

# B.Ed. (Spl. ODL.) PROGRAMME

## Programme Structure

<i>Semester</i>	<i>Paper Nature</i>	<b>Paper Code</b>	<b>Title of the Paper</b>	<b>Credit</b>	<b>Marks</b>
<b>First Semester</b>	Theory Compulsory	B. Ed. SE-01	Human Growth and Development	4	100
		B. Ed. SE-02	Contemporary India and Education	4	100
		B. Ed. SE-03	Introduction to Sensory Disabilities	2	50
		B. Ed. SE-04	Introduction to Neuro Developmental Disabilities	2	50
		B. Ed. SE-05	Introduction to Locomotor and Multiple Disabilities	2	50
	Practical	B. Ed. SE-PE-01	Cross Disability and Inclusion ( Part of area-B)	2	50
<b>Second Semester</b>	Theory Compulsory	B. Ed. SE-06	Learning Teaching and Assessment	4	100
		B. Ed. SE-07	Inclusive Education	2	50
	Theory Elective (Any one)	B. Ed. SE-71	Assessment and Identification of Needs (HI)	4	100
		B. Ed. SE-81	Assessment and Identification of Needs (VI)	4	100
		B. Ed. SE-91	Assessment and Identification of Needs (MR)	4	100
	Theory Elective (Any one)	B. Ed. E-31	Pedagogy of Hindi	4	100
		B. Ed. E-32	Pedagogy of English	4	100
		B. Ed. E-33	Pedagogy of Mathematics	4	100
		B. Ed. E-34	Pedagogy of Biological Sciences	4	100
	Practical	B. Ed. SE-PE-02	Disability Specialization (Part of area C)	2	50
<b>Third Semester</b>	Theory Elective (Any one)	B. Ed. SE-72	Curriculum Design Adaptation and Evaluation (HI)	4	100
		B. Ed. SE-82	Curriculum Design Adaptation and Evaluation (VI)	4	100
		B. Ed. SE-92	Curriculum Design Adaptation and Evaluation (MR)	4	100
	Theory Elective (Any one)	B. Ed. SE-73	Intervention and Teaching Strategies (HI)	4	100
		B. Ed. SE-83	Intervention and Teaching Strategies (VI)	4	100
		B. Ed. SE-93	Intervention and Teaching Strategies (MR)	4	100

	Theory Elective (Any one)	B. Ed. E-41	Pedagogy of Social Studies	4	100	
		B. Ed. E-42	Pedagogy of Physical Sciences	4	100	
		B. Ed. E-43	Pedagogy of Commerce	4	100	
		B. Ed. E-44	Pedagogy of Home Science	4	100	
	Practical	B. Ed. SE-PE-03	Part II Disability Specialization (Part of area C)	4	100	
<b>Fourth Semester</b>	Theory Elective (Any one)	B. Ed. SE-101	Guidance and Counseling	2	50	
		B. Ed. SE-102	Childhood care and Education	2	50	
		B. Ed. SE-103	Applied Behavior analysis (Postponed)	2	50	
		B. Ed. SE-104	Community based Rehabilitation	2	50	
		B. Ed. SE-105	Application of ICT in Classroom (Postponed)	2	50	
		B. Ed. SE-106	Gender and Disability (Postponed)	2	50	
		B. Ed. SE-107	Braille and Assistive Devices (Postponed)	2	50	
	Theory Elective (Any one)	B. Ed. SE-74	Technology and Disability : HI	4	100	
		B. Ed. SE-84	Technology and Education of the Visually Impaired	4	100	
		B. Ed. SE-94	Technology and Disability : MR	4	100	
	Theory Elective (Any one)	B. Ed. SE-75	Psycho Social and Family Issues : HI	2	50	
		B. Ed. SE-85	Psycho Social and Family Issues : VI	2	50	
		B. Ed. SE-95	Psycho Social and Family Issues : MR	2	50	
	Practical	B. Ed. SE-PE-04	Main disability special school Related area C	4	100	
		B. Ed. SE-PE-05	Reading and Reflecting on texts	2	50	
		B. Ed. SE-PE-06	Drama and Art in Education	2	50	
	<b>Fifth Semester</b>	Theory Compulsory	B. Ed. SE-08	Basic Research & Basic Statistics	2	50
		Theory	B. Ed. SE-111	Orientation and Mobility	2	50
			B. Ed. SE-112	Communication options : Oralism/ Aural Rehabilitation and Auditory Approach (Postponed)	2	50
			B. Ed. SE-113	Communication options : Manual options	2	50

	Elective (Any one)	B. Ed. SE-114	Management of Learning Disability (Postponed)	2	50
		B. Ed. SE-115	Vocation Training, Transition and Job Placement	2	50
	Practical	B. Ed. SE-PE-07	Field Engagement/Internship-Main disability special School (Related to area C)	4	100
		B. Ed. SE-PE-08	Field Engagement/Internship-Other disability special school (Related to area B)	4	100
		B. Ed. SE-PE-09	Field Engagement/Internship-Inclusive Education (Related to area B&C)	4	100

## COURSE CONTENTS

### **B. Ed. SE-01: Human Growth & Development**

#### ***Course Outcomes:***

After completion of this course the learner will be able –

**CO1:** To explain the process of development with special focus on infancy, childhood and adolescence.

**CO2:** To critically analyze developmental variations among children.

**CO3:** To comprehend adolescence as a period of transition and threshold of adulthood.

**CO4:** To analyze different factors influencing child development.

<b>Block</b>	<b>Unit</b>	<b>Title</b>
<b>1</b> <b>Approaches to Human Development</b>	1	Concepts and Principles of growth and development
	2	Stages of Human Development
	3	Developmental Domains
<b>2</b> <b>Theoretical approaches to development</b>	4	Cognitive & Social-cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
	5	Psychosocial theory (Erikson) and Psychoanalytic theory (Freud)
	6	Bio Ecological Theory (Bronfrenbrenner) and Holistic theory of Development (Steiner)
<b>3</b> <b>The Early Years (Birth to Eight Years)</b>	7	Prenatal Birth and Neonatal Development
	8	Milestones in Development
	9	Environmental factors influencing early childhood development
<b>4</b> <b>Middle childhood to adolescence (From nine years to eighteen years)</b>	10	Emerging capabilities across domains related to physical, social, Emotional, cognitive, creativity and ethics
	11	Issues related to puberty
	12	Influence of the environment (Social, cultural, political) on the growing child
<b>5</b> <b>Transitions into Adulthood</b>	13	Psychological Well-being, Formation of identity and Self-concept
	14	Emerging roles and responsibilities
	15	Life Skills and Career Choices

## B. Ed. SE-02: Contemporary India and Education

### Course Outcomes:

After completion of this course the learner will be able –

**CO1:** To explain the history, nature and process and Philosophy of education.

**CO2:** To analyze the role of educational system in the context of Modern Ethos.

**CO3:** To understand the concept of diversity.

**CO4:** To develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context.

Block	Unit	Title
<b>1</b> <b>Philosophical Foundations of Education</b>	1	Education: Concept, scope and Agencies of Education: School, family, community and media
	2	Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism
	3	Indian thinkers (Gandhi, Tagore, Krishna Murthy, Aurobindo) and Contemporary Indian Perspective
<b>2</b> <b>Understanding Diversity</b>	4	Concept and Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
	5	Diversity in learning and play
	6	Addressing diverse learning needs and Global Perspective of Diversity
<b>3</b> <b>Contemporary Issues and Concerns</b>	7	Universalisation of School Education and its related issues, Rights to Education and Universal Access
	8	Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
	9	Equal Educational Opportunity and Inequality in Schooling
<b>4</b> <b>Education Commissions and Policy</b>	10	Constitutional provisions on education
	11	National Commissions and Acts, Policies on Disability Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)
	12	Programmes, Schemes, International Conventions and policies
<b>5</b> <b>Issues and Trends in Education</b>	13	Challenges and issues of Education from preschool to senior secondary
	14	Inclusive education and special schools
	15	Community participation and community based education

## B. Ed. SE-03: Introduction to Sensory Disabilities

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To understand the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.
- CO2:** To explain the issues & ways to address challenges in educating students with hearing loss.
- CO3:** To describe nature, characteristics & assessment of students with low vision & visual impairment.
- CO4:** To suggest educational placement and curricular strategies for students with low vision & visual impairment.
- CO5:** To explicate the impact of deaf-blindness & practices for functional development.

