

# **B.Ed. SE. (ODL) Programme**

**PROGRAMME PROJECT REPORT  
(PPR)**



**School of Education  
U. P. Rajarshi Tandon Open University,  
Prayagraj**

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# **PROGRAMME PROJECT REPORT (PPR) of B.Ed. Special Education (ODL)**

## **Preamble**

The fundamental aim of education is to generate such human beings who are motivated, effective and are increasingly responsible and contributory citizens. The 21st century additionally requires that the learners also match the global requirements by being creative, communicative, critical thinkers and collaborative. While the obligation of developing these abilities in learner rests on all stakeholders, the teachers' invariably form the pivot. So, teacher preparation and development have a significant role in the national and global development.

Achieving this goal Uttar Pradesh Rajarshi Tandon Open University, Prayagraj with a mandate for preparing competent human resource for rehabilitation of persons with disabilities is committed to achieve quality by way of maintaining up to date and high standards of its training programmes. In this Direction University is committed to offer B.Ed. Spl.ODL Programme from 2005 to till date with due permission of Rehabilitation council of India (RCI), New Delhi in the specialization area of Visual Impairment (VI), Hearing Impairment (HI) & Intellectual and Developmental Disabilities (IDD) for ensuring the quality of special teacher education programmes through ODL mode. The programme permission letter of Rehabilitation Council of India (RCI), New Delhi is Attached as **Annexure- IV**

## **1. Programme Mission and Objectives**

In line with the mission of the University to provide flexible learning opportunities to all, particularly to those who could not join regular colleges or universities owing to social, economic, Physical and other constraints. Through Bachelor of Special Education (ODL) Programme mandate for preparing competent human resource for rehabilitation of persons with disabilities is committed to achieve quality by way of maintaining up to date and high standards of its training programmes for ensuring the quality of special teacher education programmes through the ODL mode.

### **The objectives of Bachelor of Special Education (ODL) Programme**

To develop Special Education teachers or rehab professionals for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The fundamental aim of B.Ed. (Special Education) programme is to prepare knowledgeable, competent and skilled human resources to impart education and training effectively to children with special needs as well as all other children.

## **2. Relevance of the Program with HEI's Mission and Goals**

In a country like India, there is a need to train rehabilitation professionals/personnel at three levels (Post-Graduate, Graduate and Diploma/Certificate) to meet the demand at national, regional or provincial, state, district level and if possible, even at block or village level. This degree level training has a focus on student trainees to develop knowledge based competencies to improve their professional practices and teaching strategies that are responsive to the learning needs of all the learners in diverse and plural settings of secondary and senior secondary classrooms and also embedded in the social context of the learners and also encourage development of specialized skills in planning and providing support services to high support need groups to promotion of inclusive practices with equity and quality

### 3. Prospective Target group of Learners

The Program is targeted to all individuals to looking to earn a Bachelor Degree in Education (special education) for employment, further higher education, promotion in teaching career, professional development and rehabilitation professionals.

### 4. Outcomes of the Programme

The learning outcomes of the programme according to specific skill and competencies are as follows:-

Learning Outcomes	Elements of the Descriptor	Learning outcomes
LO 1	Knowledge and understanding	<ul style="list-style-type: none"> <li>• Advanced knowledge about a specialized field of enquiry, with depth in one or more fields of learning within a broad multidisciplinary/ interdisciplinary context.</li> <li>• A coherent understanding of the established methods and techniques of teaching-learning process and enquiry applicable to the chosen fields of learning.</li> </ul>
LO 2	Skills required to perform and accomplish tasks	<ul style="list-style-type: none"> <li>• A range of cognitive and technical skills required for performing and accomplishing complex tasks relating to the chosen fields of learning,</li> <li>• Cognitive and technical skills relating to the established teaching methods and techniques for required fields.</li> </ul>
LO 3	Application of knowledge and skills	<ul style="list-style-type: none"> <li>• The training programmer will utilize a participatory approach to learning which will provide students with opportunities to develop the knowledge, attitudes, and skills necessary to carry out their role as Rehab professional on completion of the course.</li> <li>• Special attention is placed on the development of the positive attitudes towards Persons with disabilities. Among the teaching-learning strategies (methods) which will be utilized are:               <ul style="list-style-type: none"> <li>• Field and Workshop experience</li> <li>• Practical</li> <li>• Case studies</li> <li>• Demonstrations</li> <li>• Participative class session (lecture)</li> <li>• Self-study</li> <li>• Questions and answers</li> <li>• Role play and Simulations</li> <li>• Trainee presentations</li> <li>• Projects and group work etc.</li> </ul> </li> </ul>
LO4	Generic learning outcomes	<ul style="list-style-type: none"> <li>• It is envisaged that such a program would widen the horizon for the learner on completion of the degree course, to teach in special schools, regular inclusive schools at elementary level, work in early intervention and preschool set up or undertake home based teaching to support those with high support needs.</li> <li>• In all such settings, the learners who have successfully completed the program can practice online and blended</li> </ul>

		teaching too with confidence.
<b>LO5</b>	Constitutional, humanistic, ethical and moral values	<ul style="list-style-type: none"> <li>Embrace and practice constitutional, humanistic, ethical, and moral values in one's life.</li> <li>Adopt objective, unbiased, and truthful actions in all aspects of work related to the chosen field(s) of learning and professional practice.</li> </ul>
<b>LO6</b>	Employment ready skills, and entrepreneurship skills and mindset	<ul style="list-style-type: none"> <li>A rehabilitation professional with extensive responsibilities include strategically planning, implementation of the curriculum, monitoring and evaluation of the programme.</li> <li>Special Education teachers/ rehab professional for children with disabilities for various settings employment like:- including Inclusive, Special, Open School and Home Based Education</li> </ul>

## 5. Instructional Design

The B.Ed.SE.(ODL) Programme structure and syllabi has been developed and modified according to norms and regulations issued by Rehabilitation Council of India (RCI), New Delhi from time to time.

### 1.2.1 Structure, Syllabi and Support Staff of the Programme

The B.Ed .SE.(ODL) Programme is minimum 2½-year and maximum 5 year Programme of 80 credit. The Structure of the programme is as follows:-

#### Structure of the Programme

Sem.	Course/Paper	Paper Code	Title of the Paper	Credit	Study Hour's
I.	Theory	B.Ed. SE-01	Human Growth and Development	4	120
		B.Ed. SE-02	Contemporary India and Education	4	120
		B.Ed. SE-03	Introduction to Sensory Disabilities	2	60
		B.Ed. SE-04	Introduction to Neuro Developmental Disabilities	2	60
		B.Ed. SE-05	Introduction to Locomotor and Multiple Disabilities	2	60
	Practical	B.Ed. SE-PE-01	Cross Disability and Inclusion	2	60
IIInd	Theory	B.Ed. SE-06	Learning Teaching and Assessment	4	120
		B.Ed. SE-07	Inclusive Education	2	60
	Theory Elective (Any one)	B.Ed. SE-71	Assessment and Identification of Needs (HI)	4	120
		B.Ed. SE-81	Assessment and Identification of Needs (VI)	4	120
		B.Ed. SE-91	Assessment and Identification of Needs (IDD)	4	120
	Theory Elective (Any one)	B.Ed. SE-31	Pedagogy of Hindi Teaching	4	120
		B.Ed. SE-32	Pedagogy of English Teaching	4	120
		B.Ed. SE-33	Pedagogy of Math Teaching	4	120
		B.Ed. SE-34	Pedagogy of Biological Sciences Teaching	4	120
		Practical	B.Ed. SE-PE-02	Disability Specialization	2
IIIrd	Theory Elective (Any one)	B.Ed. SE-72	Curriculum Design Adaptation and Evaluation(HI)	4	120

		B.Ed. SE-82	Curriculum Design Adaptation and Evaluation (VI)	4	120
		B.Ed. SE-92	Curriculum Design Adaptation and Evaluation (IDD)	4	120
	Theory Elective (Any one)	B.Ed. SE-73	Intervention and Teaching Strategies (HI)	4	120
		B.Ed. SE-83	Intervention and Teaching Strategies (VI)	4	120
		B.Ed. SE-93	Intervention and Teaching Strategies (IDD)	4	120
	Theory Elective (Any one)	B.Ed. SE-41	Pedagogy of Social Studies Teaching	4	120
		B.Ed. SE-42	Pedagogy of Physical Sciences Teaching	4	120
		B.Ed. SE-43	Pedagogy of Commerce Teaching	4	120
		B.Ed. SE-44	Pedagogy of Home Sciences Teaching	4	120
	Practical	B.Ed. SE-PE-03	Disability Specialization	4	120
IVth r	Theory	B.Ed. SE-08	Basic Research & Basic Statistics	2	60
	Theory Elective (Any one)	B.Ed. SE-111	Orientation and Mobility	2	60
		B.Ed. SE-113	Communication options : Manual options	2	60
		B.Ed. SE-115	Vocational Training, Transition and Job Placement	2	60
	Theory Elective (Any one)	B.Ed. SE-101	Guidance and Counseling	2	60
		B.Ed. SE-105	Application of ICT in class room	2	60
		B.Ed. SE-104	Community Based Rehabilitation	2	60
	Theory Elective (Any one)	B.Ed. SE-74	Technology and Disability (HI)	4	120
		B.Ed. SE-84	Technology and Disability (VI)	4	120
		B.Ed. SE-94	Technology and Disability (IDD)	4	120
	Theory Elective (Any one)	B.Ed. SE-75	Psycho Social and Family Issues : HI	2	60
		B.Ed. SE-85	Psycho Social and Family Issues : VI	2	60
		B.Ed. SE-95	Psycho Social and Family Issues : IDD	2	60
	Practical	B.Ed. SE-PE-04	Reading and Reflecting on texts	2	60
B.Ed. SE-PE-05		Drama and Art in Education	2	60	
Vth	Practical	B.Ed. SE-PE-06	Main disability Special School	4	120
		B.Ed. SE-PE-07	Field Engagement and Internship- Main Disability Special School	4	120
		B.Ed. SE-PE-08	Field Engagement and Internship- Other Disability Special School	4	120
		B.Ed. SE-PE-09	Field Engagement and Internship- Inclusive Education	4	120

**Total credit for Theory - 52, Total credit for Pactical / Traning – 28 (Total credit- 80)**

**Study Hours for Theory- 1560 and Pactical / Traning Hours- 840 (Total- 2400 Study Hours)**

The details of Curriculum, course and syllabus is attached as **Annexure-I & II**

### **Support Staff of the Programme**

The programme is running under the School of Education, UPRTOU with all required teaching and support staff according to RCI norms. The details of programme staff is as follows:

<b>Faculty</b>		
<b>Professor</b>	03	Education
<b>Associate Professor</b>	02	Education
<b>Assistant Professor</b>	06	02 VI, 02 HI and 02 IDD Specializations
<b>Assistant Professor</b>	04	Education
<b>Other Staff</b>		
<b>Computer Operator</b>		01
<b>Office Assistant</b>		01
<b>Class IV</b>		01

## **5.2 Instructional Delivery Mechanism**

The University system is more learner-oriented and the student is an active participant in the teaching-learning process. Most of the instructions are imparted through distance rather than face-to-face communication. The University follows a multi-media approach to instruction. It comprises of:

- Self-instructional Printed Material (Self Learning Materia-SLM,sl)
- Audio and Video lectures
- Face-to-face Counseling
- Mobile Counseling
- Assignments
- Laboratory work
- Workshop Based Activities
- School Based Training and Activities
- Project work in some courses
- Teleconference/web conference
- Web Enabled Academic Support Portal
- e-GYANSANGAM (Open Educational Repository): [gyansangam.uprtou.ac.in](http://gyansangam.uprtou.ac.in)
- e-GYANARJAN: It is a Learning Management System based on Moodle ([gyanarjan.uprtou.ac.in](http://gyanarjan.uprtou.ac.in)) to aid the learner through web conferencing, sharing of learning resources, counseling classes etc.

## **Self-Learning Material**

The Self Learning Material (SLMs) are prepared in line with the RCI guidelines on preparation of SLMs. The prepared study materials are self-instructional in nature.

The course material is divided into blocks. Each block contains a few units. Lessons, which are called Units, are structured to facilitate self-study. The units of a block have similar nature of contents. The first page of each block indicates the numbers and titles of the units comprising

The block. In the first block of each course, we start with course introduction. This is followed by a brief introduction to the block. After the block introduction, emphasis is given on contribution of ancient Indian knowledge into that specific course. Next, each unit begins with an introduction to talk about the contents of the unit. The list of objectives is outlined to expect the learning-based outcome after working through the unit. This is followed by the main body of the unit, which is divided into various sections and sub-sections. Each unit is summarized with the main highlights of the contents.

Each unit has several “Check Your Progress” Questions and Terminal Questions /exercises. These questions help the learner to assess his/her understanding of the subject contents. At the end of units, additional references/books/suggested online web link for MOOCs/Open Educational Resources for additional reading are suggested.

### **Audio and Video lectures**

Apart from SLM, audio and video lectures have been prepared for some courses. The audio- video material is supplementary to print material. The video lectures are available at YouTube channel of university (<https://www.youtube.com/@uprtouonlinestudy5413>)

### **Counseling Classes**

The face to face (F2F) counselling classes are conducted at head quarter and study centers. The purpose of such a contact class is to answer some of questions and clarify the doubts of learner which may not be possible through any other means of communication. Well experienced counsellors at study centers provide counselling and guidance to the learner in the courses that (s)he has chosen for study. The counselling sessions for each of the courses will be held at suitable intervals throughout the whole academic session. The timetable for counselling classes is displayed at head quarter as well as by the coordinator of study center, however, attending counselling sessions is not compulsory. It is noted that to attend the counselling sessions, the learner must go through the course materials and note down the points to be discussed as it is not a regular class or lecture.

