

Table-1
B.Ed. (Special) Programme (CBCS): Course Structure
Semester-1

Core course

Course Code	Course Title	Theory Credit And (Hours)	Practical Credit and (Hours)	Internal Exam(30 Marks)	External Exam (70 Marks)
SPCC101	NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 Marks
SPCC102	EDUCATION IN INDIA: A GLOBAL PERSPECTIVE	2.5 (38Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 Marks
SPCC103	EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 Marks
SPCC104	EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 Marks

Core Elective Course/ Special Courses (Any one group: VI or HI)

Course Code	Course Title	Theory Credit And (Hours)	Practical Credit and (Hours)	Internal Exam(30 Marks)	External Exam (70 Marks)
SPCE 111 (VI)	INTRODUCTION TO VISUAL IMPAIRMENT	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 marks
SPCE 112 (VI)	EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 marks
SPCE 113 (VI)	LEARNING METHODS AND STRATEGIES FOR TEACHING CHILDREN WITH VISUAL IMPAIRMENT	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 marks
SPCE 114 (HI)	FACILITATING DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 marks
SPCE 115 (HI)	AUDIOLOGY AND AURAL REHABILITATION	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 marks
SPCE 116 (HI)	INTRODUCTION TO SPEECH AND SPEECH TEACHING TO THE CHILDREN WITH HEARING IMPAIRMENT	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 marks

**Elective Course
Content and Method (Any two of the following)**

Course Code	Course Title	Theory Credit And (Hours)	Practical Credit and (Hours)	Internal Exam(30 Marks)	External Exam (70 Marks)
SPEC 121	Gujarati	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5, Content Quiz, 10,Assignment	70 marks
SPEC 122	Hindi	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5, Content Quiz, 10,Assignment	70 marks
SPEC 123	English	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5, Content Quiz, 10,Assignment	70 marks
SPEC 124	Sanskrit	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5, Content Quiz, 10,Assignment	70 marks
SPEC 125	Social Science	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5, Content Quiz, 10,Assignment	70 marks
SPEC 126	Mathematics	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5, Content Quiz, 10,Assignment	70 marks
SPEC 127	Science & Technology	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5, Content Quiz, 10,Assignment	70 marks
Total		342 Hours	135 Hours	270	630
27 Credit (477 Hours)					

Table II
B.Ed. (Special) Programme (CBCS): Practice Teaching

Course Code	Course Title	Hours	Credit	Marks
SPPT 161	Practice Teaching	95	3	50
	<ul style="list-style-type: none"> • Micro teaching • Special Lesson • IEP • Inclusive Teaching 	75	2.5	50
	Observation	20	0.5	
SPPT 171	Field Based Experience	60	2	25
	<ul style="list-style-type: none"> • CBR • Parental Empowerment • Disability Orientation • School Vision 			
SPPT 181	VI	90	3	25
	<ul style="list-style-type: none"> • O& M • Braille • Use of mathematical Devices • DLS • Psychology Achievement Test Braille 			
SPPT 191	HI	90	3	25
	<ul style="list-style-type: none"> • Language Assessment • Sign Language 			
	Total	245 Hours	8 Credit	100 Marks

Table-1
B.Ed.(Special) Programme (CBCS): Course Structure
Semester-2

Course Code	Course Title	Theory Credit And (Hours)	Practical Credit and (Hours)	Internal Exam(30 Marks)	External Exam (70 Marks)
SPCC 201	NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 Marks
SPCC 202	EDUCATION IN INDIA: A GLOBAL PERSPECTIVE	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 Marks
SPCC 203	EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 Marks
SPCC 204	EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 Marks

Core Elective Course/ Special Courses (Any one group: VI or HI)

Course Code	Course Title	Theory Credit And (Hours)	Practical Credit and (Hours)	Internal Exam(30 Marks)	External Exam (70 Marks)
SPCE 211 (VI)	INTRODUCTION TO VISUAL IMPAIRMENT	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	70 Marks
SPCE 212 (VI)	EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	
SPCE 213 (VI)	LEARNING METHODS AND STRATEGIES FOR TEACHING CHILDREN WITH VISUAL IMPAIRMENT	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	
SPCE 214 (HI)	FACILITATING DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	
SPCE 215 (HI)	AUDIOLOGY AND AURAL REHABILITATION	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	
SPCE 216 (HI)	INTRODUCTION TO SPEECH AND SPEECH TEACHING TO THE CHILDREN WITH HEARING IMPAIRMENT	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Seminar/Quiz, 10,Assignment	