Block	Unit	Title
<b>1</b> <b>Hearing Impairment: Nature &amp; Classification</b>	1	Importance of hearing and Types of sensory impairments: Single (Hearing Impairment & visual Impairment) & Dual sensory impairment (Deaf-blindness)
	2	Process of hearing & its impediment leading to different types of hearing loss
	3	Hearing loss: Definitions and Challenges arising due to congenital and acquired hearing loss
<b>2</b> <b>Impact of Hearing Loss</b>	4	Characteristics and impact of hearing impairment on communication and issues of hearing loss
	5	Communication options, preferences & facilitators of individuals with hearing loss
	6	Literacy development and scholastic achievement of students with hearing loss and technological support
<b>3</b> <b>Visual Impairment- Nature and Assessment</b>	7	Process of Seeing, Blindness and Low Vision- Definition, Classification
	8	Demographic Information- NSSO and Census 2011
	9	Importance of Early Identification, Intervention and Functional Assessment Procedures
<b>4</b> <b>Educational Implications of Visual Impairment</b>	10	Effects of Blindness and Selective Educational Placement
	11	Teaching Principles
	12	Expanded Core Curriculum and Assistive Devices Concept and Areas
<b>5</b> <b>Deaf-blindness</b>	13	Definition, causes, classification, prevalence and characteristics of deaf blindness, Effects and Implications of deaf-blindness on activities of daily living & education
	14	Screening, Assessment, Identification & Interventional strategies of deaf blindness
	15	Educational needs of students with deaf-blindness

## B. Ed. SE-04: Introduction to Neuro Developmental Disabilities

### Course Outcomes:

After completion of this course the learner will be able –

**CO1:** To discuss the characteristics and types of learning disability.

**CO2:** To describe the tools, areas of assessment and apply intervention strategies to enhance learning.

**CO3:** To explain the characteristics and types of Intellectual disability.

**CO4:** To describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.

**CO5:** To explain the characteristics and types of Autism Spectrum Disorder.

**CO6:** To describe the tools, areas of assessment and apply intervention strategies.

Block	Unit	Title
<b>1</b> <b>Learning Disability: Nature, Needs and Intervention</b>	1	Definition, Types and Characteristics
	2	Tools and Areas of assessment
	3	Strategies for reading, writing and maths
	4	Curricular adaptation, IEP, Further Education
	5	Transition Education, life long Education
<b>2</b> <b>Intellectual Disability: Nature, needs and intervention</b>	6	Definition, Types and Characteristics
	7	Tools and Areas of assessment
	8	Strategies for functional academics and social skills
	9	Assistive devices, Adaptations, Individualized Education Plan, Person centered plan, Life skill Education
	10	Vocational training and independent living
<b>3</b> <b>Autism Spectrum Disorder: Nature, needs and intervention</b>	11	Definition, Types and Characteristics
	12	Tools and Areas of assessment
	13	Instructional Approaches
	14	Teaching Methods
	15	Vocational training and career opportunities

## B. Ed. SE-05: Locomotor and Multiple Disabilities

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
- CO2:** To plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.
- CO3:** To plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
- CO4:** To plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.

Block	Unit	Title
<b>1</b> <b>Cerebral Palsy (CP)</b>	1	CP: Nature, Types and its Associated Conditions;
	2	Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits);
	3	Provision of Therapeutic Intervention and Referral of Children with CP;
	4	Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School;
	5	Facilitating Teaching- Learning of Children with CP in school, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities.
<b>2</b> <b>Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy</b>	6	Definition, Meaning and Classification
	7	Assessment of Functional Difficulties
	8	Provision of Therapeutic Intervention and Referral
	9	Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
	10	Facilitating Teaching- Learning: IEP, Developing TLM; Assistive technology
<b>3</b> <b>Multiple Disabilities and Other Disabling Conditions</b>	11	Multiple Disabilities: Meaning and Classifications
	12	Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor an Sensory Conditions,
	13	Other Disabling Conditions Such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis
	14	Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
	15	Facilitating Teaching- Learning: IEP, Developing TLM; Assistive technology

## B. Ed. SE-06: Learning, Teaching and Assessment

### Course Outcomes:

After completion of this course the learner will be able –

**CO1:** To comprehend the theories of learning and intelligence and their applications for teaching children

**CO2:** To analyze the learning process, nature and theory of motivation

**CO3:** To describe the stages of teaching and learning and the role of teacher

**CO4:** To situate self in the teaching learning process

**CO5:** To 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.

Block	Unit	Title
<b>1</b> <b>Human Learning and intelligence</b>	1	Human learning: Meaning, definition and concept formation
	2	Learning Theories- Behaviorism: Thorndike, Skinner, Concerns for Cognitivism and Social constructism
	3	Intelligence and Creativity: Concept and Theories
<b>2</b> <b>Learning process and motivation</b>	4	Sensation, Attention and Perception
	5	Memory and Thinking and Problem Solving
	6	Motivation: Nature and Theories
<b>3</b> <b>Teaching learning Process</b>	7	Maxims and Methods of Teaching
	8	Stages and Models of Teaching
	9	Leadership and role of Teacher in classroom, School and Community
<b>4</b> <b>Overview assessment and school system</b>	10	Concepts in School Evaluation
	11	Taxonomy of Educational Objectives
	12	Formative and summative evaluation
<b>5</b> <b>Assessment: Strategies and Practices</b>	13	Strategies and Procedures
	14	Assessment of diverse learners
	15	Schools examinations

## B. Ed. SE-07: Inclusive Education

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- CO2:** To explicate the national & key international policies & frameworks facilitating inclusive education.
- CO3:** To enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- CO4:** To describe the inclusive pedagogical practices & its relation to good teaching.
- CO5:** To expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Block	Unit	Title
<b>1</b> <b>Introduction to Inclusive Education</b>	1	Marginalization vs Inclusive Education, Segregation and Integrations
	2	Principles of Inclusive Education and Diversity in Classroom
	3	Barriers to inclusive Education
<b>2</b> <b>Policies &amp; Frameworks Facilitating Inclusive Education</b>	4	Universal Declaration of Human Rights
	5	International conventions and Frameworks
	6	National policies, Programmes, Acts and Commission
<b>3</b> <b>Inclusive Academic Instructions</b>	7	Gifted Children
	8	Family & Community support involvement for Inclusion
	9	Resource Mobilization for Inclusive Education

## B. Ed. SE-71: Assessment and Identification of Needs (Hearing Impairment)

### Course Outcomes:-

After completion of this course the learner will be able –

- CO1:** To explain the need and techniques for early identification of hearing loss in children.  
**CO2:** To acquire knowledge in the area of audiological assessment and its relevance in education.  
**CO3:** To discuss communicative and language related needs with the understanding of its development and assessment.  
**CO4:** To understand the need for assessment of various processes involved in production of Speech.  
**CO5:** To describe and identify different components of educational assessment and analyze various educational needs of individuals with hearing impairment.

Block	Unit	Title of the Unit
<b>1</b> <b>Early Identification of Hearing Loss</b>	1	Concept and early identification hearing loss
	2	Behavioral identification
	3	Sign and Symptoms for hearing loss
<b>2</b> <b>Audiology Assessment</b>	4	Orientation: Auditory Milestones in children (0-2 years)
	5	Assessment & Methods of Assessment
	6	Audiograms & Audiometer
<b>3</b> <b>Assessment of Language &amp; Communication</b>	7	Communication & Language
	8	Impact of Deafness on Communication
	9	Tools for Assessing communication and Language
<b>4</b> <b>Assessment of Speech</b>	10	Basics of Articulation & Phonology
	11	Milestones of speech development, supra segmental aspects of speech
	12	Speech Intelligibility
<b>5</b> <b>Educational Assessment</b>	13	Educational Assessment & its Types
	14	Tools and techniques of Educational Assessment
	15	Current Trends & Challenges in Assessment

## B. Ed. SE-81: Assessment and Identification of Needs (Visual Impairment)

### Course Outcomes:

After completion of this course the learner will be able –

**CO1:** To describe the structure of eye and common eye defects.

**CO2:** To explain the etiology of visual impairment.

**CO3:** To analyse the implications of visual impairment and identify their needs.

**CO4:** To develop skills to identify and assess children with visual impairment.

**CO5:** To describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).

Block	Unit	Title of the Unit
<b>1</b> <b>Anatomy And Physiology of Human Eye</b>	1	Structure and Function of Human Eye, Principal of Refraction & Refraction Errors
	2	Normal Vision Development
	3	Concept and Definition of Blindness and low vision
<b>2</b> <b>Types of Visual Impairment and Common Eye Disorder</b>	4	Types of Visual Impairment
	5	Common Eye Disorders
	6	Educational Implication of different Eye Disorder
<b>3</b> <b>Factors Effecting Visual Impairment</b>	7	Factors affecting Visual Impairment
	8	Effect of Visual Impairment on Growth & Development
	9	Education for VI Children
<b>4</b> <b>Identification and Assessment of Visual Impairment</b>	10	Clinical Assessment of Vision
	11	Functional Assessment of Vision
	12	Tools for Psychological Assessment of VI Children
<b>5</b> <b>Learning Needs of VI Children</b>	13	Impact of Visual Impairment on Development
	14	Impact of Visual Impairment on Learning
	15	Multidisciplinary Assessment of VI Children

## B. Ed. SE-91: Assessment and Identification of Needs (Mental Impairment)

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.
- CO2:** To understand various procedures, areas and approaches of assessment and their relevance.
- CO3:** To gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at pre school level.
- CO4:** To get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.
- CO5:** To develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.

