Compatibility, and Availability) 2.3. Addressing User's Perspectives in Developing Adaptive Technologies (eg. Ease of use, adaptability to Indian conditions, parent and peer counselling) 2.4. Roles of Universities, Technical Institutes and the Scientific Community in conjunction with organizations working for and with visually impaired; 2.5. Universal/Inclusive Design - Concept, Advantages, and Limitations. 		06

III	<p>Access to Print for the Visually Impaired</p> <p>3.6 Screen Readers, OCR software, Stand-alone Reading Machines and its applications (eg. Envision AI, KIBO, Smart speakers) with Special Reference to Indian Languages</p> <p>3.7 Refreshable Braille displays and Braille Translation Software with Particular reference to Indian Languages including DBT and Open-Source Braille Translators such as Braille Blaster by APH, Braille Embossers.</p> <p>3.8 Magnifying Software, Smart Phone Accessibility and Open-Source Software</p> <p>3.9 Taking Books, Daisy Books, E-Pub: Access, Use & Development; Conversion from text to braille, text to speech, e-pub to Braille, etc. (including apps such as voice dream reader, voice dream writer, voice dream scanner, google lens, google look-out)</p> <p>3.10 Use of artificial intelligence (e.g. Chat GPT, Microsoft Bing, Google Bard): Benefits & Challenges.</p>	06
IV	<p>Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision</p> <p>4.6 Assistive Technologies for Facilitating Mathematics Learning (Manual e.g. Measuring tape, Taylor Frame, & ICT based eg. MathCat, MathType, special softwares)</p> <p>4.7 Assistive Technologies for Learning Science Concepts (eg. Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Softwares like Lab Quest)</p> <p>4.8 Social Science (eg. Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass etc.)</p> <p>4.9 Low vision devices: Optical, Non-Optical and Projective</p> <p>4.10 Production of Accessible Learning Materials (eg. Braille, Large-Print Materials, Tactile Diagrams- Thermofoam/Swell Paper, E-pub): Concept, Methods and Schemes.</p>	06
V	<p>Accessible Virtual Learning & Social Media</p> <p>5.6 Social Media; Creation of Blogs and Vlogs</p> <p>5.7 Practices & Guidelines for creating accessible learning materials or Social Media contents.</p> <p>5.8 Distance Learning and ICT including Video-Conferencing, virtual meetings</p> <p>5.9 Open Educational Resources (OERs) and Online Libraries including Accessible Libraries for Students with Visual Disabilities</p>	06

5.10	e-Classroom: Concept and Adaptations for Children with Visual Impairment	
Practicum and Course Related Activities (as per the need of the course): a. Assignment(s) (Group/Small Group/Individual) Minimum three of the following <ul style="list-style-type: none"> • 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 and applications 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. • Make a comparison between Taylor’s frame and Abacus with their Pros and cons in 500 words. • Prepare a short note (in about 400 words) on various aspects of a virtual classroom and how it could be made accessible to the visually impaired • Visit Report after visit to the available nearest resource center of assistive technologies for visually impaired students. <p>Hands on Training of Screen Reader, OCR soft-wares, conversion of print into accessible learning materials.</p>		30
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive • Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi. • Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers. • Kanishka Publication, New Delhi. 		

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Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Drama and Art In Education		
Course Code	B24-SED-402		
Course Type	EPC-2		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Exhibit a basic understanding of art appreciation, art expression and art education 2. Understand the diversity within artistic expression 3. Apply art as ‘critical pedagogy’ in classrooms 4. Adapt and modify activities to enhance learning and teach through art forms 5. Promote inclusive art and facilitate participation at cultural and community events 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Art Education 1.1 Art and art education: Meaning, scope and perspectives 1.2 Breaking the stereotypes: understanding diversity and different perspectives within artistic expression 1.3 Artistic expression: Creative and emotional expression and regulation 1.4 Power of Art: classroom and beyond (e.g. changing disability narratives, sensitization and advocacy activities) 1.5 Adaptations, modifications, and strategies to facilitate learning and participation in cultural and community settings		06
II	Performing Arts: Dance and Music 2.1 Range of 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 Enhancing learning through movement, dance and music: strategies and adaptations 2.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings		06

III	<p>Performing Arts: Drama</p> <p>3.1 Range of activities related to performing arts</p> <p>3.2 Experiencing, responding and appreciating drama</p> <p>3.3 Exposure to selective basic skills</p> <p>3.4 Enhancing learning through role plays and drama: strategies and adaptations</p> <p>3.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings</p>	06
IV	<p>Visual Arts</p> <p>4.1 Range of activities related to visual arts</p> <p>4.2 Experiencing, responding and appreciating visual arts</p> <p>4.3 Exposure to selective basic skills</p> <p>4.4 Enhancing learning through visual arts: strategies and adaptations</p> <p>4.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings</p>	06
V	<p>Media and Electronic Arts</p> <p>5.1 Range of art activities in media and electronic art forms</p> <p>5.2 Experiencing, responding and appreciating media and electronic arts</p> <p>5.3 Role of ICT and exposure to selective basic skills</p> <p>5.4 Enhancing learning through media and electronic art: strategies and adaptations</p> <p>5.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings</p>	06
	<p>Transaction</p> <p>The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lectures and discussions <input type="checkbox"/> Field visits <input type="checkbox"/> Hands-on experiential demonstrations <input type="checkbox"/> Workshops and seminars <input type="checkbox"/> Self-study and use of online resources <input type="checkbox"/> Presentations and projects <p>Course Work/ Practical/ Field Engagement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Debates or performances to advocate opinions and thought processes <input type="checkbox"/> Self-reflective essays on ways to include art to facilitate better teaching <input type="checkbox"/> Group teaching of academic or non-academic concepts using art <input type="checkbox"/> Develop and implement community sensitisation and awareness activities (e.g. Nukkad natak, art show, awareness campaigns or posters, any other events) <input type="checkbox"/> Using different art forms to change the narrative of disability from “special,” or “overcoming”, to diversity, an integral part of our cultural narrative, artistic expression <p>Review Indian and international disabled artists and companies in different art forms</p>	30