**Elective Course
Content and Method(Any two of the following)**

Course Code	Course Title	Theory Credit And (Hours)	Practical Credit and (Hours)	Internal Exam(30 Marks)	External Exam (70 Marks)
SPEC 221	Gujarati	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,ContentQuiz, 10,Assignment	70 Marks
SPEC 222	Hindi	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Content Quiz, 10,Assignment	70 Marks
SPEC 223	English	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Content Quiz, 10,Assignment	70 Marks
SPEC 224	Sanskrit	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Content Quiz, 10,Assignment	70 Marks
SPEC 225	Social Science	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Content Quiz, 10,Assignment	70 Marks
SPEC 226	Mathematics	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Content Quiz, 10,Assignment	70 Marks
SPEC 227	Science and Technology	2.5 (38 Hours)	0.5 (15Hours)	15,Test, 5,Content Quiz, 10,Assignment	70 Marks
Total		342 Hours	135 Hours	270	630
		27 Credit (477 Hours)			

Table II
B.Ed (Special) Programme (CBCS): Practice Teaching
Semester-2

Course Code	Course Title	Hours	Credit	Marks
SPPT 261	Practice Teaching	70	2	25
	<ul style="list-style-type: none"> • Special Lesson • IEP(Other Disability) 	50	1.5	25
	Observation	20	0.5	
SPPT 271	Field Based Experience <ul style="list-style-type: none"> • Evaluating learning environment in inclusive school • Adaptation of teaching strategies & evaluation • Rehabilitation institution's report writing 	65	2.5	25
SPPT 281	VI <ul style="list-style-type: none"> • O& M • Braille • Use of mathematical Devices • DLS • Psychology Achievement Test Braille 	110	3.5	50
SPPT 291	HI <ul style="list-style-type: none"> • Audiology and Aural Rehabilitation • Speech & Speech teaching • Psychological Test • Sign Language 	110	3.5	50
	Total	245 Hours	8 Credit	100 Marks

Special B.Ed. Syllabus (Semester-I)

CORE COURSE

SPCC-101

NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION

Objectives

The student teacher is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as:

1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness

Course Content

Unit 1: Blindness and Low Vision

- 1.1 Definition and Identification
- 1.2 Incidence and Prevalence
- 1.3 Characteristics
- 1.4 Causes and Prevention
- 1.5 Intervention and Educational Programmes

Unit 2: Hearing Impairment

- 2.1 Definition and Identification
- 2.2 Incidence and Prevalence
- 2.3 Causes and Prevention
- 2.4 Types of Hearing Loss and Characteristics
- 2.5 Modes of Linguistic Communication and Educational Programmes

Unit 3: Mental Retardation

- 3.1 Definition and Identification of Mental Retardation and Mental Illness
- 3.2 Incidence and Prevalence, Causes and Prevention
- 3.3 Characteristics -Mild, Moderate, Severe, Profound
- 3.4 Types and Classification of Mental Retardation and Mental Illness
- 3.5 Intervention and Educational Programmes.

SPCC -102

EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

Objectives

After studying this paper, the student teachers are expected to realize the following

1. Explain the history, nature, process and philosophy of education.
2. Spell out the aims and functions of education in general and special education in particular.
3. Describe the various systems of education with reference to general and special education.
4. Discuss the various roles of educational agencies in India.

Course Content

Unit 1: Definition, process and philosophy of education

1.1 Definition and Meaning of Education

1.2 Aims of Education

1.3 Functions of Education

1.4 Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism

1.5 Historical perspective of Education in India and Abroad

Unit 2: Education in the Social Context

2.1 Formal, Informal and Non-formal Education.

2.2 Functional literacy, continuous and Life Long Education.

2.3 Community Based Rehabilitation including education.

2.4 Open Learning, Distance Education with reference to General and Special Education and inclusive education

2.5 Value -Oriented Education.

Unit 3: Educational Agencies for the National Development

3.1 Educational challenges for economic and socio-political development.

3.2 Role of home, community school, society, and mass media.

3.3 Role of Governmental and non-governmental agencies in general and special education. Such as -NCERT, SCERT, RCI, NCTE.

(a) Resource mobilization through funding agencies and concessions/facilities for the disabled. Education

(b) Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.

(c) International Legislation for Special Education

3.4 organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM

3.5. International and national legislation including UNCRPD.

SPCC - 103

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Objectives

After studying this paper, the student trainees are expected to realize the following objectives:

1. Explain the Concepts and principles of growth and development.
2. Describe the various theories of learning and their implications to the disabled.