### **Assignments**

The purpose of assignments is to test the comprehension of the learning material that learner receives and help to get through the courses by providing self-feedback to the learner. The course content given in the SLM will be sufficient for answering the assignments.

Assignments constitute the continuous evaluation component of a course. The assignments are available at the SLM section of the home page of the university website. In any case, the learner must submit assignments before appearing in the examination for any course. The assignments of a course carry 30% weightage while 70% weightage is given to the term-end examination (TEE). The marks obtained by the learner in the assignments will be counted in the result. Therefore, it is advised to take assignments seriously. However, there will be no written assignments for Lab courses.



## 6. Procedure for Admission, Curriculum Transaction and Evaluation

The University follows eligibility, admission and other rules as issued by RCI from time to time.

### Admission Process:

Admission and procedure shall be followed as mentioned in the programme ordinance. The admission process is based on Entrance Test followed by admission counseling against the RCI approved seats and study centres. The list of approved study centres and seats for the session is attached as **Annexure-III**

### Duration of the Programme

The minimum & Maximum duration of the B.Ed. Spl. Ed. (ODL) Programme is as follow:

1. The minimum duration of the Programme is 04 semesters i. e. two years and the maximum period allowed for the completion of the Programme is four years, for those learners who have completed RCI recognized Diploma in Special Education or Equivalent through regular mode.
2. The minimum duration of the Programme is 05 semesters i. e. two and half years and the maximum period allowed for the completion of the Programme is five years. For those learners who have not completed RCI recognized Diploma in Special Education or Equivalent through regular mode. (As per RCI regulations-2021)

**Programme Fee:** Rs. 20,000/- per year or as per The University decision.

### Medium of instruction:

The Medium of instruction and examination of the B.Ed. Spl Edu. (ODL) Programme is Hindi, however as and when SLM in English is prepared by the University, the English medium will be allowed.

## 6.2 Curriculum Transaction

The programmer curriculum transaction strategies are as follows:

- (i) SLM,s ( for contents delivery and self study) in Hard and Soft form
- (ii) Counseling sessions ( Face to face And with ICT) at the study centre
- (iii) Workshop Based Practical ( For Training and skill development ) at the study centre
- (iv) School Based Activities and Practical ( For Training and skill development ) at the Special Schools and Inclusive Schools

## 6.3 Evaluation

The evaluation consists of two components: (1) Continuous Evaluation through Assignments, and (2) Term-end examination. The learner must pass both in Continuous Evaluation as well as in the Term-end examination of a course to earn the credits assigned to that course. For each course there shall be one Written/Practical Terminal Examination. The evaluation of every theory course shall be in two parts, that is 30% internal weightage through assignments and 70% external weightage through terminal exams.

(a) Theory course	Max. Marks
Terminal Examination for 04 credit course	70
Assignment	30
<b>Total</b>	<b>100</b>
Terminal Examination for 02 credit course	35
Assignment	15
<b>Total</b>	<b>50</b>

<b>(b) Practical Based course:</b>	<b>Max. Marks</b>
Terminal Practical Examination	
for 02 credit course	50
for 04 credit course	100
(Based on Records/Practical Files followed by viva-voce)	

The following 10 Point Grading System for evaluating learners' achievement will used for programmes as per the University policy:

**10-Point Grading System in the light of UGC-CBCS Guidelines is as follows:**

Letter Grade	Grade Point	% Range
O(Outstanding)	10	91-100
A+(Excellent)	9	81-90
A(Very Good)	8	71-80
B+ (Good)	7	61-70
B(Above Average)	6	51-60
C(Average)	5	41-50
P (Pass)	4	36-40
NC(Not Completed)	0	0-35
Ab(Absent)	0	
Q	Qualified	Applicable only for Non-Credit courses
NQ	Not Qualified	

Learner is required to score at least a ‘P’ grade(36%marks) in both the continuous evaluation(assignments) as well as the term-end examination. In the overall computation also, learner must get at least a ‘P’ grade in each course to be eligible for the B.Ed.SE(ODL) degree.

**Computation of CGPA and SGPA**

(a) Following formula shall be used for calculation of CGPA and SGPA

For jth semester $SGPA(S_j) = \frac{\sum(C_i * G_i)}{\sum C_i}$	where, $C_i$ =numberofcreditsoftheithcourseinjthsemester $G_i$ =gradepointscoredbythelearnerintheithcourseinjth semester.
$CGPA = \frac{\sum(C_j * S_j)}{\sum C_j}$	where, $S_j$ = SGPA of the jth semester $C_j$ =total number of credit sin the jth semester

The CGPA and CGPA shall be rounded off up to the two decimal points.(For e.g., if a learner obtained 7.2345, then it will be written as 7.23 or if s(he) obtained 7.23675 then it be will written as 7.24)  
CGPA will be converted in to percentage according to the following formula:  
Equivalent Percentage=CGPA\*9.5

## (b) Award of Division

The learner will be awarded division according to the following table:

Division	Classification
1 <sup>st</sup> Division	6.31 or more and less than 10 CGPA
2 <sup>nd</sup> Division	4.73 or more and less than 6.31 CGPA
3 <sup>rd</sup> Division	3.78 or more and less than 4.73 CGPA

## Eligibility of Programme Study Center

As per Approval of RCI (RCI Regulations-2021)

List of Study centres is attached as **Annexure-III**

## 7. Requirement of the Laboratory Support and Library Resources

The required Laboratory facility i.e.- Psycho Educational laboratory, language laboratory, work Experience laboratory, Computer Lab, Audio-visual Lab and well equipped Library etc. are provided to the learners at Study Center without any fee charge. Besides, the aids and appliances for training programme in the respective area of disability are also provided to the learner. Availability of all these labs, appliances and library are pre-requisite for each Study Centre.

## 8. Cost Estimates of the programme and the provisions

Programme consists of 36 theory courses, 09 Practical works courses with vive-voce and teaching practice. 16 course is of 2 credits which consists of approx. 09 units, 20 course consists of 4 credits which consists of approx. 15 units. The total approximated expenditure on the SLM's of 36 courses is as follows:

S.No.	Cost per Unit writing, Editing & Vetting	Total cost (in Rs.)
<b>Total no. of units- 444</b>	9500	4,218,000
<b>BOS Meetings etc.</b>		1,00,000
	Total	4,318,000
<b>Total Fee Share to Study Centre according to MoU between University and RCI</b>	40 percent	
<b>Total Fee Share to RCI according to MoU between University and RCI</b>	10 percent	

## 9. Quality Assurance Mechanism and Expected Outcomes

The program curriculum as suggested by Rehabilitation Council of India, New Delhi, the structure is developed under the guidance of the Board of Studies comprising external expert members of the concerned subjects followed by the School board. The program structure and syllabus is approved by the Academic Council of the University. The course structure and syllabus is reviewed time to time according to the feedback received from the stakeholders and societal needs.

The School of Education and the Centre for Internal Quality Assurance will monitor, improve and enhance effectiveness of the program through the following:

- Annual academic audit
- Feedback analysis for quality improvement
- Regular faculty development programs
- Standardization of learning resources
- Periodic revision of program depending upon the changing trends by communicating to the concern study centre

### Expected programme outcomes (POs)

<b>PO 1</b>	Analyze, design and develop new teaching methodology to real-world problems.
<b>PO 2</b>	Work in inclusive setup schools and multicultural environment or become a professional based upon societal needs.
<b>PO 3</b>	Develop planning, analytical and logical thinking abilities to learn new technology.
<b>PO 4</b>	Pursue careers in rehab area/ special education/ consultancy/ research and development, teaching and allied areas related to education.
Programme:	<b>Bachelor of Education [B.Ed. (SE)]</b>
Year	First Introduction year: 2005
<b>Revision of Programme in accordance with NEP-2020</b>	
Initiation year of revision	2021
Completion year of revision	2022

## Annexure-I

### Academic Year – 2023 Detailed Programme Structure & Syllabus (B.Ed.SE)

#### Semester-I (Theory Based Courses)

Course Code: **B. Ed. SE-01**

Course Title: **Human Growth and Development**

#### Course Objectives:-

Exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process.

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

<b>CO1:-</b>	Explain the process of development with special focus on infancy, Childhood adolescence
<b>CO2:-</b>	Critically analyze developmental variations among children.
<b>CO3:-</b>	Comprehend adolescence as a period of transition and threshold of adulthood
<b>CO4:-</b>	Analyze different factors influencing child development.

<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max.Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block 1</b>	<b>Approaches to Human Development</b>
Unit I	Concepts and Principle of growth and development
Unit II	Stages of Human Development
Unit III	Developmental Domains
<b>Block2</b>	<b>Theoretical approaches to development</b>
Unit IV	Cognitive & Social –cognitive theories (Piaget, Vygotsy, Bruner, Bandura)
Unit V	Psychosocial theory (Erikson) and Psychoanalytic theory (Freud)
Unit VI	Bio Ecological Theory (Bronfrenbrenner) and Holistic theory of Development (Steiner)
<b>Block3</b>	<b>The Early Years (Birth to Eight Years)</b>
Unit VII	Prenatal Birth and Neonatal Development
Unit VIII	Milestones in Development
Unit IX	Environmental factors influencing early childhood development
<b>Block4</b>	<b>Middle Childhood to Adolescence (From nine years to eighteen years)</b>
Unit X	Emerging capabilities across domains related to physical, social, Emotional, Cognitive, creativity and ethics.
Unit XI	Issues related to puberty
Unit XII	Influence of the environment (Social, Cultural, and Political) on the growing child.
<b>Block5</b>	<b>Transitions into Adulthood</b>
Unit XIII	Psychological Well-being, Formation of identify and Self –concept.
Unit XIV	Emerging roles and responsibilities
Unit XV	Life skills and Career Choices.

**Suggested Readings:** The self learning material (SLM) with suggested readings will be provided by the University after the admission.

**Suggested online courses: (MOOCs).** This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed.SE-02**

Course Title: **Contemporary India and Education**

**Course Objectives:-**

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

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

<b>CO1:-</b>	Explain the history, nature and process and Philosophy of education
<b>CO2:-</b>	Analyse the role of educational system in the context of Modern Ethos
<b>CO3:-</b>	Understand the concept of diversity
<b>CO4:-</b>	Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context

<b>Credits:</b> 04	<b>TypeofCourse:</b> Core
<b>Max.Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block 1</b>	<b>Philosophical Foundations of Education</b>
Unit I	Education: Concept, scope and Agencies of Education: School, family, community and media.
Unit II	Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism.
Unit III	Indian thinkers (Gandhi, Tagore, Krishna Murthy, Aurobindo) and Contemporary Indian Perspective.
<b>Block2</b>	<b>Understanding Diversity</b>
Unit IV	Concept and Types of Diversity: Gender, linguistic, cultural, socio-economic and disability.
UnitV	Diversity in learning and play.
UnitVI	Addressing diverse learning needs and Global Perspective of Diversity.
<b>Block3</b>	<b>Contemporary Issues and Concerns</b>
UnitVII	Universalisation of School Education and its issues, Right to Education and Universal Access.
UnitVIII	Issues of quality and equity: physical, economical, social, cultural and linguistic, particularly.w.r.t girl child, weaker sections and disabled.
Unit IX	Equal Educational Opportunity and Inequality in Schooling.
<b>Block4</b>	<b>Education Commissions and Policy.</b>
Unit X	Constitutional provisions on Education.
UnitXI	National Commissions and Acts, Policies on Disability Commission (1964). NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006).
UnitXII	Programmes, Schemes, International Conventions and Policies.
<b>Block5</b>	<b>Issues and Trends in Education</b>
UnitXIII	Challenges and Issues of Education from preschool to senior secondary.
UnitXIV	Inclusive Education and Special Schools.
UnitXV	Community participation and Community Based Education.
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs).</b> This course can be opted as an elective by the students for credit transfer.	

Course Code: **B. Ed. SE-03**

CourseTitle: **Introduction to Sensory Disabilities**

**Course Objectives:-**

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

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

<b>CO1:-</b>	Name the different types of sensory impairments and its prevalence and describe the process of Hearing & implications of various types of hearing loss.
<b>CO2:-</b>	Explain the issues & ways to address challenges in educating students with hearing loss.
<b>CO3:-</b>	Describe nature, characteristics & assessment of students with low vision & visual impairment.
<b>CO4:-</b>	Suggest educational placement and curricular strategies for students with low vision & visual impairment.
<b>CO5:-</b>	Explicate the impact of deaf-blindness & practices for functional development.

<b>Credits:</b> 02		<b>Type of Course:</b> Core
<b>Max. Marks:</b> 50		<b>Min. Passing Marks:</b> 18
<b>Block 1</b>	<b>Hearing Impairment: Nature and Classification</b>	
Unit I	Importance of hearing and types of sensory impairments: Single (Hearing Impairment and Visual Impairment) and Dual sensory impairment (Deaf- Blindness.)	
Unit II	Process of Hearing and its impediment leading to different types of hearing loss.	
Unit III	Hearing loss: Definitions and challenges arising due to congenital and acquired hearing loss.	
<b>Block2</b>	<b>Impact of Hearing Loss</b>	
Unit IV	Characteristics and impact of Hearing Impairment on Communication and Issues of Hearing loss.	
UnitV	Communication options, preference and facilitators of individuals with Hearing loss.	
UnitVI	Literacy Development and Scholastic achievement of student with hearing loss and technological support.	
<b>Block3</b>	<b>Visual Impairment-Nature and Assessment</b>	
UnitVII	Process of Seeing, Blindness and Low Vision-Definition, Classifications.	
UnitVIII	Demographic Information-NSSO and Census 2011.	
Unit IX	Importance of Early Identification, Intervention and Functional Assessment Procedures.	
<b>Block4</b>	<b>Educational Implications of Visual Impairment</b>	
Unit X	Effects of Blindness and Selective Educational Placement.	
UnitXI	Teaching Principles.	
UnitXII	Expanded Core Curriculum and Assistive Devices Concept and Areas.	
<b>Block5</b>	<b>Deaf -Blindness</b>	
UnitXIII	Definition, causes, classification, prevalence and characteristics of Deaf Blindness. Effects and Implications of Deaf-Blindness on activities of daily living &Education.	
UnitXIV	Screening: Assessment, Identification &Intervention strategies of Deaf-Blindness.	
UnitXV	Educational needs of students with Deaf-Blindness.	