Total Contact hours			60
Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York. • Beyer, L.E. (2000). The arts, popular culture and social change. Falmer Press, London. • Botton, A.D. and Armstrong, J. (2013). Art as Therapy. Phaidon Press, London • Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. Teachers College Press, New York. • Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay. • Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11. • Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London. • Heller, R. (1999). Effective Leadership. DK Publishing, New York. • Lewiecki-Wilson C., & Brueggemann, B. J. (2008). Disability and the teaching of writing: A critical sourcebook. Bedford/St. Martin's, Boston, MA. • Nyman, L., & Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154). National Art Education Association, Reston, VA. • Shirley, G. (2000). Art, an A to Z guide. Franklin Watts, New York. • Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai • Ward, A. (1993). Sound and Music. Franklin Watts, New York. 			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Basic Research and Basic Statistics		
Course Code	B24-SED-403		
Course Type	EPC-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Describe the concept, meaning and methods of research in education and special education. 2. Develop an understanding of the research process and acquire competencies for conducting a research. 3. Apply suitable measures for data organization and analysis. 4. Able to interpret the results and present research report 5. Understanding the principles of structuring and organizing research reports, including the introduction, literature review, methodology, results, discussion, and conclusion 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Research 1.1 Research: Concept, Meaning, and importance of research 1.2 Characteristics of Research 1.3 Purpose of research 1.4 Methods of Research Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/Empirical 1.5 Research in Education and Special Education		06
II	Process of Research and Action Research 2.1 Process of Research - Selection of Problem - Formulation of Hypothesis - Collection of Data - Analysis of Data & Conclusion		06

	<p>2.2 Research Proposal Writing</p> <p>2.3 Action Research in Teaching Learning process</p> <p>2.4 Steps in Action Research</p> <p>2.5 Professional Competencies for Action Research</p>	
III	<p>Fundamentals of Research</p> <p>3.6 Research Design – concept, types and its uses</p> <p>3.7 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale</p> <p>3.8 Standardization of Tool- Reliability and Validity</p> <p>3.9 Sample and Sampling Techniques</p> <p>3.10 Data Collection and Organization of data: Array, Grouped distribution, Normal Distribution Curve</p>	06
IV	<p>Measurement and Analysis of Data</p> <p>4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio</p> <p>4.2 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation,</p> <p>4.3 Correlation: Product Moment and Rank Order Correlation</p> <p>4.4 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, radar</p> <p>4.5 Computer assisted statistical analysis softwares</p>	06
V	<p>Research Report Writing</p> <p>5.6 Interpretation of Data</p> <p>5.7 Report Writing</p> <p>5.8 Publication of Research Articles</p> <p>5.9 Ethics in Research</p> <p>5.10 Recent trends in research in special education</p>	06
	<p>Transaction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a teacher made test for a given subject matter <input type="checkbox"/> Develop a questionnaire/checklist <input type="checkbox"/> Develop an outline for conducting action research <input type="checkbox"/> Student-Centric Discussion <input type="checkbox"/> VAK Teaching <input type="checkbox"/> Spaced Learning <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Dual Coding <input type="checkbox"/> Flipped Classroom <input type="checkbox"/> Lecture method <input type="checkbox"/> Demonstrative method <input type="checkbox"/> Interrogative method <input type="checkbox"/> Active method <input type="checkbox"/> Experimental method <input type="checkbox"/> Heuristic method <p>Course work/Practical/Field Engagement</p> <ul style="list-style-type: none"> • Assignment(s) (Group/Small Group/Individual) 	30

	<ul style="list-style-type: none"> • Project(s) (Group/Small Group/Individual) • Workshops and Training Sessions • Professional Development Opportunities in Research • Reflective Journals and Reports 	
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Basic Research and Statistics Book Material, Dr. B.R.Ambedkar Open University, Hyderabad, 2020 • Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC • Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi. • C. R. Kothari (2004), Research Methodology Methods & Techniques, New AgeInternational (P) Limited, Publishers, New Delhi • Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social SciencesKindle Edition, Insha Publications • Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press,New York. • Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi. • Duncan Cramer (1996), Basic Statistics for Social Research: Step-by-Step Calculations& Computer Techniques Using Minitab • Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication,London. • Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi. • Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & DeepPublishing, New Delhi. • Jitendra Kumar et. al.(2022), Basic Research Methodology and Statistics, ThakurPublication Private Limited • Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi. • Nancy et. al. (1999) Basic Research Methods and Statistics : An Integrated Approach: An integrated approach, S.Chand (G/L) & Company Ltd Publishers • P.K. Mohanty & S.K. Patel (2019), Basic Statistics 2nd Edition, Scientific Publishers • Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram. • Robert et. al. (2012) Basic Statistics for Social Research: 38 (Research Methods for theSocial Sciences), Jossey-Bass Publication • Vimal Agarwal (2022), Basic Research Methodology And Statistics, SBPD Publications • Y.K. Singh (2006), Fundamental of Research Methodology and Statistics, New AgeInternational (P) Limited, Publishers, New Delhi 		

- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.>
- <https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>
- <https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>
- <https://makemeanalyst.com/basic-statistics-for-data-analysis/>
- <https://www.scribbr.com/methodology/research-ethics/>

