

UNIVERSITY OF MYSORE

Two Years (4 Semesters)

**BACHELOR OF EDUCATION
SPECIAL EDUCATION (HEARING IMPAIRMENT)
B.Ed.Spl.Ed. (HI)**

**Regulation & Scheme of Studies
(Effective from 2025)**



**All India Institute of Speech and Hearing
Manasagangothri,
Mysuru – 570 006**



**Bachelor of Education – Sepcial Education (Hearing Impairment)
B.Ed.Spl.Ed. (HI)**

Revised regulations for 2-yr B.Ed.Spl.Ed. (HI) Programme at AIISH

1.0 Title, Application and Commencement:

These regulations shall be called the University of Mysore regulations for Choice Based Credit System (CBCS) and Continuous Assessment GradingPattern (CAGP) for Bachelor of Education – Special Education (Hearing Impairment). These regulations may come into force from the academic year 2025-26.

2.0 Programme Offered & Duration of the Programme:

Bachelor of Education – Special Education (Hearing Impairment) Duration of the programme: Four semesters in two years.

3.0 Monitoring and Regulations of the Programme:

The programme is affiliated to the University of Mysore and is governed by the regulations of the Rehabilitation Council of India (RCI).

4.0 Definitions of Key terms used in the Regulations:

Semester: A semester is an academic duration extending over a minimum period of eighteen weeks excluding examination days. The total duration of a semester is 20 weeks inclusive of semester-end examination.

Blank Semester: A semester is said to be blank semester for a candidate ifhe/she does not enrol for that semester.

Credit: It is a unit of academic input measures in terms of the study hours.It reflects the number of ‘Study Hours’ in a particular period devoted to various aspects of the teaching-learning process such as attending classes, engaging in assignments, projects, seminars, practical aspects, filed based activities, immersion, computer skills, research activities required for the course. A credit is a unit of study of a fixed duration. L stands for Lecture session, T stands for Tutorial Session and P stands for practical/practice session.

Course: A course is a study specified by the concerned Board of Studies for teaching, learning and evaluation during a particular semester. A coursewill have a minimum of three credits and a maximum of six credits. Every course offered may have three components associated with the teaching- learning process of the course, namely L, P and T.

Lecture: Lecture is a process primarily involving teacher-led oral presentations with accompanying demonstration and discussion, where the teaching staff will have a key role in content dealing.



Tutorial: A tutorial is a supplementary practice to any teaching-learning process that may consist of participatory discussion/self-study/deskwork/seminar presentations by students and such other novel methods that makes students absorb and assimilate more effectively the content delivered in the lecture classes, seminars, case study, discussion sessions etc.

Practical/Practice: A Practical/practice is a method of imparting education that consists of hands-on experience/laboratory experiments/field studies/ study tour, etc. that equip students to acquire the required skill component.

Core Course: A course which should compulsorily be studied by a candidate as a core-requirement is termed as a Core course. A core course may be a soft-core if there is a choice or an option for the candidate to choose a course from a pool of courses from the main discipline/subject of study or from a sister/related discipline/subject which supports the main discipline/subject. In contrast, a compulsory core course is called a hard- core course.

Perspective Course: These are courses that provide the theoretical orientation from basic discipline that has application in the field of education. It provides directional path to compose the requirement in the education as application from various basic disciplines.

Pedagogic Courses: These are courses that equip student-teachers with competencies to teach school subjects. There are two streams of pedagogic courses offered with optional choices. The first stream offers choice among the school subjects of mathematics, science or social science and subjects. The second stream involves teaching of languages Kannada or English. The choice of the pedagogic courses in the first stream shall be based on the optional subjects if student-teachers in the qualifying degree. The choice of the language in the second stream depends on the languages studied in the qualifying degree.

Enhancing Professional Capacities (EPC): These are the courses wherein the student-teacher is equipped with personal competencies that are required to do various activities expected of Enhancing Professional Capacities (EPC): a teacher.

Engagement with Field Activity (EF): These are the courses wherein the student-teacher will get the theoretical base through college classes and visit the field as and when required intermittently to collect information and complete assignments.

Field Work Activities: These are the activities assigned to the student to undertake in team or individually. The work may be in the institute campus or anywhere as the case demands. The processes of conduct and purpose are same as that of internship.

Modalities of Transaction and Assessment (MOTA): This is the description for the course operation in the institute and field with specification of role of teachers, learners and institutional responsibility. The assessment procedure is also specified in this phase.

Theory cum practice: These are the components of the curriculum where in the transaction requires orientation on certain theoretical grounds and



practice the theory into practice. The curriculum will have fifty percent of the course with theoretical aspects and other fifty percent with practicum. The teacher educator will conduct such classes into batches of 25 to fifty students as per the facilities available in the institute. Simulation practices: The professional skills required to practice insimulation without going to the school fall under these courses. The students will practice the competencies presuming the peers as students or even in absence.

Field Work Courses for which student has to visit the field collect the required data systematize process and present fall under these type of the courses.

Internship/Immersion: The activity where in the student-teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the role of a full fledged teacher and equip himself in real situation. The assessment is based on his/her performance while doing the activity and based on his/her record. The focus is on the development of competencies, in-depth understanding through field experience and application of learnt theoretical aspects.

5.0 Intake

A maximum of 20 candidates will be admitted to the programme.

6.0 Eligibility for Admission

- 1) Admission to B.Ed. Spl. Ed. (HI) is open to candidates who have ***passed any degree examination*** of the University of Mysore or any other examination recognized as equivalent thereto by the University of Mysore.
- 2) Candidates should have obtained a minimum of 50% marks either in Bachelors Degree and/or in the Masters degree in Sciences / Social Sciences / Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the program.
- 3) 5% relaxation for SC/ST/PWD categories.

7.0 Medium of Instruction

Medium of instruction is English. Candidates shall take examination in English, except for the language pedagogy course which will be as per the subject of study.

8.0 Curricular Components



The programme shall have the curricular components namely: (a) Perspective Courses (Per-C), (b) Pedagogic Courses (Pd-C), (c) Enhancing Professional Courses (Prof-C), and (d) Engagement with field Courses (Enga-C).

Each component of the curriculum will have sub component with course titles of study with specific credits and scheme of examination as mentioned. Further each of the courses shall be transacted by the mode specified in the section 'Mode of Transaction and Assessment' (MOTA).

A candidate can avail a maximum of 8 semesters / 4 years to complete the programme (including blank semesters, if any). Whenever a candidate opts for blank semester(s)

/ DROP a course or in courses or is compelled to DROP a course or courses as per the provision of the regulations, s/he has to study the prevailing courses offered by the Department as per the prevailing scheme, when s/he continues his/her study.

A candidate has to earn a minimum of 96 credits, for successful completion of B.Ed.Spl.Ed. (HI) programme. A candidate shall earn these 96 credits by studying Perspective Courses (Per-C), Pedagogic Courses (Pd- C), Courses Enhancing Professional Capacities (Prof-C) and Engagement with Field Courses (Enga-C) for the programme.

A candidate can enrol for a maximum of 24 credits per semester.

Only such candidates who register for a minimum of 24 credits per semester in the first two semesters and complete successfully 96 credits in 4 successive semesters shall be considered for declaration of ranks, medals and are eligible to apply for student fellowship, scholarship, freeships and hostel facilities.

Details of hours of instruction (contact hours) per week as per credits and total working duration have been provided in the following table.

I SEMESTER			
Course with UoM Code	Course Title	Total Credits (L:T:P)	Total Hours / Week (L:T:P)
Hard-core (Per-C)	Human Growth and Development	3 (2:1:0)	4 (2:2:0)
Hard-core (Per-C)	Contemporary India and Education	3 (2:1:0)	4 (2:2:0)
Hard-core (Per-C)	Introduction to Disabilities	3 (2:1:0)	4 (2:2:0)
Hard-core (Per-C)	Introduction to Education of Students with Disabilities	3 (2:1:0)	4 (2:2:0)
Hard-core (Per-C)	Life Skill Across Life Span	3 (2:1:0)	4 (2:2:0)
Hard-core (Per-C)	Identification of Disability and Assessment of Needs	3 (2:1:0)	4 (2:2:0)



Soft Core (Prof-C)	Skill-based Optional Course in Cross Disability & Inclusion: • Community Based Rehabilitation (OR) • Application of ICT in classroom	3 (2:1:0)	4 (2:2:0)
Soft Core Practicum (Enga-C)	Practical Related to Pedagogy and Disability Specialization • Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)	3 (0:0:3)	6 (0:0:6)
Total		24	34/week
		612 hours / semester	

II Semester			
Course with UoM Code	Course Title	Total Credits (L:T:P)	Total Hours / Week (L:T:P)
Hard-core (Per-C)	Learning, Teaching & Assessment	3 (2:1:0)	4 (2:2:0)
Hard-core (Per-C)	Equitable & Inclusive Education	3 (2:1:0)	4 (2:2:0)
Hard-core (Per-C)	Curriculum Designing, Adaptation & Evaluation	3 (2:1:0)	4 (2:2:0)
Soft Core (Pd-C)	Pedagogy of Teaching <ul style="list-style-type: none">• I:Science (OR)• II: Mathematics (OR)• III: Social Science	3 (2:1:0)	4 (2:2:0)
Soft Core (Pd-C)	Pedagogy of Teaching <ul style="list-style-type: none">• IV: Kannada (OR)• V:English	3 (2:1:0)	4 (2:2:0)
Soft Core – EPC (Prof- C)	<ul style="list-style-type: none">• Basic Research & Basic Statistics	3 (2:1:0)	4 (2:2:0)
Hard-core Practicum (Enga-C)	Practical Related to Pedagocy and Disability Specialization A. Classroom Observation at different levels and of different subjects. B. Employability Skill/ Understanding Self	6 (0:0:6)	12 (0:0:12)
Total		24	36/week
		648 hours / semester	
III Semester			



Course with UoM Code	Course Title	Total Credits (L:T:P)	Total Hours / Week (L:T:P)
Hard-core (Per-C)	Intervention & Teaching Strategies	3 (2:1:0)	4 (2:2:0)
Hard-core (Per-C)	ICT & Assistive Technology	3 (2:1:0)	4 (2:2:0)
Hard-core (Prof-C)	Psycho-social & Family Issues	3 (2:1:0)	4 (2:2:0)
Hard-core – EPC (Prof-C)	Reading and Reflecting on Texts	3 (2:1:0)	4 (2:2:0)
Soft Core (Per-C)	<ul style="list-style-type: none"> Supportive Skills for the Education of Children with Disabilities 	3 (2:1:0)	4 (2:2:0)
Soft Core – EPC (Prof-C)	<ul style="list-style-type: none"> Drama & Art in Education 	3 (2:1:0)	4 (2:2:0)
Hard-core Practicum (Enga-C)	Practical Related To Pedagogy & Disability Specialization A. Lesson Planning & Development of TLM B. Execution of Lesson (Teaching Practice)	6 (0:0:6)	12 (0:0:12)
Total		24	36/week
		648 hours / semester	

IV Semester			
Course with UoM Code	Course Title	Total Credits (L:T:P)	Total Hours / Week (L:T:P)
Soft Core Practicum (Enga-C)	SUPPORTIVE SKILLS / SCHOOL INTERNSHIP <ul style="list-style-type: none"> Supportive Skill Training (Assistive Technologies, Functional Academic Skills, etc.) 	6 (0:0:6)	12 (0:0:12)
Hard-core Field Engagement (Enga-C)	SUPPORTIVE SKILLS / SCHOOL INTERNSHIP <ul style="list-style-type: none"> Internship in Disability Specialization 	6 (0:0:6)	9 (0:0:9)
Hard-core Field Engagement (Enga-C)	SUPPORTIVE SKILLS / SCHOOL INTERNSHIP <ul style="list-style-type: none"> Internship at Inclusive School 	6 (0:0:6)	9 (0:0:9)
Soft Core Field Engagement (F2):	SUPPORTIVE SKILLS / SCHOOL INTERNSHIP <ul style="list-style-type: none"> Internship in Other Disability 	6 (0:0:6)	9 (0:0:9)
Total		24	39/week



Note: Lecture: 1 credit = 2 hour/week; Tutorial: 1 credit = 2 hours/week; Practicum: 1 credit = 2 hours/week; Field Engagement 1 credit = 1.5 hours/week

GRAND TOTAL	96	
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9.0 Credits, Marks & Passing Standards

The details of courses offered in each semester with credits, marks and passing standards are provided in the following table:

I Semester					
Course with UoM Code	Course Title	Credits	Internal Marks (Max. 30)		External Marks
			C1	C2	
Hard-core (Per-C)	Human Growth and Development	3	15	15	70
Hard-core (Per-C)	Contemporary India and Education	3	15	15	70
Hard-core (Per-C)	Introduction to Disabilities	3	15	15	70
Hard-core (Per-C)	Introduction to Education of Students with Disabilities	3	15	15	70
Hard-core (Per-C)	Life Skill Across Life Span	3	15	15	70
Hard-core (Per-C)	Identification of Disability and Assessment of Needs	3	15	15	70
Soft Core (Prof-C)	Skill-based Optional Course in Cross Disability & Inclusion: Community Based Rehabilitation <ul style="list-style-type: none">• (OR)• Application of ICT in Classroom	3	15	15	70
Soft Core Practicum (Enga-C)	Practical Related to Pedagocy and Disability Specialization <ul style="list-style-type: none">• Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)	3	15	15	70
Total		24	240		560
			800		
II Semester					
Course with			Internal Marks		External Marks



UoM Code	Course Title	Credits	(Max. 30)		
			C1	C2	
Hard-core (Per-C)	Learning, Teaching & Assessment	3	15	15	70
Hard-core (Per-C)	Equitable & Inclusive Education	3	15	15	70
Hard-core (Prof-C)	Curriculum Designing, Adaptation & Evaluation	3	15	15	70
Soft Core (Pd-C)	Pedagogy of Teaching <ul style="list-style-type: none">I:Science (OR)II: Mathematics (OR)III: Social Science	3	15	15	70
Soft Core (Pd-C)	Pedagogy of Teaching <ul style="list-style-type: none">IV: Kannada (OR)V:English	3	15	15	70
Soft Core – EPC (Prof- C)	<ul style="list-style-type: none">Basic Research & Basic Statistics	3	15	15	70
Hard-core Practicum (Enga-C)	Practical Related to Pedagocy and Disability Specialization A. Classroom Observation at different levels and of different subjects. B. Employability Skill/ Understanding Self	6	15	15	70
Total		24	210		490
			700		
III Semester					
Course with UoM Code	Course Title	Credits	Internal Marks (Max. 30)		External Marks
			C1	C2	
Hard-core (Per-C)	Intervention & Teaching Strategies	3	15	15	70
Hard-core (Per-C)	ICT & Assistive Technology	3	15	15	70
Hard-core (Prof-C)	Psycho-social & Family Issues	3	15	15	70
Hard-core – EPC (Prof-C)	Reading and Reflecting on Texts	3	15	15	70
Soft Core (Per-C)	<ul style="list-style-type: none">Supportive Skills for the Education of Children with Disabilities	3	15	15	70



Soft Core – EPC (Prof-C)	Drama & Art in Education	3	15	15	70
Hard-core Practicum (Enga-C)	Practical Related To Pedagogy & Disability Specialization A. Lesson Planning & Development of TLM B. Execution of Lesson (Teaching Practice)	6	15	15	70
Total		24	210		490
			700		
IV Semester					
Course with UoM Code	Course Title	Credits	Internal Marks (Max. 30)		ExternalMarks
			C1	C2	
Soft Core Practicum(Enga-C)	SUPPORTIVE SKILLS / SCHOOL INTERNSHIP • Supportive Skill Training (Assistive Technologies, Functional Academic Skills, etc.)	6	15	15	70
Hard-core Field Engagement (Enga-C)	SUPPORTIVE SKILLS / SCHOOL INTERNSHIP Internship in Disability Specialization	6	15	15	70
Hard-core Field Engagement (Enga-C)	SUPPORTIVE SKILLS / SCHOOL INTERNSHIP Internship at Inclusive School	6	15	15	70
Soft Core Field Engagement (F2):	SUPPORTIVE SKILLS / SCHOOL INTERNSHIP • Internship in Other Disability	6	15	15	70
Total		24	120		280
GRAND TOTAL		96	400		
			2600		
Consolidated Details of Working Duration, Duration, Credits & Marks					
Semester	Working Hours	Credits	Marks		Total
			Theory	Practicum	
I	612	24	700	100	800
II	648	24	600	100	700
III	648	24	600	100	700
IV		24	Nil	400	400



10.0 Modalities of Transaction

There shall be five major categories of modalities of transaction and assessment to be in operation from the conduct of the programme. Details of each modality of transaction and assessment are as follows:

10.1 Type 1: Modes of Transaction for Theoretical Courses

- There shall be at least four periods of theoretical classes per week.
- Wherein the teacher shall lead the learning either through lectures, demonstration, discussion, team teaching, and any other activity where the teaching staff will have key role in monitoring and content dealing.
- There can be additional classes for student activities related to the course such as self-study, presentation/ seminar, reflective compilation of information following review of professional literature, documents, etc.
- Periodical assignments, presentations, tests, quiz, discussions, etc. could be considered for internal assessment.
- Assignments of practical nature can also be considered contextually, such as, case study; compilation, preparation and/or administration of tests and tools for data collection; appraisal/ assessment of individuals, institutions, circumstances, instructional content and material, etc.; preparation of action and/or instructional plans; preparation/adaptation of instructional content and teaching-learning material; and mock demonstration among others.