**Suggested Readings:** The self learning material (SLM) with suggested readings will be provided by the University after the admission.

**Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-04** Course Title: **Introduction to Neuro Developmental Disabilities**

**Course Objectives:-**

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare preservice teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

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

<b>CO1:-</b>	Discuss the characteristics and types of learning disability.
<b>CO2:-</b>	Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
<b>CO3:-</b>	Explain the characteristics and types of Intellectual disability.
<b>CO4:-</b>	Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
<b>CO5:-</b>	Explain the characteristics and types of Autism Spectrum Disorder.
<b>CO6:-</b>	Describe the tools, areas of assessment and apply intervention strategies..
<b>Credits: 02</b>	<b>Type of Course: Core</b>
<b>Max. Marks: 50</b>	<b>Min. Passing Marks: 18</b>
<b>Block 1</b>	<b>Learning Disability: Natures,Needs, and Intervention.</b>
Unit I	Definitions, Types and Characteristics.
Unit II	Tools and Areas of Assessment.
Unit III	Strategies for Reading, Writing and Maths.
Unit IV	Curriculum adaptation, IEP, Further Education.
UnitV	Transitions Education, Life long Education.
<b>Block2</b>	<b>Intellectual Disability: Nature, needs and Intervention.</b>
UnitVI	Definitions, Types and Characteristics.
UnitVII	Tools and Areas of Assessment.
UnitVII	Strategies for functional academic and social skills.
UnitIX	Assistive devices, Adaptation, Individualized Education Plan, Person centered plan, Life skill Education.
UnitX	Vocational Training and Independent living.
<b>Block3</b>	<b>Autism Spectrum Disorder: Nature, needs and intervention</b>
UnitXI	Definitions, Types and Characteristics.
Unit XII	Tools and Areas of Assessment.
UnitXIII	Instructional Approaches.
UnitXIV	Teaching Methods.
UnitXV	Vocational training and career opportunities.
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	



Course Code: **B.Ed.SE-05** Course Title: **Introduction to Locomotor and Multiple Disabilities**

**Course Objectives:-**

The course aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

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

<b>CO1:-</b>	Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy Cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
<b>CO2:-</b>	Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.
<b>CO3:-</b>	Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
<b>CO4:-</b>	Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.
<b>Credits:</b> 02	
<b>Type of Course:</b> Core	
<b>Max.Marks:</b> 50	
<b>Min. Passing Marks:</b> 18	
<b>Block 1</b>	<b>Cerebral Palsy (CP)</b>
Unit I	CP:Nature,Types and its Associated Conditions:
Unit II	Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements(Gaits):
Unit III	Provision of Therapeutic Intervention and Referral of Children with CP:
Unit IV	Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School.
Unit V	Facilitating Teaching –Learning of Children with CP in school, IEP, Developing TLM: Assistive Technology to Facilitate Learning and Functional Activities.
<b>Block2</b>	<b>Amputees, polio Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy.</b>
UnitVI	Definition, Meaning and Classification.
UnitVII	Assessment of Functional Difficulties.
UnitVII	Provisions of Therapeutic Intervention and Referral.
UnitIX	Implications of Functional Limitations for Education
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

<b>Semester-II (Theory Based Courses)</b>
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Course Code: **B. Ed. SE-06**      Course Title: **Learning, Teaching and Assessment**

**Course Objectives:-**

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

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

<b>CO1:-</b>	Comprehend the theories of learning and intelligence and their applications for teaching children
<b>CO2:-</b>	Analyse the learning process, nature and theory of motivation
<b>CO3:-</b>	Describe the stages of teaching and learning and the role of teacher
<b>CO4:-</b>	Situate self in the teaching learning process
<b>CO5:-</b>	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.
<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block 1</b>	<b>Human Learning and intelligence</b>
Unit I	Human learning: Meaning, definition and concept formation
Unit II	Learning Theories:- Behaviorism: Thorndike, Skinner ,Concerns for Cognitivism and Social constructism.
Unit III	Intelligence and Creativity:- Concept and Theories
<b>Block2</b>	<b>Learning process and motivation</b>
Unit IV	Sensation, Attention and Perception
UnitV	Memory and Thinking and Problem Solving
UnitVI	Motivation: Nature and Theories
<b>Block3</b>	<b>Process Teaching learning</b>
UnitVII	Maxims and Methods of Teaching
UnitVIII	Stages and Models of Teaching
Unit IX	Leadership and role of Teacher in classroom, School and Community
<b>Block4</b>	<b>Overview assessment and school system</b>
Unit X	Concepts in School Evaluation
UnitXI	Taxonomy of Educational Objectives
UnitXII	Formative and summative evaluation
<b>Block5</b>	<b>Assessment: Strategies and Practices</b>
UnitXIII	Strategies and Procedures
UnitXIV	Assessment of diverse learners
UnitXV	Schools examination
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

CourseCode: **B. Ed. SE-07**

CourseTitle: **Inclusive Education**

**Course Objectives:-**

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

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

<b>CO1:-</b>	Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
<b>CO2:-</b>	Explicate the national & key international policies & frameworks facilitating inclusive education.
<b>CO3:-</b>	Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
<b>CO4:-</b>	Describe the inclusive pedagogical practices & its relation to good teaching.
<b>CO5:-</b>	Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

<b>Credits:</b> 02	<b>Type of Course:</b> Core
<b>Max.Marks:</b> 50	<b>Min. Passing Marks:</b> 18

<b>Block 1</b>	<b>Introduction to Inclusive Education</b>
Unit I	Marginalization vs Inclusive Education, Segregation and Integrations
Unit II	Principles of Inclusive Education and Diversity in Classroom
Unit III	Barriers to inclusive Education
<b>Block2</b>	<b>Policies &amp; Frameworks Facilitating Inclusive Education</b>
Unit IV	Universal Declaration of Human Rights
UnitV	International conventions and Frameworks
UnitVI	National policies, Programmes, Acts and Commission
<b>Block3</b>	<b>Inclusive Academic Instructions</b>
UnitVII	Gifted Children
UnitVIII	Family & Community support involvement for Inclusion
Unit IX	Resource Mobilization for Inclusive Education

**Suggested Readings:** The self learning material (SLM) with suggested readings will be provided by the University after the admission.

**Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE-71** CourseTitle: **Assessment and Identification of Needs (HI)**

**Course Objectives:-**

Hearing loss needs to be identified at the earliest in order to provide timely intervention to children with hearing impairment. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessments to be undertaken for identifying needs in order to plan the intervention program.

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

<b>CO1:-</b>	Explain the need and techniques for early identification of hearing loss in children.
<b>CO2:-</b>	Acquire knowledge in the area of audiological assessment and its relevance in education.
<b>CO3:-</b>	To discuss communicative and language related needs with the understanding of its development and assessment.
<b>CO4:-</b>	Understand the need for assessment of various processes involved in production of speech.
<b>CO5:-</b>	Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.

**Credits:** 04

**Type of Course:** Core

**Max. Marks:** 100

**Min. Passing Marks:** 36

<b>Block 1</b>	<b>Early Identification of Hearing Loss</b>
Unit I	Concept and early identification hearing loss
Unit II	Behavioral identification
Unit III	Sign and Symptoms for hearing loss.
<b>Block 2</b>	<b>Audiology Assessment</b>
Unit IV	Orientation: Auditory Milestones in children (0-2 years)
UnitV	Assessment & Methods of Assessment
UnitVI	Audiograms & Audiometer
<b>Block 3</b>	<b>Assessment of Language Communication</b>
UnitVII	Communication & Language
UnitVIII	Impact of Deafness on Communication
Unit IX	Tools for Assessing communication and Language
<b>Block 4</b>	<b>Assessment of Speech</b>
Unit X	Basics of Articulation & Phonology
UnitXI	Milestones of speech development, supra segmental aspects of speech
UnitXII	Speech Intelligibility
<b>Block 5</b>	<b>Educational Assessment</b>
Unit XIII	Educational Assessment & its Types
UnitXIV	Tools and techniques of Educational Assessment
UnitXV	Current Trends & Challenges in Assessment

**Suggested Readings:** The self learning material (SLM) with suggested readings will be provided by the University after the admission.

**Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-81** Course Title: **Assessment and Identification of Needs (VI)**

**Course Objectives:-**

To make the learners more empathetic to the needs of the visually impaired and address them appropriately in diverse educational settings. The course will enable the trainees to be able to identify children who are at risk for visual impairment. The trainees will be able to develop the skills of doing functional vision assessment and enhance the residual vision. The course also focuses on needs and assessment of children with multiple disability and visual impairment.

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

<b>CO1:-</b>	Describe the structure of eye and common eye defects.
<b>CO2:-</b>	Explain the etiology of visual impairment.
<b>CO3:-</b>	Analyse the implications of visual impairment and identify their needs.
<b>CO4:-</b>	Develop skills to identify and assess children with visual impairment.
<b>CO5:-</b>	Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).

<b>Credits:</b> 04	<b>Type of Course:</b> Core
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<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
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<b>Block 1</b>	<b>Anatomy And Physiology of Human Eye</b>
Unit I	Structure and Function of Human Eye, Principal of Refraction & Refraction Errors
Unit II	Normal Vision Development
Unit III	Concept and Definition of Blindness and low vision
<b>Block2</b>	<b>Types of Visual Impairment and Common Eye Disorder</b>
Unit IV	Types of Visual Impairment
UnitV	Common Eye Disorders
UnitVI	Educational Implication of different Eye disorder
<b>Block3</b>	<b>Factors Effecting Visual Impairment</b>
UnitVII	Factors affecting Visual Impairment
UnitVIII	Effect of Visual Impairment on Growth & Development
Unit IX	Education for VI Children
<b>Block4</b>	<b>Identification and Assessment of Visual Impairment</b>
Unit X	Clinical Assessment of Vision
UnitXI	Functional Assessment of Vision
UnitXII	Tools for Psychological Assessment of VI Children
<b>Block5</b>	<b>Learning Needs of VI Children</b>
UnitXIII	Impact of Visual Impairment on Development
UnitXIV	Impact of Visual Impairment on Learning
UnitXV	Multidisciplinary Assessment of VI Children

**Suggested Readings:** The self learning material (SLM) with suggested readings will be provided by the University after the admission.

**Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE-91** CourseTitle: **Assessment and Identification of Needs (IDD)**

**Course Objectives:-**

Intellectual Developmental Disabilities needs to be identified at the earliest in order to provide timely intervention to children with Intellectual Developmental Disabilities. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessments to be undertaken for identifying needs in order to plan the intervention program.

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

<b>CO1:-</b>	Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual
<b>CO2:-</b>	Understand various procedures, areas and approaches of assessment and their relevance.
<b>CO3:-</b>	Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioral assessment and assessment tools at preschool level.
<b>CO4:-</b>	Get familiarized assessment tools for independent living, provisions and schemes for vocational
<b>CO5:-</b>	Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.
<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block 1</b>	<b>Mental Retardation Nature &amp; Needs</b>
Unit I	Mental Retardation: Concept, Meaning and Nature
Unit II	Causes and Prevention
Unit III	Classification, Identification and Characteristics
<b>Block2</b>	<b>Assessment</b>
Unit IV	Assessment: Concept, Meaning, Purpose and Types
UnitV	Areas of Assessment
UnitVI	Methods of Assessment
<b>Block3</b>	<b>Assessment at Pre School and School level</b>
UnitVII	Importance of Assessment at pre school and school level
UnitVIII	Assessment tools for school level
Unit IX	Documentation and its relation to inclusion
<b>Block4</b>	<b>Assessment at Adult and Vocational Levels</b>
Unit X	Assessment for Transition from school to work
UnitXI	Significance & Tools for Independent living
UnitXII	Provision and schemes for vocational skill development
<b>Block5</b>	<b>Assessment of Family Needs</b>
UnitXIII	Assessment of Family & parental needs
UnitXIV	Assessment to conduct advocacy and skill development programmes
UnitXV	Assessment of family and community resources
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

CourseCode: **B. Ed. SE-31**

CourseTitle: **Pedagogy of Hindi**

**Course Objectives:** Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

<b>CO1:-</b>	To explain the contribution of language in the development of individual and society development.
<b>CO2:-</b>	To identify the skills of using Hindi language.
<b>CO3:-</b>	To understand behavioural objective of Hindi teaching
<b>CO4:-</b>	To develop unit plan and lesson planning.
<b>CO5:-</b>	To competent to use various teaching methods and techniques
<b>CO6:-</b>	To use various techniques to evaluate the achievement of the learner in Hindi language.