Course Content

Unit 1: Introduction to Psychology

- 1.1 Definition, Nature and Scope of Psychology.
- 1.2 Educational psychology: scope and relevance to general education.
- 1.3 Role of educational psychology in special education.
- 1.4 Theories of motivation, attention and perception and its application in education.
- 1.5 Implications of the above with regard to specific disabilities.

Unit 2: Growth and Development

- 2.1 Meaning, Definitions and Principles of Growth and Development.
- 2.2 Influences of heredity and environment.
- 2.3 Stages of Development with reference to children with disabilities.

2.4 Developmental needs from infancy through adolescents

2.5 Developmental delay and deviancies

Unit 3 Learning

3.1 Definition, Meaning of Learning and Concept formation.

3.2 Learning -Domains and factors affecting learning.

3.3 Theories of learning (behavioural, cognitive and social) , and their application to special education

3.4 Memory and strategies for enhancing memory

3.5 Implications of the above with regard to various disabilities.

SPCC- 104

EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

Objectives

1. After studying this paper, the student teachers are expected to realize the following objectives:
2. Discuss the meaning, need and scope of educational management.
3. Define the concept and meaning of curriculum and instructional strategies.

Course Content

Unit 1: Educational Management

1.1 Definition, Meaning, Need, Scope of Educational Management.

1.2 Concept and Principles of Institutional Planning and Management, Admission with focus on zero rejection

1.3 Inspection, supervision and mentoring.

1.4 Institutional Organization, Administration and Evaluation.

1.5 Types of Leadership and Organizational Climate

Unit 2: Curriculum

2.1 Definition, Meaning and Principles of Curriculum,

2.2 Principles of curriculum development and disability wise curricular adaptations.

2.3 Curriculum planning, implementation and evaluation – implications for disabilities and role of teacher.

2.4 Types and importance of co-curricular activities

2.5 Adaptations of co-curricular activities.

Unit 3: Instructional Strategies

3.1 Approaches to instruction -cognitive, behavioral, and eclectic.

3.2 Design instruction -macro design.

3.3 Organizing individual, peer, small group, large group instructions.

3.4 Teaching materials -aids and appliances, other equipment -development

SPECIALIZATION COURSE

SPCE-111(VI)

INTRODUCTION TO VISUAL IMPAIRMENT

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. List the common eye defects of children and adults.
2. Narrate the evolutionary process of the development of services for visually impaired children.
3. Define blindness and other types of visual impairment.

Course Content

Unit 1: Anatomy and Physiology of the Eye

- 1.1 Eye and Eye care.
- 1.2 Visual Acuity, refraction, fusion, depth perception.
- 1.3 Visual deficit tunnel vision, loss of visual field, central scotoma, low vision.
- 1.4 Refractive errors -myopia, hyperopia, presbiopia, astigmatism.
- 1.5 Common eye diseases -cataract, glaucoma, traucoma, corneal ulcer, Xerophthalmia, retinitis pigmentosa, macular degeneration, optic atrophy.

Unit 2: Nature of Visual Impairment

- 2.1 Concept of impairment
- 2.2 International classification of impairment including ICF 2005
- 2.3 Definition and classification of blindness and low vision
- 2.4 Incidence and prevalence of visual impairment.

SPCE-112(VI)

EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. Use the tests appropriate for assessing the capabilities of visually impaired children.
2. Describe various educational service options available for visually impaired children.

Course Content

Unit 1: Historical Perspectives of Education of Visually Impaired Children

- 1.1. Historical development in India and Abroad
- 1.2 Cascade system of service delivery.
- 1.3 Models of integrated education: resource model, itinerant model, combined model, cluster model, cooperative model, dual teacher model, multi-skilled teacher model.
- 1.4 Development of inclusive education
- 1.5 Current status of education of visually impaired children with additional disabilities.

Unit 2: Education of Low Vision Children

- 2.1 Assessment of low vision.
- 2.2 Educational problems of low vision children.
- 2.3 Vision stimulation and visual efficiency.
- 2.4 Low vision aids -magnifiers, large print materials, and computers.
- 2.5 Education of low vision children with associated intellectual impairment, hearing impairment and neurological impairment including classification, assessment and teaching strategies.

SPCE-113(VI)

LEARNING METHODS AND STRATEGIES FOR TEACHING CHILDREN WITH VISUAL IMPAIRMENT

Objectives

- 1 List various approaches to be adopted in teaching visually impaired children.
2. Demonstrate expertise in teaching plus curricular skills to visually impaired children.