Block	Unit	Title of the Unit
<b>1</b> <b>Mental Retardation Nature &amp; Needs</b>	1	Mental Retardation: Concept, Meaning and Nature
	2	Causes and Prevention
	3	Classification, Identification and Characteristics
<b>2</b> <b>Assessment</b>	4	Assessment: Concept, Meaning, Purpose and Types
	5	Areas of Assessment
	6	Methods of Assessment
<b>3</b> <b>Assessment at Pre School and School level</b>	7	Importance of Assessment at pre school and school level
	8	Assessment tools for school level
	9	Documentation and its relation to inclusion
<b>4</b> <b>Assessment at Adult and Vocational Levels</b>	10	Assessment for Transition from school to work
	11	Significance & Tools for Independent living
	12	Provision and schemes for vocational skill development
<b>5</b> <b>Assessment of Family Needs</b>	13	Assessment of Family & parental needs
	14	Assessment to conduct advocacy and skill development programmes
	15	Assessment of family and community resources

## B Ed SE-31: Pedagogy of Hindi Teaching

### Course Outcomes:

After completion of this course the learner will be able –

**CO1:** To explain the contribution of language in the development of individual and society development.

**CO2:** To identify the skills of using Hindi language.

**CO3:** To understand behavioural objective of Hindi teaching

**CO4:** To develop unit plan and lesson planning.

**CO5:** To competent to use various teaching methods and techniques

**CO6:** To use various techniques to evaluate the achievement of learner in Hindi language.

Block	Unit	Title
1 हिन्दी भाषा के आधार	1	हिन्दी भाषा की प्रकृति और प्रकार्य
	2	हिन्दी भाषा की अधिगम प्रक्रिया
	3	विद्यालयी स्तर पर हिन्दी भाषा की पाठ्यचर्या एवं उसमें सुधार
2 हिन्दी भाषा शिक्षण के लिए व्यूह रचना- प्रथम	4	हिन्दी के भाषिक तत्व
	5	श्रवण एवं मौखिक अभिव्यक्ति के कौशल का विकास
	6	पठन योग्यता एवं लिखित अभिव्यक्ति कौशल का विकास
3 हिन्दी भाषा शिक्षण के लिए व्यूह रचना- द्वितीय	7	कविता शिक्षण
	8	गद्य की अन्य विधाओं का शिक्षण
	9	व्याकरण शिक्षण
4 हिन्दी भाषा अधिगम का मूल्य निर्धारण	10	भाषा सम्प्राप्ति मूल्यांकन
	11	भाषा परीक्षण एवं परीक्षण पदों की रचना
	12	निदानात्मक एवं उपचारात्मक कार्य
5 हिन्दी भाषा में अधिगम संसाधन	13	अधिगम संसाधन: अर्थ, प्रकार, कार्य, निर्माण एवं उपयोग
	14	भाषा प्रयोगशाला और भाषा शिक्षक
	15	क्रियात्मक शोध और समुन्नयन कार्य

## B Ed SE-32: Pedagogy of English Teaching

### Course Outcomes:

After completion of this course the learner will be able –

**CO1 :** To understand the principles of language teaching, evolution and trends in English literature.

**CO2 :** To prepare an instructional plan in English.

**CO3 :** To adapt various approaches and methods to teach English language.

**CO4 :** To use various techniques to evaluate the achievement of the learner in English.

**CO5 :** To know the criteria of good book of English.

Block	Unit	Title
<b>1</b> <b>Foundations of English Language</b>	1	Nature of English Language
	2	Learning of English Language
	3	Curriculum Reforms in School English Language
<b>2</b> <b>Strategies for Teaching English Language-1</b>	4	Teaching of Listening
	5	Developing Speaking/ Oral Activities
	6	Speaking Activities and Listening Comprehensive
<b>3</b> <b>Strategies for Teaching English Language -II</b>	7	The Reading Process and Developing Reading Skills
	8	Teaching Writing and Study Skills
	9	Teaching Grammar
<b>4</b> <b>Assessment of and for English Language Learning</b>	10	Stating Measurable Objectives
	11	Construction of Test Items and Test
	12	Diagnosing and Remedial Work in English Language Teaching
<b>5</b> <b>Learning Resource in English Language</b>	13	Meaning, Types, function, Preparation and Utilization of Learning Resources
	14	Text Book, Drama, Debate and Speech Programme
	15	Language Laboratory and English Language Teacher

## B Ed SE 33: Pedagogy of Mathematics Teaching

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- CO2:** To describe the aims and objectives of teaching Mathematics at school level.
- CO3:** To demonstrate and apply skills to select and use different methods of teaching Mathematics.
- CO4:** To demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- CO5:** To demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Block	Unit	Title
<b>Block- 1</b> <b>Foundations of Mathematics</b>	1	Nature of Mathematics
	2	Learning of Mathematics, Psychology of Learning and Teaching of Mathematics Constructivism and Enactivisms
	3	Curriculum Reforms, Aims and Objectives of Teaching Mathematics
<b>Block- 2</b> <b>Strategies for Teaching Mathematics-I</b>	4	Teaching of Mathematical Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Mathematics in Groups, Group Work and Cooperative or Collaborative Strategies
<b>Block- 3</b> <b>Strategies for Teaching Mathematics-II</b>	7	Teaching for Understanding Proof
	8	Teaching Problem Solving in Mathematics, Definition and Importance
	9	Problem Solving in Algebra and Geometry
<b>Block- 4</b> <b>Assessment of and for Mathematics Learning</b>	10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Proof
	11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
	12	Construction of Unit Tests, Blue Print, Construction of Question Paper
<b>Block- 5</b> <b>Learning Resource in Mathematics</b>	13	Learning Resources; Meaning, Types Preparation and Utilization of Resources
	14	Text Book, Calculators, Models and Computers, Graphic Calculators
	15	The Mathematics Laboratory, Mathematics Outside and in the Classroom

## B Ed SE-34: Pedagogy of Biological Science Teaching

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To explain the role of science in day to day life and its relevance to modern society.
- CO2:** To describe the aims and objectives of teaching science at school level.
- CO3:** To demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- CO4:** To demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- CO5:** To demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

Block	Unit	Title
<b>1</b> <b>Foundations of Biological Sciences</b>	1	Nature of Biological Sciences
	2	Learning of Biological Sciences, Psychology of Learning and Teaching of Biological Sciences, Constructivism and Enactivism
	3	Curriculum Reforms; Aims and objectives of Teaching Biological Sciences
<b>2</b> <b>Strategies for Teaching Biological I Sciences -I</b>	4	Teaching of Biological Sciences Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Biological Sciences in Groups, Group Work and Cooperative or Collaborative Strategies
<b>3</b> <b>Strategies for Teaching Biological Sciences -II</b>	7	Co-Curricular and Non Formal Approaches in Biological Science Learning
	8	Programmed Instruction in Biological Science Learning
	9	New Approaches in Biological Science Teaching
<b>4</b> <b>Assessment of and for Biological Sciences Learning</b>	10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
	11	Construction of Test Items For Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching
	12	Construction of Unit Tests, Blue Print, Constructions of Question Paper
<b>5</b> <b>Learning Resource in Biological Sciences</b>	13	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
	14	Text Books, Journals, Handbooks, Students Work Books
	15	The Biological Sciences Laboratory, Biological Sciences Outside And in the Classroom

## B. Ed. SE-72: Curriculum Designing, Adaptation and Evaluation: H I

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills.
- CO2:** To develop capacity of developing literacy skills of reading and writing in children with hearing impairment.
- CO3:** To describe the need for curricular adaptation and decide suitable adaptation and undertake it.
- CO4:** To appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.

