S Y L L A B U S

B.Ed. Special Education (VI)

w.e.f. 2014-15

(Annual Pattern)

Vidyasagar University
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COMMON PAPERS

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PAPER-1
NATURE AND NEEDS OF VARIOUS DISABILITIES: AN INTRODUCTION

60 Hrs.

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
4. Locomotor, Neurological and Leprosy Cured
5. Neuro-developmental Disorders
6. Multiple Disabilities, Deaf blindness

Course Content

Unit 1: Blindness and Low Vision **09 Hrs.**

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 **09 Hrs.**

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 **09 Hrs.**

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

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3.4 Types and Classification of Mental Retardation and Mental Illness
3.5 Intervention and Educational Programmes

Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities 07 Hrs.

4.1 Definition and Classification
4.2 Incidence and Prevalence
4.3 Causes and Prevention
4.4 Types, Classification and Characteristics
4.5 Intervention and Educational programmes

Unit 5: Learning Disabilities 08 Hrs.

5.1 Concept and Definition of Learning Disabilities.
5.2 Characteristics of LD
5.3 Etiological Factors
5.4 Types and Associated Conditions
5.5 Intervention and Educational Programmes

Unit 6: Autism Spectrum Disorders 09 Hrs.

6.1 Concept and Definition of Autism.
6.2 Characteristics of Autism
6.3 Etiological Factors
6.4 Types and Associated Conditions
6.5 Intervention and Educational Programmes

Unit 7: Multiple Disabilities and Various Combinations 09 Hrs.

7.1 Definition and Identification
7.2 Incidence and Prevalence
7.3 Causes and Prevention
7.4 Characteristics
7.5 Intervention and Educational Programmes

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PAPER-2
EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

60 Hrs

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.
5. Analyze the role of educational system in the context of Modern Ethos like democracy, socialism and secularism.

Course Content

Unit 1: Definition, process and philosophy of education
10 Hrs.

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 and Various Commissions **10 Hrs.**

2.1 Principles of education and special education and Inclusive Education
2.2 Aims, objectives and functions of special education and inclusive education
2.3 Direction and priorities of general and special education and inclusive education
2.4 Recent trends in Indian Education and special education and inclusive education
2.5 Education for all movement, Education through 21st Century, Various Commissions.

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Unit 3: Education in the Social Context **10 Hrs.**

3.1 Formal, Informal and Non-formal Education.
3.2 Functional literacy, continuous and Life Long Education.
3.3 Community Based Rehabilitation including education. .
3.4 Open Learning, Distance Education with reference to General and Special Education and inclusive education
3.5 Value -Oriented Education.

Unit 4: Educational Agencies for the National Development **10 Hrs.**

4.1 Educational challenges for economic and socio-political development.
4.2 Role of home, community school, society, and mass media.
4.3 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 including UNCRPD

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 5: Education and the Modern Ethos **10 Hrs.**

5.1 Democracy, socialism and secularism.
5.2 Constitutional provisions in human rights.
5.3 Equalization of educational opportunities.
5.4 Education and human resource development.
5.5 Planning and management of human resource development.
5.6 Environmental Education

Unit 6: Emerging trends in Special and Inclusive Education **10 Hrs.**

6.1 Concept of impairment, disability (activity limitation) and participation restrictions and their implications
6.2 Concepts and principles of inclusion.

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6.3 Inclusive Education a rights based model

6.4 Community linkages and partnership of inclusion

6.5 Role of special schools and special teachers/educators in facilitating inclusive education

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PAPER-3
EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

60 Hrs.

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

Course Content

Unit 1: Introduction to Psychology **10 Hrs.**

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 **10 Hrs.**

2.1 Meaning 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

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Unit 3 : Learning **10 Hrs.**

3.1 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.

Unit 4: Intelligence, Aptitude and Creativity **10 Hrs.**

4.1 Meaning of intelligence and aptitude.
4.2 Theories of intelligence – Spearman, Thurston, Guilford
4.3 Concept of Creativity, its process, characteristics of creative people, and teachers role in stimulating creativity.
4.4 Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, *DMT*, *WISC-R*, CPM/*SPM*, DAT/ *BLAT*, DST).
4.5 Implications of the above with regard to (various disabilities) Visual Impairment.

Unit 5: Personality **10 Hrs.**

5.1 Meaning of personality.
5.2 Theories of personality
5.3 Frustration and conflict, defence mechanisms and behaviour deviations,
5.4 Mental health and signs and symptoms of maladjustment
5.5 Implications of disabilities in personality assessment.