Course Content

Unit 1: Need for Various Approaches in Teaching Visually Impaired Children

- 1.1 Process of providing non-visual experience to visual ideas.
- 1.2 Learning stage -sensory motor, concrete operation and abstract thinking (logical operations).
- 1.3 Compensatory instruction for concept development and learning.
- 1.4 Pedagogy of Inclusive Education
- 1.5 Learning Style and Child Centered Teaching.

Unit 2: Teaching Plus Curricular Skills

- 2.1 Introduction and techniques of teaching various daily living skills to visually impaired children.
- 2.2 Techniques of teaching of orientation and mobility, importance of orientation and mobility for persons with visual impairment.
- 2.3 Braille - techniques of teaching Braille, reading and writing skills, reading readiness activities.
- 2.4 Knowledge of various aids and appliances.
- 2.5 Sensory training
 - Importance, objectives and procedures.
 - Residual vision-Tactile sense
 - Auditory sense
 - Olfactory sense
 - Kinesthetic sense &
 - Multi-sensory approach

SPECIALIZATION COURSE

SPCE-114(HI)

FACILITATING DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT

Objectives

After studying this paper, the student teachers are expected to be able to:

1. Describe the importance of various aspects related to the concepts communication and of language.
2. Explain various methods, principles and techniques of language teaching / development
3. Discuss the roles and responsibilities of the various functionaries in language development
4. Describe various models and ways to develop and assess literacy skills.
5. Describe the theoretical base of language assessment.

Course content

Unit 1: Communication and Language - Definition and Scope

- 1.1 Definition and scope of communication.
- 1.2 Definition, nature and functions of language
- 1.3 Biological and psychological foundations of language
- 1.4 Prerequisites and developmental phases in non impaired children.
- 1.5 Concept of critical period and early intervention for language acquisition

Unit 2: Communication Methods and Techniques

- 2.1 Principles of developing language in the HI
- 2.2 Options in Linguistic Communication for the HI
(Philosophy, justification, advantages & disadvantages, types & programmes in India)
 - a) Oralism -Auditory Oral Education (AOE), Auditory Verbal Education (AVE) –
(Unisensory and Multi-sensory Approaches)
 - b) Total Communication (TC) (simultaneous use of speech and Sign System)
 - c) Educational Bilingualism (use of Sign Language and literacy of verbal language)
- 2.3 Methods of teaching language to children with Hearing Impairment
 - a) Natural method: Concept and the principles (Groht- 1977 & others)
 - b) Structural method: Concept and the principles (eg Fitzgerald key and APPLE TREE)
 - c) MRM and Other Combined Method: Concept & Principles (Uden 1977 and others)
- 2.4 Techniques of teaching language to children with Hearing Impairment:
 - a) News/Conversation b) Story telling c) Directed activity
 - d) Visit e) Free play f) Picture description
 - g) Dramatization h) Poems i) Unseen passages
- 2.5 Role of Text Book in School Education with special reference to HI

SPCE-115 (HI) AUDIOLOGY AND AURAL REHABILITATION

Objectives

After studying this paper, the student teachers are expected to be able to:

1. Describe the Anatomy and Physiology of the ear.
2. Describe the theory behind Operating an Audiometer and assessing the hearing loss in adults, infants and children.
3. Explain the functions, types and parts of hearing aids.
4. Enumerate the use of hearing aids to compensate for the hearing impairment and development of language.
5. Discuss the concept, need and stages of auditory training to facilitate development of spoken language
6. Link the above theory with educo-audiological issues and decision making

Course content

Unit 1: Hearing Mechanism

- 1.1 Basic Anatomy and Physiology of hearing mechanism
- 1.2 Types of hearing impairment (hard of hearing, deaf, pre-lingual, post-lingual, sensory-neural, conductive, Functional, Central)
- 1.3 Hearing loss - prenatal, perinatal, postnatal causes, prevention
- 1.4 Early identification of hearing loss - its importance, tests (subjective and objective) and other methods available.
- 1.5 Impact of earlier identification / intervention on overall development.

Unit 2: Audiometry

- 2.1 Sound, propagation of sound and parameters of sound, zero dB reference for pressure and power
- 2.2 Pure tone audiometry and speech audiometry, use of masking — parts and use of audiometers
- 2.3 Free field audiometry, aided and unaided audiograms
- 2.4 Interpretation of audiogram, concept of speech banana, basic and educational implications
- 2.5 Case reports and their interpretation in relation to educational decision making like mode of communication, type of educational setting and educational goal setting

SPCE -116 (HI)
INTRODUCTION TO SPEECH AND SPEECH TEACHING TO THE CHILDREN WITH HEARING IMPAIRMENT

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. To acquaint the student teacher with the Anatomy and Physiology of the Articulatory system.
2. To acquaint the student teacher with the normal development of speech.
3. To acquaint the student teacher with the development of speech in a Hearing Impaired child.
4. To acquaint the student teacher with the disorders in the speech of Hearing Impaired children.
5. To acquaint the student teacher with methods of correcting the disorders in the Speech of the Hearing Impaired, individually and in the classroom.