Block	Unit	Title
<b>1</b> <b>Curriculum and its Designing</b>	1	Curriculum- Concepts, Types and Models
	2	Approaches and Steps for Curriculum Designing
	3	Curricular Needs in Scholastic and non-Scholastic Areas
<b>2</b> <b>Developing Literacy Skills: Reading</b>	4	Reading Skills and its Assessment
	5	Approaches and Strategies to Develop Reading Skills and Independent Reading
	6	Types, Models and Challenges of Developing Reading Skills and Remedial Strategies
<b>3</b> <b>Developing Literacy Skills: Writing</b>	7	Writing Skill
	8	Components and types of writing
	9	Steps, Challenges and Strategies in Developing Writing
<b>4</b> <b>Curricular Adaptation</b>	10	Curricular Adaption- Meaning, Principles, Types and Process of Adaptation
	11	Assessment and Decision Making for Adaptation
	12	Adapting Curriculum- Content, Teaching, Learning Material and Instruction
<b>5</b> <b>Curricular Evaluation</b>	13	Curricular Evaluation: Concept and Need
	14	Methods, Tools and Areas of Curricular Evaluation
	15	Challenges in Curricular Evaluation

**B. Ed. SE-82: Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum: VI****Course Outcomes:**

After completion of this course the learner will be able –

**CO1:** To define curriculum, its types and explain its importance.

**CO2:** To demonstrate techniques of teaching functional academic skills.

**CO3:** To explain importance and components of independent living skills.

**CO4:** To explain curricular adaptations with reasonable accommodations.

**CO5:** To illustrate how physical education and creative arts activities can be adapted for the children with visual impairment

<b>Block</b>	<b>Unit</b>	<b>Title of the Unit</b>
<b>1</b> <b>Concept and Types of Curriculum</b>	1	Curriculum- Need and Types.
	2	Curriculum Approaches in Special Education.
	3	Curriculum Planning and Implementation
<b>2</b> <b>Teaching Functional Academics Skills</b>	4	Methods and Techniques of teaching.
	5	Techniques of teaching Braille.
	6	Braille aids and other devices for Print reading and writing.
<b>3</b> <b>Teaching of Independent Living Skills</b>	7	Independent Living Skills.
	8	Daily Living Skills and Sensory Efficiency.
	9	Techniques of Teaching social interaction skills.
<b>4</b> <b>Curriculum Adaptation</b>	10	Curricular Adaptation and Accommodation
	11	Planning of lesson for teaching and TLM.
	12	Pedagogical Strategies.
<b>5</b> <b>Curricular Activities</b>	13	Adaptation of physical education activities
	14	Creative arts for the children with visual impairment
	15	Agencies/organizations promoting- sports, culture and recreation activities

## B. Ed. SE-92: Curriculum Designing, Adaptation and Evaluation: Mental Retardation

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.
- CO2:** To develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.
- CO3:** To acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.
- CO4:** To understand different strategies for curriculum adaptation, accommodation, modification and their significance.
- CO5:** To evaluation and make effective use of different techniques.

Block	Unit	Title of the Unit
<b>1</b> <b>Curriculum Designing</b>	1	Curriculum: Concept, Principles and Designing.
	2	Domains of Curriculum.
	3	Development of Curriculum.
<b>2</b> <b>Curriculum at Pre-school and Primary School level</b>	4	Early Child Education and its Domains.
	5	Sensitization at Family & School.
	6	Implication of Pre-School and Primary levels
<b>3</b> <b>Curriculum at Secondary, Pre-vocational and Vocational Level</b>	7	Curriculum domains at Secondary, Pre-Vocational and Vocational Level.
	8	National Skill Development Scheme (NSDS by MSJ&E).
	9	Implications of Placement for Inclusion.
<b>4</b> <b>Curricular Adaptations</b>	10	Need for Curricular Adaptations, Accommodation and Modification.
	11	Adoption, Accommodation and Modification for Pre-Academic Curriculum, Academic Curriculum and Co-Curriculum.
	12	Adaptation, Accommodation and Modification for School subjects.
<b>5</b> <b>Curricular Evaluation</b>	13	Curricular Evaluation: Concept, Types & Approaches.
	14	Emerging Trends in Evaluation.
	15	Differential Evaluation of PWID in Inclusive Setup.

## B. Ed. SE-73: Interaction and Teaching Strategies: Hearing Impairment

### Course Outcome:

After completion of this course the learner will be able –

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

Block	Unit	Title of the Unit
<b>1</b> <b>Need and Strategies for Early intervention of Hearing Loss</b>	1	Parent- Instant Programme for Children with H I and Pre-school training programme
	2	Individual Speech- Language Therapy.
	3	Impact of early intervention and intervention of late identified children.
<b>2</b> <b>Auditory Learning &amp; Speech Reading</b>	4	Auditory listening and Auditory training
	5	Auditory verbal therapy and role of teacher.
	6	Speech reading and role of Teacher
<b>3</b> <b>Speech Interaction Strategies</b>	7	Approaches to Teaching speech and Orientation to acoustics of speech
	8	Formulation of Lesson plan and Strategies for Production of Speech.
	9	Individual and Group Speech Teaching.
<b>4</b> <b>Communication and Language Teaching Strategies</b>	10	Methods of teaching language.
	11	Principles and Techniques of Developing language.
	12	Communication options.
<b>5</b> <b>Educational Intervention Strategies</b>	13	Educational interventions.
	14	Maxims, Methods of teaching & lesson Planning
	15	Partnership of various professionals' agencies in educational intervention.

## B. Ed. SE-83: Interaction and Teaching Strategies: VI

### Course Outcome:

After completion of this course the learner will be able –

- CO1:** To explain various theoretical perspectives related to intervention & teaching strategies.
- CO2:** To demonstrate techniques of teaching Mathematics to visually impaired children.
- CO3:** To acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.
- CO4:** To acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.
- CO5:** To describe the process of assessment visual efficiency and classroom management for children with low vision.

Block	Unit	Title of the Unit
<b>1</b> <b>Theoretical perspective</b>	1	Intervention for latterly blinded students.
	2	Mediated teaching learning and its procedure.
	3	Enriched teaching for concept development.
<b>2</b> <b>Mathematics</b>	4	Mathematics Phobias and Conceptualization of Mathematical ideas
	5	Mental arithmetic ability and use of tactile materials
	6	Evaluation procedures with special reference to the needs of children with visual impairment
<b>3</b> <b>Science</b>	7	Science Teaching learning materials and equipment
	8	Problem solving and learning by doing for visually impaired students
	9	Evaluation procedure with particular reference to practical and adaptations in examination questions.
<b>4</b> <b>Social Science</b>	10	Techniques of preparation and presentation of adopted tactile maps, Diagrams, Globe and use of different types of models
	11	Teaching skills: Dramatization, narration, Explanation, storytelling and role play
	12	Evaluation of concepts and skills in social science with particular reference to geography
<b>5</b> <b>Teaching of Children with low vision</b>	13	Visual stimulation (concept and procedure) and selection of an appropriate medium of reading and writing
	14	Techniques and procedure for developing reading and writing skills
	15	Orientation and mobility for low vision children and classroom management

## B. Ed. SE -93: Interaction and Teaching Strategies: MR

### Course Outcomes:

After completion of this course the learner will be able -

- CO1:** To appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.
- CO2:** To realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.
- CO3:** To understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.
- CO4:** To understand nature and identification maladaptive behavior and develop insight into various modes of its management.
- CO5:** To develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.

Block	Unit	Title of the Unit
<b>1 Intervention</b>	1	Early intervention: Concept and Significance.
	2	Intervention Techniques and Documentation
	3	Implication of Early intervention for Pre-school inclusion
<b>2 Individualized Education Programme</b>	4	IEP: Need & Historical Perspective.
	5	IEP for PWIO and associated conditions
	6	Application of IEP for Inclusion
<b>3 Teaching Strategies and TLM</b>	7	Stages of Learning and Multi sensory approaches.
	8	Principles of Teaching and Teaching strategies.
	9	Development and use of TLM for ID
<b>4 Intervention for Mal- Adoptive Behavior</b>	10	Identification of mal-adoptive behavior
	11	Functional analysis and cognitive behavior Techniques (CBT)
	12	Management of Maladaptive behavior and Ethical issues.
<b>5 Therapeutic Intervention</b>	13	Occupational Therapy, Physiotherapy, yoga and play therapy.
	14	Speech therapy- and hearing disorders and intervention.
	15	Therapeutic intervention: Visual and performing arts