<b>Credits:</b> 04		<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100		<b>Min. Passing Marks:</b> 36
<b>खण्ड 1</b>	<b>हिन्दी भाषा के आधार</b>	
इकाई 1	हिन्दी भाषा की प्रकृति और प्रकार्य	
इकाई 2	हिन्दी भाषा की अधिगम प्रक्रिया	
इकाई 3	विद्यालयी स्तर पर हिन्दी भाषा की पाठ्यचर्या एवं उसमें सुधार	
<b>खण्ड 2</b>	<b>हिन्दी भाषा शिक्षण के लिए व्यूह रचना – प्रथम</b>	
इकाई 4	हिन्दी के भाषिक तत्व	
इकाई 5	श्रवण एवं मौखिक अभिव्यक्ति के कौशल का विकास	
इकाई 6	पठन योग्यता एवं लिखित अभिव्यक्ति कौशल का विकास	
<b>खण्ड 3</b>	<b>हिन्दी भाषा शिक्षण के लिए व्यूह रचना– द्वितीय</b>	
इकाई 7	कविता शिक्षण	
इकाई 8	गद्य की अन्य विधाओं का शिक्षण	
इकाई 9	व्याकरण शिक्षण	
<b>खण्ड 4</b>	<b>हिन्दी भाषा अधिगम का मूल्य निर्धारण</b>	
इकाई 10	भाषा सम्प्राप्ति मूल्यांकन	
इकाई 11	भाषा परीक्षण एवं परीक्षण पदों की रचना	
इकाई 12	निदानात्मक एवं उपचारात्मक कार्य	
<b>खण्ड 5</b>	<b>हिन्दी भाषा में अधिगम संसाधन</b>	
इकाई 13	अधिगम संसाधन: अर्थ, प्रकार, कार्य, निर्माण एवं उपयोग	
इकाई 14	भाषा प्रयोग ाला और भाषा शिक्षक	
इकाई 15	क्रियात्मक भाषा और समुन्नयन कार्य	

**Suggested Readings:** The self learning material (SLM) with suggested readings will be provided by the University after the admission.

**Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE-32**

CourseTitle: **Pedagogy of English**

**Course Objectives:** Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

<b>CO1:-</b>	To understand the principles of language teaching, evolution and trends in English literature
<b>CO2:-</b>	To prepare an instructional plan in English.
<b>CO3:-</b>	To adapt various approaches and methods to teach English language.
<b>CO4:-</b>	To use various techniques to evaluate the achievement of the learner in English.
<b>CO5:-</b>	To know the criteria of good book of English.

<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block 1</b>	<b>Foundations of English Language</b>
Unit I	Nature of English Language
Unit II	Learning of English Language
Unit III	Curriculum Reforms in School English Language
<b>Block 2</b>	<b>Strategies for Teaching English Language-1</b>
Unit IV	Teaching of Listening
Unit V	Developing Speaking/ Oral Activities
Unit VI	Speaking Activities and Listening Comprehensive
<b>Block 3</b>	<b>Strategies for Teaching English Language-II</b>
Unit VII	The Reading Process and Developing Reading Skills
Unit VIII	Teaching Writing and Study Skills
Unit IX	Teaching Grammar
<b>Block 4</b>	<b>Assessment of and for English Language Learning</b>
Unit X	Stating Measurable Objectives
Unit XI	Construction of Test Items and Test
Unit XII	Diagnosing and Remedial Work in English Language Teaching
<b>Block 5</b>	<b>Learning Resource in English Language</b>
Unit XIII	Meaning, Types, function, Preparation and Utilization of Learning Resources
Unit XIV	Text Book, Drama, Debate and Speech Programme
Unit XV	Language Laboratory and English Language Teacher
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	



CourseCode: **B Ed E-33**

CourseTitle: **Pedagogy of Mathematics**

**Course Objectives:** Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

<b>CO1:-</b>	To Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
<b>CO2:-</b>	To describe the aims and objectives of teaching Mathematics at school level.
<b>CO3:-</b>	To demonstrate and apply skills to select and use different methods of teaching Mathematics.
<b>CO4:-</b>	To demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and
<b>CO5:-</b>	To demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.
<b>Credits: 04</b>	<b>Type of Course: Core</b>
<b>Max.Marks: 100</b>	<b>Min. Passing Marks: 36</b>
<b>Block 1</b>	<b>Foundations of Mathematics</b>
Unit I	Nature of Mathematics
Unit II	Learning of Mathematics, Psychology of Learning and Teaching of Mathematics Constructivism and Inactivism
Unit III	Curriculum Reforms, Aims and Objectives of Teaching Mathematics
<b>Block 2</b>	<b>Strategies for Teaching Mathematics</b>
Unit IV	Teaching of Mathematical Concepts
Unit V	Learning by Exposition and Learning by Discovery
Unit VI	Learning Mathematics in Groups, Group Work and Cooperative or Collaborative Strategies
<b>Block 3</b>	<b>Strategies for Teaching Mathematics-II</b>
Unit VII	Teaching for Understanding Proof
Unit VIII	Teaching Problem Solving in Mathematics, Definition and Importance
Unit IX	Problem Solving in Algebra and Geometry
<b>Block 4</b>	<b>Assessment of and for Mathematics Learning</b>
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Proof
Unit XI	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
Unit XII	Construction of Unit Tests, Blue Print, Construction of Question Paper
<b>Block 5</b>	<b>Learning Resource in Mathematics</b>
Unit XIII	Learning Resources; Meaning, Types Preparation and Utilization of Resources
Unit XIV	Text Book, Calculators, Models and Computers, Graphic Calculators
Unit XV	The Mathematics Laboratory, Mathematics Outside and in the Classroom
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

CourseCode: **B. Ed. SE-34**

CourseTitle: **Pedagogy of Biological Science**

**Course Objectives:** Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

<b>CO1:-</b>	To explain the role of science in day to day life and its relevance to modern society.
<b>CO2:-</b>	To describe the aims and objectives of teaching science at school level.
<b>CO3:-</b>	To demonstrate and apply skills to select and use different methods of teaching the content of sciences.
<b>CO4:-</b>	To demonstrate competencies of planning for teaching sciences, organizing laboratory
<b>CO5:-</b>	To demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.
<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block 1</b>	<b>Foundations of Biological Sciences</b>
Unit I	Nature of Biological Sciences
Unit II	Learning of Biological Sciences, Psychology of Learning and Teaching of Biological Sciences, Constructivism and Inactivism
Unit III	Curriculum Reforms; Aims and objectives of Teaching Biological Sciences
<b>Block 2</b>	<b>Strategies for Teaching Biological I Sciences</b>
Unit IV	Teaching of Biological Sciences Concepts
Unit V	Learning by Exposition and Learning by Discovery
Unit VI	Learning Biological Sciences in Groups, Group Work and Cooperative or Collaborative Strategies
<b>Block 3</b>	<b>Strategies for Teaching Biological Sciences -II</b>
Unit VII	Co-Curricular and Non Formal Approaches in Biological Science Learning
Unit VIII	Programmed Instruction in Biological Science Learning
Unit IX	New Approaches in Biological Science Teaching
<b>Block 4</b>	<b>Assessment of and for Biological Sciences Learning</b>
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
Unit XI	Construction of Test Items For Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching
Unit XII	Construction of Unit Tests, Blue Print, Constructions of Question Paper
<b>Block 5</b>	<b>Learning Resource in Biological Sciences</b>
Unit XIII	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
Unit XIV	Text Books, Journals, Handbooks, Students Work Books
Unit XV	The Biological Sciences Laboratory, Biological Sciences Outside And in the Classroom
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

<b>Semester-III (Theory Based Courses)</b>
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Course Code: **B.Ed.SE-72** Course Title: **Curriculum Designing, Adaptation and Evaluation: HI**  
**Course Objectives:-**

The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with hearing impairment. Learners are expected to go beyond the 3Rs with broad understanding of 21st century learning. The learner would also develop requisite skills of developing literacy skills of reading and writing as well as appreciate need and decide suitable adaptation to be undertaken for curricular transactions

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

<b>CO1:-</b>	Familiar with concept of curriculum and explain the importance of designing it for children
<b>CO2:-</b>	Develop capacity of developing literacy skills of reading and writing in children with hearing Impairment.
<b>CO3:-</b>	Describe the need for curricular adaptation and decide suitable adaptation and undertake it.
<b>CO4:-</b>	Appreciate the need for curricular evaluation and describe the tools and methods for evaluating

<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block 1</b>	<b>Curriculum and its Designing</b>
Unit I	Curriculum- Concepts, Types and Models
Unit II	Approaches and Steps for Curriculum Designing
Unit III	Curricular Needs in Scholastic and non-Scholastic Areas
<b>Block 2</b>	<b>Developing Literacy Skills: Reading</b>
Unit IV	Reading Skills and its Assessment
Unit V	Approaches and Strategies to Develop Reading Skills and Independent Reading
Unit VI	Types, Models and Challenges of Developing Reading Skills and Remedial Strategies
<b>Block 3</b>	<b>Developing Literacy Skills: Writing</b>
Unit VII	Writing Skill
Unit VIII	Components and types of writing
Unit IX	Steps, Challenges and Strategies in Developing Writing
<b>Block 4</b>	<b>Curricular Adaptation</b>
Unit X	Curricular Adaption- Meaning, Principles, Types and Process of Adaptation
Unit XI	Assessment and Decision Making for Adaptation
Unit XII	Adapting Curriculum- Content, Teaching, Learning Material and Instruction
<b>Block 5</b>	<b>Curricular Evaluation</b>
Unit XIII	Curricular Evaluation: Concept and Need
Unit XIV	Methods, Tools and Areas of Curricular Evaluation
Unit XV	Challenges in Curricular Evaluation

**Suggested Readings:** The self learning material (SLM) with suggested readings will be provided by the University after the admission.

**Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.

CourseCode: **B. Ed. SE-82** CourseTitle: **Curriculum Designing, Adaptation and Evaluation: VI**

**Course Objectives:-**

To enable the students to access visually oriented concepts, adapted physical education and creative arts also form a part of this course of study. This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The course content shows a strong commitment to the notion that children with visual impairment should have access to the regular core curriculum for which they need to learn an expanded core curriculum unique to visual impairment.

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

<b>CO1:-</b>	Define curriculum, its types and explain its importance.
<b>CO2:-</b>	Demonstrate techniques of teaching functional academic skills.
<b>CO3:-</b>	Explain importance and components of independent living skills.
<b>CO4:-</b>	Explain curricular adaptations with reasonable accommodations.
<b>CO5:-</b>	Illustrate how physical education and creative arts activities can be adapted for the children with

<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block 1</b>	<b>Concept and Types of Curriculum</b>
Unit I	Curriculum- Need and Types.
Unit II	Curriculum Approaches in Special Education.
Unit III	Curriculum Planning and Implementation
<b>Block2</b>	<b>Teaching Functional Academics Skills</b>
Unit IV	Methods and Techniques of teaching.
UnitV	Techniques of teaching Braille.
UnitVI	Braille aids and other devices for Print reading and writing.
<b>Block3</b>	<b>Teaching of Independent Living Skills</b>
UnitVII	Independent Living Skills.
UnitVIII	Daily Living Skills and Sensory Efficiency.
Unit IX	Techniques of Teaching social interaction skills.
<b>Block4</b>	<b>Curriculum Adaptation</b>
Unit X	Curricular Adaptation and Accommodation
UnitXI	Planning of lesson for teaching and TLM.
UnitXII	Pedagogical Strategies.
<b>Block5</b>	<b>Curricular Activities</b>
UnitXIII	Adaptation of physical education activities
UnitXIV	Creative arts for the children with visual impairment
UnitXV	Agencies/organizations promoting- sports, culture and recreation activities
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

Course Code: **B. Ed. SE -92** CourseTitle: **Curriculum Designing, Adaptation and Evaluation: IDD**

**Course Objectives:-**

This course will provide basic understanding of the concept of curriculum approaches to curriculum development. The objective of this course is to enable the students to access mentally oriented concepts. Adapted physical education and creative arts also form a part of this course of study.

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

<b>CO1:-</b>	Understand nature of curriculum, principles and steps of curriculum designing, domains and Curriculum evaluation.
<b>CO2:-</b>	Develop insight into importance of early childhood special education, its domains and school Readiness programme and their implications.
<b>CO3:-</b>	Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.
<b>CO4:-</b>	Understand different strategies for curriculum adaptation, accommodation, modification and their significance.
<b>CO5:-</b>	Evaluation and make effective use of different techniques.

<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block1</b>	<b>Curriculum Designing</b>
Unit I	Curriculum: Concept, Principles and Designing.
Unit II	Domains of Curriculum.
Unit III	Development of Curriculum.
<b>Block2</b>	<b>Curriculum at Pre-school and Primary School level</b>
Unit IV	Early Child Education and its Domains.
Unit V	Sensitization at Family & School.
Unit VI	Implication of Pre-School and Primary levels
<b>Block3</b>	<b>Curriculum at Secondary, Pre-vocational and Vocational Level</b>
Unit VII	Curriculum domains at Secondary, Pre-Vocational and Vocational Level.
Unit VIII	National Skill Development Scheme (NSDS by MSJ&E).
Unit IX	Implications of Placement for Inclusion.
<b>Block4</b>	<b>Curricular Adaptations</b>
Unit X	Need for Curricular Adaptations, Accommodation and Modification.
Unit XI	Adoption, Accommodation and Modification for Pre-Academic Curriculum, Academic Curriculum and Co-Curriculum.
Unit XII	Adaptation, Accommodation and Modification for School subjects.
<b>Block5</b>	<b>Curricular Evaluation</b>
Unit XIII	Curricular Evaluation: Concept, Types & Approaches.
Unit XIV	Emerging Trends in Evaluation.
Unit XV	Differential Evaluation of PWID in Inclusive Setup.
<p><b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.</p> <p><b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.</p>	

Course Code: **B. Ed. SE-73** Course Title: **Interaction and Teaching Strategies: HI**

**Course Objectives:-**

Early identification of hearing loss needs to be followed by a good quality intervention. This course enables the students to develop adequate speech and language among the HI children which in turn would facilitate school readiness. Teachers need to use specialised techniques for developing listening, speaking, communication and linguistic skills to children with hearing impairment for them to access knowledge.

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

<b>CO1:-</b>	To understand about programmes for early intervention of infants and children with Hearing Impairment.
<b>CO2:-</b>	Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.
<b>CO3:-</b>	Explain various approaches to teaching, strategies for speech intervention.
<b>CO4:-</b>	Describe methods, techniques and options to facilitate language and communication.
<b>CO5:-</b>	Explain the concept, principles and practices, linkages and outcomes of education intervention.