Course content:

Unit 1 Speech Mechanism

- 1.1 Definition and functions of Speech
- 1.2 Anatomy and Physiology of the Respiratory, Phonatory, Articulatory, Resonatory systems
- 1.3 Speech as an overlaid function
- 1.4 Mechanism of breathing, breathing for speech, vocal cord adjustments
- 1.5 Prerequisites for the production of speech

Unit 2: Normal Speech - Production and Reception

- 2.1 Characteristics of Speech, , parameters of speech
- 2.2 Segmental, Non-Segmental and Supra-segmental aspects of speech (voice, duration, pitch, loudness, quality, rhythm, rate, intonation, stress, accent, phrasing, pause)
- 2.3 Speech Intelligibility: meaning, assessment and improvement
- 2.4 Multi-sensory speech reception: hearing-only, hearing and vision, hearing and touch, vision and touch
- 2.5 Technology for assessment and teaching of speech

Special B.Ed. Syllabus (Semester-II)

CORE COURSE

SPCC 201

NATURE AND NEEDS OF VARIOUS DISABILITIES –AN INTRODUCTION

Objectives

The student teacher is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as

1. Locomotor, Neurological and Leprosy Cured
2. Neuro-developmental Disorders
3. Multiple Disabilities, Deafblindness

Course Content

Unit 1: Leprosy Cured, Neurological and Locomotor Disabilities

- 1.1 Definition and Classification
- 1.2 Incidence and Prevalence
- 1.3 Causes and Prevention
- 1.4 Types, Classification and Characteristics
- 1.5 Intervention and Educational programmes

Unit 2: Learning Disabilities

- 2.1 Concept and Definition of Learning Disabilities. .
- 2.2 characteristics of LD
- 2.3 Etiological Factors
- 2.4 Types and Associated Conditions
- 2.5 Intervention and Educational Programmes

Unit 3: Autism Spectrum Disorders

- 3.1 Concept and Definition of Autism.
- 3.2 Characteristics of Autism
- 3.3 Etiological Factors
- 3.4 Types and Associated Conditions
- 3.5 Intervention and Educational Programmes

Unit 4: Multiple Disabilities and Various Combinations

- 4.1 Definition and Identification
- 4.2 Incidence and Prevalence
- 4.3 Causes and Prevention
- 4.4 Characteristics
- 4.5 Intervention and Educational Programmes

SPCC-202
EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

Objectives

After studying this paper, the student teachers are expected to realize the following

1. Spell out the aims and functions of education in general and special education in particular.
2. Describe the various systems of education with reference to general and special education.
3. Analyze the role of educational system in the context of Modern Ethos like democracy, socialism and secularism.

Course Content

Unit 1: Education and Various Commissions

- 1.1 Principles of education and special education and Inclusive Education
 - 1.2 Aims, objectives and functions of special education and inclusive education
 - 1.3 Direction and priorities of general and special education and inclusive education
 - 1.4 Recent trends in Indian Education and special education and inclusive education
 - 1.5 Education For All movement, Education through 21st Century, Various Commissions. (b) Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.
- (c) International Legislation for Special Education
- Unit 4.4 International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM
- Unit 4.5 International and national legislation including UNCRPD

Unit 2: Education and the Modern Ethos

- 2.1 Democracy, socialism and secularism.
- 2.2 Constitutional provisions in human rights.
- 2.3 Equalization of educational opportunities.
- 2.3 Education and human resource development.
- 2.5 Planning and management of human resource development.
- 2.6 Environmental Education

Unit 3: Emerging trends in Special and Inclusive Education

- 3.1 Concept of impairment, disability (activity limitation) and participation restrictions and their implications
- 3.2 Concepts and principles of inclusion.
- 3.3 Inclusive Education a rights based model
- 3.4 Community linkages and partnership of inclusion
- 3.5 Role of special schools and special teachers/educators in facilitating inclusive education

SPCC-203

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Objectives

After studying this paper, the student trainees are expected to realize the following objectives:

1. Explain the concepts of intelligence and aptitude in general and with specific reference to the PWDs.
2. Explain the concept of personality and mental health and their implications to the PWDs
3. Define the meaning and techniques of guidance and counselling in general and with special reference to the PWDs

Course Content

Unit 1: Intelligence, Aptitude and Creativity

- 1.1 Meaning and definition of intelligence and aptitude.
- 1.2 Theories of intelligence
- 1.3 Concept of Creativity, its process, characteristics of creative people, and teachers role in stimulating creativity.
- 1.4 Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT/BLAT, DST)
- 1.5 Implications of the above with regard to various disabilities.