Unit 6: Guidance and Counselling **10 Hrs.**

6.1 Meaning nature and scope of guidance and counselling and role of home. .
6.2 Approaches and techniques of guidance and counselling with reference to various disabilities.
6.3 Vocational guidance, assessment, training, avenues and perspective
6.4 Discipline and management of class room behaviour problems.
6.5 Yoga and other adjunctive aids.

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PAPER- 4
EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

60 Hrs.

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.
4. Explain the concept, meaning, scope and types of educational technology.
5. Describe the need and scope of educational research.
6. Discuss the meaning, scope and types of educational evaluation.

Course Content

Unit 1: Educational Management **10 Hrs.**

1.1 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 **10 Hrs.**

2.1 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 **10 Hrs.**

3.1 Theories of instruction – Bruner and Gagne.
3.2 Approaches to instruction – cognitive, behavioural, and eclectic.

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3.3 Design instruction-macro design.
3.4 Organizing individual, peer, small group, large group instructions.
3.5 Teaching materials – aids and appliances, other equipment-development.

Unit 4: Educational Technology **10 Hrs.**

4.1 Meaning and scope of educational technology and Information & Communication technology (lCT) and its impact on education.
4.2 Role and types of audio-visual aids in teaching and application of multimedia in teaching and learning
4.3 Individualized instruction – Programmed instruction, computer assisted instruction and interactive learning.
4.4 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.
4.5 TLM: Importance, need and guidelines on use of TLM with reference to various disabilities.

Unit 5: Educational Research **10 Hrs.**

5.1 Definition, Need and scope of educational research
5.2 Principles of Research in Education.
5.3 Types of research - fundamental, applied and action
5.4 Tools of research.
5.5 Overview of research studies in special education in India. – Last 10 years.

Unit 6: Educational Evaluation **10 Hrs.**

6.1 Meaning, scope and types of evaluation.
6.2 Various types of tests.
6.3 Characteristics of a good test
6.4 Descriptive statistics – measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.
6.5 Presentation of data – Tables, Graphs and diagrams.

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SPECIALIZATION

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PAPER-1
INTRODUCTION TO VISUAL IMPAIRMENT

60 hrs.

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. Define blindness and other types of visual impairment.
3. Describe the impact of visual impairment on the personality development of the child.
4. Plan child-centred educational services for low vision children. .
5. Enumerate the nature of services for visually impaired children with additional disabilities.

Course Content

Unit 1: Anatomy and Physiology of the Eye **12 Hrs.**

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, persbiopia, astigmatism.
1.5 Common eye diseases – cataract, glaucoma, traucoma, corneal ulcer, Xerophthalmia, retinitis pigmentosa, macular degeneration, optic atrophy.

Unit 2: Nature of Visual Impairment **12 Hrs.**

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.

Unit 3: Psycho-social Implications of Visual Impairment **12 Hrs.**

3.1 Psychological and Social Implications of visual impairment.

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3.2 Effects of blindness on growth and development – physical, social, intellectual and emotional.
3.3 Effects of visual impairment on personality development, verbalism and mannerism.
3.4 Coping with adolescence and transition planning.

Unit 4: Social Disposition to Visual Impairment 12 Hrs.

4.1 Attitude towards visual disability.
4.2 Parental attitudes, attitude of siblings, peer group attitude and stereotypic attitude towards blindness.
4.3 Teachers' attitudes, social attitudes, and attitude modification.
4.4 Role of teacher in developing positive Attitude.

Unit 5: Visually Impaired Children with Associated Disabilities 12 Hrs.

5.1 Concept.
5.2 Types of associated disabilities -hearing impairment, mental retardation, locomotor and neurological disorders, learning disabilities.
5.3 Importance of Early Intervention.
5.4 Support services -modify and implications.

Reference books

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PAPER - 2
EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT

60 Hrs.

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

Course Content

Unit 1 Historical Perspectives of Education of Visually Impaired Children **12 Hrs.**

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 **12 Hrs.**

2.1 Assessment of low vision.
2.2 Educational problems of low vision children.

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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.

Unit 3: Development of inclusive education 12 Hrs.

3.1 Concept and importance of inclusive education
3.2 Central Scheme of Inclusive Education of children with Disabilities at Secondary Scheme
3.3 Role of functionaries -head masters/principals, special teachers, class room teachers, parents and peers
3.4 Factors responsible for successful integration and inclusion.
3.5 Importance of Sarva Shiksa Abhiyan

Unit 4: Curricular Adaptation 12 Hrs.