<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block1</b>	<b>Need and Strategies for Early intervention of Hearing Loss</b>
Unit I	Parent- Instant Programme for Children with H I and Pre-school training programme
Unit II	Individual Speech- Language Therapy.
Unit III	Impact of early intervention and intervention of late identified children.
<b>Block2</b>	<b>Auditory Learning &amp; Speech Reading</b>
Unit IV	Auditory listening and Auditory training
UnitV	Auditory verbal therapy and role of teacher.
UnitVI	Speech reading and role of Teacher
<b>Block3</b>	<b>Speech Interaction Strategies</b>
UnitVII	Approaches to Teaching speech and Orientation to acoustics of speech
UnitVIII	Formulation of Lesson plan and Strategies for Production of Speech.
Unit IX	Individual and Group Speech Teaching.
<b>Block4</b>	<b>Communication and Language Teaching Strategies</b>
Unit X	Methods of teaching language.
UnitXI	Principles and Techniques of Developing language.
UnitXII	Communication options.
<b>Block5</b>	<b>Educational Intervention Strategies</b>
UnitXIII	Educational interventions.
UnitXIV	Maxims, Methods of teaching & lesson Planning
UnitXV	Partnership of various professionals' agencies in educational intervention.
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

Course Code: **B. Ed. SE -83** Course Title: **Interaction and Teaching Strategies: VI**

**Course Objectives:-**

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. The objective of this course is to provide knowledge and understanding to the learner and enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

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

<b>CO1:-</b>	Explain various theoretical perspectives related to intervention & teaching strategies.
<b>CO2:-</b>	Demonstrate techniques of teaching Mathematics to visually impaired children.
<b>CO3:-</b>	Acquire necessary competencies and skills for teaching science and assessment of the learners with Special reference to children with visual impairment.
<b>CO4:-</b>	Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.
<b>CO5:-</b>	Describe the process of assessment visual efficiency and classroom management for children with low vision.
<b>Credits: 04</b>	<b>Type of Course: Core</b>
<b>Max.Marks: 100</b>	<b>Min. Passing Marks:36</b>
<b>Block1</b>	<b>Theoretical perspective</b>
Unit I	Intervention for latterly blinded students.
Unit II	Mediated teaching learning and its procedure.
Unit III	Enriched teaching for concept development.
<b>Block2</b>	<b>Mathematics</b>
Unit IV	Mathematics Phobias and Conceptualization of Mathematical ideas
UnitV	Mental arithmetic ability and use of tactile materials
UnitVI	Evaluation procedures with special reference to the needs of children with visual impairment
<b>Block3</b>	<b>Science</b>
UnitVII	Science Teaching learning materials and equipment
UnitVIII	Problem solving and learning by doing for visually impaired students
Unit IX	Evaluation procedure with particular reference to practical and adaptations in examination questions.
<b>Block4</b>	<b>Social Science</b>
Unit X	Techniques of preparation and presentation of adopted tactile maps, Diagrams, Globe and use of different types of models
UnitXI	Teaching skills: Dramatization, narration, Explanation, storytelling and role play
UnitXII	Evaluation of concepts and skills in social science with particular reference to geography
<b>Block5</b>	<b>Teaching of Children with low vision</b>
UnitXIII	Visual stimulation (concept and procedure) and selection of an appropriate medium of reading and writing
UnitXIV	Techniques and procedure for developing reading and writing skills
UnitXV	Orientation and mobility for low vision children and classroom management
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

CourseCode: **B. Ed. SE- 93** Course Title: **Interaction and Teaching Strategies: IDD**

**Course Objectives:-**

Identification of intellectual development disabilities of children at early stage to be followed by good quality intervention. This course enables the students to develop adequate readiness of the IDD children which in turn would facilitate school readiness. They will be able to use specialized techniques for developing identification maladaptive behavior and develop insight into various modes of its management.

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

<b>CO1:-</b>	Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.
<b>CO2:-</b>	Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.
<b>CO3:-</b>	Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.
<b>CO4:-</b>	Understand nature and identification maladaptive behaviour and develop insight into various modes of its management.
<b>CO5:-</b>	Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.
<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block1</b>	<b>Intervention</b>
Unit I	Early intervention: Concept and Significance.
Unit II	Intervention Techniques and Documentation
Unit III	Implication of Early intervention for Pre-school inclusion
<b>Block2</b>	<b>Individualized Education Programme</b>
Unit IV	IEP: Need & Historical Perspective.
UnitV	IEP for PWIO and associated conditions
UnitVI	Application of IEP for Inclusion
<b>Block3</b>	<b>Teaching Strategies and TLM</b>
UnitVII	Stages of Learning and Multi sensory approaches.
UnitVIII	Principles of Teaching and Teaching strategies.
Unit IX	Development and use of TLM for ID
<b>Block4</b>	<b>Intervention for Mal-Adoptive Behavior</b>
Unit X	Identification of mal-adoptive behavior
UnitXI	Functional analysis and cognitive behavior Techniques (CBT)
UnitXII	Management of Maladaptive behavior and Ethical issues.
<b>Block5</b>	<b>Therapeutic Intervention</b>
UnitXIII	Occupational Therapy, Physiotherapy, yoga and play therapy.
UnitXIV	Speech therapy- and hearing disorders and intervention.
UnitXV	Therapeutic intervention: Visual and performing arts
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	



Course Code: **B. Ed. SE-41**

Course Title: **Pedagogy of Social Studies**

**Course Objectives:** Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

<b>CO1:-</b>	To explain the concept, nature and scope of social science.
<b>CO2:-</b>	To develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
<b>CO3:-</b>	To develop skills in preparation and use of support materials for effective social science teaching.
<b>CO4:-</b>	To develop the ability to organize co-curricular activities and community resources for promoting social science learning.
<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block1</b>	<b>Foundations of Social Studies</b>
Unit I	Nature of Social Studies
Unit II	Learning of Social Studies, Psychology of Social Studies, Learning and Teaching of Social Studies, Constructivism and Enactivism
Unit III	Curriculum Reforms, Aims and Objectives of Teaching Social Studies
<b>Block2</b>	<b>Strategies for Teaching Social Studies -I</b>
Unit IV	Teaching of Social Studies Concepts
Unit V	Learning by Exposition and Learning by Discovery
Unit VI	Learning Social Studies in Groups, Group Work and Cooperative or Collaborative Strategies
<b>Block3</b>	<b>Strategies for Teaching Social Studies-II</b>
Unit VII	Co-Curricular and Non-Formal Approaches in Social Studies Learning
Unit VIII	Programmed Instruction in Social Studies Learning
Unit IX	New Approach in Social Studies Teaching
<b>Block4</b>	<b>Assessment of and for Social Studies</b>
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations Problems Solving and Project Method
Unit XI	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
Unit XII	Construction of Unit Tests, Blue Print, Construction of Question Paper
<b>Block5</b>	<b>Learning Resource in Social Studies</b>
Unit XIII	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
Unit XIV	Text Books, Journals, Handbooks, Students Work Books
Unit XV	The Social Studies Laboratory, Social Studies Out Side and in the Classroom
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

CourseCode: **B. Ed. SE-42**

CourseTitle: **Pedagogy of Physical Science**

**Course Objectives:** Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

<b>CO1:-</b>	To explain the concept, nature and scope of physical science.
<b>CO2:-</b>	To develop competencies for designing unit and lesson plans, as well as tools of evaluation for physical science teaching.
<b>CO3:-</b>	To develop skills in preparation and use of support materials for effective physical science teaching.
<b>CO4:-</b>	To develop the ability to organize co-curricular activities and community resources for promoting physical science learning.
<b>Credits: 04</b>	<b>Type of Course: Core</b>
<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 36</b>
<b>Block1</b>	<b>Foundations of Physical Sciences</b>
Unit I	Nature of Physical Sciences
Unit II	Learning of Physical Sciences, Psychology of Learning and Teaching of Physical Sciences, Constructivism and Enactivism
Unit III	Curriculum Reforms; Aims and Objectives of Teaching Physical Sciences
<b>Block2</b>	<b>Strategies for Teaching Physical Sciences -I</b>
Unit IV	Teaching of Physical Sciences Concepts
UnitV	Learning by Exposition and Learning by Discovery
UnitVI	Learning Physical Sciences in Groups, Group Work and Cooperative or Collaborative Strategies
<b>Block3</b>	<b>Strategies for Teaching Physical Sciences -II</b>
UnitVII	Co-Curricular and Non Formal Approaches in Physical Science Learning
UnitVIII	Programmed Instruction in Physical Science Learning
Unit IX	New Approaches in Physical Science Teaching
<b>Block4</b>	<b>Assessment of and for Physical Sciences Learning</b>
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
UnitXI	Construction of Test Items for Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching
UnitXII	Construction of Unit Tests, Blue Print, Test Constructions and Question Paper
<b>Block5</b>	<b>Learning Resource in Physical Sciences</b>
UnitXIII	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
UnitXIV	Text Books, Journals, Handbooks, Students Work Books
UnitXV	The Physical Sciences Laboratory, Physical Sciences Outside and in the Classroom
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

CourseCode: **B. Ed. SE - 43**

CourseTitle: **Pedagogy of Commerce**

**Course Objectives:** Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

<b>CO1:-</b>	To explain the concept, nature and scope of commerce.
<b>CO2:-</b>	To understand the function of commerce.
<b>CO3:-</b>	To develop competencies for designing unit and lesson plans, as well as tools of evaluation for commerce teaching.
<b>CO4:-</b>	To develop skills in preparation and use of support materials for effective commerce teaching.
<b>CO5:-</b>	To develop the ability to organize co-curricular activities and community resources for promoting commerce learning.

<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36

<b>Block1</b>	<b>Foundations of Commerce</b>
Unit I	Nature of Commerce
Unit II	Learning of Commerce, Psychology of Learning and Teaching of Commerce Constructivism and Enactivism
Unit III	Curriculum Reforms, Aims and Objectives of Teaching Commerce
<b>Block2</b>	<b>Strategies for Teaching Commerce -I</b>
Unit IV	Teaching of Commerce Concepts
UnitV	Learning by Exposition and Learning by Discovery
UnitVI	Learning Commerce in Groups, Group work and Cooperative or Collaborative Strategies
<b>Block3</b>	<b>Strategies for Teaching Commerce -II</b>
UnitVII	Co-Curricular and Non Formal Approaches in Commerce Learning
UnitVIII	Programmed Instruction in Commerce Learning
Unit IX	New Approach in Commerce Teaching
<b>Block4</b>	<b>Assessment of and for Commerce Learning</b>
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
UnitXI	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
UnitXII	Construction of Unit Tests, Blue Print, Construction of Question Paper
<b>Block5</b>	<b>Learning Resource in Commerce</b>
UnitXIII	Learning Resources Meaning, Types Preparation and Utilization of Resources
UnitXIV	Text Books, Journals, Handbooks, Students Work Books
UnitXV	Commerce Laboratory, Commerce Outside and in the Classroom

**Suggested Readings:** The self learning material (SLM) with suggested readings will be provided by the University after the admission.

**Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE - 44**

Course Title: **Pedagogy of Home Science**

**Course Objectives:** Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.

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

<b>CO1:-</b>	To explain the concept, nature and scope of home science.
<b>CO2:-</b>	To develop competencies for designing unit and lesson plans, as well as tools of evaluation for home science teaching.
<b>CO3:-</b>	To develop skills in preparation and use of support materials for effective home science teaching.
<b>CO4:-</b>	To develop the ability to organize co-curricular activities and community resources for promoting home science learning.
<b>Credits: 04</b>	<b>Type of Course: Core</b>
<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 36</b>
<b>Block1</b>	<b>Foundations of Home Science</b>
Unit I	Nature of Home Science
Unit II	Learning of Home Science, Psychology of Learning and Teaching of Home Science, Constructivism and Enactivism
Unit III	Curriculum Reforms, Aims and Objective, of Teaching Home Science
<b>Block2</b>	<b>Strategies for Teaching Home Science-I</b>
Unit IV	Teaching of Home Science Concepts
UnitV	Learning by Exposition and Learning by Discovery
UnitVI	Learning Home Science in Groups, Group Work and Cooperative or Collaborative Strategies
<b>Block3</b>	<b>Strategies for Teaching Home Science-II</b>
UnitVII	Co-Curricular and Non Formal Approaches in Home Science Learning
UnitVIII	Programmed Instruction in Home Science Learning
Unit IX	New Approach in Home Science Teaching
<b>Block4</b>	<b>Assessment of and for Home Science Learning</b>
Unit X	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
UnitXI	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
UnitXII	Construction of Unit Tests, Blue Print, Construction of Question Paper
<b>Block5</b>	<b>Learning Resource in Home Science</b>
UnitXIII	Learning Resources; Meaning, Types, Preparation and Utilization Of Resources
UnitXIV	Text Books, Journals, Handbooks, Students Work Books
UnitXV	The Home Science Laboratory, Home Science Outside and in the classroom
<p><b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.</p> <p><b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.</p>	

<b>Semester-IV (Theory Based Courses)</b>
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Course Code: **B. Ed. SE -74**

Course Title: **Technology and Disability: HI**

**Course Objectives:**

Technology plays a vital role in development including teaching learning process. It is especially beneficial to children with hearing impairment. The said course is designed to provide the learners the knowledge and understanding about the technology so that the same could be used effectively for children with hearing impairment.