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Life Skills Across Lifespan		
Course Code	B24-SED-404		
Course Type	CDI-5		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Understand necessary life skills required in day to day life. 2. Establish productive interpersonal relations. 3. Display effective communication skills 4. Manage up with emotional stress 5. Solve everyday problems and make ethical decisions 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Life Skills Education 1.1. Definition and Concept of Life Skills 1.2. Theoretical Framework: WHO 1.3. Core Life Skills 1.4. Importance of Life Skills Education 1:30. Implementation Strategies		12
II	Communication and Interpersonal Skills 2.1 Effective Communication 2.2 Interpersonal Skills 2.3 Emotional Intelligence 2.4 Assertiveness Training 2.5 Cultural Sensitivity and Respect		12
III	Decision Making and Problem Solving Skills 3.1 Decision Making Process 3.2 Problem Solving Techniques 3.3 Creative Thinking 3.4 Critical Thinking 3.5 Ethical Decision Making		12

IV	Self-Awareness and Development 4.1 Understanding Self Concept and Self Esteem 4.2 Goal Setting and Planning 4.3 Social Skills 4.4 Time Management 4.5 Personal Values and Ethics	12
V	Coping with Emotions and Stress 5.1 Understanding Emotions 5.2 Managing Negative Emotions 5.3 Building Resilience 5.4 Stress Management Techniques 5.5 Seeking Help and Support	12
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • SCERT. Life Skills Education-Guidebook for Teachers (SCERT) • Sengararvelu, G. (2011). Education in Emerging Indian Society, Neel Kamal Publication Pvt Ltd. • UNESCO (1997). Adult Education the Hamburg Declaration, UNESCO, Paris. • UNESCO (2005). Quality Education and Life Skills: Darkar Goals, UNESCO, Paris. • WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva. • Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behavior, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu. • Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& BH Publishing Co. Pvt. Ltd. New Delhi. • Debra McGregor, (2007). Developing Thinking; Developing Learning - A guide to thinking skills in Education, Open University Press, New York, USA • Saravanakumar, A R Life Skill Education Through Lifelong Learning, Lulu Publication • Shalini Verma Development of Life Skill-II, Vikas Publishing House • Eckenrode, John, ed. The Social Context of Coping. New York: Plenum Press, 1991. • Bloona, Richard, ed. Coping with Stress in a Changing World. New York: McGraw Hill College Division, 1999. • Kataria, Pooja, Conflict Resolution: conflict: forms, causes and methods of resolution, Deep & Deep publications Pvt. limited 2007 		

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Guidance and Counseling		
Course Code	B24-SED-405		
Course Type	CDI-6		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Describe the concept and meaning of Counseling and Guidance. 2. Apply the skills of guidance and counseling in classroom situations and with families of the students. 3. Describe the process of development of self-image and self-esteem. 4. Discuss the types of counseling and guidance in special school and inclusive settings. 5. Narrate the importance and scope of family counseling 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Guidance and Counseling 1.1 . Guidance and Counseling: Definition and Aims 1.2 . Areas of Guidance and Counseling 1.3 Core conditions in counseling 1.4 Skills and competencies of a Counselor 1.5 Role of the teacher in guiding and counseling students with special educational needs.		06
II	Applying Guidance and Counseling skills 2.1. Differentiating counseling and guidance 2.2. Ethics in counseling – e.g. Confidentiality, anonymity, respect, empathy 2.3. Counselor as a good listener 2.4.Guiding the students and their families on specific issues e.g, family issues, concerns onacademic performance, special educational needs 2.5.Counseling on specific issues e.g. Career		06

	counseling, family issues that emotionally affect the students such as separation/death of dear ones, other traumatic conditions	
III	<p>Enhancing Self Image and Self Esteem</p> <p>3.1. Concept of Self as a human being. 3.2. Understanding emotions, feelings and changes 3.3. Growth to autonomy 3.4. Personality development – role of the counselor 3.5. Role of teacher in developing in children, self-esteem and respecting feelings of others</p>	06
IV	<p>Guidance and Counseling in Inclusive Education</p> <p>4.1. Current status with reference to Indian schools 4.2. Types of Counseling: non directional, Child-centered, supportive, family members 4.3. Guidance in Formal and Informal situations: Within and outside classroom, vocational guidance 4.4. Group guidance: Group leadership styles and group processes. G 4.5. Challenges in group guidance</p>	06
V	<p>Family counseling of students with special educational needs</p> <p>5.1. Importance of establishing rapport with the family members. 5.2. Addressing family as a unit with focus on the student with special educational need. 5.3. Counseling siblings and other extended family members 5.4. Connecting home and school – collaboration with school teachers and family 5.5. Record maintenance of guidance and counseling interventions.</p>	06
	<p>Transaction</p> <p>The transaction for this course should be done with a perspective to enhance in the learners the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners.</p> <p>Course work/Practical/Field Engagement</p> <p>I. Counseling and report writing on a selected client/family II. Conduct of a simulated parent counseling session III. Review documents on vocational guidance and write an essay.</p>	30
Total Contact hours		60

Suggested Evaluation Methods			
Internal Assessment: 15		End Term Examination: 35	
➤ Theory	15	➤ Theory:	35
• Class Participation:	4	Written Examination	
• Seminar/presentation/assignment/quiz/class test etc.:	4		
• Mid-Term Exam:	7		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			
<ul style="list-style-type: none"> • Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books. • Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing. • Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books. • Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House. • Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books. • Mehrotra, N (2016). A resource book on disability studies in India, https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf • https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf • https://www.niepid.nic.in/Protocol_Psy.pdf • https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india 			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	POSITIVE BEHAVIOUR SUPPORTS		
Course Code	B24-SED-406		
Course Type	CDI-6		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Develop an understanding of the underlying principles and assumptions of positive behaviour support 2. Use various measures of behavioural assessment. 3. Integrate techniques and methods of positive support in teaching and learning environments. 4. Select suitable strategies for managing challenging behaviours. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Understanding Behaviour <ol style="list-style-type: none"> 1.1 Behaviour – Definition, features 1.2 Understanding behaviours – Topography and functions of behaviour 1.3 Understanding the communicative and non-communicative functions of behaviours 1.4 Role of internal factors (pain, hormones, sleep, physical and mental health and medication) 1.5 Role of external factors (unpredictability, lack of clarity, sudden changes) 		06
II	Promoting Positive Support <ol style="list-style-type: none"> 2.1 Functional Analysis of Behaviour 2.2 Differentiating between shutdowns, meltdowns and tantrums 2.3 Understanding focused interests and motivations 2.4 Importance and benefits of self-stimulatory behaviours 2.5 Understanding sensory processing 		06