## B Ed SE-41: Pedagogy of Social Studies Teaching

### Course Outcomes:

After completion of this course the learner will be able –

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

Block	Unit	Title
<b>1</b> <b>Foundations of Social Studies</b>	1	Nature of Social Studies
	2	Learning of Social Studies, Psychology of Social Studies, Learning and Teaching of Social Studies, Constructivism and Enactivism
	3	Curriculum Reforms, Aims and Objectives of Teaching Social Studies
<b>2</b> <b>Strategies for Teaching Social Studies -I</b>	4	Teaching of Social Studies Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Social Studies in Groups, Group Work and Cooperative or Collaborative Strategies
<b>3</b> <b>Strategies for Teaching Social Studies-II</b>	7	Co-Curricular and Non Formal Approaches in Social Studies Learning
	8	Programmed Instruction in Social Studies Learning
	9	New Approach in Social Studies Teaching
<b>4</b> <b>Assessment of and for Social Studies</b>	10	Stating Measurable Objectives of Teaching Concepts, Generalizations Problems Solving and Project Method
	11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
	12	Construction of Unit Tests, Blue Print, Construction of Question Paper
<b>5</b> <b>Learning Resource in Social Studies</b>	13	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
	14	Text Books, Journals, Handbooks, Students Work Books
	15	The Social Studies Laboratory, Social Studies Out Side and in the Classroom

## B Ed SE-42: Pedagogy of Physical Science Teaching

### Course Outcomes:

After completion of this course the learner will be able –

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

Block	Unit	Title
<b>1</b> <b>Foundations of Physical Sciences</b>	1	Nature of Physical Sciences
	2	Learning of Physical Sciences, Psychology of Learning and Teaching of Physical Sciences, Constructivism and Enactivism
	3	Curriculum Reforms; Aims and Objectives of Teaching Physical Sciences
<b>2</b> <b>Strategies for Teaching Physical Sciences -I</b>	4	Teaching of Physical Sciences Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Physical Sciences in Groups, Group Work and Cooperative or Collaborative Strategies
<b>3</b> <b>Strategies for Teaching Physical Sciences -II</b>	7	Co-Curricular and Non Formal Approaches in Physical Science Learning
	8	Programmed Instruction in Physical Science Learning
	9	New Approaches in Physical Science Teaching
<b>4</b> <b>Assessment of and for Physical Sciences Learning</b>	10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
	11	Construction of Test Items for Assessing of Product and Process Outcomes, Diagnostic Test and Remedial Teaching
	12	Construction of Unit Tests, Blue Print, Test Constructions and Question Paper
<b>5</b> <b>Learning Resource in Physical Sciences</b>	13	Learning Resources; Meaning, Types Preparation and Utilization Of Resources
	14	Text Books, Journals, Handbooks, Students Work Books
	15	The Physical Sciences Laboratory, Physical Sciences Outside and in the Classroom

## B Ed SE-43: Pedagogy of Commerce Teaching

### Course Outcomes:

After completion of this course the learner will be able –

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

Block	Unit	Title
<b>1</b> <b>Foundations of Commerce</b>	1	Nature of Commerce
	2	Learning of Commerce, Psychology of Learning and Teaching of Commerce Constructivism and Enactivism
	3	Curriculum Reforms, Aims and Objectives of Teaching Commerce
<b>2</b> <b>Strategies for Teaching Commerce -I</b>	4	Teaching of Commerce Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Commerce in Groups, Group work and Cooperative or Collaborative Strategies
<b>3</b> <b>Strategies for Teaching Commerce -II</b>	7	Co-Curricular and Non Formal Approaches in Commerce Learning
	8	Programmed Instruction in Commerce Learning
	9	New Approach in Commerce Teaching
<b>4</b> <b>Assessment of and for Commerce Learning</b>	10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method.
	11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching.
	12	Construction of Unit Tests, Blue Print, Construction of Question Paper
<b>5</b> <b>Learning Resource in Commerce</b>	13	Learning Resources Meaning, Types Preparation and Utilization of Resources
	14	Text Books, Journals, Handbooks, Students Work Books
	15	Commerce Laboratory, Commerce Outside and in the Classroom

## B.Ed SE-44: Pedagogy of Home Science Teaching

### Course Outcomes:

After completion of this course the learner will be able –

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

Block	Unit	Title
<b>Block- 1</b> <b>Foundations of Home Science</b>	1	Nature of Home Science
	2	Learning of Home Science, Psychology of Learning and Teaching of Home Science, Constructivism and Enactivism
	3	Curriculum Reforms, Aims and Objective, of Teaching Home Science
<b>Block- 2</b> <b>Strategies for Teaching Home Science-I</b>	4	Teaching of Home Science Concepts
	5	Learning by Exposition and Learning by Discovery
	6	Learning Home Science in Groups, Group Work and Cooperative or Collaborative Strategies
<b>Block- 3</b> <b>Strategies for Teaching Home Science-II</b>	7	Co-Curricular and Non Formal Approaches in Home Science Learning
	8	Programmed Instruction in Home Science Learning
	9	New Approach in Home Science Teaching
<b>Block- 4</b> <b>Assessment of and for Home Science Learning</b>	10	Stating Measurable Objectives of Teaching Concepts, Generalizations, Problems Solving and Project Method
	11	Construction of Test Items for Assessing Product and Process Outcomes, Diagnostic Test and Remedial Teaching
	12	Construction of Unit Tests, Blue Print, Construction of Question Paper
<b>Block- 5</b> <b>Learning Resource in Home Science</b>	13	Learning Resources; Meaning, Types, Preparation and Utilization Of Resources
	14	Text Books, Journals, Handbooks, Students Work Books
	15	The Home Science Laboratory, Home Science Outside and in the Classroom.

## B. Ed. SE-74: Technology and Disability: H.I.

### Course Outcomes:

After completion of this course the learner will be able –

**CO1:** To enumerate various listening devices and describe ways of effective usage and Maintenance.

**CO2:** To create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.

**CO3:** To narrate the range of technological applications that can be used for facilitating communication and language.

**CO4:** To explain the present and future technologies facilitating the education of children with hearing impairment.

**CO5:** To identify different resources (financial & human) to obtain technology.

Block	Unit	Title of the Unit
<b>1</b> <b>Listening devices and classroom acoustics</b>	1	Listening devices, technology and Ear moulds.
	2	Classroom amplification devices and cochlear implant, middle case implant, BAHA & Auditory Brainstem implant.
	3	Hearing aids and their care & maintenance
<b>2</b> <b>Technology for management for speech</b>	4	Computer based training aids and speech equipment.
	5	Basic infrastructure for using computer based speech training aid/equipment
	6	Tele speech therapy
<b>3</b> <b>Technology Facilitating Language and Communication</b>	7	Electronics and web based technology applications for developing teaching learning material.
	8	Web based technology for using and training of ISL and sign to text and text to sign technology
	9	Augmentire and alternate communication for children with hearing impairment.
<b>4</b> <b>Technology Facilitating Education</b>	10	Impact of technology on Education and Changing trends in teaching & learning
	11	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
	12	Technology based educational services for children with hearing impairment
<b>5</b> <b>Resource mobilization for technology</b>	13	Government and non-government Agencies for aids and appliances
	14	Criteria for availing tuning and Procedure.
	15	Cost involved in maintenance of devices.

## B. Ed. SE-84: Technology and Education of the Visually Impaired

### Course Outcome:

After completion of this course the learner will be able –

- CO1:** To relate the concept and nature of educational technology and ICT to the education of children with visual impairment.
- CO2:** To acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.
- CO3:** To get familiar with technologies for print-access for children with visual impairment.
- CO4:** To describe and use different technologies for teaching low vision children as also various school subjects.
- CO5:** To demonstrate understanding of computer-based teaching-learning processes.

Block	Unit	Title of the Unit
<b>1</b> <b>Introducing educational and information communication Technology</b>	1	Educational Technology- Concept and Scope of education in reference to children with visual impairment
	2	ICT- Concept and special significance for the teaching- learners of the visually impaired.
	3	Difference between educational technology and technology in education
<b>2</b> <b>Adaptive Technologies</b>	4	Concept, purpose and Basic considerations- Access, affordability and availability
	5	Awakening users perspectives in developing adaptive technologies
	6	Universal/Inclusive design- concept, Advantages and limitations
<b>3</b> <b>Access to print for the visually impaired</b>	7	Screen readers with special reference to Indian Languages and Braille note takers and stand-alone Reading machines
	8	Braille Translation software with particular reference to Indian Languages and Braille Embossers
	9	On line libraries, Basify Books, recordings and smart phones
<b>4</b> <b>Assistive Technologies for the visually Impaired with reference to School subjects and low vision</b>	10	Mathematics devices for VI.
	11	Social science devices for VI.
	12	Low vision Devices.
<b>5</b> <b>Computer- Aided Learning</b>	13	Social media and creation of blogs
	14	Tele-conferencing and Distance learning
	15	E-learning: Concept and adaptations for the children with VI

## B. Ed. SE-94: Technology and Disability: M.R.

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.
- CO2:** To understand nature of ICT, its basis, development and use.
- CO3:** To use computer programme and software for the benefit of children with ID.
- CO4:** To develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.
- CO5:** To apply technology for developing lesson plan and adapted assistive devices.