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

<b>CO1:-</b>	Enumerate various listening devices and describe ways of effective usage and maintenance.
<b>CO2:-</b>	Create awareness and basic exposure to state-of-the-art technology for management of various Aspects of speech.
<b>CO3:-</b>	Explain the present and future technologies facilitating the education of children with hearing impairment.
<b>CO4:-</b>	Narrate the range of technological applications that can be used for facilitating communication
<b>CO5:-</b>	Identify different resources (financial & human) to obtain technology.
<b>Credits: 04</b>	<b>Type of Course: Core</b>
<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 36</b>
<b>Block 1</b>	<b>Listening devices and classroom acoustics</b>
Unit I	Listening devices, technology and Ear moulds.
Unit II	Classroom amplification devices and cochlear implant, middle case implant, BAHA & Auditory Brainstem implant.
Unit III	Hearing aids and their care & maintenance
<b>Block2</b>	<b>Technology for management for speech</b>
Unit IV	Computer based training aids and speech equipment.
UnitV	Basic infrastructure for using computer based speech training aid/equipment
UnitVI	Tele speech therapy
<b>Block3</b>	<b>Technology Facilitating Language and Communication</b>
UnitVII	Electronics and web based technology applications for developing teaching learning material.
UnitVIII	Web based technology for using and training of ISL and sign to text and text to sign technology
Unit IX	Augmentative and alternate communication for children with hearing impairment.
<b>Block4</b>	<b>Technology Facilitating Education</b>
Unit X	Impact of technology on Education and Changing trends in teaching & learning
UnitXI	Technology products for educational purpose: listening (Induction loop/FM/IR) visual (speech to text/text to speech) Audio-visual computer based learning & self learning packages, multimedia
UnitXII	Technology based educational services for children with hearing impairment
<b>Block5</b>	<b>Resource mobilization for technology</b>
UnitXIII	Government and non-government Agencies for aids and appliances
UnitXIV	Criteria for availing tuning and Procedure.
UnitXV	Cost involved in maintenance of devices.

**Suggested Readings:** The self learning material (SLM) with suggested readings will be provided by the University after the admission.

**Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE-84** Course Title: **Technology and Education of the Visually Impaired**

**Course Objectives:-**

Technology in the form of adaptive and assistive devices plays a crucial role in the education of the visually impaired. This course brings into sharp focus the need and importance of such technologies both for the practicing teachers and the visually impaired learners.

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

<b>CO1:-</b>	Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.
<b>CO2:-</b>	Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.
<b>CO3:-</b>	Get familiar with technologies for print-access for children with visual impairment.
<b>CO4:-</b>	Describe and use different technologies for teaching low vision children as also various school subjects.
<b>CO5:-</b>	Demonstrate understanding of computer-based teaching-learning processes.
<b>Credits:</b> 04	<b>Type of Course:</b> Core
<b>Max. Marks:</b> 100	<b>Min. Passing Marks:</b> 36
<b>Block 1</b>	<b>Introducing educational and information communication Technology</b>
Unit I	Educational Technology- Concept and Scope of education in reference to children with visual impairment
Unit II	ICT- Concept and special significance for the teaching- learners of the visually impaired.
Unit III	Difference between educational technology and technology in education
<b>Block2</b>	<b>Adaptive Technologies</b>
Unit IV	Concept, purpose and Basic considerations- Access, affordability and availability
Unit V	Awakening users perspectives in developing adaptive technologies
Unit VI	Universal/Inclusive design- concept, Advantages and limitations
<b>Block3</b>	<b>Access to print for the visually impaired</b>
Unit VII	Screen readers with special reference to Indian Languages and Braille note takers and stand-alone Reading machines
Unit VIII	Braille Translation software with particular reference to Indian Languages and Braille Embossers
Unit IX	On line libraries, Basify Books, recordings and smart phones
<b>Block4</b>	<b>Assistive Technologies for the visually Impaired with reference to School subjects and low vision</b>
Unit X	Mathematics devices for VI.
Unit XI	Social science devices for VI.
Unit XII	Low vision Devices.
<b>Block5</b>	<b>Computer- Aided Learning</b>
Unit XIII	Social media and creation of blogs
Unit XIV	Tele-conferencing and Distance learning
Unit XV	E-learning: Concept and adaptations for the children with VI
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

course Code: **B. Ed. SE-94** Course Title: **Technology and Education of the IDD**

**Course Objectives:-**

The said course is designed to provide knowledge and understanding about the technology to the learners so that the same could be used effectively for children with Intellectual development disabilities.

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

<b>CO1:-</b>	Comprehend role of technology in educating children with IDD and acquire knowledge about its various approaches and modes.
<b>CO2:-</b>	Understand nature of ICT, its basis, development and use.
<b>CO3:-</b>	Use computer programme and software for the benefit of children with IDD.
<b>CO4:-</b>	Develop skills and competencies in use of Punarjani and C-DAC and integratetechnology for instructions and inclusion.
<b>CO5:-</b>	Apply technology for developing lesson plan and adapted assistive devices.
<b>Credits:</b> 04	
<b>Type of Course:</b> Core	
<b>Max. Marks:</b> 100	
<b>Min. Passing Marks:</b> 36	
<b>Block 1</b>	<b>Technology in Education and instruction</b>
Unit I	Education and instructional technology
Unit II	Approaches of Educational Technology
Unit III	Universal Design of learning and individualized and differential instruction.
<b>Block2</b>	<b>ICT</b>
Unit IV	ICT, Development and stages.
UnitV	Psychological bases for ICT.
UnitVI	Use of ICT in special and inclusion settings
<b>Block3</b>	<b>Use of multimedia in Education</b>
UnitVII	Multimedia
UnitVIII	Types of instructional aids.
Unit IX	Advantages and challenges of using multimedia
<b>Block4</b>	<b>Technology based instructions</b>
Unit X	Enhancing technology friendly practices
UnitXI	Disability friendly technology.
UnitXII	Implication of technology based instruction in inclusion
<b>Block5</b>	<b>Application of Technology</b>
UnitXIII	Application of Technology in lesson planning and assisting devices
UnitXIV	Merits and demerits of technology in instruction.
UnitXV	Application of Technology in Instruction
<p><b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.</p> <p><b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.</p>	

Course Code: **B. Ed. SE-75**      Course Title: **Psychosocial and Family Issues: HI**

**Course Objectives:-**

As a learner in the field of special education one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate easily accessible, age appropriate and fluent language. The course is expected to draw learner's attention to these factors which are likely to impact education of children with hearing impairment and keep family as the core for success.

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

<b>CO1:-</b>	Explain psycho social development of early childhood and role of family.
<b>CO2:-</b>	To understand the family needs and find self-ready to support families for empowering the child With disability.
<b>CO3:-</b>	Ensure family involvement in educational programs.

<b>Credits:</b> 02		<b>Type of Course:</b> Core	
<b>Max. Marks:</b> 50		<b>Min. Passing Marks:</b> 18	
<b>Block 1</b>	<b>Psychosocial Aspects and Disability</b>		
Unit I	Overview of psychosocial development; well being and quality of life		
Unit II	Role of family and community in psychosocial development of children with hearing impairment		
Unit III	Challenges and issues in psychosocial development of children with hearing impairment		
<b>Block2</b>	<b>Family Needs</b>		
Unit IV	Identifying Family needs for information, decision making, skill transfer and referral		
UnitV	Fostering family's acceptance of child's impairment		
UnitVI	Supporting family in raising children with hearing impairment.		
<b>Block3</b>	<b>Family Empowerment</b>		
UnitVII	Encouraging family acceptance of listening devices and ensuring its regular use.		
UnitVIII	Involving family in fostering and developing play, recreation and values		
Unit IX	Encouraging family involvement in educational programme		
<p><b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.</p> <p><b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.</p>			



Course Code: **B. Ed. SE-85**

Course Title: **Psychosocial and Family Issues: VI**

**Course Objectives:-**

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

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

<b>CO1:-</b>	Describe the effect of birth of a child with Visual Impairment on the family.
<b>CO2:-</b>	Analyze the role of family and parental concerns related to their child with Visual Impairment from birth to adulthood.
<b>CO3:-</b>	Explain the role of parent community partnership in the rehabilitation of a personwith Visual Impairment.
<b>CO4:-</b>	Develop different skills to empower families in meeting the challenges of having a child with Visual Impairment.

<b>Credits:</b> 02	<b>Type of Course:</b> Core
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<b>Max. Marks:</b> 50	<b>Min. Passing Marks:</b> 18
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<b>Block 1</b>	<b>Family of a child with visual impairment</b>
Unit I	Birth of a child with visual impairment
Unit II	Parenting styles
Unit III	Role of family in early stimulation, concept development and early intervention
<b>Block2</b>	<b>Parental Issues and concerns</b>
Unit IV	Gender and disability
UnitV	Transition to adulthood
UnitVI	Parent support groups and attitude of professionals in involving parents in IEP and IFSP
<b>Block3</b>	<b>Rehabilitation of Children with visual impairment</b>
UnitVII	Concept of habilitation and rehabilitation
UnitVIII	Community Based Rehabilitation (CBR) and community participatory Rehabilitation (CPR)
Unit IX	Legal provisions, concessions and advocacy

**Suggested Readings:** The self learning material (SLM) with suggested readings will be provided by the University after the admission.

**Suggested online courses: (MOOCs)** This course can be opted as an elective by the students for credit transfer.

Course Code: **B. Ed. SE- 95**

Course Title: **Psychosocial and Family Issues: IDD**

**Course Objectives:-**

Children with Intellectual development disabilities belong to families. It is important to explore family backgrounds and their influence on how Intellectual development disabilities are perceived and how children perceive themselves, and how they behave in consequence. The learners need to develop an insight into the plethora of emotions the family goes through at the birth of a special child, the challenges they face throughout the life of the Intellectual development disabilities, and the roles and responsibilities of the family and the community. This course is designed to provide the knowledge and understanding to learner about the psychosocial issues of Intellectual development disabilities children.

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

<b>CO1:-</b>	Realise importance and role of family in rehabilitation of children with IDD.
<b>CO2:-</b>	Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach.
<b>CO3:-</b>	To realize importance of family involvement in rehabilitation process by forming parents self help group and parent association.
<b>CO4:-</b>	Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.
<b>CO5:-</b>	Comprehend role of community and community participation and models, advantages disadvantages of CBR programme for PwIDDs.

<b>Credits:</b> 02		<b>Type of Course:</b> Core
<b>Max. Marks:</b> 50		<b>Min. Passing Marks:</b> 18
<b>Block 1</b>	<b>Family</b>	
Unit I	Family- Concept, Definition and characteristics	
Unit II	Reaction and impact of disability on family and needs of family and counseling	
Unit III	Role of family in rehabilitation of PWID	
<b>Block2</b>	<b>Psycho-social Issues</b>	
Unit IV	Attitude of family, community, peer group, teachers, co-workers	
UnitV	Myths, Misconception and social practices	
UnitVI	Psycho-social issues	
<b>Block3</b>	<b>Involving Families</b>	
UnitVII	Training and involving families in the rehabilitation process and Parent professional relationship	
UnitVIII	Formation of parent self-help Group and parent associations	
Unit IX	Empowering Families	
<p><b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.</p> <p><b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.</p>		

Course Code: **B. Ed. SE-101**

Course Title: **Guidance & Counseling**

**Course Objectives:-**

Objectives of the course are to develop knowledge, understanding and skills of guidance and counseling in inclusive setting among the learner.

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

<b>CO1:-</b>	Apply the skills of guidance and counselling in classroom situations.
<b>CO2:-</b>	Describe the process of development of self-image and self-esteem.
<b>CO3:-</b>	Appreciate the types and issues of counselling and guidance in inclusive settings.

<b>Credits: 02</b>	<b>Type of Course: Optional</b>
<b>Max.Marks: 50</b>	<b>Min. Passing Marks: 18</b>
<b>Block 1</b>	<b>Introduction to Guidance and Counseling</b>
Unit I	Guidance and Counseling: Definition, Aims, Areas
Unit II	Skills and Competencies of a Counselor
Unit III	Role of Counselor in Guiding and Counseling Students with Special Needs
<b>Block2</b>	<b>Enhancing Self Image and Self Esteem</b>
Unit IV	Concept of Self as Human and Understanding of Feeling and Changes
UnitV	Growth to Autonomy and personality Development
UnitVI	Role of Teacher in Developing Self-Esteem in Children
<b>Block3</b>	<b>Guidance and Counseling in Inclusive Education</b>
UnitVII	Types of Counseling: Child-Centered, Supportive, Family and Guidance in Formal and Informal Situations
UnitVIII	Group Guidance: Group Leadership, Styles and Group Processes
Unit IX	Challenges in Group Guidance
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

**Course Code: B. Ed. SE-104**

**Course Title: Community Based Rehabilitation**

**Course Objectives:-**

The course is designed to provide the knowledge and understanding among the learner about the role of community in the rehabilitation process and provide the experience to work community.

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

<b>CO1:-</b>	Explain the concept, principles and scope of community based rehabilitation (CBR).
<b>CO2:-</b>	Learn the strategies for promoting public participation in CBR.
<b>CO3:-</b>	Apply suitable methods for preparing persons with disability for rehabilitation within the community.
<b>CO4:-</b>	Provide need-based training to persons with disabilities.
<b>CO5:-</b>	Develop an understanding of the role of government and global agencies in CBR

<b>Credits:</b> 02	<b>Type of Course:</b> Optional
<b>Max. Marks:</b> 50	<b>Min. Passing Marks:</b> 18
<b>Block 1</b>	<b>Introduction to Community Based Rehabilitation (CBR)</b>
Unit I	Concept, Definition of CBR and Principles of CBR
Unit II	Socio-cultural and Economic Contexts of CBR
Unit III	Scope and Inclusion of CBR in Government Policies and Programs
<b>Block2</b>	<b>Preparing Community for CBR</b>
Unit IV	Awareness Program- Types, Methods and Advocacy
Unit V	Focus Group Discussion and family counseling
Unit VI	CBR and Corporate Social Responsibility
<b>Block3</b>	<b>Preparing Persons with Disability for CBR</b>
Unit VII	School Education: Person centered planning, and peer Group support
Unit VIII	Transition: Individual Transition plan, Development of Self determination and self management skills
Unit IX	Community related vocational training and skill training
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

Course Code: **B. Ed. SE-105**

Course Title: **Application of ICT in Classroom**

**Course Objectives:-**

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

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

<b>CO1:-</b>	Gauge the varying dimensions in respect of ICT and Applications in Special Education.
<b>CO2:-</b>	Delineate the special roles of ICT Applications.
<b>CO3:-</b>	Acquire Familiarity with Different Modes of Computer-Based Learning.