Unit 2: Personality

- 2.1 Meaning and Definition of personality.
- 2.2 Theories of personality
- 2.3 Frustration and conflict, defence mechanisms and behaviour deviations,
- 2.4 Mental health and signs and symptoms of maladjustment
- 2.5 Implications of disabilities in personality assessment.

Unit 3: Guidance and Counseling

- 3.1 Meaning nature and scope of guidance and counselling and role of home. .
- 3.2 Approaches and techniques of guidance and counselling with reference to various disabilities.
- 3.3 Vocational guidance, assessment, training, avenues and perspectives
- 3.4 Discipline and management of class room behaviour problems.
- 3.5 Yoga and other adjunctive aids.

SPCC - 204
EDUCATIONAL PLANNING AND MANAGEMENT,
CURRICULUM DESIGNING AND RESEARCH

Objectives

1. After studying this paper, the student teachers are expected to realize the following objectives:
2. Explain the concept, meaning, scope and types of educational technology.
3. Describe the need and scope of educational research.
4. Discuss the meaning, scope and types of educational evaluation.

Course Content

Unit 1: Educational Technology

- 1.1 Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
- 1.2 Role and types of audio-visual aids in teaching and application of multi media in teaching and learning
- 1.3 Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.
- 1.4 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.
- 1.5 TLM: Importance, need and guidelines on use of TLM with reference to various disabilities.

Unit 2: Educational Research

- 2.1 Definition, Need and scope of educational research
- 2.2 Principles of Research in Education.
- 2.3 Types of research - fundamental, applied and action
- 2.4 Tools of research.
- 2.5 Overview of research studies in special education in India.

Unit 3: Educational Evaluation

- 3.1 Definition, Meaning, scope and types of evaluation.
- 3.2 Various types of tests.
- 3.3 Characteristics of a good test
- 3.4 Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.
- 3.5 Presentation of data - graphs, tables and diagrams.

SPECIALIZATION COURSE

SPCE-211 (VI)

INTRODUCTION TO VISUAL IMPAIRMENT

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. Narrate the evolutionary process of the development of services for visually impaired children.
2. Describe the impact of visual impairment on the personality development of the child.
3. Enumerate the nature of services for visually impaired children with additional disabilities.

Course Content

Unit 1: Psycho-social Implications of Visual Impairment

- 1.1 Psychological and Social Implications of visual impairment
- 1.2 Effects of blindness on growth and development -physical, social, intellectual and emotional.
- 1.3 Effects of visual impairment on personality development, verbalism and mannerism
- 1.4 Coping with adolescence and transition planning

Unit 2: Social Disposition to Visual Impairment

- 2.1 Attitude towards visual disability
- 2.2 Parental attitudes, attitude of siblings, peer group attitude and stereotypic attitude towards blindness.
- 2.3. Teachers' attitudes, social attitudes, and attitude modification
- 2.4 Role of teacher in developing positive Attitude

Unit 3: Visually Impaired Children with Associated Disabilities.

- 3.1 Concept.
- 3.2 Types of associated disabilities -hearing impairment, mental retardation, locomotor and neurological disorders, learning disabilities
- 3.3 Importance of Early Intervention
- 3.4 Support services -modify and implications.

SPCE-212 (VI)

EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. Use the tests appropriate for assessing the capabilities of visually impaired children.
2. Describe various educational service options available for visually impaired children.
3. Narrate the need and nature of curricular adaptation for visually impaired children.
4. Plan educational services leading to rehabilitation of visually impaired adults.

Course Content

Unit 1: Development of inclusive education

- 1.1 Concept and importance of inclusive education
- 1.2 Central Scheme of Inclusive Education of children with Disabilities at Secondary Scheme
- 1.3 Role of functionaries -head masters/principals, special teachers, class room teachers, parents and peers
- 1.4 Factors responsible for successful integration and inclusion.
- 1.5 Importance of Sarva Shiksha Abhiyan

Unit 2: Curricular Adaptation

- 2.1 Importance of curricular adaptations
- 2.2 Direct and indirect services, material development and presentation.
- 2.3 General principles of material preparation: duplication, modification, substitution and omission.
- 2.4 Use of adapted instructional material for teaching and learning subjects like maths, science, social science, etc.
- 2.5 Creative arts and adapted physical education activities, yoga, strategies for coping with stress.