III	Positive Strategies for Behaviour Support 3.1 Proactive, Active and reactive strategies 3.2 Using interests to promote positive behaviours 3.3 Using structure and visual strategies to promote positive behaviour 3.4 Providing choices, agency and control 3.5 Teaching emotional regulation	06
IV	Key Elements 4.1 Fostering safe and positive relationships 4.2 Fair and predictable consequences 4.3 Differentiated instructions 4.4 Significance of environmental modifications 4.5 Creating sensory-friendly, predictable environments	06
V	Developing Behaviour Support Plans 5.1 Understanding individual behaviour 5.2 Limitations and negative impact of the use of aversive and punishment procedures 5.3 Data-driven decision making 5.4 Collaboration and teamwork 5.5 Writing Individualised Positive Behaviour Support Plan	06
	Transaction The concepts may be explained through real-life examples and selected case studies. Learners maybe encouraged to conduct hands-on observations and critically review the materials. <ul style="list-style-type: none"> <input type="checkbox"/> Lectures and discussions <input type="checkbox"/> Field visits <input type="checkbox"/> Hands-on experiential demonstrations <input type="checkbox"/> Workshops and seminars <input type="checkbox"/> Self-study and use of online resources <input type="checkbox"/> Presentations and projects Course work/Practical/Field Engagement <ul style="list-style-type: none"> <input type="checkbox"/> Observation and functional analysis of the behaviour <input type="checkbox"/> Development of an individualised PBS plan in different settings: educational, home, publicplaces 	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS: https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-Implementing-Positive- Behavioural-Systems-at-You-School-2017.pdf		

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Early Childhood Care and Education		
Course Code	B24-SED-407		
Course Type	CDI-6		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the various domains of development. 2. Describe ways to identify at risk children and use screening tools 3. Describe the provisions and requirements for ECCE 4. Enumerate the inclusive early education pedagogical practices. 5. Describe the requirements for school readiness and transitioning 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	The Early Years: An Overview 1.6 Growth and development – Factors affecting growth and development, Principles of development, ages and stages of development 1.7 Critical period of development and Neural Plasticity 1.8 Sensitive Periods of Learning: Maria Montessori’s Framework & Windows of opportunity for learning 1.9 Domains of development: 1)Physical, motor & health 2) Communication and language, 3) Cognition, 4) Socio-emotional and 5) Approaches to learning 1.10 Significant milestones under each domain and red flags		06
II	Early Childhood Education & Intervention 2.6 Young children at risk as a result of physical and environmental factors and those resulting from individual and family circumstances. 2.7 Developmental checklists for screening & referrals 2.8 Developmental Systems Model for Early Intervention 2.9 Cross disability approach for early intervention		06

	2.10 Play as a tool for screening children	
III	<p>Requirements and provisions for Inclusive ECE</p> <p>3.1 Service Delivery systems for ECCE and EI : ICDS under Ministry of Women & Child development, DECIC under MoH and CDEIC under DEPwD of MSJ&E</p> <p>3.2 The ecosystem model for inclusive ECCE: Provisions at individual (child and family outcomes) micro system (Peer and teacher interactions), meso system (curriculum and professional team approach) , exosystem (community participation), and macro-level (national policy provisions).</p> <p>3.3 National and Global provisions: UNCRC (1989) & Protocols, The commission for protection of child rights (2005), Prohibition of child marriage Act (2006),POCSO (2012), Juvenile Justice (Care and Protection of Children) Act (2015), Child labour (Prohibition and Regulation) Amendment Act (2016) NEP 2020 provisions for ECCE</p> <p>3.4 Setting up of Inclusive ECCE: Infrastructural requirements, curriculum and collaborative practices</p> <p>3.5 Importance of Natural Environments and role of family in developing Individualized Family Service Plan (IFSP) Individualized Family Service Plan (IFSP)</p>	06
IV	<p>Inclusive Pedagogical practices</p> <p>4.1 Integrating Theories of Development into pedagogical practices</p> <p>4.2 Types and Stages of play – Symbolic play and its importance for the children with Disabilities</p> <p>4.3 UDL based activities in ECCE</p> <p>4.4 Developing Creativity, critical thinking, language, communication, Literacy, Numeracy through Activity Based Learning</p> <p>4.5 Developing musical, aesthetic, scientific & cultural Skills in young children</p>	06
V	<p>School Readiness and Transitions</p> <p>5.1 Children’s readiness for school and school readiness for children</p> <p>5.2 Indicators of school readiness</p> <p>5.3 NIPUN Bharat’s Goals and competencies for school readiness</p> <p>5.4 Transitioning from Home to inclusive ECCE</p> <p>5.5 Transitioning from inclusive ECCE to inclusive schools</p>	06

<p align="center">Practical/ Field Engagements</p> <ul style="list-style-type: none"> • Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years • Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs • Develop and IFSP and a Transition plan <p align="center">Transactions</p> <p>Visits, Observations & Workshops.</p>		30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4th Ed). 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. • Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers. • Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2nd Ed.). New York: Routledge Publication. • Desparabhu, S. (2019). Early Childhood Special Education – An Introduction. Kanishka Publishers, Distributors. New Delhi • Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon. • Cross Framework for Cross Disability Early Intervention & School Readiness PEHAL (Birth to 3 years) NIPUN Inclusive (3 to 6 years) RCI DEPwD of MSJE https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf • Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication. • Klausmeir, H. J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory. New York: Academic Press. • Mohanty, J., & Mohanty, B. (1999). Early Childhood Care and Education. Delhi: Offset Printers. • Mohite, P. & Prochner, L. (2008). Early Childhood Care and Education. Concept publishing Company. New Delhi. 		