<b>Credits:</b> 02	<b>Type of Course:</b> Optional
<b>Max. Marks:</b> 50	<b>Min. Passing Marks:</b> 18
<b>Block 1</b>	<b>ICT and Special Education</b>
Unit I	Integrating ICT in special education
Unit II	Three as of ICT application- Access, Availability, Affordability
Unit III	Overview of WCAG (Web content Access Guidelines)
<b>Block2</b>	<b>Using Media and Computers</b>
Unit IV	Use of media: Audio, video and audio-video aids
Unit V	Computer- Aided learning
Unit VI	E-classroom
<b>Block3</b>	<b>Visualizing Technology- Supported Learning Situations</b>
Unit VII	Use and Using Softwares
Unit VIII	Interactive use of ICT
Unit IX	Identifying and Applying software for managing Disability
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

Course Code: **B. Ed. SE-111**

Course Title: **Orientation and Mobility**

**Course Objectives:-**

The student-teachers would be in a better position to understand the implications of vision loss with reference to independent movement. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

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

<b>CO1:-</b>	Describe the nature and scope of O&M as also the O&M related responsibilities of the special
<b>CO2:-</b>	Acquire basic knowledge of human guide techniques.
<b>CO3:-</b>	Describe pre-cane and cane travel skills and devices.
<b>CO4:-</b>	Get acquainted with the importance and skills of training in independent living for the visually impaired.

<b>Credits:</b> 02	<b>Type of Course:</b> Optional
<b>Max. Marks:</b> 50	<b>Min. Passing Marks:</b> 18
<b>Block 1</b>	<b>Introduction to Orientation and Mobility (O&amp;M)</b>
Unit I	Orientation and Mobility- Definition, Importance and Scope
Unit II	Basic terminologies associated with O&M
Unit III	Special responsibilities of special teacher/educator with reference to O&M training
<b>Block2</b>	<b>Human Sighted Guide Technique</b>
Unit IV	Pre-Cane Skills
UnitV	Cane
UnitVI	Travel Techniques and Devices
<b>Block3</b>	<b>Training in Independent Living Skills</b>
UnitVII	Self care, and Posture
UnitVIII	Personal Grooming
Unit IX	Etiquette, Identification of Currency and Basics of Signature writing
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.	
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.	

Course Code: **B. Ed. SE-113** Course Title: **Communication Options: Manual Options**

**Course Objectives:-**

Course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider Career Choices for the Student Teachers.

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

<b>CO1:-</b>	Discuss the two manual options with reference to Indian special schools.
<b>CO2:-</b>	Discuss the relevant issues like literacy, inclusion and training with reference to manual options.
<b>CO3:-</b>	Describe manual options in the light of issues like language, culture and identify.
<b>CO4:-</b>	Exhibit beginner level hands on skills in using manual options.
<b>CO5:-</b>	Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

<b>Credits:</b> 02	<b>Type of Course:</b> Optional
<b>Max. Marks:</b> 50	<b>Min. Passing Marks:</b> 18
<b>Block1</b>	<b>Understanding Deafness in Real Life Context</b>
Unit I	Basic Awareness of Paradigms of Deafness (Medical and Social)
Unit II	Concerns & Challenges of Deafness and Communication
Unit III	Awareness on Deafness with Reference to Culture
<b>Block2</b>	<b>Advance Understanding of Manual Options and Indian Scenario</b>
Unit IV	Training and Guidance for Families and Tuning Home Environment
Unit V	Tuning Mainstream Schools/Classrooms for Students Using Manual Communication
Unit VI	Practicing Natural Signing in Short Common Conversations
<b>Block3</b>	<b>Skill Development: Towards Higher Order Receptive and Expressive Skills</b>
Unit VII	Learning to Express Gender, Number, Person, Tense, Aspect
Unit VIII	Practicing Syntax in Conversations and Discussions
Unit IX	Reflections on the Course: From Theory to practice
<p><b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.</p> <p><b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.</p>	

Course Code: **B.Ed.SE-115** Course Title: **Vocational Training, Transition & Job Placement**

**Course Objectives:-**

Course offers the student-teachers to understand vocational education and its relevance for PWD's.

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

<b>CO1:-</b>	Develop an understanding of vocational education & its relevance for PWD's.
<b>CO2:-</b>	Carry out vocational assessment and make vocational training plan.
<b>CO3:-</b>	Plan for transition from School to job.
<b>CO4:-</b>	Identify various avenues for job placement.
<b>CO5:-</b>	Facilitate PWD's in making choice of vocational trades.
<b>CO6:-</b>	Acquire the concept of independent living and empowerment.

<b>Credits:</b> 02		<b>Type of Course:</b> Optional
<b>Max. Marks:</b> 50		<b>Min. Passing Marks:</b> 18
<b>Block1</b>	<b>Fundamental &amp; Assessment of Vocational Rehabilitation</b>	
Unit I	Definition, Meaning and Scope of Vocational Rehabilitation	
Unit II	Approaches and Models of Vocational Training	
Unit III	Approaches & Principles of Vocational Assessment	
<b>Block2</b>	<b>Vocational Transition &amp; Curriculum Planning</b>	
Unit IV	Concept, Meaning, Importance of Transition	
UnitV	Vocational Transition Models	
UnitVI	Development of Vocational Curriculum	
<b>Block3</b>	<b>Process of Vocational Rehabilitation &amp; Placement</b>	
UnitVII	Types of Employment Settings	
UnitVIII	Self Advocacy & Skill training	
Unit IX	Equal Opportunities and Attitudes towards Persons with Disabilities	
<p><b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.</p> <p><b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.</p>		



Course Code: **B.Ed.SE-08**

Course Title: **Basic Research and Statistics**

**Course Objectives:-**

Course offers the student-teachers to understand the concept, process and relevance of research in education and in special education.

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

<b>CO1:-</b>	Describe the concept and relevance of research in education and special education.
<b>CO2:-</b>	Develop an understanding of the research process and acquire competencies for conducting a research.
<b>CO3:-</b>	Apply suitable measures for data organization and analysis.

<b>Credits: 02</b>		<b>Type of Course: Compulsory</b>
<b>Max. Marks: 50</b>		<b>Min. Passing Marks: 18</b>
<b>Block1</b>	<b>Introduction To Research</b>	
Unit I	Research: Concept and Definition	
Unit II	Purpose of Research	
Unit III	Types and Process of Research	
<b>Block2</b>	<b>Types and Process of Research</b>	
Unit IV	Tools of Research	
UnitV	Action Research in Teaching Learning Environment	
UnitVI	Research in Education and Special Education	
<b>Block3</b>	<b>Measurement and Analysis of Data</b>	
UnitVII	Scale for Measurement and Organization of Data	
UnitVIII	Measures of Central Tendency, Dispersion and Correlation	
Unit IX	Graphic Representing of Data	
<b>Suggested Readings:</b> The self learning material (SLM) with suggested readings will be provided by the University after the admission.		
<b>Suggested online courses: (MOOCs)</b> This course can be opted as an elective by the students for credit transfer.		

**Annexure-II**  
**Academic Year – 2023**  
**Detailed Programme Structure & Syllabus (B. Ed. SE) Practicals**  
**Guidelines for Practical/Training Work (B.Ed.SE ODL)**

**Course Code:** B.Ed. SE. ODL PE - 01, 02, 03, 04, 05, 06, 07, 08 & 09

**1. Objectives of the Practical/Training Based Course**

- To facilitate the learner to independently formulate and solve various problems of differently abled children.
- To render learners to the Teaching and real-life problems.
- To provide opportunities to learners to interact with special needs person and present them confidently.

**2. Types of Practical Work**

The learners are expected to Practical Work on B.Ed. SE ODL PE- 01, 02, 03, 04, 05, 06, 07, 08 & 09

**3. Eligibility of the mentor/Counsellor/Rehab-Professional**

Mentor/Counsellor/Rehab-Professional should fulfill RCI Eligibility criteria in study center Counsellor of the University/College/study center.

**4. Introduction to the Practical Work**

The learner should include the details in the Practical file; The Practical Work should be documented with scientific approach to the solution of the problem that the learners have sought to address. The Practical Work should be prepared in order to solve the problem in a methodical and professional manner, making due references to appropriate techniques, technologies and professional standards. The Practical Work should contain enough details to enable examiners to evaluate the work.

**5. Structure and Format of the Practical Records / files**

Practical file/report has to be hard bound.

## Format of Title Page:

Sample format of Title page is given below. Learners should follow the given format.

(All the text should be in Times New Roman)  
<TITLE OF THE PRACTICAL>  
(NOT EXCEEDING 2 LINES, 24 BOLD, ALL CAPS)

**A Practical Report (12 Bold)**

Submitted in partial fulfillment of  
the Requirement of the award of the Degree of (Size-12)

**B.Ed. SE. ODL (14 BOLD, CAPS)**

**By (12 Bold)**

Name of The Student (Size 15, title  
case) Enrollment Number (Size-  
15) Study Centre Name (Size- 15)

## Detail of Contents

The detail of contents gives there a perspective view of the detailed structure of the Practical Work. The learners would need to provide section and subsection headings with associated pages. The formatting details of the sections and subsections are given below. The detail of content may be modified by the mentor/Counsellor as per the need of Practical/Report file.

Programme: <b>B.Ed.SE. ODL</b>	Year: <b>First</b>	Semester: <b>I</b>
<b>Subject: Special Education</b>		
<b>CourseCode: B. Ed. PE-01</b>	<b>Course Title: Cross Disability and Inclusion</b>	
<b>Course Objectives:</b> To provide the experience in major disabilities area like (HI/VI/IDD) via observation of the live teaching classes in Inclusive & Special classrooms towards the teaching skills.		
<p><b>Course Outcomes:</b> After completion of this course the learner will be able –</p> <p><b>CO1:</b> To observe the teaching skills of a teacher in various disabilities area.</p> <p><b>CO2:</b> To observe the teaching skill of teacher in Inclusive classrooms.</p> <p><b>CO3:</b> To learn and acquaint the teaching skills in their specific field.</p> <p><b>CO4:</b> To reflect his/her thoughts on the ideas expressed in the teaching Classroom.</p> <p><b>CO5:</b> To demonstrate a lesson plan in their specific field.</p>		

**Required Activities:** All the activities will be recorded in practical files.

Tasks for the Teacher Trainees	Disability Focus	Education Setting	Hrs	Description
Classroom Observation	Major Disability (HI/VI/ID) as the area selected by student	Special School	50	Minimum 30 School Periods
	Other than selected Major Disability	2 Special Schools for other Disabilities	50	Minimum 30 School periods
	Any Disability	Inclusive Schools	20	Minimum 10 School Periods

- *Schedule for practical for PE-01 shall be included in the counseling /contact classes time table (ten working days may be allotted)*
- *Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same way interpreted as observation at inclusive school/education/services being provided in the resource room/home based education or vice versa*

**Observation File**

**Name of the Lerner:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1:Name of the School: \_\_\_\_\_ Number of Student \_\_\_\_\_

2:Name of the Teacher: \_\_\_\_\_ Class Room: \_\_\_\_\_

3: Subject \_\_\_\_\_ Title : \_\_\_\_\_

4. Remarks: \_\_\_\_\_

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### Evaluation

Evaluation Components	
Type of evaluation	Max.Marks
Report file followed by viva-voce	50
<b>Total</b>	<b>50</b>

### Duration:

- During the Practical Work, its progress will be monitored, on monthly basis, by the mentor/Counsellor.
- The copy of Practical file Report to be submitted on study center coordinator.
- End Examination shall be based on Practical Work file and Viva.

Course code: - **B.Ed.SE PE-02 Disability Specialization** Credit: **02** Marks: **50**

Programme: <b>B.Ed.SE. ODL</b>	Year: <b>First</b>	Semester: <b>II</b>
<b>Subject: Special Education</b>		
<b>CourseCode: B. Ed. PE-02</b>	<b>Course Title: Disability Specialization</b>	
<b>Course Objectives:</b> Understand and recognize process of teaching-learning in cross disability, individual differences among the divaganjan and Normal students and also the implications of group psychology.		
<b>Course Outcomes:</b> After completion of this course the learner will be able –		
<b>CO1:</b> To find basics differences in special school and Inclusive school.		
<b>CO2:</b> To discriminate teaching learning skills in disabled and Normal childrens.		
<b>CO3:</b> To Innovative curriculum adaptation and evaluation in curriculum for exploration in their teaching learning process		
<b>CO4:</b> To develop skills for integrating different art forms across school curriculum.		
<b>CO5:</b> To utilize their skills in human development.		

**Required Activities:** All the activities will be recorded in practical files.

S. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Hrs	Description
1.1	Classroom observation (teaching+ - skill based)	Major Disability	Special School	70	Observation of all subjects at different level, minimum 50 School Periods.
1.2	Preparation of micro Lesson Plan (Selected Subjects Pedagogy- 1 B.Ed SE 31/32/33/34/ Pedagogy-2 B.Ed SE 41/42/43/44) with reference to deferent teaching skill	Major Disability	For Special School & Inclusive Set up (At the Study Center )	20	10 Micro Plan of various teaching skills
	Preparation of Lesson Plan (focusing on Adaptation & Evaluation)				10 Lessons, (5 Adaptation & 5 Evaluation)
1.3	Micro teaching & simulated teaching on selected skills	General (Peer Group )	At the Study Center	15	20 Lessons- two in each teaching skill
	Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability (Peer Group )	At the Study Center	15	10 Lessons Selected 05 Lesson Pedagogy- 1& 05 Lesson Pedagogy- 2

**Note: teaching skills may be as follow**

- 1- Skill of Introduction 2. probing Questions 3- Skill of Explaining.4-Skill of Illustrating with Example.5-Skill of Reinforcement.6- Skill of Stimulus Variations.7-Skill of Classroom Management. 8-Skill of Using Black Board.9-Skill of Recapitulation.10.- Skill of Evaluation.