10.2 Type 2: Modes of Transaction for Competency/Skill-Based Instruction (EPC)

- Competency-based instruction in courses such as understanding self, community-based rehabilitation, application of ICT in classroom, communication options, research and statistics, reading and reflecting on texts, and arts in education will involve theoretical orientation about fundamentals by teachers.
- They will also involve transaction in the nature of
 - Review of biographic material on personalities
 - Field surveys
 - Interviews and interactions
 - Preparation and/or demonstration of public educational information – brochures, pamphlets, posters, motion pictures, dramatisation, etc.
Planning and carrying out action research – including designing research, data collection and handling
 - Application of ICT for learning; maintaining reflective journals and improving creative and technical writing skills
 - Creative expression through visual and performing arts; and
 - Play-way activities among others.
- Periodic assessments may include written tests, discussions and debates, presentations as well practical assignments to ensure mastery.



10.3 Type 3: Modes for Transaction for Practicum Courses Involving Practical Observation

- Observation and reporting (maintaining reflective journals)
 - Assessment of children with hearing impairment and another disability (ASD/ID)
 - Therapy/training for children with hearing impairment and another disability (ASD/ID)
 - Educational assessment
 - School infrastructure and setting – of mainstream schools, special schools for hearing impairment and special schools for another disability(ASD/ID)
 - Review of school plans, documents and reporting
 - Individualised and group/classroom instruction for–
 - Typically developing learners
 - Learners with hearing impairment
 - Learners with other disability (ASD/ID)
- At different levels of education – pre-primary, primary and secondary

10.4 Type 4: Modes of Transactions for Simulation Practices

- Carrying out simulated exercises of-
 - Observation of recorded assessment and instructional activities
 - Educational Assessment
 - Preparing/ choosing test material according to specific purpose
 - Mock administration on peers
 - Instruction
 - Concept/ content analysis, adaptation and planning lessons – unit plan& for instructional sessions, followed by presentation to peers and discussion
 - Preparing teaching-learning aids carrying out micro-teaching exercises
 - Executing integrated lessons on pretend-to-be class of peers
 - ~ Observation of peer presentations and reflective discussion withsupervising staff and peers.

10.5 Type 5: Modes of Transactions for Practicum Courses Involving Teaching Practice & Functioning as Teachers

- Field engagement as teachers
 - Lesson planning for learners – with hearing impairment, with another disability (ASD/ID) and without disability
 - Preparation of teaching-learning aids for instruction
 - Executing lessons for typically developing learners and learners withhearing impairment in classroom setting
 - Carrying out individualised, small group remedial instruction for typically developing learners and learners with hearing impairment
 - Planning (blueprint) and administering classroom-based instructional assessment
 - Compilation and interpretation of student data



- Application of ICT for instructional purposes.
Serving as teacher-assistants for planning, engaging classes, assessment, material preparation, and conducting co-curricular activities.

11.0 Attendance:

Each semester shall be taken as a unit for purpose of calculating attendance and a candidate shall be considered to have put in the required attendance for the semester, if s/he has attended not less than 80% for each theory course, 90% for each practicum and field engagement / internship courses, and 100% for school internship (5% attendance may be condoned by the Head of institution on genuine grounds).

11.1 Candidates who have completed the requirements of practical work related to theory and other components of the semester and registered for the semester-end university examination alone will be allowed entry to the next semester.

A candidate who is having shortage of attendance in practicum and field engagement

/ internship courses is permitted to make up this shortage by attending practicum and field engagement / internship courses during vacation immediately after that semester, but before commencement of the next semester.

A candidate, who fails to satisfy the requirement of attendance in a semester, shall rejoin the same semester in the ensuing academic year when it is offered.

Note: Double duration of the Programme.

If a candidate represents the institution in Sports/NSS/Cultural or any official activities, the actual period of absence shall be condoned. The duration of such activities shall not exceed 15 working days in a semester.

B.Ed.Spl.Ed.(HI) is a full time programme and candidates shall not take up any employment/program part time or full time during their B.Ed.Spl.Ed.(HI) programme. Candidates violating this rule shall be removed from the programme. In case found post completion of such act, necessary action shall be taken to withdraw the degree.

12.0 Continuous Assessments, Earning of Credits and Award of Grades:

There shall be a University Examination at the end of each semester. The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows. Each course normally, would have two components - the internal assessment and the semester-end examination. Assessment and evaluation processes happen in a continuous mode. However, for reporting purpose, a semester is divided into 3 discrete components identified as C1, C2, and C3. The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below. During the first half of the semester, the first 50% of the syllabus will be completed. This shall be consolidated during the 8th week of the semester. Beyond 8th week, making changes in C1 is not permitted. The first component (C1), of assessment is for 15 marks. This will be based on test, assignment, practicum and seminar. The second component (C2), of assessment is for 15 marks. This will be based on test, assignment, practicum and seminar. The



continuous assessment and scores of second half of the semester will be consolidated during the 16th week of the semester. During the second half of the semester the remaining units in the course will be completed. The outline for continuous assessment activities for Component I (C1) and Component II (C2) will be proposed by the teacher/s concerned before the commencement of the semester and will be discussed and decided in the respective Academic Section. The students should be informed about the modalities well in advance. The evaluated courses/assignments during component I (C1) and component II (C2) of assessment are immediately returned to the candidates after obtaining acknowledgment and maintained by the concerned teacher for this purpose.

Total marks for each course	100 marks
Continuous assessment	15 marks
Continuous assessment	15 marks
Semester-End examination	70 marks

The marks and respective grades on internal assessment (Theory & practical courses) during each semester have to be forwarded to the university by the institutions within stipulated time before closing of the semester, as per University procedure.

All the practical during semester I, II, III & IV will be assessed by teacher educators internally. Records/reports/products related to theory and practical courses have to be prepared and maintained. They are to be made available for assessment, if demanded.

Final grade to be announced latest by 24th week. In case a candidate secures less than 40% in C1 and C2 put together, the candidate is said to have DROPPED in that course, and such a candidate is not allowed to appear for C3.

In case a candidate's attendance is less than as stipulated by the University, the candidate is said to have DROPPED the course, and such a candidate is not allowed to appear for C3 in that course. Teachers offering the course/s will place the above details in the Academic Section meeting during the last week of the semester, before the commencement of C3, and subsequently a notification pertaining to the above will be brought out by the chairman of the department/Head of the institution before the commencement of C3 examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).

Provided a candidate satisfies the attendance requirement and C1 + C2 requirements, s/he is allowed to appear for C3. However if s/he does not clear C3, the candidate is permitted to opt for DROP or MAKE UP option whenever it is offered.

- (i) In case a candidate secures less than 40% in C3, s/he may choose DROP/MAKE-UP option.
- (ii) The candidate has to exercise his/her option to DROP immediately within 10 days from the date of notification of results.

A MAKE-UP examination for odd semester courses will be conducted along with next regular odd semester examinations and for even semester courses along with a next regular even semester examinations. If a candidate is still unsuccessful, s/he may opt for



DROP or again take up MAKE-UP examination; however, not exceeding double the duration norm in one stretch from the date of joining the course.

A Candidate has to re-register for the DROPPED course when the course is offered again by the Department if it is a hard core course. The candidate may choose the same or an alternate core/elective in case the dropped course is soft core/elective course. The details of any dropped course will not appear in the grade card.

The tentative / provisional grade card will be issued by the Registrar (Evaluation) at the end of every semester indicating the courses completed successfully. This statement will not contain the list of DROPPED courses.

Upon successful completion of the Bachelor's Degree, a final grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Registrar (Evaluation).

The grade and the grade point earned by the candidate in the course will be as given in the following table.

P	G	GP=V x G
90-100	9(A++)	V X 9
80-89	8(A+)	V X 8
70-79	7(A)	V X 7
60-69	6(B+)	V X 6
50-59	5(B)	V X 5
0-49	0(C)	V X 0

Here, P is the percentage of marks ($P = [C1 + C2] + M$) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

If $G=0(C)$, ($GP=0$) then the course is automatically considered as pending. He/she is not said to have failed the course.

A candidate can withdraw any course within ten days from the date of notification of final results. Whenever a candidate withdraws a paper, s/he has to register for the same course in case it is hard-core course, the same course or an alternate course if it is soft-core course. DROPPED course is automatically considered as a course withdrawn.

Overall cumulative grade point average (CGPA) of a candidate after successful completion of the required number of credits (96) is given by

$$CGPA = \Sigma GP_i / V_i$$

Where, GP_i denotes the grade points earned in the course; V_i denotes the credit value specified for the course CA4. as predetermined for the programs under various faculties is given by the ratio of the cumulative sum of the Grade points earned by the candidate during all the semesters to the cumulative sum of the credits specified for the entire program.



Classification of Results:

The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows.

CGPA	FGP
$8 > \text{CGPA} < 10$	1
$6 > \text{CGPA} < 8$	2
$5 > \text{CGPA} < 6$	3

13.0 Setting Question Papers and Evaluation of Answer Scripts:

A panel of examiners for B.Ed.Spl.Ed.(HI) will be prepared by the Board of Studies in Special Education. A Board of Examiners will be constituted by the University from the Panel of examiners for B.Ed.Spl.Ed.(HI) program. The Registrar (Evaluation) shall conduct the examination and declare the results.

Question papers in three sets shall be set by the internal examiner for a course. Whenever there are no sufficient internal examiners, the Chairman Board of Examination shall get the questions paper set by external examiners.

The Board of Examiners shall scrutinize and approve the question papers and scheme of valuation.

- (i) There shall be single valuation for all theory courses by internal examiners. In case the number of internal examiners falls short, external examiners may be invited.
- (ii) The examination of Practical work/ Field work / Project work will be conducted jointly by two internal examiners. However, Chairperson of BOE on its discretion can also invite external examiners if required.

14.0 Challenge Valuation: As per the UOM regulations issued from time to time.

15.0 Issuance of Grade Certificate

On successful completion of a given programs, the University shall issue the consolidated marks statement to the student, with details of CGPA score and the actual percentage of aggregate marks secured in all courses of the program on payment of the prescribed fees by the student.

16.0 Barring of Simultaneous Study:

No candidate admitted to a degree course in a College/Institution under the jurisdiction of this University shall be permitted to study simultaneously in any other course leading to a degree (regular, evening & morning) offered by this or any other university.

If a candidate gets admitted to more than one course, the University shall cancel without giving prior notice, his/her admission to all the courses to which s/he has joined.



17.0 Miscellaneous

17.1 These revised regulations will apply to candidates admitted for the academic year 2025-26 onwards.

17.2 Any other regulations not specified above shall be as per the UOM regulations issued from time to time.

17.3 Any other issue, not envisaged above, shall be resolved by the Vice Chancellor in consultation with the appropriate bodies of the University, which shall be final and binding.

REGISTRAR

VICE-CHANCELLOR



MODEL QUESTION PAPER PATTERN
(All Units are Compulsory)

Paper Title:

Marks: 70

Paper Code:

Time: 3 Hours

Unit No.	Question Number	Question/s	Marks
I	1 (a)	A xxxxxxxxxxxxxxxxxxxxxxxxxxxx	10
	(b)	B xxxxxxxxxxxxxxxxxxxxxxxxxxxx	10
		OR	
	2 (a)	C xxxxxxxxxxxxxxxxxxxxxxxxxxxx	15
	(b)	D xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05
II	3 (a)	E xxxxxxxxxxxxxxxxxxxxxxxxxxxx	10
	(b)	F xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05
		OR	
	4 (a)	G xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05
	(b)	H xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05
	(c)	I xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05
III	5 (a)	J xxxxxxxxxxxxxxxxxxxxxxxxxxxx	15
		OR	
	6 (a)	K xxxxxxxxxxxxxxxxxxxxxxxxxxxx	08
	(b)	L xxxxxxxxxxxxxxxxxxxxxxxxxxxx	07
IV	7 (a)	M xxxxxxxxxxxxxxxxxxxxxxxxxxxx	10
	(b)	N xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05
	(c)	O xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05
		OR	
	8 (a)	P xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05
	(b)	Q xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05
	(c)	R xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05
	(d)	S xxxxxxxxxxxxxxxxxxxxxxxxxxxx	05

Regulation: For a theory paper carrying 70 marks, each full question shall carry either 10 or 15 marks, with internal choices having equal marks. Each **15** mark question can be divided as follows: **15**, **10+5**, and **5+5+5**; and each **10** mark question can be divided as follows: **10**, **5+5**, and **5+3+2**. Maximum number of subdivisions in a question shall be THREE.



B.Ed.Spl.Ed. (HI): Semester I
HUMAN GROWTH AND DEVELOPMENT

Course: Hard Core

Credits: 03 (L: T: P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 +15 + 70) 100

Objectives

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

- Explain the process of development with special focus on infancy, childhood and adolescence.
- Critically analyze developmental variations among children.
- Comprehend adolescence as a period of transition and threshold of adulthood.
- Analyze different factors influencing child development.

Unit 1: 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 Nature vs. Nurture
- 1.5 Domains: Physical, sensory- perceptual, cognitive, socio-emotional, language and communication, social relationship
- 1.6 Psychological well-being

Unit 2: Theoretical Approaches to Development

- 2.1 Cognitive & Social- Cognitive Theories (Piaget, Vygotsky, Bruner, Bandura)
- 2.2 Psychosocial & Psychoanalytic Theories (Erikson, Sigmund Freud)
- 2.3 Behavioural Theories (Pavlov, Skinner)
- 2.4 Ecological Theory (Bronfrenbrenner)
- 2.5 Humanistic & Holistic Theories (Abraham Maslow, Steiner)

Unit 3: The Early Years (Birth to Eight Years

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
- 3.2 Birth and neonatal development: Screening the newborn – Apgar score, reflexes and responses, neuro-perceptual development
- 3.3 Milestones and variations in development
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development
- 3.6 Formation of identity and self-concept

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

- 4.1 Emerging capabilities across domains of physical and social emotional



- 4.1.1 Issues related to puberty
- 4.1.2 Gender development
- 4.1.3 Formation of identity and self-concept
- 4.2 Emerging capabilities across domains related to cognition: Metacognition, creativity, ethics
- 4.3 Influence of the environment (social, cultural, political) on the growing child
- 4.4 Emerging roles and responsibilities in adulthood
- 4.5 Career choices, life skills and independent living in adulthood

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

Hands on Experience:

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

Suggested Readings

- Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
- 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.
- Kagan, J. & Segal, J. (1991). *Psychology: An introduction* (7th ed.) Philadelphia: Harcourt Brace Javanovich College Publishers.
- 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.
- Wallace, P. M., Goldstein, J. H., & Nathan, P. E. (1994). *Introduction to psychology*. Madison, WI: Brown & Benchmark Publishers.



B.Ed.Spl.Ed. (HI): Semester I
CONTEMPORARY INDIA AND EDUCATION

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Explain the history, nature and process and philosophy of education
- Analyse the role of educational system in the context of modern ethos
- Understand the concept of diversity
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian education in global context

Unit 1: Philosophical Foundations of Education

- 1.1 Education: Concept, definition and scope
- 1.2 Agencies of Education: School, family, community and media
- 1.3 Philosophies of Education: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism
- 1.4 Classical Indian Philosophies: Vedanta Darshan, Sankya Darshan, Buddhism and Jainism
- 1.5 Indian philosophers: Aurobindo, Gandhi, Tagore, Krishna Murthy, Sonam Wangchuk

Unit 2: Understanding Diversity

- 2.1 Concept and Types of diversity: Gender, linguistic, cultural, socio-economic and disability
- 2.2 Girl child with disability, twice exceptionality; Disability as a Social and Political Construct
- 2.3 Diversity: in Global perspective (ICIDH 1980 & ICF 2001 by WHO)
- 2.4 Addressing diverse learning needs, Language issues in education, equity and inclusion
- 2.5 Gender Equality (UN SDG3, UN SDG4, UN SDG5, UN SDG10)
- 2.6 Diversity in schooling
 - 2.6.1 Inclusive education as a rights-based model, Community participation and community-based education
 - 2.6.2 Complementarity of inclusive and special schools

Unit 3: Contemporary Issues and Concern

- 3.1 Challenges of education from preschool to senior secondary
- 3.2 Universalisation of school education, right to education, universal access, Universal retention, and Universal learning
- 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly with reference to girl child, weaker sections and individuals with disabilities



- 3.4 Equal educational opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- 3.5 Inequality in schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system
- 3.6 Professional Development of Teachers: Aspiration and Qualities of Teachers, In-service Teacher Education, Professional Identity of Teachers, Teacher as a Initiator, Facilitator, & Researcher, Professional Development of Teachers (STTP, LTTP)

Unit 4: Education Commissions, Policy & Programmes (School Education)

- 4.1 Constitutional provisions on education that reflect national ideals: Equality, liberty, secularism, and social justice
- 4.2 National Commissions and Policies: Education Commission (1964), NPE (1968), NPE and POA (1986, 1992), NEP (2020), NCF (2005), NCFTE (2009), NCFFS (2022), NCFSE (2023), National Policy for Persons with Disabilities (2006)
- 4.3 National Acts: RCI Act, 1992; PWD Act, 1995; NT Act, 1999; RTE Act (2009 & 2012), RPwD (2016)
- 4.4 Programmes and Schemes: IEDC (1974, 1983); SSA (2000, 2011, 2018); RMSA (2009); IEDSS (2009)
- 4.5 International conventions and policies: World Declaration for EFA, 1990; Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies, Incheon Gan 2030, Biwako Millennium Framework

Suggested Activities on Contemporary Issues

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

Essential Readings

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillan: Delhi.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi



- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

Suggested Readings

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



- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects: Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.