- NCFFS (2022) National Curricular for Foundational Stage , NCERT,DOSEL, MoE New Delhi
- Sen Gupta, M. (2009). Early Childhood Care and Education. PHI Learning Private Limited. New Delhi.
- Venkatacharya, P., Reddy, K. S. & Shridevi, k. (2018). Early Childhood Care and Education. Neelkamal Publications Private Limited. New Delhi.
- Web references
- https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf
- https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf
- https://ncert.nic.in/dee/pdf/smooth_successful.pdf
- https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
- <https://www.right-to-education.org/issue-page/early-childhood-care-and-education>
- https://itpd.ncert.gov.in/pluginfile.php/1541285/mod_resource/content/1/1_7_eng_ecce_in_india.pdf

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Community-Based Rehabilitation		
Course Code	B24-SED-408		
Course Type	CDI-6		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Explain the concept, principles and scope of community-based rehabilitation. 2. Learn the strategies for promoting public participation in CBR. 3. Apply suitable methods for preparing persons with disability for rehabilitation within the community. 4. the community. 5. Provide need-based training to persons with disabilities. 6. Develop an understanding of the role of government and global agencies in CBR. 7. Develop an understanding of the roles played by OPD members and siblings 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Community Based Rehabilitation (CBR) 1.1 Concept and Definition of CBR 1.2 Principles of CBR 1.3 Difference between CBR and Institutional Living 1.4 Socio-cultural and Economic Contexts of CBR 1.5 Scope and Inclusion of CBR in Government Policies and Programs		06
II	Preparing Community for CBR 2.1 Awareness Program-Types and Methods 2.2 Advocacy - Citizen and Self 2.3 Focus Group Discussion 2.4 Family Counselling and Family Support Groups 2.11 CBR and Corporate Social Responsibility		06
III	Preparing Persons with Disability for CBR 3.1 School Education: Person-Centred Planning, and Peer Group Support		06

	3.2 Transition: Individual Transition Plan, Development of Self Determination and Self- Management Skills 3.3 Community Related Vocational Training 3.4 Skill Training for Living within Community 3.5 Community Based Employment and Higher Education	
IV	Inclusive Community Development 4.1 Community, Disability and Development 4.2 Mapping of resources in the community 4.3 Advocacy and collaboration with government departments 4.4 Identifying needs of families and developing IFSP 4.5 Disability and poverty	06
V	Mobilising Community for inclusion of persons with disabilities 5.1 Promoting OPD and their roles in CBR 5.2 Promoting Sibling Groups 5.3 Inclusion of PwDs in SHG 5.4 Inclusion of PwDs in Panchayat-Raj 5.5 Participatory approach of CBR	06
	Transaction Besides the lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates and visit to community to interact with OPDs and SHGs. Course work / Field Engagement <ul style="list-style-type: none"> • Visit an ongoing CBR program and write a report on its efficacy • Organize a community awareness program • Conduct a focus group discussion on a selected disability issue with school/college students 	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • 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(2014). • 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.

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Application of ICT in Classroom		
Course Code	B24-SED-409		
Course Type	CDI-6		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Gauge the varying dimensions in respect of ICT and Applications in Special Education. 2. Delineate the special roles of ICT Applications. 3. Acquire Familiarity with Different Modes of Computer-Based Learning. 4. Describe the application of ICT in Inclusive setups 5. Explain the policy provisions for ICT 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Information Communication Technology (ICT) and Special Education 1.1 Meaning, Definitions and Importance of ICT 1.2 Scope of ICT in Teaching Learning Process, Assessment, Administration and Research 1.3 Role of ICT in 'Construction of Knowledge' (Constructivism & ICT) 1.4 Integrating ICT in Special Education and its Application 1:30 Challenges of ICT in Education		06
II	ICT, Computer and Communications 2.1 Communicative Skills & ICT (Supporting Listening, Speaking, Reading & Writing for different groups) 2.2 Mass Communication Media: Radio, Television, Newspaper, Magazines, Internet based Social Media 2.3 Computers: Functional Knowledge, Using Word Processing, Spreadsheet and Presentation Software 2.4 Computer as a Learning Tool: Effective Browsing; Cross Collating Knowledge from Varied Sources 2.5 Communication with Stakeholders & Use of ICT		06

III	Visualising Technology-Supported Learning Situations 3.1 Preparation of Learning Schemes and Planning Interactive Use of ICT 3.2 Developing PPT Slide Show for Classroom 3.3 Organising virtual classroom and virtual meetings 3.4 Organizing Teleconferencing and Video-Conferencing 3.5 Assessment Strategies and Scope of ICT	06
IV	ICT Ecosystem for Inclusive Education 4.1 Creating ICT Ecosystem in the school for inclusive education– hardware, software – 4.2 Use of OERs; Free and Open Source Software (FOSS) 4.3 Assistive Technologies and ICT for planning and classroom management 4.4 MOOCs, e groups, e-forums, etc (National level Initiatives) 4.5 E-Classroom: Concept, and Required Adaptations for Students with Disabilities	06
V	Policy, Legal & Ethical Concerns 5.1 Security Threats and Measures; Cyber privacy and Netiquette 5.2 National Level initiatives for promotion of E-learning 5.3 Ethical Practices; Cyber laws and Child Safety 5.4 International and National Policy concerns on Use of ICT in education 5.5 Overview of WCAG (Web Content Access Guidelines)	06
	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 theselected 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 IV. Enrol and complete MOOC courses in Swayam Portal Analyse OERs on National Platform, write the features and characteristics of these OERs	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> 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. 		