Unit 3: Education for Rehabilitation

- 3.1 Pre-requisite skills for the successful rehabilitation of visually impaired persons.
- 3.2 Role of multi-purpose rehabilitation workers and Para-professionals.
- 3.3 Linkages between education and rehabilitation professionals.
- 3.4 Awareness of other development programmes in the community.
- 3.5 Familiarizing with poverty alleviation programmes.

SPCE-213 (VI)

LEARNING METHODS AND STRATEGIES FOR TEACHING CHILDREN WITH VISUAL IMPAIRMENT

Objectives

1. List various approaches to be adopted in teaching visually impaired children.
2. Demonstrate techniques of teaching language skills to visually impaired children.
3. Demonstrate methods of teaching mathematics to visually impaired children,
4. Demonstrate methods of teaching science and social science to visually impaired children.

Course Content

Unit 1: Methodology of Teaching Languages

- 1.1 Developing listening skills.
- 1.2 Pre-requisite skills for language development.
- 1.3 Development of vocabulary with object / situation characteristics and comprehension skills
- 1.4 Verbalization of visually impaired children
- 1.5 Evaluation of the language development skills.

Unit 2: Methodology of Teaching Mathematics

- 2.1 Factors contributing to learning mathematics.
- 2.2 Teaching Abstract Concepts to the visually impaired.
- 2.3 Use of mathematical devices -abacus, Taylor frame and geometry board.
- 2.4 Mathematical Braille code for India
- 2.5 Evaluation of mathematical concepts acquired by visually impaired children,

Unit 3: Methodology of teaching a) Science and b) Social Science

- 3.1 Methods of teaching science to visually impaired children with the help of relevant equipment.
- 3.2 Methods of teaching social science to the visually impaired
- 3.3 Preparation and Presentation of tactile diagrams
- 3.4 Presentation and use of different types of maps globe and relevant material,
- 3.5 Evaluation of learning in science and social science.

SPCE 214 (HI)
**FACILITATING DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS
IN CHILDREN WITH HEARING IMPAIRMENT**

Objectives

After studying this paper, the student teachers are expected to be able to:

1. Describe the importance of various aspects related to the concepts communication and of language.
2. Explain various methods, principles and techniques of language teaching / development
3. Discuss the roles and responsibilities of the various functionaries in language development
4. Describe various models and ways to develop and assess literacy skills.
5. Describe the theoretical base of language assessment.

Course content

Unit 1: Role of Functionaries

- 1.1 Functionaries: Families, professionals / para-professionals community and media
- 1.2 Role of team work and Parent-teacher partnership in the process of language development
- 1.3 Importance and methods of parent guidance, counseling and home-training
- 1.4 Sociological implications: attitudes of siblings, peers, parents, teachers and community
- 1.5 Community awareness and role of care givers in residential special and inclusive set up.

Unit 2: Literacy: Reading and Writing

- 2.1 Literacy: meaning and pre requisites; challenges with children with HI
- 2.2 Models of reading (Top Down, Bottom-Up & Interactive)
- 2.3 Reading readiness (pre-reading skills)
- 2.4 Development of independent reading comprehension,
 - a) Goals and Importance of Reading
 - b) Classification of Reading –
 - b.1) According to goal - (Functional, Recreational, Remedial and Developmental)
 - b.2) According to Method - (Loud Reading, Silent Reading)
 - c) Methods of Teaching, Reading - Traditional and Recent Methods.
- 2.5 Development of writing
 - a. Prewriting skill development
 - b. Development of writing {look and write: copying, listen and write: dictation, prompted writing, memorized writing, independent, spontaneous writing }
 - c. Assessment of writing: various parameters like productivity, complexity, surface mechanics etc

Unit 3: Assessment of language at different levels

- 3.1 Meaning, definition and scope of language assessment (vocabulary and syntax)
- 3.2 Language assessment & language text book examination, Similarities and Differences
- 3.3 Types of assessment (Standardized/ formal, informal tests and their selection)
- 3.4 Teacher Made Tests at different levels
- 3.5 Classroom assessment techniques
 - 3.5.1 Knowledge based/language based
 - 3.5.2 Open ended/close ended
 - 3.5.3 Direct/Indirect/inferential.