B.Ed.Spl.Ed. (HI): Semester I
INTRODUCTION TO DISABILITIES

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Explain the various terms associated with disabilities
- Classify various disabilities according to different frameworks
- Describe the vital provisions for empowering persons with disabilities
- Give details of the prevalence, characteristics and needs of various disabilities
- Discuss the sensitivity to be kept in mind while working with persons with disabilities.

Unit 1: 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 Inaccessible environments as a source of barriers for learners with disabilities

Unit 2: Characteristics, incidence, prevalence, types, and needs of persons with;

- 2.1 Locomotor disabilities and Muscular Dystrophy
- 2.2 Cerebral Palsy and other neurological conditions
- 2.3 Blindness and Low vision
- 2.4 Hearing impairment: & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped
- 2.5 Speech and language disabilities (Communication Disorders)

Unit 3: Characteristics, incidence, prevalence, types, and needs of persons with;

- 3.1 Intellectual Disability
- 3.2 Autism Spectrum Disorder
- 3.3 Specific Learning Disabilities
- 3.4 Multiple Disability and Deafblindness
- 3.5 Other Disabilities included in the RPwD (2016)

Unit 4: Provisions for empowerment of learners with disabilities in RPWD 2016

- 4.1 Respect for difference and acceptance of PwDs as part of human diversity, Use of respectable and 'person first' language and preserve identity
- 4.2 Benchmark disabilities & high support needs, Reasonable accommodations, equality and equity



- 4.3 Accessibility & barrier free environment for different disabilities, Effective participation and inclusion
- 4.4 Avoid labeling except for certification purposes & Uphold abilities and not limitations
- 4.5 Understand intersectionality of disability & Eliminate stereotypes

Course Work/ Practical/ Field Engagement

- 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

Transaction

- Visits
- Observations
- Videos and
- Interactions with students with disabilities

Essential Readings

- 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.
- Hodgkinson, 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



B.Ed.Spl.Ed. (HI): Semester I
INTRODUCTION TO EDUCATION OF STUDENTS WITH DISABILITIES

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Discuss the developments on the basis of advancements that rationalize the change in trends in the education of children with disabilities
- Describe the national initiatives and provisions for education children with disabilities and their families
- Explain the infrastructural requirements and pedagogical practices for various educational set ups
- Explain and undertake their role responsibilities as a special educator
- Discuss the readiness required for the future for education of students with disabilities

Unit 1: Changing perspectives in the education of children with disabilities

- 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, intervention and education of children with disabilities
- 1.6 Blended and Web-Based educational service for distance learning for reaching the unreached

Unit 2: Current initiatives for education of children with disabilities

- 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
- 2.2 Setting up and supporting of special schools, centers, vocational education; provisions of various Govt schemes
- 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)
- 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)
- 2.5 Reservation of seats under RTE (2009) Act and creating barrier free environment in schools and e-content guidelines, provisions of open schooling
- 2.6 UDL (Universal designs for learning) frameworks



Unit 3: Changing role of a special educator

- 3.1 Sensitizing community and Aganwadis for early identification and intervention, development of soft skills, attending skills and knowledge of ICT
- 3.2 Home visits and need based home training, informed choices, supporting for conducting surveys as mentioned in RPwD Act (2016)
- 3.3 Assisting families in availing facilities in schemes, concessions and preparation of UDID card and data management
- 3.4 Working with general school teachers for inclusive pedagogy and supporting basic skills for learning for children with different disabilities
- 3.5 Undertaking action research and attending continuous rehabilitation and professional development programs
- 3.6 Using technological tools and apps for easing and enhancing communication, reading, writing and computing
- 3.7 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.

Unit 4: Setting up of the special centres and curricular strategies in special schools

- 4.1 Early intervention (below 3 years) infrastructural requirements, cross disability curriculum, school readiness programs and transition planning
- 4.2 Foundational and preparatory (3 yrs to 11 yrs) infrastructural requirements and pedagogical practices
- 4.3 Middle school (11yrs to 14 years) and secondary (14 yrs to 18 years) infrastructural requirements and pedagogical practices, supporting career education of students with disabilities.
- 4.4 Pedagogical practices for high support needs, multiple disabilities and independent living skills
- 4.5 Maintaining school records and conducting parent meetings and programs for families
- 4.6 Education for life and career skills: Critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaborations and risk taking abilities

Transaction:

Lectures, Symposiums, Desk reviews, Focus Group Discussions

Course work/Field engagements

- 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

Recommended readings

- 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; 1st 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.niepmnd.tn.nic.in/publications)
- Keith Stroeve, 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 & Thiagarajan, 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) 21st 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_Judge ment_28-Oct-2021.pdf](https://main.sci.gov.in/supremecourt/2016/6641/6641_2016_3_1501_30887_Judge%20ment_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/BEd/I/CONTEMPORARY%20INDIA%20 AND%20EDUCATION.pdf](https://www.bdu.ac.in/cde/docs/ebooks/BEd/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf)
- https://www.education.gov.in/sites/upload_files/mhrd/files/documentreports/Confluence.pdf
- https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-SchoolEducation-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-ChildrenDisabilities-ENG.pdf>
- <https://www2.ed.gov/documents/ai-report/ai-report.pdf>



B.Ed.Spl.Ed. (HI): Semester I

LIFE SKILLS ACROSS LIFE SPAN

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives:

After completing the course the learner will be able to:

- Critically evaluate the necessity and relevance of appropriate life skills development
- Make individualized adaptations to teach skills across diverse learners
- Plan for transitions at various life stages
- Understand and implement strategies to promote SEL and other critical life skills in individuals with disabilities.

Unit 1. Foundations of Life Skills Education

- 1.1 Introduction to life skills
- 1.2 Theoretical frameworks supporting life skills development
- 1.3 Developmentally appropriate life skills across different life stages
- 1.4 Relevance of life skills for children with disabilities
- 1.5 Ethical, inclusive and experiential practices

Unit 2. Adapting Life Skills for Diverse Learners

- 2.1 Adaptive and differentiated instruction in life skills
- 2.2 Assistive technology, AACs in teaching life skills
- 2.3 Individualized Education Plans (IEPs) for life skills
- 2.4 Addressing challenges
- 2.5 Transition planning for life after school

Unit 3. Promoting Social-Emotional Learning (SEL) and Personal Competencies

- 3.1 Understanding emotions and emotional regulation
- 3.2 Strategies for emotional regulation and self-management
- 3.3 Social awareness and empathy
- 3.4 Parent, caregiver and professional's role in supporting social and emotional learning
- 3.5 Methods for Influencing the Socio-emotional Development of individuals with special Needs: Insights from Current Research

Unit 4. Holistic Life Skills Education and Collaborative Approaches

- 4.1 Cognitive and Executive Functioning Skills (Perspective taking and theory of mind, Critical thinking and decision-making, Problem-solving strategies, Executive functioning (planning, organizing, attention control, self-monitoring)
- 4.2 Social, Communication, and Emotional Regulation Skills (Social skills and interpersonal relationships, Conflict resolution and peer interactions, Communication skills: verbal, non-verbal, and use of Augmentative and Alternative Communication (AAC) systems, Emotional identification, expression, regulation, and stress management)
- 4.3 Independent Living and Personal Care (Self-care and hygiene routines)
- 4.4 Understanding privacy and personal boundaries, Sexuality education and safety
- 4.5 Independent living skills: time management, routines, travel training, meal preparation)
- 4.6 Functional Life Skills and Financial Literacy (Functional academics in real-life contexts)



- (home, school, work), Financial literacy: budgeting, saving, using money safely
- 4.7 Vocational readiness and employment-related skills, Functional skills for daily life and adaptability in diverse settings)
- 4.8 Leadership, Self-Advocacy, and Community Engagement (Development of leadership and self-advocacy in learners, Understanding rights, responsibilities, and citizenship, Participation in community and civic life, Leisure and recreation as components of quality of life).
- 4.9 Collaborative Approaches in Life Skills Education (Interdisciplinary collaboration: Roles of special educators, therapists, counselors, and other professionals, Family-professional partnerships: Engaging families in planning and implementation, Community engagement: Utilizing local resources and creating inclusive opportunities, Peer-mediated instruction: Using peer support models for skill development and social inclusion, Innovations and best practices: Real-life and experiential learning models in special education (e.g., community-based instruction, simulation, project-based learning).

Transaction

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.

- ☐ Lectures and discussions
- ☐ Field visits
- ☐ Hands-on experiential demonstrations
- ☐ Workshops and seminars
- ☐ Self-study and use of online resources
- ☐ Presentations and projects

Course work/Practical/Field Engagement

- Develop worksheets and TLMs to teach essential life skills
- Develop and execute lesson plans to group teach selected life skills to individuals under 10 years of age essential in inclusive classrooms
- Develop and execute lesson plans to group teach selected life skills to individuals over 10 years of age essential in educational settings
- Develop and execute lesson plans to individually teach selected life skills essential in a workplace

Recommended Readings

- Keenan, S., King, G., Curran, C. J., & McPherson, A. (2014). Effectiveness of experiential life skills coaching for youth with a disability. *Physical & occupational therapy in pediatrics*, 34(2), 119-131.
- Kennedy, F., Pearson, D., Brett-Taylor, L., & Talreja, V. (2014). The life skills assessment scale: measuring life skills of disadvantaged children in the developing world. *Social Behavior and Personality: an International Journal*, 42(2), 197-209.
- Life Skills Curriculum in India and research (<https://dreamadream.org/life-skills-curriculum/> & <https://dreamadream.org/financialstype/research-papers/>)
- Mannix, D. (2009). *Life skills activities for secondary students with special needs*. John Wiley & Sons.



- Pearson, D., Kennedy, F. C., Bhat, S., Talreja, V., & Newman-Taylor, K. (2021). Thriving in adversity: Do brief milieu interventions work for young adults in the developing world? A pragmatic randomized controlled trial. *Social Behavior and Personality: an international journal*, 49(9), 1-8.
- Pearson, D., Kennedy, F. C., Talreja, V., Bhat, S., & Newman-Taylor, K. (2021). Thriving in adversity: Do life skills programs work for developing world children? A pragmatic randomized controlled trial. *Social Behavior and Personality: an international journal*, 49(9), 1-13.
- Pearson, D., Kennedy, F., Talreja, V., Bhat, S., & Newman-Taylor, K. (2020). The Life Skills Assessment Scale: Norms for young people aged 17–19 and 20–22 years. *Social Behavior and Personality: an international journal*, 48(4), 1-15.
- Ramaswamy, B., Pushpa, R. S., & Gururaj, M. B. (2018). *Skill Development In India (Prabhat Prakashan): Sone ka Nevla: A Treasure Trove of Stories by Sudha Murty.* Prabhat Prakashan.
- Rani, K. N., Mohanraj, J., Indira, B., & Lakshmi, B. S. (2012). *Step by Step: Learning Language and Life Skills.* Pearson Education India.
- Singhal N. (2022). *Independence in Self-Care Routines: A Curriculum for Professionals and Parents of Children with Autism and Developmental Conditions.* Developed with support from DST, GOI.
- Subasree, R., Nair, A. R., & Ranjan, R. (2014). The Life Skills Assessment Scale: the construction and validation of a new comprehensive scale for measuring Life Skills. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, 19(1), 50-58.
<https://dreamadream.org/lifeskills-assessment-scale/>
- Zins, J. E. (Ed.). (2004). *Building academic success on social and emotional learning: What does the research say?.* Teachers College Press.



B.Ed.Spl.Ed. (HI): Semester I

IDENTIFICATION OF DISABILITY AND ASSESSMENT OF NEEDS

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

- Explain the need and techniques for early identification of hearing loss in children:
- Acquire knowledge in the area of audiological assessment and its relevance in education.
- To discuss communicative and language related needs with the understanding of its development and assessment.
- Understand the need for assessment of various processes involved in production of speech.
- Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.

Unit 1: Early Identification of Hearing Loss – Need and Strategies

- 1.1 Need for and importance of early identification of hearing loss for preventing speech and language deprivation.
 - 1.1.1 Overview of behavioral and objective techniques in screening for hearing loss.
 - 1.1.2 Team members involved in hearing screening and their role. Need to sensitize them on language deprivation, sign language & deaf community.
- 1.2 Use of checklists and behavioral observation in early identification of hearing loss by school teachers (congenital & acquired).
 - 1.2.1 Referral of children based on signs and symptoms of hearing loss.
- 1.3 Orientation: Sound, Physical and psychological parameters/attributes, concept of decibel, Behavioral Auditory developmental milestones in typical children (0-2 years).
 - 1.3.1 Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance.
 - 1.3.2 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA)].
- 1.4 Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.
- 1.5 Concept of unaided, aided audiograms, speech spectrum and its applications. Orientation to auditory processing of speech and impact of its disorder.



Unit 2: Assessment of Language and Communication

- 2.1 Receptive and expressive language: concept, types (verbal and manual) and structure
- 2.2 Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors
- 2.3 Assessing communication and language: Developmental checklists, scales, standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)
- 2.4 Identification of needs related to communication and language

Unit 3: Assessment of Speech

- 3.1 Prerequisites, processes, types and need for speech and ISL assessment.
- 3.2 Basics of articulation and phonology (active and passive articulators; classification of vowels and consonants) & its assessment.
- 3.3 Supra-segmental aspects of speech and assessment of speech intelligibility.
- 3.4 Basics of ISL Parameters and their role in early sign language acquisition. Development of ISL through the ages. Pre-requisites, processes and need for assessment of ISL.
- 3.5 Assessment of various components of ISL (hand-shape, palm orientation, position of the hands, movement of the hands and non-hand components such as the use of the face, facial expressions, or body posture).

Unit 4: Educational Assessment and Identification of Needs

- 4.1 Educational assessment: Concept and scope
- 4.2 Factors affecting educational performance: individual, family and environment.
- 4.3 Types of assessment: Norm referenced and criterion referenced test; Comprehensive and continuous assessment; Summative and formative; Formal and informal; Conventional and alternate; Performance based and curriculum based
- 4.4 Tools and techniques of educational assessment: Observations, interviews, developmental scales, standardized and criterion based tests, teacher made tests at different levels and classroom assessment techniques (conventional and modern)
- 4.5 International trends and challenges in assessment with bilingual and bimodal approaches: Independent, dual purpose and constructivist perspective and adaptations

Course work/ Practical/ Field Engagement

- Compiling checklists (at least two) to identify hearing impairment in children
- Using the audiograms of children (at least two), identify the audiological needs of each
- Profiling the speech of children (at least two) by using a speech assessment kit
- Record the interaction with the three year old typically developing child and



write your brief reflections in terms of use of vocabulary and syntax

- Compile various tools used for educational assessment of children

Transaction and Evaluation

- Lecture cum Demonstration
- Tutorials
- Assignments
- Tests

Essential Readings

- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersey
- Brigrance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing, Allyn and Bacon publication, Boston
- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching, Prentice hall publication, New Jersey
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). New York: Appleton-Century-crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins
- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Quigley & Paul, (1984) Language and deafness, College – Hill Press Inc. California
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.
- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf
- VCSL Checklist: <http://v12.gallaudet.edu/visual-communication-and-sign-language>.