- 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, Maidenhead.
- CEMCA (2016). *Resource Book on ICT Integrated Teacher Education*. The Commonwealth Educational Media Centre for Asia (CEMCA).
- UNESCO (2023). *UNESCO's ICT Competency Framework for Teachers*

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Disability, SEDGs, and Gender		
Course Code	B24-SED-410		
Course Type	CDI-06		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Develop an understanding of human rights based approach in context of disability, human values and co-existence of disability among socio-economically disadvantaged groups.. 2. Explain the socio-demographic perspectives of gender and disabilities, compounding impact of gender and disability, legal safeguard for girls and transgender and gendered experiences of students with disabilities. 3. Describe the socio-cultural and educational issues and concerns of students with disabilities belonging to Socio-cultural groups (ST, SC, OBC and Minorities), educational programmes and role of a teacher. 4. Illustrate the challenges in education of students residing in difficult and aversive geographical terrains, educational initiative and role of a teacher 5. Enlist the challenges faced by children with disabilities in difficult circumstances, analyse the disadvantageous impact on the CwDs and plan out the educational intervention programmes for them. 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	1.1 Human rights-based approach: Concept, history and advantages 1.2 Principles of human rights-based approach- Equality and non-discrimination, universality & inalienability, participation and inclusion, interdependence and interrelatedness, accountability and rule of law 1.3 Instruments of human rights system- Legal frameworks,		06

	<p>policies & programmes, resources and supports, public awareness-information, education and communication (IEC), establishments, networking and collaborations with different societal spheres</p> <p>1.4 Human values and disability- Social existence of disability, human diversity and rights, empowerment, enforceability, indivisibility, participation, legal and social protection, safety and security, and advocacy</p> <p>1.5 Socio-Economically Disadvantaged Groups(SEDGs) and human empowerment– SEDGs- social and legal identities, their socio-economic conditions, empowerment provisions for their health care, education, employment, legal protection and justice, accessible public spaces and services, social inclusion and community participation.</p>	
II	<p>Gender Identity and disability</p> <p>2.1 Gender and socialization practices - gender and sex, stigma and discrimination, gender roles and responsibilities, socialization of boys, girls and transgender in family and society.</p> <p>2.2 Disability and socialization practices- gendered disability, stigma and discrimination, violence, individuals with disability and their roles and responsibilities, socialization of boys, girls and transgender with disability in family and society.</p> <p>2.3 Legal safe guards for girls and transgender with and without disability- Constitutional provisions, PWDV Act 2005, POCSO-2012, JJ Act 2015, RTE (amendment) Act 2012 and, RPwD Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Criminal Law (Amendment) Act, 2013 & 2018</p> <p>2.4 Gendered experience of students with disability- Residential and non-residential schools, classrooms and beyond, curriculum, learning activities, textbooks, assessment, equity and social role valorization, implications for teaching and learning in different learning centres.</p> <p>2.5 Educational initiatives and teachers’ role: Policy, schemes and programmes, gender inclusion fund, measures for empowerment of girls, women and transgender with disability on enhancing quality of their socio-economic conditions, education, health (including sexual, reproductive and mental health), employment, life-style.</p>	06
III	<p>Disability and Socio-cultural groups</p> <p>3.1 Socio-Cultural Groups- Constitutional and social identities, educational and social rights, policy and programmes for scheduled tribes, scheduled castes, other backward classes, linguistic and religious minority groups.</p> <p>3.2 Socio-educational issues and concerns- marginalization, discrimination and social exclusion, harassment, poverty, social mores & customs, language, inaccessibility to quality schools.</p> <p>3.3 Gendered disability among socio-cultural groups- multiple and compound impacts of disability and disadvantage,</p>	06

	<p>lack of resources and supports, underrepresentation in schools.</p> <p>3.4 Educational initiatives: Identification of untapped talents among SEDGs, inclusion fund, up gradation and strengthening of schooling system, academic activities under tribal sub-plan and scheduled caste sub plan, relaxations and reservation schemes, scholarships and other incentive schemes.</p> <p>3.5 Teachers' role in promoting equality and inclusion- respect and acceptance of socio-cultural conditions, contextualization of curriculum, multilingual pedagogical approach, skills of multi-grade teaching, identification of socio-cultural milieu and other resources, use of socio-cultural capital of learners in teaching and learning.</p>	
IV	<p>Disability and Geographical conditions</p> <p>4.1 Geography and disparity in education - inter and intra states disparity, poverty, specific issues of coastal areas, hilly areas, dessert, natural disasters prone areas, developmental projects area, international boundaries area.</p> <p>4.2 Geographical conditions and disability- issues related to different geographical terrains, access to education, access to rehabilitation services, infrastructural conditions, language and culture, availability and accessibility of resources, services, information, communication and transport.</p> <p>4.3 Educational initiatives in difficult terrains: Government schemes and programmes, intervention in aspirational districts, PM- New 15 point programmes, Special Education Zones, residential schooling, alternative forms of schooling, scholarships and other incentive schemes.</p> <p>4.4 Local governance and collaboration: understanding the local governance, resource identification and resource mobilization, collaboration with local organizations and community.</p> <p>4.5 Teachers' role in promoting equality and inclusion- understanding the geographical conditions and learning needs of children, adjustment of learning spaces, adaptation and accommodation in scheduling of learning activities and timings, adaptation in curriculum, teaching-learning, assessment, harnessing technology.</p>	06
V	<p>Disability, Socio-economic and other disadvantaged conditions</p> <p>5.1 Disability and poverty: Occurrence of disability, discrimination and vulnerability, other interacting factors like family interaction, child rearing, nutrition, social and physical well-being, employment.</p> <p>5.2 Disability in migrant community, refugees, construction workers- CwDs in migrating families, ambiguous sense of belongingness, lack of housing and inaccessible living arrangements, experiences of simultaneous discrimination, health and social relations, sense of helplessness.</p> <p>5.3 Children with disability in chronic distress and at risk</p>	06