➤ **Evaluation**

Evaluation Components	
Type of evaluation	Max.Marks
Report file followed by viva-voce	50
<b>Total</b>	<b>50</b>

➤ **Duration:**

- i. During the Practical Work, its progress will be monitored, on monthly basis, by the mentor/counsellor.
- ii. The copy of Practical file /Report to be submitted on study center.
- iii. End Examination shall be based on Practical Work file and Viva.

Course code: **B.Ed.SE PE-03 Disability Specialization** Credit: **04 (120 hour)** Marks: **100**

Programme: <b>B.Ed.SE. ODL</b>	Year: <b>Second</b>	Semester: <b>III</b>
<b>Subject: Special Education</b>		
<b>CourseCode: B. Ed. PE-03</b>	<b>Course Title: Disability Specialization</b>	
<b>CourseObjectives:</b> Understand and recognize process of human development, individual differences and cross disability among the learners and the implications of group psychology.		
<b>CourseOutcomes:</b> After completion of this course the learner will be able –		
<b>CO1:</b> To explained the basics concept of IEP.		
<b>CO2:</b> To demonstrate the main components of the Special Teaching.		
<b>CO3:</b> To use the ISL, Brail script, ADL and its applications in his/her teaching-learning activities.		
<b>CO4:</b> To construct of Special Needs Children based Teaching Aids.		
<b>CO5:</b> To use the teaching skill in measurement and evaluation.		

**Required Activities:** All the activities will be recorded in practical files.

S. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	No. of Lessons
1.1	a. Visit	Disability	Special Schools or Institute in special education or Composite regional center (CRC).	Minimum 01 Special Schools Institute/CRC
1.2	MicroLesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	20 Lesson(other than pedagogy selected subject)
	Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/ Resource Room	30 Lessons (15 lessons pedagogy selected subject- 1 & 15 lessons pedagogy selected subject- 2 )
1.3	Individualized Educational Programme on selected subjects with mention of support services	Major Disability	Special School/ Resource Room	5 IEPs various category related disability
1.4	ISL/ BRAILLE SCRIPT (English, Hindi & numeric) / ADL- Skill	Disability Specialization( HI/VI/ID )	Special Schools /Institute/ ISL Center	Journal

**Note:**

**1.1:** Prepare a document with details of (institution, infrastructure, facilities, lab and equipment, of photograph and a certificate provided by the institution visitor should be attached

**1.3:** Documentation support services provided in IEP like - Educational, Therapeutically, Psychological, assistive devices

**1.4:** - ISL - Prepare 50 words vocabulary and make stories in sign

Braille – Prepare a Braille chart (English, Hindi & numeric)

ADL (Activity Daily Living) – Skill- i.e.-Prepare a report on important ADL area.

➤ **Evaluation**

Evaluation Components	
Type of evaluation	Max.Marks
Report file followed by viva-voce	100
<b>Total</b>	<b>100</b>

➤ **Duration:**

- During the Practical Work, its progress will be monitored, on monthly basis, by the mentor/counsellor.
- The copy of Practical file /Report to be submitted on study center.
- End Examination shall be based on Practical Work file and Viva.

Course Ccode: **B.Ed.SE-PE-04**  
Credit: **02**

**Reading and Reflecting on Texts**  
Marks: **50**

Programme: <b>B.Ed.SE. ODL</b>	Year: <b>Second</b>	Semester: <b>IV</b>
<b>Subject: Special Education</b>		
<b>CourseCode: B. Ed. PE-04</b>	<b>Course Title: Reading and Reflecting on texts</b>	
<b>Course Objectives:</b> Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.		
Course Outcomes: After completion of this course the learner will be able – <b>CO1:</b> To read and respond to written texts in a right way. <b>CO2:</b> To examine and appreciate authentic literary and non-literary texts. <b>CO3:</b> To develop study and reference skills <b>CO4:</b> To reflect his/her thoughts on the ideas expressed in the texts. <b>CO5:</b> To demonstrate plan, draft, edit and present a piece of writing.		

**Required Activities:** All the activities will be recorded in practical files.

All the activities will be recorded in practical files.

1. Collect two views/articles from newspapers/magazines on burning issues of education/ special Education and write your comments on each collected article or views.
2. Review of any education related books or autobiography of two Educationists

➤ **Evaluation**

<b>Evaluation Components</b>	
<b>Type of evaluation</b>	<b>Max.Marks</b>
Report file followed by viva-voce	50
<b>Total</b>	<b>50</b>

➤ **Duration:**

- i. During the Practical Work, its progress will be monitored, on monthly basis, by the mentor/counsellor.
- ii. The copy of Practical file /Report to be submitted on study center.
- iii. End Examination shall be based on Practical Work file and Viva.

Course Code: **B.Ed.SE-PE-05**

## **Drama and Art in Education**

Credit: **02**

Marks: **50**

Programme: <b>B.Ed.SE. ODL</b>	Year: <b>Second</b>	Semester: <b>V</b>
<b>Subject: Special Education</b>		
CourseCode: <b>B. Ed. PE-05</b>	<b>Course Title: Drama and Art in Education</b>	
<b>Course Objectives:</b> Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.		
<b>Course Outcomes:</b> After completion of this course the learner will be able –		
<b>CO1:</b> To find basics differences in art and drama.		
<b>CO2:</b> To discriminate artistic and aesthetic sensibility.		
<b>CO3:</b> To judge the beauty in different art forms, through genuine exploration, experience and free expression.		
<b>CO4:</b> To develop skills for integrating different art forms across school curriculum.		
<b>CO5:</b> To site the rich cultural heritage of the country.		

**Required Activities:** All the activities will be recorded in practical files

All the activities will be recorded in practical files.

1. Students will write an essay on the local culture and art forms/ famous educational T V shows
2. Prepare a report of Cultural Activities/ Visit to a art gallery, exhibition and cultural festivals

### ➤ **Evaluation**

<b>Evaluation Components</b>	
<b>Type of evaluation</b>	<b>Max.Marks</b>
Report file followed by viva-voce	50
<b>Total</b>	<b>50</b>

### ➤ **Duration:**

- i. During the Practical Work, its progress will be monitored, on monthly basis, by the mentor/counsellor.
- ii. The copy of Practical file /Report to be submitted on study center.
- iii. End Examination shall be based on Practical Work file and Viva.



Course code: **B.Ed.SE PE 06 Disability Specialization** Credit: **04** Marks: **100**

Programme: <b>B.Ed.SE. ODL</b>	Year: <b>Second</b>	Semester: <b>VI</b>
<b>Subject: Special Education</b>		
<b>CourseCode: B. Ed. PE-06</b>	<b>Course Title: Disability Specialization</b>	
<b>Course Objectives:</b> Understand and recognize process of human development, individual differences among the learners and the implications of group psychology.		
<b>Course Outcomes:</b> After completion of this course the learner will be able –		
<b>CO1:</b> To construct Unit Plans, Micro Teaching Plans and Lesson Plans.		
<b>CO2:</b> To develop Learning Resources.		
<b>CO3:</b> To organize Sports and Games activities in the institution.		
<b>CO4:</b> To organize Academic and Cultural Activities in the institution.		
<b>CO5:</b> To teach, examine the student performance and documentation in an effective manner.		

**Required Activities:** All the activities will be recorded in practical files.

S. NO.	Task- School /Attachment Internship	Educational Setting	Specific Activities	Hrs	Submission
1	Teacher Assistant	Special School Of Major Disability	Studying The Background of The Children In The Allotted Class And Working As Teacher Assistant For Prayer / Assembly, Attendance, Home Work /Class Work, Writing Diaries And Assisting In School Celebration.	40	Journal of Daily Reflection and Learning
2	Document/Report Study		Reading And Reporting On Academic Calendar, Work Books, Progress Reports, Case File, 3 Parents Meeting Report.	40	Journal
3	Use of Internet and Modern Technology for Improving the Classroom Process		Using Technology for Classroom Teaching, Art Education, Record Keeping, Communication Downloading, Power Point, Audio Visual Concept Development Involving Student.	40	Journal

➤ **Evaluation**

Evaluation Components	
Type of evaluation	Max.Marks
Report file followed by viva-voce	100
<b>Total</b>	<b>100</b>

➤ **Duration:**

- i. During the Practical Work, its progress will be monitored, on monthly basis, by the mentor/counsellor.
- ii. The copy of Practical file /Report to be submitted on study center.
- iii. End Examination shall be based on Practical Work file and Viva.

Course code: **B.Ed.SE PE-07 Field Engagement/Internship Disability Specialization**

Credit: **04**

Marks: **100**

Programme: <b>B.Ed.SE. ODL</b>	Year: <b>Second</b>	Semester: <b>VII</b>
<b>Subject: Special Education</b>		
<b>CourseCode: B. Ed. PE-07</b>	<b>Course Title: Field Engagement/ Internship Disability Specialization</b>	
<b>Course Objectives:</b> Understand and recognize process of various disability and human development, individual differences among the learners and the implications of group psychology.		
<b>Course Outcomes:</b> After completion of this course the learner will be able – <b>CO1:</b> To understand the concept, principles and scope of community based rehabilitation. <b>CO2:</b> To Learn the strategies for promoting public participation in CBR. <b>CO3:</b> To Apply suitable methods for preparing persons with disability for rehabilitation within the community. <b>CO4:</b> To Provide need-based training to persons with disabilities. <b>CO5:</b> To Develop an understanding of the role of government and global agencies in CBR.		

**Required Activities:** All the activities will be recorded in practical files.

➤ **Evaluation**

<b>Evaluation Components</b>	
<b>Type of evaluation</b>	<b>Max.Marks</b>
Report file followed by viva-voce	100
<b>Total</b>	<b>100</b>

➤ **Duration:**

- i. During the Practical Work, its progress will be monitored, on monthly basis, by the mentor/counsellor.
- ii. The copy of Practical file /Report to be submitted on study center.
- iii. End Examination shall be based on Practical Work file and Viva.

Course code: **B.Ed.SE PE -08 Field Engagement/Internship Other Disability Special School**

Credit: **04**

Marks: **100**

Programme: <b>B.Ed.SE. ODL</b>	Year: <b>Second</b>	Semester: <b>VIII</b>
<b>Subject: Special Education</b>		
CourseCode: <b>B. Ed. PE-08</b>	<b>Course Title: Field Engagement/Internship Other Disability Special School</b>	
<b>Course Objectives:</b> Understand and recognize process of research development in the Inclusive environment.		
<b>Course Outcomes:</b> After completion of this course the learner will be able –		
<b>CO1:</b> To understand the concept, principles and scope of Action Research.		
<b>CO2:</b> To Learn the strategies for applying the action research in classroom teaching-learning process.		
<b>CO3:</b> To Apply suitable methods for preparing action research for Special Needs Children in Inclusive classroom		
<b>CO4:</b> To Provide need-based teaching to persons with disabilities.		
<b>CO5:</b> To Develop an understanding level for person with disabilities.		

**Required Activities:** All the activities will be recorded in practical files.

Sr. No.	Tasks for the Teacher Trainees	Disability Focus	Set Up	No. of Lessons
1	Action Research	Any Major Disability	Inclusive School	Minimum 180 school periods

➤ **Evaluation**

<b>Evaluation Components</b>	
<b>Type of evaluation</b>	<b>Max. Marks</b>
Report file followed by viva-voce	100
<b>Total</b>	<b>100</b>

➤ **Duration:**

- i. During the Practical Work, its progress will be monitored, on monthly basis, by the mentor/counsellor.
- ii. The copy of Practical file /Report to be submitted on study center.
- iii. End Examination shall be based on Practical Work file and Viva.

Course code: **B.Ed.SE PE-09**

**Field Engagement/ Internship Inclusive School**

**Credit: 04**

**Marks: 100**

Programme: <b>B.Ed.SE. ODL</b>	Year: <b>Second</b>	Semester: <b>IX</b>
<b>Subject: Special Education</b>		
CourseCode: <b>B. Ed. PE-09</b>	<b>Course Title: Field Engagement/ Internship Inclusive School</b>	
<b>Course Objectives:</b> Understand and recognize process of innovative teaching learning process for Special needs children,		
<b>Course Outcomes:</b> After completion of this course the learner will be able –		
<b>CO1:</b> To construct Unit Plans, Achievement test.		
<b>CO2:</b> To develop Learning Resources.		
<b>CO3:</b> Toconstruct teaching learning material, model for Inclusive Education.		
<b>CO4:</b> To develop innovative TLM for Special Needs Children in Inclusive classroom.		
<b>CO5:</b> To teach, examine the student performance and documentation in an effective Manner.		

**Required Activities:** All the activities will be recorded in practical files.

Sr. No.	Tasks for the Teacher Trainees	Disability Focus	Set Up	No. of Lessons
1	Prepare TLM / Model used in Teaching Learning Process	Any Major Disability	Inclusive School	Journal
	Prepare Unit Plan	Major Disability	Primary to Secondary	2 Unit Plan
	Achievement Test	Major Disability	Primary to Secondary	Prepare 50 objective (Multiple) Type Questions

➤ **Evaluation**

<b>Evaluation Components</b>	
Typeofevaluation	Max.Marks
Report file followed by viva-voce	100
<b>Total</b>	<b>100</b>

➤ **Duration:**

- i. During the Practical Work, its progress will be monitored, on monthly basis, by the mentor/counsellor.
- ii. The copy of Practical file /Report to be submitted on study center.
- iii. End Examination shall be based on Practical Work file and Viva.