B.Ed.Spl.Ed. (HI): Semester I
COMMUNITY BASED REHABILITATION
(Skill Based Optional Course in Cross Disability & Inclusion)

Course: Soft Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Explain the concept, principles and scope of community-based rehabilitation.
- Learn the strategies for promoting public participation in CBR.
- Apply suitable methods for preparing persons with disability for rehabilitation within the community.
- Provide need-based training to persons with disabilities.
- Develop an understanding of the role of government and global agencies in CBR.
- Learn about the role of media in enhancing community participation

Unit 1: Introduction to Community Based Rehabilitation (CBR)

1.1 Concept and Definition of CBR

1.2 Principles of CBR

1.3 Difference between CBR and institutional living

1.4 Socio-cultural and economic contexts of CBR

1.5 Scope and inclusion of CBR in government policies and programs

Unit 2: Preparing Community for CBR

2.1 Awareness program: Types and methods

2.2 Advocacy: Citizen and self

2.3 Focus group discussion

2.4 Family counselling and family support groups

2.5 CBR and corporate social responsibility

Unit 3: Preparing Persons with Disability for CBR

3.1 School education: Person centred planning, and peer group support

3.2 Transition: Individual transition plan, development of self determination and self management skills

3.3 Community related vocational training

3.4 Skill Training for living within community

3.5 Community based employment and higher education

Unit 4: Role of Media in Enhancing Community Participation

4.1 Mass media and its role in mobilisation of community-based rehabilitation



4.2 Strategies for community awareness and participation

4.3 Different modes (print, electronic, audio-visuals, word-of-mouth), Effectiveness of each media for different target groups

4.4 Inclusion of PwDs in SHG, & Panchayat-Raj

4.5 Educators' use of mass media for community-based rehabilitation and education

Transaction

- Lecture method
- Seminar
- Group discussion
- Case study
- Practical and field work

Course work / Field Engagement

- 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

Essential Readings

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



B.Ed.Spl.Ed. (HI): Semester I
APPLICATION OF ICT IN CLASSROOM
(Skill Based Optional Course in Cross Disability & Inclusion)

Course: Soft Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

After completing the course the student teacher will be able to:

- Gauge the varying dimensions in respect of ICT and Applications in Special Education.
- Delineate the special roles of ICT Applications.
- Acquire Familiarity with Different Modes of Computer-Based Learning
- Describe the application of ICT in Inclusive setups and policy provisions for ICT

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

- 1.1 Meaning and scope of ICT and its role in construction of knowledge
- 1.2 Possible uses of audio-visual media and computers (radio, television, computers)
- 1.3 Integrating ICT in special education with reference to Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
- 1.4 Three 'A's of ICT Application: Access, Availability and Affordability
- 1.5 Overview of WCAG (Web Content Access Guidelines)

Unit 2: Using Media and Computers

- 2.1 Media: Radio and audio media: Script writing, storytelling, songs, etc., Television and video in education, Importance of newspaper in education
- 2.2 Computers: Functional knowledge of operating computers – On/ off, word processing, use of PowerPoint, Excel, ICT applications for access to print
- 2.3 Computer as a learning tool: Effective browsing of the internet for discerning and selecting relevant information, survey of educational sites and downloading relevant material; cross collating knowledge from varied sources
- 2.4 Computer-aided learning: Application of multimedia in teaching and learning, programmed instruction; computer-assisted instruction; interactive learning
- 2.5 E-Classroom: Concept, organizing e-classroom and required adaptations for students with disabilities, National Level initiatives for promotion of E-learning

Unit 3: Visualising Technology-Supported Learning Situations

- 3.1 Preparation of learning schemes and planning interactive use of audio-visual programme
- 3.2 Developing PPT Slide show for classroom use and using of available software or CDs with LCD projection for subject learning interactions
- 3.3 Generating subject-related demonstrations using computer software and enabling students to plan and execute projects



- 3.4 Interactive use of ICT: Participation in social groups on internet, creation of 'blogs', organizing teleconferencing and video-conferencing
- 3.5 Identifying and applying software for managing disability specific problems

Unit 4: Computer- Assisted Instruction for Learners with Hearing Impairment

- 4.1 Teaching Language subjects using Computers
- 4.2 Teaching maths subjects using computers
- 4.3 Teaching science subjects using computers
- 4.4 Teaching social-sciences using computers.
- 4.5 Teaching art-subjects using computers
- 4.6 Ethical Practices; Cyber laws and Child Safety
- 4.7 International and National Policy concerns on Use of ICT in education

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

- Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
- Prepare a PPT by inserting photos and videos on a topic of your choice
- Create your email account as well as design a blog
- Analyse OERs on National Platform, write the features and characteristics of these OERs

Transaction

- Lecture Method
- Seminar
- Group Discussion
- Case study
- Practical and Field work

Essential Readings

- Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.
- AGI Training Team (2011). *Microsoft Office 2010 digital classroom: A complete training package*. Indianapolis, IN: Wiley Publishing Inc.
- Mills, W. R. (2009). *Microsoft Office Excel 2007: A beginner's guide*. Bloomington, IN: Author House.
- Hunt, M. (2011). *Microsoft Office 2010: Second course*. Boston, MA: Course Technology.
- Wagner, R. L. (1996). *The McGraw-Hill internet training manual*. New York, NY: McGraw-Hill.



B.Ed.Spl.Ed. (HI): Semester I
PRACTICUM: RELATED TO PEDAGOGY & DISABILITY

Hearing Impairment (HI)

Visits & Writing Reports (Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools)

Course: Soft Core Practicum

Credits: 03 (L:T:P = 0:0:3)

Contact Hours: 6P / week

Marks: (15 + 15 + 70) 100

Tasks	Educational Settings	Specific Activities
Visits to special schools/Deaf Associations/Training Centres which use a) Educational Bilingualism b) Total Communication c) Oral-aural approach	Special schools for children with hearing impairment	<ul style="list-style-type: none"> • Study the infrastructure, resources available in a special school, Deaf Associations/ Training Centres and observe the various services being offered. • Identify the communication mode being used by the 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 deaf students. • Include the suggestions on what can be done to make it better.
Visit to speech and hearing center/clinic	Speech and hearing clinic	<ul style="list-style-type: none"> • Observe hearing assessment in children of various age groups • Observe hearing aid trial and fitting in children of various age groups • Listening to speech of children with and without hearing loss and identifying parameters (Nonsegmental, segmental & suprasegmental) 3 children each. • Observing speech assessment (screening) children. • Carrying out speech assessment (screening). • Observing speech assessment using standardized tool. • Observing listening check of children's hearing devices.



		<ul style="list-style-type: none">• Observing individual speech teaching sessions.• Observing group teaching sessions (2 children)• Planning and executing lesson plan for teaching non-segmental, segmental and suprasegmental aspects of speech (2 children)• Study the infrastructure, resources and best practices in the settings
<ul style="list-style-type: none">• Submissions: Report/ Journal with reflections		



B.Ed.Spl.Ed. (HI): Semester II

LEARNING, TEACHING AND ASSESSMENT

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Comprehend the theories of learning and intelligence and their applications for teaching children
- Analyse the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Situate self in the teaching learning process
- Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning

Unit 1: Human Learning and Intelligence

- 1.1 Human learning: Meaning, definition and concept formation
- 1.2 Learning theories: Behaviourism – Pavlov, Thorndike, Skinner; Cognitivism – Piaget, Bruner; Social Constructism – Vygotsky, Bandura
- 1.3 Intelligence: Concept and definition; Theories: two-factor, multifactor, triarchic theory (Robert Steinberg)
- 1.4 Creativity: Concept, definition and characteristics
- 1.5 Implications for classroom teaching and learning; Leadership role of teacher in classroom, school and community

Unit 2: Teaching, Learning Process and Motivation

- 2.1 Sensation and sensory process, attention and perception: Concept, definition, types and factors affecting
- 2.2 Memory, thinking and problem Solving
- 2.3 Motivation: Nature, definition and Maslow's theory
- 2.4 Maxims of teaching; Stages of teaching (plan, implement, evaluate, reflect); Stages of learning (acquisition, maintenance, generalization)
- 2.5 Learning environment: Psychological and physical
- 2.6 Leadership role of teacher in special and inclusive Classroom, school and community

Unit 3: Overview of Assessment and School System

- 3.1 Assessment: Conventional meaning and constructivist perspective
- 3.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference
- 3.3 Comparing and contrasting assessment, evaluation, measurement, test and examination
- 3.4 Formative and summative evaluation, curriculum based measurement



- 3.5 Revisiting key concepts in school evaluation: Filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Unit 4: Assessment – Strategies and Practices

- 4.1 Strategies: Oral, written, portfolio observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, close set/open set and other innovative measures – Meaning and procedure
- 4.2 Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- 4.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions
- 4.4 Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations
- 4.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009), NEP (2020), RPwD (2016)

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

- Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
- Preparation of self study report on individual differences among learners
- Compilation of 3 CBM tools from web search in any one school subject
- Team presentation of case study on assessment outcome used for pedagogic decisions
- Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

Transaction and Evaluation

- 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 and what are the suitable means of its assessment.
- Evaluation may be done by asking student-teachers to assess children with and without disabilities and present a report of the same.

Essential Readings

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.



- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007).
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 11th edn, Pearson Publication, New Delhi.

Suggested Readings

- Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousand Oaks, CA: Corwin King.
- Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Scarborough, Ontario, Canada, Wadsworth.
- McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.
- Nevo, D. (1995). School based Evaluation. Pergamon Publishing, Kidlington, Oxford.
- Salvia, J., & Ysseldyke. J.E. (1998). Assessment. (7th ed) Houghton Mifflin, Boston.
- <https://sites.google.com/site/webresourcesforlearning/home>
- <https://www.cambridgeenglish.org/teaching-english/professional-development/cambridgeenglish-teaching-framework/teaching-learning-and-assessment/>
- <http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories>
- <https://www.ncbi.nlm.nih.gov/books/NBK562189/>



B.Ed.Spl.Ed. (HI): Semester II
EQUITABLE AND INCLUSIVE EDUCATION

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Explain the construct of inclusive education and the progression from segregation towards valuing & appreciating diversity in inclusive education.
- Explicate the national and key international policies and frameworks facilitating inclusive education.
- Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- Describe the inclusive pedagogical practices and its relation to good teaching.
- Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Unit 1: Introduction to Inclusive Education & Policy Perspectives

- 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
- 1.5 International Declarations & Conventions Promoting Inclusive Education
- 1.6 Differentiating between shutdowns, meltdowns and tantrums

Unit 2: 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
- 2.6 Understanding behaviours: Topography, communicative and non-communicative functions, internal and external factors

Unit 3: 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
 - 3.3.1 Creating predictable environments



- 3.4 Differentiated Instructions, Co- Teaching method (One teach one assist, parallel teaching, station teaching and team teaching) & Peer Mediated Instructions (Peer Tutoring, Peer Assisted Learning)
- 3.5 Engaging Gifted Children: Cooperative Teaching Models

Unit 4: Supports and Collaborations for Inclusive Education

- 4.1 Planning for Classroom engagement for all (Lesson Planning for different Subjects)
- 4.2 Neurodivergent affirming strategies to promote positive behaviour support (e.g. using interest, structure, visual strategies, self-stimulatory behaviours, providing choices and control)
- 4.3 Advocacy & Leadership for Inclusion in Education; Stakeholders of Inclusive Education & their Responsibilities
- 4.4 Resource rooms and the role of special educators
 - 4.4.1 Understanding role of using motivation and teaching emotional regulation
- 4.5 Integration of ICT for Inclusion
- 4.6 Family Support & Community Involvement for Inclusion

Practical and Field Engagement

- Visit Special Schools of any two disabilities and an inclusive school, and write observation report highlighting pedagogy
- Prepare a checklist for accessibility in mainstream schools for children with disabilities
- Design a poster on inclusive education
- Prepare a lesson plan on any one school subject of your choice using any one
- Inclusive academic instructional strategy

Transactions

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

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Boston, MA: Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Boston, MA: Allyn and Bacon.
- Daniels, H. (1999) *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*. Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.



- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin Press, Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. New Delhi: 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* (4thed.). New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems* (3rded.). New Jersey: Pearson.
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- 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.



B.Ed.Spl.Ed. (HI): Semester II
CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st century learning skills.
- Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.
- Describe the need for curricular adaptation and decide suitable adaptation and undertake it.
- Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.

Unit 1: Curriculum and It's Designing

- 1.1 Curriculum: Concept, types and models
- 1.2 Approaches and steps for curriculum designing
- 1.3 Curricular needs of children with hearing impairment in scholastic areas
- 1.4 Curricular needs of children with hearing impairment in non-scholastic areas
- 1.5 Curricular framework for 21st century.

Unit 2: Curricular Adaptation

- 2.1 Curricular Adaptation: Meaning and principles
- 2.2 Need assessment and decision making for adaptation
- 2.3 Adapting curriculum: Content, teaching-learning material, and instruction
- 2.4 Types of adaptation and process
- 2.5 Adaptation and accommodations in student's evaluation and examinations

Unit 3: Curricular Evaluation and Literacy Assessment

- 3.1 Concept, need for curricular evaluation
- 3.2 Factors associated with curricular evaluation (learner, content, instructor and resources)
- 3.3 Areas of curricular evaluation: Context, input, process and product
- 3.4 Methods and tools for curricular evaluation
- 3.5 Challenges in curricular evaluation
- 3.6 Assessment of reading and writing skills at different levels

Unit 4: Developing Literacy Skills: Reading and Writing

- 4.1 Pre-requisites for reading and writing, emergent reading and writing skills



- 4.2 Components and types of writing
- 4.3 Approaches and strategies to develop reading skills and independent reading
- 4.4 Steps in developing writing
- 4.5 Types and models of developing reading skills
- 4.6 Challenges and remedial strategies

Course Work/ Practical/ Field Engagement

- Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan
- Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation
- Take any two pages from either history or science text book from secondary section and adapt the content and presentations of the same for a child with hearing impairment.

Transaction & Evaluation

- Lecture-cum-Demonstration
- Group assignments
- Discussion
- Assignments and
- Tests

Essential Readings

- Bialostok, S. (1992). *Raising readers : helping your child to literacy*. Penguin Publishers, Winnipeg<MB
- Bunch, G.O. (1987). *The Curriculum and the Hearing Impaired student: Theoretical and practical considerations*. Boston, MA: College-Hills Press.
- Fontas, I. (2001). *Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy*. Portsmouth, NH: Heinemann.
- Gathoo, V. (2006). *Curricular strategies and Adaptations for children with Hearing Impairment* New Delhi: Kanishka Publishers
- Marsh, C.J. (2004). *Key concepts for understanding curriculum*. Routledge Falmer.
- Moores, D.F., Martin, D.S. (2006). *Deaf Learner: developments in curriculum and Instruction*. Gallaudet University Press.
- Fitzgerald, D. (2007). *Coordinating special education needs*. New York: Continuum International Publishing Group.
- Friend, M. (2008). *Special education: Contemporary perspectives for school professionals*. Boston, MA: Pearson Education, Inc.
- Gearheart, B. R., & Weishahn, M. W. (1980). *The Handicapped child in the regular classroom*. St. Louis, Missouri: The C. V. Mosby Company.
- George, A. (2004). *Learning strategies*. New Delhi: Commonwealth Publishers.
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- Halverson, A. T., & Neary, T. (2009). *Building inclusive schools: Tools and strategies for success*. Upper Saddle River, NJ: Pearson Education.
- Larsen, S. C. & Poplin, M. S. (1980). *Methods for educating the handicapped: An individualized education program approach*. Boston, MA: Allyn & Bacon, Inc.
- Maanum, J. L. (2009). *The general educator's guide to special education* (3rd ed.). Thousand Oaks, CA: Corwin Publications.
- Polloway, E. A., Patton, J. R., & Serna, L. (2001). *Strategies for teaching learners with special needs* (9th ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Singh, U. K., & Nayak, A. K. (2004). *Special education*. New Delhi: Commonwealth Publishers in association with Dr. Zakir Hussain Institute for Non-Formal and Continuous Education.
- Sharma, S. R., & Vohra, A. L. (1993). *Encyclopedia of educational technology*. New Delhi: Anmol Publications.
- Smith, T. E. C., Polloway, E. A., Patton, S. R., & Dowdy, C. A. (2001). *Teaching Students with special needs in inclusive settings* (2nd ed.). Boston, MA: Allyn & Bacon.
- Stewart, D. A., & Kluwin, T. N. (2001). *Teaching deaf and hard of hearing students: Content, strategies and curriculum*. Boston, MA: Allyn & Bacon.
- Smith, T. E. C., Polloway, E. A., Patton, S. R., & Dowdy, C. A. (2001). *Teaching Students with special needs in inclusive settings* (2nd ed.). Boston, MA: Allyn & Bacon.
- Stewart, D. A., & Kluwin, T. N. (2001). *Teaching deaf and hard of hearing students: Content, strategies and curriculum*. Boston, MA: Allyn & Bacon.
- Thousand, S. J., Villa, R. A., & Nevin, A. I. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. Thousand Oaks, CA: Corwin Press.
- Turnbull, A. P., & Schulz, J. B. (1979). *Mainstreaming handicapped students: A guide for classroom teachers*. Boston, MA: Allyn & Bacon, Inc.
- Veer, U. (2004). *Modern teaching and curriculum management*. New Delhi: Anmol Publications.
- Ysseldyke, J. E., & Algozzine, B. (2009). *Special education: A practical Approach for Teachers*. New Delhi: Kanishka Publishers, Distributors.

Suggested Readings

- Bialostok, S. (1992). *Raising Readers: Helping your child to literacy*. Winnipeg, MB: Penguin Publishers.
- Culliman, B.E. (2000). *Read to Me: Raising Kids Who Love to Read*. New York: Scholastic.
- Posner, G.J., & Rudnitsky, A.N. (2005). *Course Design: A Guide to curriculum Development for Teachers*. Pearson.