	<p>conditions- CwDs of chronically ill parent(s), sex-workers, single parents, prisoners, CwDs in juvenile/observation homes, CwDs engaged in substance abused, CwDs living in vulnerable situations, orphans with disabilities, child beggars, destitute CwDs, victims with disabilities of or CwDs of victims of trafficking, victims with disabilities of disasters, social conflicts, war and other human actions.</p> <p>5.4 Educational initiatives: Policy, schemes and programmes, short-term mitigating interventions and long term sustainable interventions, educational opportunities in mobile schools, schools on wheel/tents, porta-cabin schools, learning in shelter homes, services of counselors, social workers and volunteers as in NEP 2020.</p> <p>5.5 Teachers' role in promoting equality and inclusion- learning opportunities in difficult situations, curricula alignment, designing of portable learning aids, package programming and digital education, developing information and community support mechanism, working with family in distress, identifying and use of strengths within at risk community, resourcefulness and service provision in crisis situation, inter and intra linkages in community and bridging the gap between the school and community.</p>	
Transaction		
<p>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, issue-based classroom interactions in addition to lectures and seminars. Field-visits, cross-sectional survey, case studies, assignments and projects should be added to strengthen the transactional process and learning.</p>		
Course work/Practicum/Field Engagement		
	<ul style="list-style-type: none"> <input type="checkbox"/> Design activity- log to establish a Gender Justice Club or Disability Support Circle inschool. <input type="checkbox"/> Study the case of a woman with disability and submit a report. <input type="checkbox"/> Explore internet and document case-studies of transgender with disability <input type="checkbox"/> Review selected paper/s authored by women with disability <input type="checkbox"/> Conduct a gender analysis of a selected disability Act/policy <input type="checkbox"/> Interact with children and families of socio-cultural groups, identify the challenges of education and prepare a plan of action. <input type="checkbox"/> Visit to observation homes/shelter homes/homes of construction workers, migrant families in your locality, interact with CwDs and families at risk and prepare a package programme for her/his holistic development. 	30
Total Contact hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	

Part C-Learning Resources**Recommended Books/e-resources/LMS:**

- Alber, B. and Hurst, R. (2004). Disability and a human rights approach to development. Disability Knowledge and Research. (available at www.disabilitykar.net)
- DGS (2021). Inclusion of Transgender Children in School Education: Concerns and Roadmap. Department of Gender Studies, National Council of Educational Research and Training, New Delhi.
- DoSEL (2020). National Education Policy-2020. Department of School Education and Literacy. Ministry of Human Resource Development (Now Ministry of Education), New Delhi.
- Ghosh, M. (2015). Disability and women: A Note on the Tribal Aboriginals in Darjeeling Hills. International Journal of Scientific Research, 4(4), doi:10.36106/ijsr
- Gobinda C. Pal (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series Indian Institute of Dalit Studies New Delhi
- 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. New Delhi.
- Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.
- NCERT (2006). Position Paper-National Focus Group on Gender Issues in Education. National Council of Educational Research and Training, New Delhi.
- NCERT (2013). Training Material for Teacher Educators on Gender Equality and Empowerment. National Council of Educational Research and Training, New Delhi.
- NCERT (2017). Minority Education- Policies, Programmes and Schemes-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.
- NCERT (2017). Modules for Enhancement of Quality Education-Issues, Challenges and Concerns of Scheduled Castes (A Training Package). National Council of Educational Research and Training, New Delhi.
- NCERT (2020). Inclusion in Education-A Manual for School Management Committee. National Council of Educational Research and Training, New Delhi..

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Internship at Inclusive School		
Course Code	B24-INT-411		
Course Type	PCDS-3		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Plan & execute academic activities in inclusive schools 2. Undertake role of assisting teacher in inclusive classroom teaching 3. Write, review on accessibility features/ barrier free environment at inclusive schools 4. Develop assessment devices & conduct examinations 5. Organize close cultural activities in inclusive schools 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	1	3	4
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0	03:00 hours	
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific Activities	
1	Planning	Studying the background of the children in the allotted class and reading and reporting on Academic Calendars, Time Table, Diaries, Work-Books, Progress Reports, Case files, Parent Meeting Records, Different Formats and Assessment	3+12
2	Role of Teacher Assistant/ Team Teaching	Assisting Teachers at Inclusive Schools in Classroom Teaching (should also include 5 hours of training in Basics Braille for other students)	6+24
3	Review on Barrier-Free Environment	Studying the extent of a barrier-free environment available at the inclusive school in consultation with the school Principal/Teacher	6+24
4	Assessments & Remedial Support	Assist the teachers in developing teacher-made tests, conducting unit tests, Marking schemes, Exam supervision, Evaluation of answer scripts	3+12