SPCE215(HI)

AUDIOLOGY AND AURAL REHABILITATION

Objectives

After studying this paper, the student teachers are expected to be able to:

1. Describe the Anatomy and Physiology of the ear.
2. Describe the theory behind Operating an Audiometer and assessing the hearing loss in adults, infants and children.
3. Explain the functions, types and parts of hearing aids.
4. Enumerate the use of hearing aids to compensate for the hearing impairment and development of language.
5. Discuss the concept, need and stages of auditory training to facilitate development of spoken language
6. Link the above theory with educo-audiological issues and decision making

Course content

Unit 1: Amplification Devices and Cochlear implant

- 1.1 Parts of a hearing aid, their functions
- 1.2 Types and trouble shooting of hearing aids / ALDs, (Body worn, B.T.E., in the ear and Programmable hearing aid); and Parameters for determining good quality of Hearing aids
- 1.3 Importance of ear moulds, Types of ear moulds
- 1.4 Recent Development in medical intervention, Cochlear Implant: Important, meaning, types and importance.
- 1.5 Training parents regarding use, care and maintenance of hearing aids and moulds

Unit 2: Setting up and Audiological Management of special and inclusive classrooms

- 2.1 Setting up of a classroom for children with hearing impairment and Classroom acoustics: S/N ratio, ways to improve it
- 2.2 Adjustments of children with various degrees of loss in one group
- 2.3 Classroom amplification devices, Group: hard-wire system, induction Loop system, FM system, infrared system, Individual: speech trainer
- 2.4 Care and Maintenance of all group hearing aid systems
- 2.5 Comparison between group hearing aid systems and individual hearing aids

Unit 3: Auditory Training

- 3.1 Auditory training: definition, meaning and scope, and benefits of auditory training and auditory physiology, 7 sound test.
- 3.2 Stages of Auditory Training-Detection, discrimination, identification, comprehension using gross sounds, environmental sounds and speech
- 3.3 Discrimination and comprehension of non speech and speech sounds using segmental, non segmental and supra segmental features
- 3.4 Importance of Auditory training in the comprehension of spoken language
- 3.5 'Auditory learning' listening training and uni-sensory approaches

SPCE216 (HI)

INTRODUCTION TO SPEECH AND SPEECH TEACHING TO THE CHILDREN WITH HEARING IMPAIRMENT

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:

1. To acquaint the student teacher with the Anatomy and Physiology of the Articulatory system.
2. To acquaint the student teacher with the normal development of speech.
3. To acquaint the student teacher with the development of speech in a Hearing Impaired child.
4. To acquaint the student teacher with the disorders in the speech of Hearing Impaired children.
5. To acquaint the student teacher with methods of correcting the disorders in the Speech of the Hearing Impaired, individually and in the classroom.

Course content:

Unit 1: Phonetics

- 1.1 Definition of phonology and phonetics
- 1.2 Description and classification (Vowels, Consonants and Diphthongs) of Speech sounds
- 1.3 Introduction to I.P.A. with reference to phonemes of regional languages
- 1.4 Relevance of Phonetics in the correction of speech of Hearing Impaired children
- 1.5 Speech profile of typical Indian children with hearing impairment

Unit 2: Speech Perception, Production and Evaluation

- 2.1 Perception of Speech with and without Hearing Aid. Development of speech in a child with the hearing impairment
- 2.2 Description and classification of speech error present in the speech of a hearing impaired child (Problems relating to voice, articulation, breathing or supra-segmental)
- 2.3 Assessment of voice - vocalization, duration, loudness, pitch and voice quality
- 2.4 Assessment of speech sounds (articulation) vowels, consonants, diphthongs
- 2.5 Planning for correction of the error detected. (Lesson Plan)

Unit 3: Remedial Measures

- 3.1 Models of speech teaching (developmental and correctional)
- 3.2 Stages of speech teaching developed by Ling ()
- 3.3 Consonant and vowel correction: Place, manner and voicing; deviant patterns
- 3.4 Use of auditory global method and multi-sensory approach and electronic visual, (Such as voice lite, mirror), tactile aids for development /for correction of speech
- 3.5 Individual speech teaching and classroom speech teaching activities

Table- III
Summary of B.Ed. (Special) Programme

Semester	Hours				Credit				Examination (Marks)			
	Theory	Practical	Practice Teaching	Total	Theory	Practical	Practice Teaching	Total	Internal	External	Practice Teaching	Total
Semester-1	342	135	245	722	22.5	4.5	8	35	270	630	100	1000
Semester-2	342	135	245	722	22.5	4.5	8	35	270	630	100	1000
Annual Lesson (At the end of semester 2)		60		60		02		02		50		50
Total	684	330	490	1504	45	11	16	72	540	1310	200	2050