B.Ed.Spl.Ed. (HI): Semester II
PEDAGOGY OF TEACHING SCIENCE

Course: Soft Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Explain the role of science in day-to-day life and its relevance to modern society.
- Describe the aims and objectives of teaching science at school level.
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

Unit 1: Nature and Significance of Science

- 1.1 Nature, scope, importance and value of science
- 1.2 Science as an integrated area of study
- 1.3 Science and modern Indian society; Relationship of science and society
- 1.4 Impact of science with special reference to issues related with environment, industrialization and disarmament
- 1.5 Role of science for sustainable development

Unit 2: Planning for Instruction

- 2.1 Aims and objectives of teaching science in elementary and secondary school
- 2.2 Bloom's taxonomy of educational objectives and writing objectives in behavioral terms
- 2.3 Lesson Planning: Importance and basic steps; Planning lessons for explanation, demonstration, and numerical problem in teaching of sciences
- 2.4 Unit Planning: Format of A unit plan
- 2.5 Pedagogical analysis: Meaning and need; Guidelines for conducting pedagogical analysis

Unit 3: Approaches and Methods of Teaching Science

- 3.1 Approaches: Process, direct experience, inductive-deductive and constructivist approach and its use in teaching science
- 3.2 Methods: Lecture, demonstration, discussion, problem-solving, concept-mapping, programmed instruction, team teaching, seminar, computer assisted learning (CAL), project method and heuristic method
- 3.3 Creating different situations of learning engagement: Group learning, individual learning, small group, cooperative (peer-tutoring, jigsaw, etc.), situated/contextual learning with special reference to children with disabilities



- 3.4 Teaching Learning Aids: Need, importance, selection, use and classification of aids based on type of experience (audio, visual, audio-visual, tactile and multisensory); Science textbooks – Characteristics and significance with special reference to children with disabilities
- 3.5 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
- 3.6 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 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.
- 3.7 Importance of co-curricular activities with special reference to children with disabilities (science club, science exhibition, aquarium, vivarium, museum, botanical and zoological)

Unit 4: Evaluation

- 4.1 Evaluation: Concept, nature and need
- 4.2 Norm referenced and criterion referenced evaluation; Comprehensive and continuous evaluation: Concept and significance; Scholastic and co-scholastic assessment
- 4.3 Tools and techniques for formative and summative assessments
- 4.4 Preparation of diagnostic test and achievement test
- 4.5 Adaptations of evaluation procedure with reference to children with disabilities

Practical/ Field Engagement/Project Work – Any one of the following

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

Essential Readings

- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.



- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M. N. (1994). Teaching of science today & tomorrow, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). Teaching science through discovery. Ohio: Charles E. 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.

Suggested Readings

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



B.Ed.Spl.Ed. (HI): Semester II
PEDAGOGY OF TEACHING MATHEMATICS

Course: Soft Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Explain the nature of mathematics and its historical development with contribution of mathematicians.
- Describe the aims and objectives of teaching mathematics at school level.
- Demonstrate and apply skills to select and use different methods of teaching mathematics.
- Demonstrate competencies of planning for teaching mathematics, organizing laboratory facilities and equipment designing pupil centred teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in mathematics.

Unit 1: Nature and Objectives of Mathematics

- 1.1 Meaning, nature, importance and value of mathematics
- 1.2 Axioms, postulates, assumptions and hypothesis in mathematics
- 1.3 Historical development of notations and number systems
- 1.4 Contribution of mathematicians (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras)
- 1.5 Aims and objectives of teaching mathematics in elementary and secondary schools
- 1.6 Bloom's taxonomy of educational objectives and writing objectives in behavioural terms
- 1.7 Perspectives on psychology of teaching and learning of mathematics: Constructivism, enactivism, Vygotskyian perspectives and zone of proximal development

Unit 2: Instructional Planning, and Strategies for Learning and Teaching Mathematics

- 2.1 Lesson planning: Importance and basic steps; Planning lessons of arithmetic, algebra and geometry
- 2.2 Unit Planning: Format of a unit plan
- 2.3 Pedagogical analysis: Meaning and need and procedure for conducting pedagogical analysis; Classification of content, objective, evaluation, etc
- 2.4 Concept formation and concept attainment: Concept attainment model for learning and teaching of concepts; Learning by exposition (advanced organizer model)
- 2.5 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



- 2.6 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
- 2.7 Creating different situations of learning engagement: Group learning, individual learning, small-group, cooperative (peer-tutoring, jigsaw, etc.), computational thinking and situational/ contextual learning

Unit 3: Teaching-Learning Resources in Mathematics for Students with Disabilities

- 3.1 Mathematics laboratory: Concept, need, and equipment for setting up a mathematics laboratory
- 3.2 Utilization of learning resources in mathematics: Charts and pictures, weighing and measuring instruments, drawing instruments, models, concrete materials, surveying instruments with reference to children with disabilities
- 3.3 Bulletin boards and mathematics club
- 3.4 Abacus, cessionaries rods, fractional discs, Napier strips
- 3.5 Calculators, computers, smart boards, multimedia presentations, and special aids and appliances for children with disabilities

Unit 4: Assessment and Evaluation for Mathematics Learning

- 4.1 Assessment and evaluation: Concept, importance and purpose
- 4.2 Error analysis, diagnostic tests, identification of hard spots and remedial measures
- 4.3 Tools and techniques for formative and summative assessments of learner achievement in mathematics, comprehensive and continuous evaluation in mathematics
- 4.4 Preparation of diagnostic and achievement test and holistic development report card
- 4.5 Adaptations in evaluation including techno-based evaluation procedure for students with disabilities

Transaction

- Lecture-cum-demonstrations
- Workshops
- Seminars

Practical/ Field Engagement/ Project Work: Any one of the following

- Pedagogical analysis of a unit of content from secondary school mathematics Syllabus
- Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- Construction of a question paper based on current CBSE format/ concerned State Board of education, preparing its scoring key, and marking scheme
- 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



Essential Readings

- 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*. Pregamon 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.Ed. 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).



B.Ed.Spl.Ed. (HI): Semester II
PEDAGOGY OF TEACHING SOCIAL SCIENCE

Course: Soft Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Explain the concept, nature and scope of social science.
- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- Develop skills in preparation and use of support materials for effective social science
- Develop the ability to organize co-curricular activities and community resources for promoting social science learning.

Unit 1: Nature of Social Sciences, Curriculum and Instructional Planning

- 1.1 Concept, scope and nature of social science; Aims and objectives of teaching social science at school level.
- 1.2 Difference between social sciences and social studies; Significance of social science as a core subject; Role of social science teacher for an egalitarian society.
- 1.3 Organization of social science curriculum at school level; Instructional planning: Concept, need and importance
- 1.4 Unit plan and lesson plan: Need, importance and procedure
- 1.5 Adaptation of unit and lesson plans for children with disabilities

Unit 2: Approaches to Teaching of Social Science

- 2.1 Curricular approaches: (a) Coordination, (b) Correlation, (c) Concentric, (d) Spiral, (e) Integrated, (f) Regressive
- 2.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method
 - 2.2.1. Devices and techniques of teaching social studies: Narration, description, illustration, questioning, assignment, field trip, storytelling, role play, group and self-study, programmed learning, inductive thinking, concept mapping, expository teaching and problem solving.
- 2.3 Accommodations required in approaches for teaching children with disabilities.
- 2.4 Instructional material for teaching of social science: Time-lines and genealogical charts, maps and globes, use of different types of boards (smart boards, chalk board, flannel board), tape-records, radio, television, films and filmstrips, overhead projector, social science games and PowerPoint presentation
- 2.5 Adaptations of material for teaching children with disabilities



Unit 3: Evaluation of Learning in Social Science

- 3.1 Purpose of evaluation in social science
- 3.2 Techniques of evaluating learner achievement in social science: Written and oral tests, observation tools, work samples, portfolio
- 3.3 Assessment: Tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co- curricular subjects
- 3.4 Construction of teacher made test
- 3.5 Diagnostic testing and enrichment techniques for children with disabilities

Unit 4: Social Science Teacher as a Reflective Practitioner

- 4.1 Being a reflective practitioner: Use of action research
- 4.2 Developing an action research plan for solving a problem in teaching-learning of social science
- 4.3 Case study: Need and importance for a school teacher
- 4.4 Development of a professional portfolio/ teaching journal
- 4.5 Competencies for teaching social science to children with disabilities.

Transaction

- The student-teachers should be encouraged to read chapters and articles.
- There may be quizzes, seminar

Course Work/ Practical/ Field Engagement

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

Essential Readings

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



Suggested Readings

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'S New Textbook Initiative*.
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- Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA.



B.Ed.Spl.Ed. (HI): Semester II PEDAGOGY OF TEACHING KANNADA

Course: Soft Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

ಉದ್ದೇಶಗಳು:

ಅಧ್ಯಯನಾಂತ್ಯದಲ್ಲಿ ಪ್ರತಿಶಿಕ್ಷಕ/ಶಿಕ್ಷಕಿ ಈಕೆಳಕಂಡ ವರ್ತನೆಗಳನ್ನು ತೋರುತ್ತಾನೆ/ಳೆ:

- ಕನ್ನಡ ಭಾಷೆಯ ಸ್ವರೂಪವನ್ನು ಮತ್ತು ಕನ್ನಡ ಸಾಹಿತ್ಯದ ಪ್ರಕಾರಗಳ ಸ್ವರೂಪವನ್ನು ವಿವರಿಸುವುದು.
- ಕನ್ನಡ ಬೋಧನೆಯ ಭಾಷಿಕ ಮತ್ತು ಸಾಹಿತ್ಯಿಕ ಮೌಲ್ಯಗಳನ್ನು ವಿವರಿಸುವುದು ಮತ್ತು ಪ್ರಶಂಸಿಸುವುದು.
- ಭಾಷಿಕ ಮತ್ತು ಸಾಹಿತ್ಯಿಕ ದೃಷ್ಟಿಯಿಂದ ಪಠ್ಯವನ್ನು ವಿಶ್ಲೇಷಿಸುವುದು.
- ಭಾಷಾಂಶ ಮತ್ತು ಸಾಹಿತ್ಯಾಂಶಗಳ ಬೋಧನೋದ್ದೇಶಗಳನ್ನು ಮತ್ತು ನಿರ್ದಿಷ್ಟಕಗಳನ್ನು ರಚಿಸುವುದು.
- ಭಾಷಾ ಮತ್ತು ಸಾಹಿತ್ಯಾಂಶ ಬೋಧನಾಕ್ರಮವನ್ನು ರೂಪಿಸುವುದು.
- ವಿವಿಧರೂಪದ ಕನ್ನಡ ಪಾಠಗಳ ಯೋಜನೆಯನ್ನು ತಯಾರಿಸುವುದು.
- ಗ್ರಹಿಕೆಯ ಮತ್ತು ಅಭಿವ್ಯಕ್ತಿಯ ಕೌಶಲಗಳನ್ನು ಬೆಳೆಸುವ ಚಟುವಟಿಕೆಗಳನ್ನು ರೂಪಿಸುವುದು ಮತ್ತು ನಿರ್ವಹಿಸುವುದು.
- ಪಠ್ಯಪುಸ್ತಕ ಮತ್ತು ಪ್ರಶ್ನೆಪತ್ರಿಕೆಗಳನ್ನು ಸಮೀಕ್ಷೆ ಮಾಡುವುದು.
- ಮುದ್ರಣ ಸಂಪನ್ಮೂಲಗಳನ್ನು ಬಳಸುವ ಕ್ರಮವಿವರಿಸುವುದು.
- ಭಾಷಾ ಚಟುವಟಿಕೆಗಳನ್ನು ಹಂತಾನುಸಾರಿ ಏರ್ಪಡಿಸುವ ಕ್ರಮನಿರೂಪಿಸುವುದು.
- ವಿವಿಧ ಬಗೆಯ ಪ್ರಶ್ನೆಗಳನ್ನು ರಚಿಸುವುದು, ನಿರ್ವಹಿಸುವುದು, ನೈದಾನಿಕಉದ್ದೇಶಕ್ಕೆ ಬಳಸಿಕೊಳ್ಳುವುದು

ಘಟಕ 1: ಕನ್ನಡಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಸ್ವರೂಪ ಹಾಗೂ ವಿವಿಧ

ಸಾಹಿತ್ಯಪ್ರಕಾರಗಳ ಬೋಧನಾ ತಂತ್ರಗಳು

- 1.1 ಭಾಷೆ-ಅರ್ಥ, ವ್ಯಾಖ್ಯೆ ಮತ್ತು ಸ್ವರೂಪ, ಕನ್ನಡ ಭಾಷೆಯ ರೂಪಗಳು ಮತ್ತು ಪ್ರಾದೇಶಿಕ ವ್ಯತ್ಯಾಸಗಳು.
- 1.2 ಕನ್ನಡ ಪದರಚನೆ, ಸಂಧಿಗಳು, ಕನ್ನಡಪದವರ್ಗ (ನಾಮಪದ, ಕ್ರಿಯಾಪದ), ವಾಕ್ಯಗಳು-ವಿಧಗಳು.
- 1.3 ಸಾಹಿತ್ಯ ಪ್ರಕಾರದ ಲಕ್ಷಣಗಳು-ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ನಾಟಕ.
- 1.4 ವ್ಯಾಕರಣ/ಛಂದಸ್ಸು/ಅಲಂಕಾರ-ಅನುಗಮನ ಮತ್ತು ನಿಗಮನ
- 1.5 ಗದ್ಯಬೋಧನೆ- ವಾಚನಕ್ರಮ, ಉಪನ್ಯಾಸ, ಚರ್ಚೆ, ಪ್ರಶೋತ್ತರ.
- 1.6 ಪದ್ಯಬೋಧನೆ-ಹಾಡುಗಾರಿಕೆ, ಕಂಠಪಾಠ, ಪ್ರಶಂಸೆ.
- 1.7 ನಾಟಕಬೋಧನೆ-ಪಾತ್ರಹಂಚಿಕೆ, ಅಭಿನಯ, ಸಂಭಾಷಣೆ, ಪ್ರಬಂಧ-ಗಾದೆ ಮತ್ತು ಭಾವವಿಸ್ತರಣೆ.



ಘಟಕ 2: ಕನ್ನಡ ಬೋಧನೆಯ ಮೌಲ್ಯಗಳು,

ಉದ್ದೇಶಗಳು ಮತ್ತು ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು

- 2.1 ಕನ್ನಡ ಬೋಧನೆಯ ಭಾಷಿಕ ಉದ್ದೇಶಗಳು-ಕೌಶಲಗಳ ಪ್ರಭುತ್ವ, ಪದಸಂಪತ್ತಿನ ಅಭಿವೃದ್ಧಿ
- 2.2 ಕನ್ನಡ ಬೋಧನೆಯ ಸಾಹಿತ್ಯಿಕ ಉದ್ದೇಶಗಳು -ಗ್ರಹಿಕೆ, ಪ್ರಶಂಸೆ, ಸೃಜನಶೀಲತೆ. ಕನ್ನಡ ಭಾಷಾ ಬೋಧನಾ ಉದ್ದೇಶಗಳು – ಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ಪ್ರಬಂಧ
- 2.3 ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆಗೆ ಸಂಬಂಧಿಸಿದ ಬೋಧನಾತ್ಮಕ ಉದ್ದೇಶಗಳು (ಜ್ಞಾನ, ತಿಳುವಳಿಕೆ, ಅನ್ವಯ, ಕೌಶಲ, ಪ್ರಶಂಸೆ)
- 2.4 ವಿಮರ್ಶೆ- ಅರ್ಥ, ಪ್ರಕಾರಗಳು, ಪಠ್ಯಪುಸ್ತಕ ವಿಮರ್ಶೆ.
- 2.5 ಪಠ್ಯಭಾಗದಲ್ಲಿ ಆರಿಸಿಕೊಂಡಿರುವ ವಸ್ತು, ಅದರ ಕಲ್ಪನೆ, ರಸ, ಧ್ವನಿ, ಸಂದೇಶ, ಸೃಜನ.