Block	Unit	Title of the Unit
<b>1</b> <b>Technology in Education and instruction</b>	1	Education and instructional technology
	2	Approaches of Educational Technology
	3	Universal Design of learning and individualized and differential instruction.
<b>2</b> <b>ICT</b>	4	ICT, Development and stages.
	5	Psychological bases for ICT.
	6	Use of ICT in special and inclusion settings
<b>3</b> <b>Use of multimedia in Education</b>	7	Multimedia
	8	Types of instructional aids.
	9	Advantages and challenges of using multimedia
<b>4</b> <b>Technology based instructions</b>	10	Enhancing technology friendly practices
	11	Disability friendly technology.
	12	Implication of technology based instruction in inclusion
<b>5</b> <b>Application of Technology</b>	13	Application of Technology in lesson planning and assisting devices
	14	Merits and demerits of technology in instruction.
	15	Application of Technology in Instruction

## B. Ed. SE-75: Psychosocial and Family Issues: H I

### *Course Outcomes:*

After completion of this course the learner will be able –

- CO1:** To explain psycho social development of early childhood and role of family.  
**CO2:** To understand the family needs and find self-ready to support families for empowering the child with disability.  
**CO3:** To ensure family involvement in educational programs.

<b>Block</b>	<b>Unit</b>	<b>Title of the Unit</b>
<b>1</b> <b>Psychosocial Aspects and Disability</b>	1	Overview of psychosocial development; well being and quality of life
	2	Role of family and community in psychosocial development of children with hearing impairment
	3	Challenges and issues in psychosocial development of children with hearing impairment
<b>2</b> <b>Family Needs</b>	4	Identifying Family needs for information, decision making, skill transfer and referral
	5	Fostering family's acceptance of child's impairment
	6	Supporting family in raising children with hearing impairment.
<b>3</b> <b>Family Empowerment</b>	7	Encouraging family acceptance of listening devices and ensuring its regular use.
	8	Involving family in fostering and developing play, recreation and values
	9	Encouraging family involvement in educational programme

## B. Ed. SE-85: Psychosocial and Family issues: VI

### *Course Outcomes:*

After completion of this course the learner will be able –

- CO1:** To describe the effect of birth of a child with visual impairment on the family.
- CO2:** To analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.
- CO3:** To explain the role of parent community partnership in the rehabilitation of a person with visual impairment.
- CO4:** To develop different skills to empower families in meeting the challenges of having a child with visual impairment.

Block	Unit	Title of the Unit
<b>1</b> <b>Family of a child with visual impairment</b>	1	Birth of a child with visual impairment
	2	Parenting styles
	3	Role of family in early stimulation, concept development and early intervention
<b>2</b> <b>Parental Issues and concerns</b>	4	Gender and disability
	5	Transition to adulthood
	6	Parent support groups and attitude of professionals in involving parents in IEP and IFSP
<b>3</b> <b>Rehabilitation of Children with visual impairment</b>	7	Concept of habilitation and rehabilitation
	8	Community Based Rehabilitation (CBR) and community participatory Rehabilitation (CPR)
	9	Legal provisions, concessions and advocacy

## B. Ed. SE-95: Psychosocial and Family issues: MR

### Course Outcomes:

After completion of this course the learner will be able –

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

Block	Unit	Title of the Unit
<b>1</b> <b>Family</b>	1	Family- Concept, Definition and characteristics
	2	Reaction and impact of disability on family and needs of family and counseling
	3	Role of family in rehabilitation of PWID
<b>2</b> <b>Psycho-social Issues</b>	4	Attitude of family, community, peer group, teachers, co-workers
	5	Myths, Misconception and social practices
	6	Psycho-social issues
<b>3</b> <b>Involving Families</b>	7	Training and involving families in the rehabilitation process and Parent professional relationship
	8	Formation of parent self-help Group and parent associations
	9	Empowering Families

## B. Ed. SE-101: Guidance & Counseling

### *Course Outcomes:*

After completion of this course the learner will be able –

**CO1:** To apply the skills of guidance and counseling in classroom situations.

**CO2:** To describe the process of development of self-image and self-esteem.

**CO3:** To appreciate the types and issues of counseling and guidance in inclusive settings.

Block	Unit	Title of the Unit
<b>1</b> <b>Introduction to Guidance and Counseling</b>	1	Guidance and Counseling: Definition, Aims, Areas
	2	Skills and Competencies of a Counselor
	3	Role of Counselor in Guiding and Counseling Students with Special Needs
<b>2</b> <b>Enhancing Self Image and Self Esteem</b>	4	Concept of Self as Human and Understanding of Feeling and Changes
	5	Growth to Autonomy and personality Development
	6	Role of Teacher in Developing Self-Esteem in Children
<b>3</b> <b>Guidance and Counseling in Inclusive Education</b>	7	Types of Counseling: Child-Centered, Supportive, Family and Guidance in Formal and Informal Situations
	8	Group Guidance: Group Leadership, Styles and Group Processes
	9	Challenges in Group Guidance

## B. Ed. SE-102: Childhood Care and Education

### *Course Outcomes:*

After completion of this course the learner will be able –

**CO1:** To explain the biological & sociological foundations of early childhood education.

**CO2:** To describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.

**CO3:** To enumerate the inclusive early education pedagogical practices

Block	Unit	Title of the Unit
<b>1</b> <b>The Early Years: An Overview</b>	1	Early Conceptual Framework of Childhood Learning & Development
	2	Sensitive Periods of Learning
	3	Theories of Development & Learning
<b>2</b> <b>Early Education of Children with Disabilities</b>	4	Young Children at Risk & Child Tracking
	5	Interdisciplinary Assessment & Intervention Plans
	6	Curricular Activities for Development of Skills
<b>3</b> <b>Inclusive Early Childhood Educational (ECE) Practices</b>	7	Practices for Inclusive ECE Programs
	8	Principles of Inclusive ECE Practices
	9	Collaborative Practices and School Readiness & Transitions

## B. Ed. SE-103: Applied Behavior Analysis

### Course Outcomes:

After completion of this course the learner will be able –

**CO1:** To develop an understanding of the underlying principles and assumptions of Applied Behavioral Analysis (ABA).

**CO2:** To use various measures of behavioral assessment.

**CO3:** To apply methods of ABA in teaching and learning environments.

**CO4:** To integrate techniques of ABA in teaching programs.

**CO5:** To select suitable strategies for managing challenging behaviors.

Block	Unit	Title of the Unit
<b>1</b> <b>Introduction to Applied Behaviour Analysis (ABA)</b>	1	ABA- Concept, Definition and Principles of Behavioural Approach
	2	Assumptions of ABA- Classical and Operant Conditioning
	3	Behaviour- Definition and Feature and assessment of Behaviour
<b>2</b> <b>Strategies for Positive Behaviour Support</b>	4	Selection of Behavioural Goals
	5	Discrete Trial Teaching : (i)Discriminative Stimulus- Characteristics (ii) Response (iii)Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal (iv) Consequence- Characteristics (v) Inter-Trial Interval
	6	Application of ABA in Group Setting and leadership role of teacher in promoting positive behaviour
<b>3</b> <b>Management of Challenging Behaviour</b>	7	Differential Reinforcement of Behaviour
	8	Extinction, Time out, Response Cost and Overcorrection
	9	Generalization and Fading

## B. Ed. SE-104: Community Based Rehabilitation

### *Course Outcomes:*

After completion of this course the learner will be able –

**CO1:** To explain the concept, principles and scope of community based rehabilitation.

**CO2:** To learn the strategies for promoting public participation in CBR.

**CO3:** To apply suitable methods for preparing persons with disability for rehabilitation within the community.

**CO4:** To provide need-based training to persons with disabilities.

**CO5:** To develop an understanding of the role of government and global agencies in CBR.

Block	Unit	Title of the Unit
<b>1</b> <b>Introduction to Community Based Rehabilitation (CBR)</b>	1	Concept, Definition of CBR and Principles of CBR
	2	Socio-cultural and Economic Contexts of CBR
	3	Scope and Inclusion of CBR in Government Policies and Programs
<b>2</b> <b>Preparing Community for CBR</b>	4	Awareness Program- Types, Methods and Advocacy
	5	Focus Group Discussion and family counseling
	6	CBR and Corporate Social Responsibility
<b>3</b> <b>Preparing Persons with Disability for CBR</b>	7	School Education: Person centered planning, and peer Group support
	8	Transition: Individual Transition plan, Development of Self determination and self management skills
	9	Community related vocational training and skill training