		and reporting.	
5	Undertaking Cross-Curricular Activities	Conducting various activities of art, craft, drama, painting, yoga, adapted sports and physical education, celebrations of festivals, etc.	6+24
			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of the Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Internship in Other Disability		
Course Code	B24-INT-412		
Course Type	PCDS-4		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Record students' background in the class in special schools for different disabilities 2. Act as co/assistant teacher at special schools 3. Acquire skills for supporting children with other disabilities 4. Assist teachers in conduct of examination and evaluation 5. Undertake cross curriculum activities in special schools for other disabilities 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	01	03	04
Internal Assessment Marks	0	30	30
End Term Exam Marks	0	70	70
Max. Marks	0	100	100
Examination Time	0		
Part B- Contents of the Course			
Practicals			Contact Hours
Sr. No.	Tasks	Specific Activities	
1	Planning	Studying the background of the children in the allotted class and reading and reporting on Academic Calendars, Time Table, Diaries, Work-Books, Progress Reports, Case files, Parent Meeting Records, Different Formats and Assessment	3+12
2	Role of Teacher Assistant/ Team Teaching	Assisting Teachers at Special Schools in Classroom Teaching	6+24
3	Additional Skills (Other Disabilities)	Acquiring the basics of additional skills required for supporting children with other disabilities. Eg. ISL, Behavior Modification Training, etc. Preparing TLM; etc.	6+24
4	Assessments	Assist the teachers in developing Teacher-made tests, conducting unit tests, Exam supervision, Evaluation of answer scripts and reporting, and	3+12

		applying adaptations.	
5	Undertaking Cross-Curricular Activities	Conducting various activities of art, craft, drama, painting, yoga, special or adapted sports and physical education, celebrations of festivals, etc.	6+24
			120
Suggested Evaluation Methods			
Internal Assessment: 30		End Term Examination: 70	
➤ Practicum	30	➤ Practicum	70
• Class Participation:	5	Lab record, Viva-Voce, write-up and execution of the practical	
• Seminar/Demonstration/Viva-voce/Lab records etc.:	10		
• Mid-Term Exam:	15		
Part C-Learning Resources			
Recommended Books/e-resources/LMS:			

Session: 2024-25			
Part A - Introduction			
Name of Programme	B.Ed. Spl. Ed. (V.I.)		
Semester	IV		
Name of the Course	Employability Skills for the Visually Impaired		
Course Code	B24-SED-413		
Course Type	ES-1		
Level of the course	400-499		
Pre-requisite for the course (if any)			
Course Learning Outcomes (CLO) After completing this course, the learner will be able to:	<ol style="list-style-type: none"> 1. Outline the importance of Employability Skills and discuss relevant 2I century skills required for employment 2. Describe the types of entrepreneurship and enterprises, avenues 3. Develop various readiness skills for apprenticeship 4. Appreciate diversity at workplace and behave and communicate appropriately with all genders and PwD 5. Operate digital devices and use the associated applications and features at workplace 		
Credits	Theory	Practical/ Course-work/ Field Engagement	Total
Teaching Hours per week	2	2	4
Internal Assessment Marks	15	0	15
End Term Exam Marks	35	0	35
Max. Marks	50	0	50
Examination Time	1:30 hours		
Part B- Contents of the Course			
Instructions for Paper- Setter: 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.			
Unit	Topics		Contact Hours
I	Introduction to Employability Skills 1.1 Meaning and Importance of Employability Skills 1.2 Learning Employability Skills Online 1.3 2I Century Employability Skills 1.4 Critical Thinking and Decision-Making 1:30 Leadership and responsibility; Collaboration		12
II	Entrepreneurship 2.1 Introduction to Entrepreneurship 2.2 Difference Between Self-Employment & Entrepreneurship 2.3 Entrepreneurship as a Career Option 2.4 Functions of an Entrepreneur 2.5 Exploring the Market for Entrepreneurship avenues		12
III	Getting Ready for Apprenticeships 3.1 Personal Grooming and Hygiene 3.2 Building Resume 3.3 Preparing For An Interview 3.4 Handling Rejection and Failure		12

	3.5 Enrolling For Apprenticeships	
IV	Getting Included at the Workplace 4.1 Diversity in the Workplace 4.2 Inclusion in the Workplace 4.3 Diversity Specific Skills 4.4 Preparing for Independence and Livelihood Reality 4.5 Effective Communication Skills	12
V	Essential Digital Skills 5.1 Introduction to Digital Skills 5.2 Using Computer, Social Media 5.3 Internet Safety 5.4 Introduction to Mobile Applications 5.5 Exploring Popular Sites for Learning and Career Growth	12
Total Contact Hours		60
Suggested Evaluation Methods		
Internal Assessment: 15		End Term Examination: 35
➤ Theory	15	➤ Theory: 35
• Class Participation:	4	Written Examination
• Seminar/presentation/assignment/quiz/class test etc.:	4	
• Mid-Term Exam:	7	
Part C-Learning Resources		
Recommended Books/e-resources/LMS:		
<ul style="list-style-type: none"> • Bauer, C. A., & Bolsinger, H. J. (2017). The Value of Constitutional Values: An Exploratory Study of the Constitutions of India and Bavaria. <i>Tattva Journal of Philosophy</i>, 9(1), 13-30. • Employability Skills for Persons with Disabilities for Locomotor Disabilities, Visually Impaired and Hearing Impaired, Student Workbook Retrieved from https://scpwd.in/pdf/employability-skills-for-PWDs-manual-final-compressed-compressed.pdf • Gita JO, Amit K, sarju M et.al. Factors influencing employability of Persons with disabilities in India: a systematic review protocol. <i>International Journal of Research and review</i>. 2023; 10(4): 231-236. • GoI (2021). National Education Policy 2020 . Ministry of Human Resource Development, Government of India. • Maritz, A., & LaFerriere, R. (2016). Entrepreneurship and self-employment for people with disabilities. <i>Australian Journal of Career Development</i>, 25(2), 45-54. DOI:10.1177/103841621665804. • Ministry of Skill Development and Entrepreneurship. (2015). National Policy on Skill Development and Entrepreneurship. Government of India. • NCERT. (2023). National Curriculum Framework For School Education. New Delhi. Retrieved from: https://www.ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf • The Right to Reasonable Accommodations of Persons with Disabilities, Retrieved from https://www.canefoundation.org/ 		