ಘಟಕ 3: ಕನ್ನಡ ಭಾಷೆ ಮತ್ತು ಸಾಹಿತ್ಯ ಬೋಧನೆಗೆ ಯೋಜನೆಗಳು ಮತ್ತು ಭಾಷಾ ಕೌಶಲಗಳ ಬೋಧನೆ

- 3.1 ಪಾಠ್ಯೋಜನೆ, ಪಠ್ಯವಿಶ್ಲೇಷಣೆ ಮತ್ತು ಬೋಧನಾ ಉದ್ದೇಶಗಳ ನಿರೂಪಣೆ.
ಪಾಠ್ಯೋಜನೆಯ ತಯಾರಿಕೆಯ. ಕ್ರಮಗದ್ಯ, ಪದ್ಯ ಮತ್ತು ವ್ಯಾಕರಣ.
- 3.3 ಬೋಧನಾ ಉದ್ದೇಶಗಳಿಗೆ ಕಲಿಕೆಯ ಅನುಭವ, ಚಟುವಟಿಕೆ
- 3.4 ಘಟಕ ಯೋಜನೆಯ ತಯಾರಿಕೆ- ಘಟಕ ಯೋಜನೆ ಮತ್ತು ಪಾಠ ಯೋಜನೆಯ ವ್ಯತ್ಯಾಸ. ಅಂಗವಿಕಲತೆವುಳ್ಳ ಮಕ್ಕಳಿಗಾಗಿ ಘಟಕ ಯೋಜನೆಯಲ್ಲಿ ಹೊಂದಾಣಿಕೆ .
- 3.5 ಆಲಿಸುವಿಕೆ- ಅರ್ಥ, ಲಕ್ಷಣಗಳು, ಬಗೆಗಳು ಬೆಳೆಸುವ ಚಟುವಟಿಕೆಗಳು
- 3.6 ಮಾತುಗಾರಿಕೆ- ಮಹತ್ವ, ಲಕ್ಷಣಗಳು, ದೋಷಗಳು ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಚಟುವಟಿಕೆಗಳು
- 3.7 ಓದುಗಾರಿಕೆ-ಮಹತ್ವ, ಲಕ್ಷಣಗಳು, ಬಗೆಗಳು ಮತ್ತು ಓದುಗಾರಿಕಾ ಬೋಧನಾಪದ್ಧತಿಗಳು
- 3.8 ಬರವಣಿಗೆ-ಮಹತ್ವ, ಲಕ್ಷಣಗಳು, ದೋಷಗಳು ಮತ್ತು ಪರಿಹಾರದ ಕ್ರಮಗಳು.

ಘಟಕ 4: ಬೋಧನಾ ಸಂಪನ್ಮೂಲಗಳು ಮತ್ತು ಭಾಷಾಕಲಿಕೆಯ ಮೌಲ್ಯಮಾಪನ

- 4.1 ಭಾಷಾ ಪಠ್ಯ ಪುಸ್ತಕಗಳು, ಲಕ್ಷಣ, ತತ್ವಗಳು ಮತ್ತು ಸಮೀಕ್ಷೆ
- 4.2 ಮುದ್ರಣ ಮಾಧ್ಯಮ, ನಿಘಂಟು, ವಿಶ್ವಕೋಶ ಮತ್ತು ನಿಯತಕಾಲಿಕೆಗಳು.
ಅಂಗವಿಕಲತೆವುಳ್ಳ ಮಕ್ಕಳಿಗಾಗಿ ಬೋಧನೋಪಕರಣಗಳ ಹೊಂದಾಣಿಕೆ .
- 4.3 ಸಾಹಿತ್ಯ ಸಂಘ- ಮಹತ್ವ ಮತ್ತು ಚಟುವಟಿಕೆಗಳು, ಭಾಷಾ ಪ್ರಯೋಗಾಲಯ-ಸ್ವರೂಪ ಮತ್ತು ಬಳಸುವ ಬಗೆ.
- 4.4 ಕನ್ನಡ ಭಾಷಾ ಶಿಕ್ಷಕನ ವಿಶೇಷ ಸಾಮರ್ಥ್ಯಗಳು ಮತ್ತು ವೃತ್ತಿಪರ ಬೆಳವಣಿಗೆ.
- 4.5 ಘಟಕ ಪರೀಕ್ಷೆ- ರಚನೆ, ಉಪಯೋಗ, ವಾರ್ಷಿಕ ಪ್ರಶ್ನೆಪತ್ರಿಕೆಯ ಸಾಧನೆ ಪರೀಕ್ಷೆಗಳು.
- 4.6 ಭಾಷಾ ಸಾಮರ್ಥ್ಯದ ಸಾಧನೆ ಪರೀಕ್ಷೆಗಳು.
- 4.7 ನೈದಾನಿಕ ಪರೀಕ್ಷೆಗಳ ರಚನೆ, ಪರಿಹಾರೋಪಾಯಗಳು (ಓದುಗಾರಿಕೆ ಮತ್ತು ಮಾತುಗಾರಿಕೆ ಮತ್ತು ಬರವಣಿಗೆ).

ಟೂಟೋರಿಯಲ್ಸ್/ಪ್ರಾಯೋಗಿಕಕಾರ್ಯ/ ನಿಯೋಜನಾಕಾರ್ಯಗಳಿಗೆ ಸಲಹೆಗಳು:

- 1 ಧ್ವನಿ-ಅಕ್ಷರಗಳನ್ನು ನೀಡಿ ಉಚ್ಚಾರಣಾಸ್ಥಾ ಮತ್ತು ವಿಧಾನದ ವಿವರಣೆ ಕೊಡುವುದು.



2. ಭಾಷಾ ಮಿಶ್ರಣ ನಡೆಯುವ ಬಗೆ ಮಾಡಿ ವಿವರಣೆ.
3. “ಮಾತೃಭಾಷೆಯೇ ಶಿಕ್ಷಣ ಮಾಧ್ಯಮ” ಚರ್ಚೆ/ವಾದ.
4. ‘ಪ್ರಾಯೋಗಿಕ, ಸಾಮಾಜಿಕ, ಮನೋವೈಜ್ಞಾನಿಕ ವಿಮರ್ಶೆಗೆ- ತಲಾ ಒಂದು ಗದ್ಯ ಮತ್ತು ಪದ್ಯ ದೃಷ್ಟಾಂತ ಬಳಸುವುದು.
5. ಲೇಖನ ನೀಡಿ ಸಂಕ್ಷೇಪಣ ಮಾಡಿಸುವುದು.
6. ಬೋಧನಾಂಶಕ್ಕೆ-ಕಲಿಕೆ ಚಟುವಟಿಕೆಗಳ ಪಟ್ಟಿ ರಚನೆ.
7. ಧ್ವನಿಮುದ್ರಿತ ಭಾಷಣ/ವಾರ್ತೆ ಕೇಳಿಸಿ-ಪ್ರಶೋತ್ತರ (ಆಲಿಸುವಿಕೆಪರೀಕ್ಷೆ).
8. ಅಣಕು ಸಂದರ್ಶನ.

Transaction

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

ಪರಾಮರ್ಶನ ಸಲಹೆ:

- ರಂಗನಾಥ (1977), ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು, ಚಾಮರಾಜಪೇಟೆ, ಬೆಂಗಳೂರು
- ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ-ಕನ್ನಡ ಶೈಲಿಕೈಪಿಡಿ-ಮೈಸೂರುಮತ್ತು ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಹಂಪಿ ಸಂಯುಕ್ತ ಪ್ರಕಟಣೆ.
- ಡಾ|| ಕೆ.ವಿ. ನಾರಾಯಣ, ಭಾಷೆಯ ಸುತ್ತಮುತ್ತ ಕನ್ನಡ ಸಂಘಕ್ಕೈಸ್ವಾಲ್ಮೇಜ್, ಬೆಂಗಳೂರು.
- ಪ್ರೊ|| ಜಿ. ವೆಂಕಟಸುಬ್ಬಯ್ಯ, ಇಗೋಕನ್ನಡ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
- ‘ಕನ್ನಡಸಂಪದ’ – ರಾಜ್ಯ ಶಿಕ್ಷಣ ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ನಿರ್ದೇಶನಾಲಯ, ಬೆಂಗಳೂರು-2008.
- ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ ಪ್ರಕಾಶನ ಅ) ಮೊದಲಹೆಜ್ಜೆ ಆ) ಸರಿಹೆಜ್ಜೆ ಇ) ಹೊಸಹೆಜ್ಜೆ ಈ) ನಿರಂತರಣು) ಸಮಕಾಲೀನ
- ಬಿ.ವಿ. ರಮಣ, ಕನ್ನಡನುಡಿಬೋಧನೆ
- ಡಾ||ಕೆ.ಕೆಂಪೇಗೌಡ, ‘ಭಾಷಾ ಮತ್ತು ಭಾಷಾ ವಿಜ್ಞಾನ’ ಭಾರತಿ ಪ್ರಕಾಶನ ಸರಸ್ವತಿಪುರಂ, ಮೈಸೂರು.
- ಅನಸೂಯ ವಿ. ಪರಗಿ, ‘ಮಾತೃ ಭಾಷಾಕನ್ನಡ ತತ್ವ ಮತ್ತು ಬೋಧನಾ ಮಾರ್ಗ’. ವಿವೇಕಪ್ರಕಾಶನ, ಚಿಕ್ಕಬಳ್ಳಾಪುರ-2005
- ಡಿ.ಎನ್. ಶಂಖರಭಟ್ಟಾ) ‘ಕನ್ನಡವಾಕ್ಯಗಳು’ ಆ) ‘ಕನ್ನಡ ಶಬ್ದರಚನೆ ಗೀತಾಬುಕ್ಪ್ರಸಕ್ತಿಸ್ಥಾನ 1978.
- ರಾ. ಅನಂತರಾಮ, ಕನ್ನಡ ಭಾಷಾ ಬೋಧನೆ, ಚೇತನ ಬುಕ್ಪ್ರಸಕ್ತಿಸ್ಥಾನ 1971.
- ಕೆ. ಸಚ್ಚಿದಾನಂದಯ್ಯ ‘ಕನ್ನಡಿಯಕಲಿಕೆ’.
- ಡಾ|| ಕೆ.ಎಲ್, ಗೋಪಾಲಕೃಷ್ಣಯ್ಯ ‘ಪ್ರೌಢಶಾಲಾಕನ್ನಡಕೈಪಿಡಿ, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ ಬೆಂಗಳೂರು.
- ಮಹೇಶ್ವರಯ್ಯ ಎಚ್. ಎಂ –ಭಾಷೆ ಮತ್ತು ಸೃಜನಶೀಲತೆ, ಸಂಹಿತಾ ಪ್ರಕಾಶನ, ಧಾರವಾಡ.



- ತಿ.ನಂ.ಶ್ರೀಕಂಠಯ್ಯ-ಕನ್ನಡ ಮಾಧ್ಯಮ ವ್ಯಾಕರಣ, ಭಾರತೀಯ ಕಾವ್ಯಮೀಮಾಂಸೆ.
- ನಾರಾಯಣ ಕೆ.ವಿ. ದಿನದಿನ- ಪ್ರಸಾರಾಂಘ, ಕನ್ನಡ ವಿಶ್ವವಿದ್ಯಾಲಯ ಹಂಪಿ.
- ಸಾ.ಶಿ.ಮರುಳಯ್ಯ- ಕನ್ನಡ ಭಾಷೆಯ ಚರಿತ್ರೆ-ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್‌ಗಳೂರು.
- ಎಂ.ವಿ. ನಾಗರಾಜರಾವ್-ಅರವತ್ತು ಹೆಜ್ಜೆಗಳಲ್ಲಿ ಶುದ್ಧಕನ್ನಡ-1999.
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- ಎಸ್. ಕೃಷ್ಣಪ್ಪ-ಪಾಠಪ್ರಣಿಗಳು
- ಭ.ಮಲ್ಲಿಕಾರ್ಜುನ,,ಎಸ್.ಎಸ್.ಉದುರಾಜನ್-ಸಮಕಾಲೀನ ಭಾರತೀಯ ಭಾಷೆಗಳ ಕೇಂದ್ರ ಸಂಸ್ಥೆ, ಮೈಸೂರು.
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- ಡಿ.ಟಿ.ರಂಗಸ್ವಾಮಿ-ಪತ್ರಲೇಖನ ಕಲೆ- ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್, ಬೆಂಗಳೂರು.
- ನಾಗೇಶಎಚ್.ವಿ.-ಪ್ರಬಂಧ ಪ್ರಪಂಚ 1990-ಧಾರವಾಡ
- ಎ.ಎ. ಗೋವಿಂದರಾವ್-ಶಿಕ್ಷಣದಲ್ಲಿ ಮೌಲ್ಯಮಾಪನ.
- ಪುರುಷೋತ್ತಮ ಜಿ.-ಕಲಿಕೆಯ ತೊಂದರೆಗಳು, ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
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- ಜಿ.ವೆಂಕಟಸುಬ್ಬಯ್ಯ 'ಎರವಲುಪದಕೋಶ', ವನಕರ್ನಾಟಕಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.
- ಎನ್.ಸೀತಾಲಕ್ಷ್ಮಿ- ಪತ್ರಿಕೆಓದಿಕನ್ನಡಕಲಿಕೆ.



B.Ed.Spl.Ed. (HI): Semester II PEDAGOGY OF TEACHING ENGLISH

Course: Soft Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

- Explain the principles of language teaching, and evolution and trends in English literature.
- Prepare an instructional plan in English.
- Adapt various approaches and methods to teach English language.
- Use various techniques to evaluate the achievement of the learner in English.

Unit I: Nature of English Language & Literature

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

Unit II: Instructional Planning

- 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
- 2.6 Importance of instructional material and their effective use
 - 2.6.1 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.
 - 2.6.2 Adaptations of teaching material for children with disabilities

Unit III: Approaches and Methods of Teaching English

- 3.1 Difference between an approach, method, strategies and techniques
- 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
- 3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method iv) integrative method
- 3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing
- 3.5 Accommodation in approaches and techniques in teaching children with disabilities



- 3.6 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

Unit IV: Assessment and Evaluation

- 4.1 Assessment and Evaluation - Concept and Need, Flexibility in assessment
4.2 Assessing Language skills and Language elements (Vocabulary, Grammar and Phonology)
4.3 Tools and techniques of Assessment, School Based Assessment in English language, Assessment of Holistic Development
4.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Enrichment measures
4.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities, designing of Individualized assessment procedure and holistic development report card.
4.6 Construction of a teacher made learning materials and other resources for English proficiency

Transaction

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.

Course Work/ Practical/ Field Engagement

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

Recommended Readings

- Agnihotri, R.K., & Khanna, A. L.(1996). English Grammar in context. Ratnasagar, Delhi.
- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
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- Bindra, R. (2005). Teaching of English. Radha Krishan Anand and Co., Jammu.
- Grellet, F. (1980). Developing Reading Skills, Cambridge University Press, New York.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition. Pergamum Press Oxford.



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- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
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- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English. Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Shipra Publication, Delhi



B.Ed.Spl.Ed. (HI): Semester II
BASIC RESEARCH AND BASIC STATISTICS

Course: Soft Core – EPC

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Describe the concept and relevance of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting research.
- Apply suitable measures for data organization and analysis.
- Understanding the principles of structuring and organizing research reports, including the introduction, literature review, methodology, results, discussion, and conclusion.

Unit 1: Introduction to Research

- 1.1 Scientific method of research
- 1.2 Research: Concept, definition and importance
- 1.3 Application of scientific method in research
- 1.4 Purpose, characteristics and methods of research (Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/ Empirical)
- 1.5 Research in education and special education

Unit 2: Types and Process of Research

- 2.1 Types of research: Basic/ fundamental; Applied and action
- 2.2 Process of research: Selection of problem, formulation of hypotheses, sampling, collection of data, analysis of data & conclusion
- 2.3 Research Proposal Writing
- 2.4 Action research in teaching learning environment
- 2.5 Professional competencies for research
- 2.6 Publication of Research Articles & Ethics in Research

Unit 3: Fundamentals of Research

- 3.1 Research Design – concept, types and its uses
- 3.2 Tools of research: Tests, questionnaire, checklist and rating scale
- 3.3 Standardization of Tool- Reliability and Validity
- 3.4 Sample and Sampling Techniques
- 3.5 Scale of measurements: Nominal, ordinal, interval and ratio
- 3.6 Classification, tabulation and organization of data: Array, grouped distribution.
- 3.7 Graphical representation of data: Histogram, bar charts



Unit 4: Measurement and Analysis of Data

- 4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
- 4.2 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation,
- 4.3 Correlation: Product Moment and Rank Order Correlation
- 4.4 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, radar
- 4.5 Computer assisted statistical analysis softwares
- 4.6 Interpretation of Data & Report Writing

Practicum/ Field Engagement

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/ checklist
- Develop an outline for conducting action research
- Basic data handling exercises
- Professional Development Opportunities in Research
- Reflective Journals and Reports

Suggested Readings

- 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.
- R. Kothari (2004), Research Methodology Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi
- Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications
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- 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 & Deep Publishing, New Delhi.
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- 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 the Social 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 Age International (P) Limited, Publishers, New Delhi
- <https://ori.hhs.gov/module-3-elements-research>
- <https://www.iedunote.com/researchprocess#:~: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/>



B.Ed.Spl.Ed. (HI): Semester II
PRACTICUM: RELATED TO PEDAGOGY AND DISABILITY SPECIALIZATION
(A) - Classroom Observation at different levels and of different subjects

Course: Hard Core Practicum

Credits: 06 (0:0:6)

Contact Hours: 6P (+ 6P for EPC) / week

Marks: (15 + 15 +70) 100

Tasks	Educational Settings	Specific Activities
Classroom teaching observation at different levels and of different subjects using: a. Educational Bilingualism b. Total Communication c. Oral-aural approach	Special schools for children with hearing impairment	<p>Observe the teaching of children with hearing impairment using: a) Educational Bilingualism b) Total Communication c) Oral-aural approach</p> <ul style="list-style-type: none"> • Observe various activities such as conversation, visits, directed activity, story-telling/poem and ensure observation for teaching various class subjects. • Write the observation reports at different levels and of different subjects. • Include the learnings & insights, feedback, areas of improvement in the observation report. • It is desirable that • observation of classroom activities is spread across the semesters i.e. 15 hours of observations in each semester. • It is desirable that the observations should be spread across different stages (5+3+3+4) i.e. Foundation Stage, Preparatory Stage, Middle Stage, and Secondary Stage
<ul style="list-style-type: none"> • Submissions: Report/ Journal with reflections 		



B.Ed.Spl.Ed. (HI): Semester II
(B) UNDERSTANDING SELF for Enhancement of Professional Capacities (EPC)
As part of Practicum: Disability Specialisation

Objectives

On completion of the course, the student teacher will be able to:

- Develop understanding about him / herself.
- Develop the inner self and the professional identity as a teacher.
- Develop sensibility, dispositions and skills.
- Develop a holistic and integrated understanding of human self and personality.
- Trace the development of self-concept throughout the life span.
- Describe major components of self-concept.
- Identify factors affecting self-concept.