## B. Ed. SE-105: Application of ICT in Classroom

### *Course Outcomes:*

After completion of this course the learner will be able –

**CO1:** To integrate the ICT in Special Education.

**CO1:** To discuss the special roles of ICT in Special Education.

**CO1:** To use the different Modes of Computer-Based Learning.

Block	Unit	Title of the Unit
<b>Block –1</b> <b>ICT and Special Education</b>	1	Integrating ICT in special education
	2	Three as of ICT application- Access, Availability, Affordability
	3	Overview of WCAG (Web content Access Guidelines)
<b>Block –2</b> <b>Using Media and Computers</b>	4	Use of media: Audio, video and audio-video aids
	5	Computer- Aided learning
	6	E-classroom
<b>Block –3</b> <b>Visualizing Technology-Supported Learning Situations</b>	7	Use and Using Softwares
	8	Interactive use of ICT
	9	Identifying and Applying software for managing Disability

## B. Ed. SE-106: Gender and Disability

### Course Outcomes:

After completion of this course the learner will be able –

**CO1:** To develop an understanding of human rights based approach in context of disability.

**CO2:** To explain the impact of gender on disability.

**CO3:** To describe the personal and demographic perspectives of gender and disability.

**CO4:** To analyze the issues related to disabled women and girl children.

Block	Unit	Title of the Unit
1 <b>Human Rights- based Approach &amp; Disability</b>	1	Human Rights-based Approach: Concept, History, Principles and Advantages
	2	Elements of Human Rights System: Legal Framework, Institutions Development Policies & Programmes, Public Awareness, Civil Society
	3	Implications for Disability : (i) Empowerment (ii) Enforceability (iii) Indivisibility (iv) Participation
2 <b>Gender and Disability</b>	4	Gendered Experience of Disability
	5	Gender and Disability Analysis: Techniques and Strategies
	6	Psyche and Gender: Implications for Teaching
3 <b>Woman and Girl Child with Disability</b>	7	Inclusive Equality
	8	Teacher's role in promoting Gender Equality
	9	Gender Critique of Legislation, government policy and schemes

## B. Ed. SE-107: Braille and Assistive Devices

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To acquire basic information about Braille, its relevance and some important functional aspects.
- CO2:** To get basic information on types and significance of different Braille devices.
- CO3:** To get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.

Block	Unit	Title of the Unit
<b>1</b> <b>Braille</b>	1	Evolution of Braille and Continuing Relevance of Braille
	2	Abbreviations, Braille Signs and Symbols
	3	Braille Reading and Writing Processes
<b>2</b> <b>Braille Devices- Types, Description</b>	4	Slate, stylus and Braille writer
	5	Electronics Devices
	6	Braille Embossers and Braille Translation softwares
<b>3</b> <b>Other- Devices- Types, Description, Relevance</b>	7	Mathematical Devices, Geography Devices and Science Material
	8	Low Vision Aids- Optical, non-optical, vision training material
	9	Schemes and sources of availability

## B. Ed. SE-08: Basic Research and Statistics

### *Course Outcomes:*

After completion of this course the learner will be able –

**CO1:** To describe the concept and relevance of research in education and special education.

**CO2:** To develop an understanding of the research process and acquire competencies for conducting a research.

**CO3:** To apply suitable measures for data organization and analysis.

Block	Unit	Title of the Unit
<b>1</b> <b>Introduction To Research</b>	1	Research: Concept and Definition
	2	Purpose of Research
	3	Types and Process of Research
<b>2</b> <b>Types and Process of Research</b>	4	Tools of Research
	5	Action Research in Teaching Learning Environment
	6	Research in Education and Special Education
<b>3</b> <b>Measurement and Analysis of Data</b>	7	Scale for Measurement and Organization of Data
	8	Measures of Central Tendency, Dispersion and Correlation
	9	Graphic Representing of Data

## B. Ed. SE-111: Orientation and Mobility

### *Course Outcomes:*

After completion of this course the learner will be able –

- CO1:** To describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.
- CO2:** To acquire basic knowledge of human guide techniques.
- CO3:** To describe pre-cane and cane travel skills and devices.
- CO4:** To get acquainted with the importance and skills of training in independent living for the visually impaired.

Block	Unit	Title of the Unit
<b>1</b> <b>Introduction to Orientation and Mobility (O&amp;M)</b>	1	Orientation and Mobility- Definition, Importance and Scope
	2	Basic terminologies associated with O&M
	3	Special responsibilities of special teacher/educator with reference to O&M training
<b>2</b> <b>Human Sighted Guide Technique</b>	4	Pre-Cane Skills
	5	Cane
	6	Travel Techniques and Devices
<b>3</b> <b>Training in Independent Living Skills</b>	7	Self care, and Posture
	8	Personal Grooming
	9	Etiquette, Identification of Currency and Basics of Signature writing

## B. Ed. SE-112: Communication Options: Oralism/Aural Rehabilitation and Auditory Approach

### Course Outcomes:-

After completion of this course the learner will be able –

- CO1:** To discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India.
- CO2:** To discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation.
- CO3:** To exhibit beginner level hands on skills in using these options.
- CO4:** To motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses.

Block	Unit	Title of the Unit
<b>1</b> <b>Understanding Hearing Loss</b>	1	Basic Awareness on Deafness and Communicative Access
	2	Basic Awareness on Autonomy, Inclusion and Identity
	3	Importance of Natural Plasticity and Early Listening Opportunities
<b>2</b> <b>Advance Understanding of Oral Options</b>	4	Skill Development required for Oralism
	5	Speech Reading: Need, Role and Strategies
	6	Difference between Uni Sensory and Multi approach in Oralism
<b>3</b> <b>Implementing Oralism and AV approach in Indian Special Schools</b>	7	Use of Oralism and AV approach in Indian Special Schools: Current Scenario Oralism/AV approach: Prerequisites for Special Schools
	8	Strategies of Implementation Oral Communication Policy
	9	Resource Mobilization for Listening Devices

## B. Ed. SE-113: Communication Options: Manual Options

### Course Outcomes:-

After completion of this course the learner will be able –

**CO1:** Discuss the two manual options with reference to Indian special schools.

**CO2:** Discuss the relevant issues like literacy, inclusion and training with reference to manual options.

**CO3:** Describe manual options in the light of issues like language, culture and identify.

**CO4:** Exhibit beginner level hands on skills in using manual options.

**CO5:** Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

Block	Unit	Title of the Unit
<b>1</b> <b>Understanding Deafness in Real Life Context</b>	1	Basic Awareness of Paradigms of Deafness (Medical and Social)
	2	Concerns & Challenges of Deafness and Communication
	3	Awareness on Deafness with Reference to Culture
<b>2</b> <b>Advance Understanding of Manual Options and Indian Scenario</b>	4	Training and Guidance for Families and Tuning Home Environment
	5	Tuning Mainstream Schools/Classrooms for Students Using Manual Communication
	6	Practicing Natural Signing in Short Common Conversations
<b>3</b> <b>Skill Development: Towards Higher Order Receptive and Expressive Skills</b>	7	Learning to Express Gender, Number, Person, Tense, Aspect
	8	Practicing Syntax in Conversations and Discussions
	9	Reflections on the Course: From Theory to practice

## B. Ed. SE-114: Management of Learning Disability

### *Course Outcomes:*

After completion of this course the learner will be able –

- CO1:** To explain the concept, causes and characteristics of learning disabilities.
- CO2:** To discuss different types of learning disabilities and its associated conditions.
- CO3:** To develop teacher made assessment test in curricular areas.
- CO4:** To plan appropriate teaching strategies as per the specific needs of children with learning disability.