Unit 1: Introduction to Self-Concept and Self- Image

- 1.1 Self concept: meaning, need of ideal–self, real-self, public-self; Characteristics of a positive self-concept, identity, elements of empowerment
- 1.2 Self-Image: meaning, types and developmental strategies of self-image
- 1.3 Self-image; Ideal self; Self-esteem – Lawrence (1996)
- 1.4 Self-realization: meaning and needs of understanding the self

Unit 2: Emotional Intelligence and Personality in Understanding Self

- 2.1 Erikson's (1963) psychosocial theory: Eight psychosocial developmental stages
- 2.2 Emotional intelligence: Concept, dimensions (Daniel Goleman) and its importance
- 2.3 Personality: Meaning and various approaches of personality

Unit 3: Activities of Understanding Self

- 3.1 Life skills: meaning, development of skills, importance in day today life
- 3.2 Making use of personal narratives, life stress, group interactions, film reviews, biographies, stories, case studies, dreams, and self expressions including poetry, humour, creative movement, aesthetic representations; Limitations, strengths and weaknesses
- 3.3 Yoga: Concept, role in peace and harmony, and learn the practice of yoga and its use in different contexts

Unit 4: Activities for Promoting Social Dynamics

- 4.1 Attitudes and prejudice: Meaning, types of attitude, role of attitude and prejudice in development of personality.
- 4.2 Different identities: Gender, relational, cultural, influence of beliefs and political, historical and social forces.
- 4.3 Peace and Harmony: Meaning, importance, aims and objectives
- 4.4 Development of Peace and Harmony: Role of schools, teachers, parents, society

Suggested Activities/ Practicals/ Tutorials

- Sharing case studies/ biographies/ stories of different children in different circumstances and this affected their sense of self and identity formation.



- Watching a movie/ documentary where the protagonist undergoes trials and finally discovers her/his potential despite odds.
- Exercises of developing reflective journals and providing regular feedback on those journals.
- Different modes of expression can be used in each of the sessions.

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- Baron Robert A (2006). Psychology (5th Ed.). New Delhi: Prentice Hall of India Pvt. Ltd. P.437.
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B.Ed.Spl.Ed. (HI): Semester III INTERVENTION AND TEACHING STRATEGIES

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- To understand about programmes for early intervention of infants and children with hearing impairment.
- Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.
- Explain various approaches to teaching, strategies for speech intervention.
- Describe methods, techniques and options to facilitate language and communication.
- Explain the concept, principles and practices, linkages and outcomes of educational intervention.

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

1.1 Parent-infant and pre-school training programmes for children with hearing impairment:

Overview, need, requirements and plan of action

1.2 Impact of early intervention on school outcomes., Intervention of late identified children with hearing impairment: Challenges & strategies

1.3 Concept of 'Auditory Listening': Uni sensory and multisensory approaches

1.3.1 Auditory training: Importance, types (individual and group) and Stages

1.3.2 Auditory Verbal Therapy: Principle, importance and role of teacher

1.3.3 Auditory training and AVT: Pre-requisites, challenges, similarities and differences

1.4 Speech reading: Concept, importance, Pre-requisites, challenges and role of teacher

Unit 2: Speech Intervention Strategies

2.1 Approaches to teaching speech: Auditory global approach; Multi-sensory syllable unit approach; Ling's approach

2.2 Formulation of lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants

2.3 Orientation to acoustics of speech

2.4 Strategies for production of speech: Modelling and shaping through auditory, visual, tactile modalities

2.5 Individual speech-language therapy programmes: Overview, need requirements and plan of action.

2.6 Individual and group speech teaching: Strengths and challenges



Unit 3: Communication and Language (Bilingual) Teaching Strategies

3.1 Importance of Early Sign Language Foundation, with ISL as first language (L1)

- 3.1.1 Use of ISL in classroom for teaching subjects.
- 3.1.2 Bilingual education strategies in the classroom.
- 3.1.3 Collaborative and team-based strategies.
- 3.1.4 International trends in Bilingual, Bicultural Teaching strategies.

3.2 Methods of teaching language: Natural, structural and combined

- 3.2.1 Principles and techniques of developing language
- 3.2.2 Communication options: Compare and contrast
- 3.2.3 Communication options: Justification and challenges
- 3.2.4 Maxims, techniques and methods of teaching language

3.3 Tuning the environment (home and school) for facilitating language and communication

3.4 Language intervention of late identified children with hearing impairment challenges and strategies

Unit 4: Educational Intervention Strategies

- 4.1 Educational Intervention: Concept, need and areas (curricular & co curricular); Types of educational intervention (group, individual, developmental, remedial)
- 4.2 Principles and practices in early educational intervention: Family centred, contextualised (natural and inclusive environment), and integrated (collaborative) support and services; Impact of early intervention on school outcomes
- 4.3 Early language acquisition and literacy development
- 4.4 Partnership of various professionals and agencies in educational intervention
- 4.5 Child and family outcomes of early educational intervention

Course Work/ Practical/ / Field Engagement

- Observe any two activities in a Parent-infant programme / pre-school programme and write a report.
- Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training
- Read and reflect upon five lesson plans for teaching speech to children with hearing impairment
- Multi-level story creation: Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax). Use this story for relating to children in various levels in ISL.
- Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

Transaction & Evaluation

- Lecture cum Demonstration
- Role playing
- Assignments
- Tests



Essential Readings

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- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
- Bess, F. H., & Humes, L. E. (1990). Audiology: The fundamentals. London: Williams & Wilkins.
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- Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families .Amazon
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- Moores, Donald, F (1997), Educating the deaf, Houghton Nifflin Company
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- Owens, R.E. (2012). *Language development: An introduction* (8th ed.) Boston: Pearson
- Paul, Peter V. Whitelaw, Gail M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Boston: Jones and Bartlett Learning.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.) *Education of the Hearing Impaired Child*. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Rhoades, E., & Duncan, J. (2010). *Auditory-verbal practice: Toward a family centered approach*. Springfield: Illinois: Charles C. Thomas
- Schirmer, Barbara R (2001). *Psychological, Social and Educational Dimensions of Deafness*. Boston: Allyn and Bacon
- Van Riper C. & von Emerick, L. (1984). *Speech correction – An introduction to speech pathology and audiology*. 7th Ed. NJ: Englewood Cliffs Prentice Hall Inc.
- Vasishta, Madan and Ahuja, Gayatri. *An Introduction to Education of Deaf and Hard of Hearing Children*.



B.Ed.Spl.Ed. (HI): Semester III
ICT & ASSISTIVE TECHNOLOGY

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Enumerate various listening devices and describe ways of effective usage and maintenance.
- Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.
- Narrate the range of technological applications that can be used for facilitating communication and language.
- Explain the present and future technologies facilitating the education of children with hearing impairment.
- Identify different resources (financial and human) to obtain technology.

Unit 1: Listening Devices and Classroom Acoustics

- 1.1 Listening devices: Types (Individual & Group), functioning of hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures, care, maintenance and basic troubleshooting of hearing aids.
- 1.2 Ear moulds: Types, importance, care & maintenance.
- 1.3 Classroom amplification devices: Speech Trainer, Hard wire, loop induction, infrared & FM systems, their importance in educational management.
- 1.4 Cochlear implant, middle ear implant, bone conduction implant, & Auditory brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme.
- 1.5 Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance.

Unit 2: Technology for Management of Speech, Language and Communication

- 2.1 Basic infrastructure required for using computer-based speech training aids/ equipment
- 2.2 Computer based training aids/ equipment for management of : Speech (Dr. Speech; Vaghmi; Speech viewer); Voice; Suprasegmental features in children with hearing impairment
- 2.3 Tele speech and language therapy
- 2.4 Low cost technology and its application in development of teaching learning material
- 2.5 Electronic and web-based technology applications: TV, digital recorders, downloaded AV films, search engines, online learning material, language apps



- 2.6 Web based technology for using and training of ISL, Sign to text and Text to sign technology and Closed captioning
- 2.7 Augmentative and alternative communication for children with hearing impairment with additional/ associating concerns (sign to text and text to sign technology)

Unit 3: Technology Facilitating Education

- 3.1 Technology and its impact on education: Changing trends in teaching and learning
- 3.2 Technology products for educational purposes: Listening (induction loop/ FM/ IR), Visual (speech to text/ text to speech), Audio-Visual (computer based learning and self- learning packages, multimedia)
- 3.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning
- 3.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning Future technologies: Universal Design: Meaning & Scope

Unit 4: Resource Mobilisation for Technology

- 4.1 Agencies for aids & appliances: Government and non-government
- 4.2 Eligibility criteria for availing funding under government schemes
- 4.3 Procedure for availing funding from different agents
- 4.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome
- 4.5 Agencies/ strategies to locate required human resources for various services and referral

Course work/ Practical/ / Field Engagement

- Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
- Prepare a list of agencies for procuring equipment and software for teaching speech
- Make a story using web based content, pictures, images and video clips
- Compile different educational apps
- Compile a list of government and non-government funding agencies for aids and appliances

Transaction and Evaluation

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

Essential Readings

- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub



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



B.Ed.Spl.Ed. (HI): Semester III
PSYCHO-SOCIAL AND FAMILY ISSUES

Course: Hard Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Explain psycho-social development of early childhood and role of family.
- To understand the family needs and find self-ready to support families for empowering the child with disability.
- Ensure family involvement in educational programs.
- Ensure family-professional partnership

Unit 1: Psychosocial Aspects and Disability

- 1.1 Overview of psychosocial development; Wellbeing and quality of life
- 1.2 Implications of hearing impairment on domains of psychosocial development
- 1.3 Role of family in psychosocial development of children with hearing impairment
- 1.4 Role of Deaf Mentors / Role Models, Peers and Community
- 1.5 Challenges and issues in psychosocial development of children with hearing impairment

Unit 2: Family Needs

- 2.1 Identifying family needs for information, decision making, skill transfer and referral
- 2.2 Fostering family's acceptance of child's impairment and creating a positive environment
- 2.3 Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and advocacy
- 2.4 Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship and other benefits
- 2.5 Encouraging family participation in self-help groups and family support networking
- 2.6 Importance of Self Advocacy, and Participation in Decision Making by deaf members in their families.

Unit 3: Family Empowerment

- 3.1 Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting
- 3.2 Encouraging family acceptance of listening devices and ensuring its regular use
- 3.3 Supporting family in fostering and developing communication and language
- 3.4 Involving family in fostering and developing play, recreation and values
- 3.5 Encouraging family involvement in educational programme and participation in community-based rehabilitation programme.



- 3.6 Intersectionality in Deaf Community and their families and Importance of social emotional connect with various family members.
- 3.7 Comparing the experiences within families with multiple deaf members and families with only one deaf member.

Unit 4: Collaborative Practices for Psycho-social Development & Shifting Mindset

- 4.1 Interdisciplinary collaboration for psycho-social development.
- 4.2 Role of positive experiences and language exposure
- 4.3 Identity crisis, Deaf identity, Audism and Deafhood.
- 4.4 Need for Indian Sign language communication for families.
- 4.5 Bilingual, Bimodal and Bicultural collaboration.
- 4.6 Nothing About Us, Without Us – Including Deaf Voices in the Discourse.

Engagement/ Practical

- Compile five activities that could be undertaken to foster parents acceptance of their child's impairment
- Family Interview and Case Study: Conduct interviews with families of children with hearing impairment. Develop a case study based on the interview, highlighting family dynamics, challenges, and strategies for support.
- Select a tool to measure parent's self-efficacy and administer it on three parents and submit with brief reflections
- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

Transaction and Evaluation

- Lecture cum Demonstration
- Role Play
- Inviting parents as speakers for sharing experiences
- Assignments
- Tests

Essential Reading

- Dunst.C, Trivette. C. & Deal.A (1996). Enabling & empowering families. Principles & guidelines for practice. Cambridge, MA: Brookline Books.
- Gregory Susan, Bishop Juliet and Sheldon
- Lasley, (1999), Cambridge University, Psychological perspectives of deafness
- Scheetz, N.A.(2000). Orientation to Deafness. Boston, MA: Allyn and Bacon.
- Spencer Patricia, Erting Carol, J.marMarschark,
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Suggested Reading

- Beazley Sarah & Moore Michele, Deaf children their families and professionals dismantling barriers, david Fultron publishers (2005)
- Brown Ivan and ray Brown (2000), Quality of life and disability



- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Cambridge, MA: Harvard Family Research Project.
- Corter Mairian (1966) deaf transactions: Deaf families, deaf communities and deaf identities, Jessica Kingsley publishers
- Ed Par Ila, Cultural diversity and the deaf experiences (1966), Cambridge university press, USA
- Marscark m and Clark M.D. , Psychological perspectives on deafness Vol I & II, 1998.



B.Ed.Spl.Ed. (HI): Semester III
READING AND REFLECTING ON TEXTS

Course: Hard Core – EPC

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2P / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Discuss the role and importance of literacy in education
- Describe the difference between reading and reading comprehension and the skills required
- Narrate about the different types of texts
- Discuss writing as a process and a product
- Detail out the procedure for independent reading

Unit 1: Reflections on Literacy

- 1.1 Literacy and current university graduates: Status and concerns
- 1.2 Role of literacy in education, career and social life
- 1.3 Literacy, thinking and self esteem
- 1.4 Literacy of second language/ English: Need and strategies
- 1.5 Basic braille literacy

Unit 2: Reflections on Reading and Comprehension

- 2.1 Reading – reading aloud, silent reading
- 2.2 Reading comprehension- learning to read and reading to learn(Chall's stages of reading)
- 2.3 Developing reading and reading comprehension from foundational to higher level; activities and strategies
- 2.4 Self -regulation and Meta cognitive awareness for reading
- 2.5 Reading and reading comprehension amongst children with disabilities
- 2.6 Reading preferences, reading for pleasure

Unit 3: Reflecting to Text

- 3.1 Indicators of text comprehension: retelling, paraphrasing, summarizing, answering, predicting, commenting and discussing
- 3.2 Type of texts narrative, descriptive, directing, and argumentative
- 3.3 Responding to text - reports, policy documents, news, editorial, academic articles, advertisement, resume, story books and novels
- 3.4 Web search, digital and e-books
- 3.5 Writing: Picture description, expansion of ideas, essays, stories, poems, original writing
- 3.6 Professional writing: e.g. applications, agenda, minutes, note taking and others
- 3.7 Converting written information into graphical representation



Unit 4: Practicing Independent Writing and Reading

- 4.1 Writing as a process: language, grammar, vocabulary, spelling
- 4.2 Content, Intent, Audience and Organization
- 4.3 Process of writing-handwriting, neatness, alignment, spacing,
- 4.4 Developing Independent writing Skill: picture description, expansion of ideas, essays, stories, poems, original writing.
- 4.5 Process of writing-handwriting, neatness, alignment, spelling
- 4.6 Self Editing and peer editing using COPS (capitalization, organization, punctuation and spellings)
- 4.7 Evaluating students writing: Conceptualization, appropriateness, complexity, organization and literary richness, originality and creativity

Practical/ Field Engagement/ Project Work

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focusing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 4.6
- Visit a book store for young children; go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

Essential Readings

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

Suggested Readings

- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd) Merrill: New Jersey



- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallagher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam
- May, F. B. (1998). Reading as communication. Merrill: New Jersey
- Miller, D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston
- <http://www.asercentre.org>
- <https://www.landmarkoutreach.org/wp-content/uploads/Challs-Stages-of-Reading-Development.pdf>
- https://www.learner.org/wp-content/uploads/2019/06/RWD.DLU1_ChallsStages.pdf



B.Ed.Spl.Ed. (HI): Semester III
SUPPORTIVE SKILLS FOR THE EDUCATION OF CHILDREN WITH
DISABILITIES

Course: Soft Core

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2L + 2T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Create a welcoming, safe and a barrier free learning environment for students with disabilities
- Communicate with students using ISL, Tactile signs, speech reading techniques or AAC methods
- Exhibit readiness for use of basics of Braille script and mobility orientation
- Use technology for facilitating learning
- Describe the basic assistance required for children for overcoming literacy and numeracy issues and functional skills

Unit 1: Welcoming and safe school environment

- 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 respectable 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

Unit 2: Basics of ISL, Tactile signs & Speech reading for students with HI or deafblindness or other disabilities

- 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
- 2.4 Manual alphabets for tactile signs; hand shapes, positions and movement of hands
- 2.5 Speech/lip reading skills and oral transliteration for educational settings

Unit 3: Basics of Braille and mobility orientation for Low vision or VI

- 3.1 Pre-Braille skills for the development of tactile sense



- 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
- 3.3 Colour contrasts and large print for low vision. Use of tactile shapes for denoting various objects for school environment.
- 3.4 Orientation and mobility instructions and pre cane skills and protective techniques
- 3.5 Use of Multimedia books, screen readers and magnifiers.

Unit 4: Adapted communication aids and AAC Methods for students with CP, ASD, ID and SLD

- 4.1 Communication cards, & displays, gupshup books, text to speech and speech to text
- 4.2 Use of adapted reading and writing instruments and appropriate positioning for students with CP
- 4.3 Use of structured, visual strategies, for creating sensory friendly and predictable environment for ASD
- 4.4 Using interests and motivation, self-stimulatory behavior and echolalia to promote learning
- 4.5 Using AACs to foster communication and learning in students with CP, ASD, ID & SLD
- 4.6 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
- 4.7 Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numeracy
- 4.8 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

Course Work/ Practical/ Field Engagement

- 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

Suggested Readings

- 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.
- B.Ed.Spl.Ed./2024-25 Rehabilitation Council of India 58
- 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 Wellbeing. 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 - EBook. 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
- 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_ReadingDifficulties-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/i>



**B.Ed.Spl.Ed. (HI): Semester III
DRAMA & ART IN EDUCATION**

Course: Soft Core – EPC

Credits: 03 (L:T:P = 2:1:0)

Contact Hours: 2 L + 2 T / week

Marks: (15 + 15 + 70) 100

Objectives

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

- Exhibit Basic understanding in art appreciation, art expression and art education.
- Understand the diversity within artistic expression
- Apply art as ‘critical pedagogy’ in classrooms
- Adapt and modify activities to enhance learning and teach through art forms
- Promote inclusive art and facilitate participation at cultural and community events.

Unit 1: Introduction to Art Education

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Power of Art: classroom and beyond (e.g. changing disability narratives, sensitization and advocacy activities)
- 1.5 Linking Art education with multiple intelligences
- 1.6 Understanding emerging expression of art by students

Unit 2: Performing Arts: Dance, Music and Drama

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

Unit 3: Visual Arts

- 3.1 Range of art activities in visual arts
- 3.2 Experiencing, responding and appreciating visual art
- 3.3 Exposure to selective basic skills in visual art
- 3.4 Art education: Facilitating interest among students – planning and implementing activities
- 3.5 Enhancing learning through visual art for children with and without special needs: Strategies and adaptations



Unit 4: Media and Electronic Arts

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

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

Suggested Readings

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8–11
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B.Ed.Spl.Ed. (HI): Semester III
PRACTICUM: RELATED TO PEDAGOGY & DISABILITY SPECIALIZATION
(A) Lesson Planning & Development of TLM

Course: Hard Core Practicum

Credits: 06 (L:T:P = 0:0:6)

Contact Hours: 12P / week

Marks: (15 + 15 + 70) 100

Brief description: Lesson plans are essential tools for educators, that aiding in imparting knowledge, skills, and competencies. It assists in guiding content delivery, organization, communication, and assessment. Through careful planning, educators engage students with accessible content, align activities with objectives, and ensure relevance. This particular practical component is focused to train learners in making effective lesson planning and preparing Teaching Learning Materials under the guidance of supervisors. This practicum will cover the areas mentioned in the table below:

Sr. No.	Tasks for Teacher Educators	Educational settings	Specific activities
1	Lesson Planning at different levels and of different subjects using the different modes of communication (EB, TC, oral)	Special School for children with hearing impairment	<ul style="list-style-type: none"> • Exploring the latest practices & formats in lesson planning. • Lesson planning at different levels and for different school subjects. • At least 4 Lessons in each stage (5+3+3+4) • Integrating hands on/ experiential learning, aspects of social emotional learning and relevant life skills while planning the lessons. • Designing relevant TLMs appropriate to the lessons.
2	Lesson planning for cross-curricular activities		Lesson Planning for various cross curricular activities such as theatre, arts, sports, activities, social emotional learning and other life skills related areas.
3	Content reading of school textbooks for all grades and adaptation of content of school subjects		<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 subjects (Language, Maths, Social Science, Science, poem).
4	Development of Teaching Learning Material (TLM) based on principles of Universal Design of Learning (UDL) including Information and Communication Technology (ICT), and use of Artificial Intelligence (AI)		<ul style="list-style-type: none"> • Collate list of resources in UDL for different lessons at different levels. (including list of existing e-content in ISL, ICT tools, web resources etc.) • Development of TLMs for various lessons appropriate for various learning styles in classroom (Visual / Auditory / Kinesthetic / Reading / Tactile / combination of all) • Preparing TLMs such as Videos in ISL / PPTs or TLM using ICT for the teaching practice lessons related to curriculum (5 topics of any subjects) • Develop TLMs for developing pre reading and pre writing skills (At least 3 each, including one in ISL)



			<ul style="list-style-type: none"> • Develop TLM for literacy development in deaf students. (At least 3 each, including one in ISL)
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(B) Execution of Lesson (Teaching Practice)

Brief description: Teaching practice allows student teachers to practice the art and science of teaching, under the supervision and support of experienced teachers. This particular practical of Teaching Practice is an opportunity for aspiring teachers to understand the role and operation of how the schooling is done. This field experience provides a challenging nonetheless rewarding experience of working with students in actual classrooms and acquiring professional competence. This practicum will cover the areas mentioned in the table below:

Sr. No.	Tasks for Teacher Educators	Educational settings	Specific activities
1	Undertaking teaching practice lessons at different levels and of different subjects using the different modes of communication (EB, TC, Oral)	Special schools, Inclusive schools	<ul style="list-style-type: none"> • Undertaking teaching practice lessons for the CWHI related to curriculum at different levels. • At least 4 Lessons in each stage (5+3+3+4) • Integrating hands on/ experiential learning, aspects of social emotional learning and relevant life skills in teaching practice.
2	Undertaking cross-curricular teaching		Teaching practice in various cross curricular activities such as theatre, arts, sports, activities, social emotional learning and other life skills related areas. (At least 10 lessons)
3	Assessment and implementation of Individualised Educational Plan (IEP) for school readiness		Preparing IEP for two CWHI(10 IEP for each student) a) Assessment of the students b) Preparing IEPs based on the result of assessment c)Implementation of IEP
4	Creating bilingual videos for teaching topics at different levels and of different subjects		Creating bilingual videos (ISL & English/Hindi/other language) for teaching topics at different levels and of different subjects. (At least 10)



B.Ed.Spl.Ed. (HI): Semester IV
SUPPORTIVE SKILLS / SCHOOL INTERNSHIP
Supportive Skill Training (ISL & Assistive Technologies)

Course: Soft Core Practicum

Credits: 06 (L:T:P = 0:0:6)

Contact Hours: 12P / week

Marks: (15 + 15 + 70) 100

Brief description:

The Supportive Skill Training in ISL and Assistive Technologies gives the learners an opportunity to acquire essential skills that are crucial for effective communication and accessibility in the context of hearing impairment. This combines comprehensive training in Indian Sign Language (ISL) and the existing Assistive Technologies. The aim is to empower educators with the tools and techniques necessary for fostering inclusive learning environments and enhancing the overall educational experience for individuals with hearing impairment.

Supportive Skill Training – ISL

Sl. No.	Tasks	Educational settings	Specific activities
1	Compilation of resources available for educational content through ISL	Training Center / Bilingual Center	Create a list of at least 10 different resources (Websites / YouTube channels / Apps / online courses etc.) available for learning educational content through ISL, along with links and topics.
2	ISL Communication		Learn and practice ISL Communication in daily life through basic vocabulary, sentences & questions. Practice dialogues in ISL about various topics.
3	ISL Vocabulary for teaching subjects/ papers		Learn and practice the expansion of ISL vocabulary for teaching various subjects / papers. (Refer to the ISLRTC dictionary of 10,000 words and other existing resources)
4	Teaching Concepts using ISL in various subjects		Observing subject wise e-content is available in ISL (SIGN LIBRARY, ISLRTC, NIOS etc.) Observing lessons in ISL given by deaf instructors. Delivering lessons using educational bilingualism in ISL and taking feedback from deaf instructors on the ISL quality and grammar.
5	Abstract Concepts in ISL		Understanding and delivering abstract educational concepts in ISL
6	Creative Expressions in ISL		Story telling in ISL, Poetry in ISL, Debates in ISL, Use of visual vernacular, News in ISL, Presentations in ISL, Interviews in ISL, ISL Competitions (Observe, practice and sign at least 5 examples each)
7	Regional variation in ISL		Observe the regional variations in ISL and note the importance of knowing this variation while teaching.



			Record regional variations in ISL (at least 5 examples). Discuss the importance of regional variations with the deaf students.
8	ISL Grammar		ISL Parameters, Signing Space, Sign Families, Word Order, Size/Shapes in ISL, Different types of ISL sentences Questions in ISL, Negation in ISL, Tenses in ISL, Different Verbs in ISL, Classifiers, Indexing, and Localization
9	ISL Games & Competitions		Participate and create various games, activities or competitions related to ISL

Supportive Skill Training (Assistive Technologies)

Sl. No.	Tasks	Educational settings	Specific activities
1	Types of hearing devices used with PwHI	Audiology clinic	Use demo kits/posters/videos or dummies to look at the different type of individual and group hearing devices available for PwHI and understand their advantages and limitations and selection criteria.
2	Listening check of hearing devices	Institute Clinic /	- Carrying out daily listening checks on devices of children with hearing impairment (5 children)
3	Developing a pamphlet/poster/video for describing care and maintenance of hearing devices to parents of CwHI	Institute Clinic /	-Understand the Dos and Don'ts for care and maintenance of hearing aids, cochlear implants, group hearing devices-Put down the points along with graphics, illustrations in simple language for use with parents/family members. Use the developed material to explain care and maintenance to parents of CwHI (5 children)
4	Troubleshooting of hearing aids and cochlear implants	Audiology clinic	-Observe the audiologist performing troubleshooting of child's devices (2 children)-Troubleshoot devices of CwHI (2 children)
5	Hearing Assistive Technology	Hearing and speech Clinic	•Compile a list of hearing assistive technology/assistive listening devices available for PwHI, including alerting devices, in terms of their providers, pricing, etc.
6	Schemes for procurement of hearing devices	Hearing and speech Clinic	•Prepare a list of all available schemes that provide different types of hearing devices to PwHI and list the provisions under the schemes.
7	Listening training		Prepare and demonstrate lesson plans for listening training for children •Below 2 years (2 plans) •Between 2 to 5 years (2plans) •Above 5 years (2children)
8	Speech intervention	Clinic	- List out the available devices for speech teaching and correction, including various Apps.- Observing individual speech teaching sessions (2children)-Observing group teaching sessions (2children)-Planning and executing lesson plan for teaching non-segmental, Segmental and Suprasegmental aspects of speech (2 children)



B.Ed.Spl.Ed. (HI): Semester IV
SUPPORTIVE SKILLS / SCHOOL INTERNSHIP
Internship in Disability Specialization

Course: Hard Core

Credits: 06 (L:T:P = 0:0:6)

Contact Hours: 09P / week

Marks: (15 + 15 + 70)100

Brief description: The Internship in Disability Specialization (Area F2) is a comprehensive 300-hour practicum focused on hearing impairment within special school settings. This immersive program provides hands-on experience supporting Special Educators, honing teaching skills, and contributing to the holistic development. Learners will gain exposure to diverse setups, including classrooms and extracurricular activities, while collaborating closely with experienced teachers as well as Deaf Teachers/ Mentors to get in depth understanding of the challenges as well as insights into the domain of special education, and the direct perspective from the deaf community. The internship emphasizes individualized mentorship, cultural sensitivity, inclusivity, and the integration of technology in teaching strategies. Upon completion, participants will possess a competitive edge in the job market, a network of professional connections, and a strong foundation for continued professional growth in the field of disability specialization.

Sr. No.	Tasks	Educational settings	Specific activities
1	Practicing functioning as a Special Educator - Intern / Assistant Teacher for theCWHI	Special schools/ Deaf Associations/ Training Centres which use a) Educational Bilingualism b) Total Communication) Oral-aural approach	Undertaking teaching lessons as per the assigned time-table by the organization using daily diary system for planning and recording. Maintaining records and reports Requesting feedback from the stakeholders (students / mentors / other teachers) and reflecting on how to make the teaching learning process better.
2	Assisting Special educators in classroom activities and management		Assisting Special educators in classroom activities and management such as Prayers, sharing news in the assembly, checking devices, attendance, home work/class work, writing diaries for the students. preparing TLM, teaching practice sessions recapitulation, and break times, conducting / organizing cultural activities
3	Assisting in the school examinations		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.
4	Understanding beyond classrooms		Participating in School committees meetings, Planning different activities Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical camp/check ups
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class
6	Document study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports,



			case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school
7	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving students
8	Compilations of language teaching material news, conversation, stories and unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities
9	Compiling list of deaf associations, deaf schools and other supporting agencies in the area.		Make a list of deaf associations, deaf schools and other supporting agencies in the area and their contact information. Create a chart of deaf role models in India, including the successful deaf adults from that area.
10	Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture	Special School / Deaf Association/ Training Center with Deaf Teachers / Mentors and use of ISL	Assist a deaf teacher/mentor in designing an ISL course on teaching ISL vocabulary to family members using local language. Assisting Deaf Teacher / Mentor in organizing and conducting awareness about importance of ISL, Deaf Community and Deaf Culture at the early intervention centers/ hospitals/ police stations/ schools / govt. agencies / employers etc. (At least four)Writing the report of these awareness sessions, including feedback from the stakeholders and recommendations for the follow ups.
11	Assisting Deaf Teacher/Mentor in Teaching ISL		Assisting Deaf Teacher/Mentor in designing specific curriculum and teaching ISL to various stakeholders
12	Assisting Deaf Teacher/Mentor in Communication Support		Assisting Deaf Teacher/Mentor in Communication Support in academic settings by providing assistance / access through ISL, verbal or written communication, where ever needed.
13	Assisting Deaf Teacher/Mentor in Educational Bilingualism	Special School / Training Institute	Assisting Deaf Teacher/Mentor in creating educational content videos in ISL. Assisting Deaf Teacher/Mentor in lesson planning for live sessions on academic topics.
14	Assisting Deaf Teacher/Mentor in Assessment for ISL		Assisting Deaf Teacher/Mentor in Designing and Delivering Formative Assessment for ISL specialized for the age groups and planning language intervention strategies accordingly
15	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher/ Special Educator



B.Ed.Spl.Ed. (HI): Semester IV
SUPPORTIVE SKILLS / SCHOOL INTERNSHIP
 Internship at Inclusive School

Course: Hard Core

Credits: 06 (L:T:P = 0:0:6)

Contact Hours: 09P / week

Marks: (15 + 15 + 70) 100

Brief description: This practicum specifically focuses on undergoing internship program in the Inclusive school set up. It also focuses on the hands on experience in undertaking responsibility by assisting the special Educators / mainstream teachers in the inclusive schools.

Sr. No.	Tasks for Teacher Educators	Educational settings	Specific activities
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class
2	Barrier Free Environment at an Inclusive school		Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school
3	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report
4	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM & Planning celebrations
5	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students
6	Student evaluation		Assist the teachers in developing Teacher made tests, conducting unit tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting



B.Ed.Spl.Ed. (HI): Semester IV
SUPPORTIVE SKILLS / SCHOOL INTERNSHIP

Internship in Other Disability

Course: Soft Core

Credits: 06 (L:T:P = 0:0:6)

Contact Hours: 09P / week

Marks: (15 + 15 + 70) 100

Brief description: This practicum specifically focuses on undergoing internship program in Other Disability apart from specialization chosen by the learners. It also focuses on the hands on experience in undertaking responsibility by assisting the Special Educators in the Special schools for other disabilities

Sl. No.	Tasks for Teacher Educators	Educational settings	Specific activities
1	Teacher Assistant	Special school of other disability	Working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writing diaries & Assisting in school Celebrations, Creating TLMs etc. Reflection on the experience while teaching children with other disabilities.
2	Additional Skills (Other Disabilities)		Learning the basics of Additional Skills required to teach children with other disabilities such as Orientation & Mobility / Braille / Tactile Sign Language / Any Other Relevant Skill
3	Document Study		Studying the background of the children in the allotted class & Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats,
4	Studying differences in different areas		Prepare a document on finding differences in Barriers faced by other disabilities, Aids and Appliances, Do's and Don'ts
5	Student evaluation		Assist the teachers in developing Teacher made tests, conducting unit tests, Marking



			scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting
6	Undertaking Cross Curricular Activities		Conducting various activities of art , craft, painting, celebrations of festivals