Block	Unit	Title of the Unit
<b>1</b> <b>Learning Disabilities: Types</b>	1	Verbal and Nonverbal learning disabilities
	2	Language Disorders
	3	Emotional & Behavioral Problems
<b>2</b> <b>Assessment of Basic Curricular Skills</b>	4	Assessment of Reading, Writing and Math Skills
	5	Teacher made tests
	6	Standardize Tests: Need, Types & Purpose
<b>3</b> <b>Intervention Strategies in Basic Skills of Learning</b>	7	Language Skills
	8	Reading and Writing Skills
	9	Maths and Study Skills

## B. Ed. SE-115: Vocational Training, Transition & Job Placement

### *Course Outcomes:*

After completion of this course the learner will be able –

**CO1:** To develop an understanding of vocational education & its relevance for PWD's.

**CO2:** To carry out vocational assessment and make vocational training plan.

**CO3:** To plan for transition from School to job.

**CO4:** To identify various avenues for job placement.

**CO5:** To facilitate PWD's in making choice of vocational trades.

**CO6:** To acquire the concept of independent living and empowerment.

Block	Unit	Title of the Unit
<b>1</b> <b>Fundamental &amp; Assessment of Vocational Rehabilitation</b>	1	Definition, Meaning and Scope of Vocational Rehabilitation
	2	Approaches and Models of Vocational Training
	3	Approaches & Principles of Vocational Assessment
<b>2</b> <b>Vocational Transition &amp; Curriculum Planning</b>	4	Concept, Meaning, Importance of Transition
	5	Vocational Transition Models
	6	Development of Vocational Curriculum
<b>3</b> <b>Process of Vocational Rehabilitation &amp; Placement</b>	7	Types of Employment Settings
	8	Self Advocacy & Skill training
	9	Equal Opportunities and Attitudes towards Persons with Disabilities

## B.Ed. (Spl. ODL) Practicals

### FIRST SEMESTER

#### B. Ed.SE PE-01: Cross Disability and Inclusion (Area B)

##### *Course Outcomes:*

After completion of this course the learner will be able –

- CO1:** To construct the lesson plan of classroom observation in their selected field (like-ID, VI, HI) & Inclusive set up.
- CO2:** To apply the various teaching- learning material utilized by teacher in their teaching learning process.
- CO3:** To use appropriate teaching Strategies as per the specific need of children in their class-room teaching.

**Credit: 04**

**Marks: 100**

Tasks for the Teacher Trainees	Disability Focus	Education Setting	Hrs	Description
Classroom Observation	Major Disability	Special School	25	Minimum 30 School periods
	Other than Major Disability	Minimum 3 Special schools for other disabilities	25	Minimum 30 School periods
	Any Disability	Inclusive Schools	10	Minimum 10 School periods

- Schedule for practical for E-1 shall be included in the 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.

## SECOND SEMESTER

### B. Ed.SE PE-02: Disability Specialization (Area C)

#### Course Outcome:

After completion of this course the learner will be able –

**CO1:** To assess Classroom Observation according to Micro teaching Skill based.

**CO2:** To use the Lesson Plan (Focusing on Adaptation &Evaluation).

**CO3:** To compute of various skill of Microteaching &Simulated teaching.

**Note:** Schedule for Practical for E-1 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be with reference to Major Disability.

**Credit: 04**

**Marks: 100**

S. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	Hrs	Description
1.1	Classroom observation	Major Disability	Special School	30	Observation of all subjects at different level, minimum 50 School Periods.
1.2	a. Lesson planning for subjects selected	Major Disability	For Special school & Inclusive Set up	10	10 lessons
	b. Lesson planning focusing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10	10 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	5	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2	Major Disability	Institute	5	10 lessons

## THIRD SEMESTER

### B. Ed.SE PE-03: Part II- Disability Specialization (Area C)

#### Course Outcome:

After completion of this course the learner will be able –

- CO1:** To explain the Infrastructure, Equipment, Resource-room and Barrier free environment for Special/Inclusive setup in his/her visit plan.
- CO2:** To execution of Lesson Plan on different levels for all subject in selected disabilities area.
- CO3:** To construct Individualized Educational Plan (IEP) with support services according to needs of Special Children.
- CO4:** To proficiency his/her skill for execution of ISL (Indian Sign Language)/Braille Script/ADL (Activity Daily Living) Skill for the children with special needs.

**Credit: 04**

**Marks: 100**

S. No.	Tasks for the Teacher Trainees	Disability Focus	Education Setting	No. of Lessons
1.1	a. Classroom Observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other Special Schools	Major Disability	Special School	Minimum 2 Schools
1.2	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	30 lesson
	b. Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/ Resource Room	20 lessons
1.3	Individualized Teaching lessons on selected subjects	Major Disability	Special School/ Resource Room	20 IEPs
1.4	Observation of support services	Major Disability	Institute/Clinic	Depending on the specialization

## FOURTH SEMESTER

### B. Ed. SE- PE-04: Main Disability Special School (Related Area C)

#### *Course Outcome:*

After completion of this course the learner will be able –

- CO1:** To recognize the concept of Internship in Special School (Specialized field and other disability field) & Mainstream School.
- CO2:** To use Learning Resources, teaching skill and Communication skill in their class-room teaching-learning Process.
- CO3:** To organized Academic, Cultural Activities and Sports and Games in their Internship Process.
- CO4:** To maintain School records and documentation in Inclusive /Special School set up.
- CO5:** To analyze Strategies in teaching –learning Process, Examination and Evaluation in Inclusive /Special School set up.

**Credit: 04**

**Marks: 100**

S. No.	Tasks for the Teacher Trainees	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Major Disability	Special Schools for disability specialization	Minimum 90 school periods

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

S. No	Areas	Disability Specialization (E-2 & F-1)
01	Pedagogy Subject 1	Semester- III (Three days-15 Hrs.)
02	Pedagogy Subject 2	Semester- III (Three days-15 Hrs.)
03	School Attachment/Internship	Semester- III (24 days-120 Hrs.)

**B. Ed. SE- PE-05: Reading and Reflecting on Texts      Credit: 02    Marks: 50**

***Course Outcomes:***

After completion of this course the learner will be able –

- CO1:** To read and respond to written texts in a right way.
- CO2:** To examine and appreciate authentic literary and non-literary texts.
- CO3:** To develop study and reference skills
- CO4:** To reflect his/her thoughts on the ideas expressed in the texts.
- CO5:** To demonstrate plan, draft, edit and present a piece of writing.

**Note-** All the activities will be recorded in practical files.

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

**B. Ed. SE- PE-06: Drama and Art in Education                      Credit: 02    Marks: 50**

***Course Outcomes:***

After completion of this course the learner will be able –

- CO1:** To find basics differences in art and drama.
- CO2:** To discriminate artistic and aesthetic sensibility.
- CO3:** To judge the beauty in different art forms, through genuine exploration, experience and free expression.
- CO4:** To develop skills for integrating different art forms across school curriculum.
- CO5:** To site the rich cultural heritage of the country.

**Note-** 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

## FIFTH SEMESTER

### B. Ed. SE- PE-07- Field Engagement/Internship- Main Disability Special School (Area C)

#### Course Outcomes:

After completion of this course the learner will be able –

**CO1:** To organized Field engagement Awareness Programme- CBR (Community Based Rehabilitation) Programme.

**CO2:** To aware community/society about various –facilities &Provision for Divyangjan.

**CO3:** To organized a Camp and Providing Support Services for Divyangjan.

**Credit: 04**

**Marks: 100**

Sr. No.	Tasks for the Teacher Trainees	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Major disabilities	Special Schools for disability specialization	Minimum 90 school periods

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

Areas	Disability Specialization (E-2 & F-1)
Pedagogy Subject 1	Semester- III (Three days- 15 Hrs)
Pedagogy Subject 2	Semester-III (Three days- 15 Hrs)
School Attachment/Internship	Semester-III (24 dasy-120 Hrs)

**B. Ed. SE- PE-08- Field Engagement/Internship- Other Disability Special School (Area B)****Course Outcomes:**

After completion of this course the learner will be able –

**CO1:** To apply innovative teaching-learning Process in Inclusive School setup.

**CO2:** To construct Action Research Plan in the/her class-room teaching.

**CO3:** To analyze the problem in teaching –learning Process in Inclusive/Special School.

**Credit: 04**

**Marks: 100**

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

**B. Ed. SE- PE-09- Field Engagement/Internship- Inclusive School (Area B & C)****Course Outcomes:**

After completion of this course the learner will be able –

**CO1:** To construct TLM/Model in his/her Teaching –Learning Process in Inclusive and Special School set up.

**CO2:** To use Unit Plan for the relevant subject in his/her Internship process.

**CO3:** To examine Achievement test for children with special education and Normal student.

**Credit: 04**

**Marks: 100**

Sr. No.	Tasks for the Teacher Trainees	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 School Periods

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

Area	Disability Specialization	Other Disability	Inclusive Education
Pedagogy Subject 1	Semester-III (3 days 15 Hrs.)	Semester-IV (2days-12 Hrs.)	Semester-IV (2 days- 12 Hrs.)
Pedagogy Subject 2	Semester-III (3 days 15 Hrs.)	Semester-IV (2days-12 Hrs.)	Semester-IV (2 days- 12 Hrs.)
F-2 & F-3 Internship	Semester-III (24days120 Hrs.)	Semester-IV (24days-120 Hrs.)	Semester-IV (24days-120 Hrs.)