4.1 Importance of curricular adaptations
4.2 Direct and indirect services, material development and presentation.
4.3 General principles of material preparation: duplication, modification, substitution and omission.
4.4 Use of adapted instructional material for teaching and learning subjects like maths, science, social science, etc.
4.5 Creative arts and adapted physical education activities, yoga, strategies for coping with stress.

Unit 5: Education for Rehabilitation 12 Hrs.

5.1 Pre-requisite skills for the successful rehabilitation of visually impaired persons.
5.2 Role of multi-purpose rehabilitation workers and Para-professionals.
5.3 Linkages between education and rehabilitation professionals.
5.4 Awareness of other development programmes in the community.
5.5 Familiarizing with poverty alleviation programmes.

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PAPER 3
LEARNING METHODS AND STATEGIES FOR TEACHING CHILDREN WITH VISUAL IMPAIRMENT

60 Hrs.

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.
3. Demonstrate techniques of teaching language skills to visually impaired children.
4. Demonstrate methods of teaching mathematics to visually impaired children,
5. Demonstrate methods of teaching science and social science to visually impaired children.

Course Content

Unit 1: Need for Various Approaches in Teaching Visually Impaired Children **12 Hrs.**

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 Centred Teaching

Unit 2: Teaching Plus Curricular Skills **12 Hrs.**

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 1.5 Sensory training

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- Importance, objectives and procedures.
- Residual vision-Tactile sense
- Auditory sense
- Olfactory sense
- Kinesthetic sense &
- Multi-sensory approach

Unit 3: Methodology of Teaching Languages 12 Hrs.

3.1 Developing listening skills.
3.2 Pre-requisite skills for language development. .
3.3 Development of vocabulary with object/situation characteristics and comprehension skills 3.4 Verbalization of visually impaired children
3.5 Evaluation of the language development skills.

Unit 4: Methodology of Teaching Mathematics 12 Hrs.

4.1 Factors contributing to learning mathematics.
4.2 Teaching Abstract Concepts to the visually impaired.
4.3 Use of mathematical devices -abacus, Taylor frame and geometry board.
4.4 Mathematical Braille code for India
4.5 Evaluation of mathematical concepts acquired by visually impaired children,

Unit 5: Methodology of teaching a) Science and b) Social Science 12 Hrs.

5.1 Methods of teaching science to visually impaired children with the help equipment.
5.2 Methods of teaching social science to the visually impaired
5.3 Preparation and Presentation of tactile diagrams Presentation and use of different types of maps globe and relevant material,
5.4 Evaluation of learning in science and social science.

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METHODOLOGY PAPERS

(ANY TWO)

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COURSE NO. C106

PEDAGOGY OF SCHOOL SUBJECTS
Course Objectives

Full Marks : 100
External : 80
Internal : 20

During and after the course, students will:

- Realize the interdisciplinary nature of subject
- Participate and analyse their experience with a variety of instructional strategies, appropriate to the subjects
- Create, analyse and evaluate a variety of teaching strategies in relation to subject
- Design lesions in developmentally appropriate ways
- Incorporate technology into teaching subject
- Induct the concept of reflective teaching into all activities related to reaching
- Relate the subject with environment and real life

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COURSE NO. C106-Beng **60 class hours**

Pedagogy of Bengali

1. UáÛ]á Wýá_á[S÷@çüâNý *UÛ UáÛ]á Wýá_á â^¤üá
02 class hours

- XáNçýWýá_á[aÛ¬áñ Wýá_á â^¤üáZ XáNçýWýá_á[|ü[ëNÿšÿñ
- Wýá_á â^¤üá < PçâtËýGâRNý S÷âNýUl„ý@üNýáñ

2. UáÛ]á Wýá_á[S÷ïíZáGRãZNýá < âUPóá]Z SáJý¼ôïíX UáÛ]á Wýá_á[|ü[ëNÿšÿñ 02 class hours

- aUÞy,ïí[[â^¤üá[XáQóX[ìïíS XáNçýWýá_á[yƒÿáR < |ü[ëNÿšÿñ
- SâsEýXU§ÿ XQóâ^¤üá S_ÞP (XáQóâX@ü / KÙýfEýXáQóâX@ü) SáJý¼ôïíX UáÛ]á Wýá_á[yƒÿáRñ

3. UáÛ]á Wýá_á â^¤üá[ ]¤üó < KÙýïí½^óñ 12 class hours

- XáNçýWýá_á[< aáâbNýó â^¤üá[KÙýïí½^óñ
  - o #áýEý[ïíM[â^ARGáNý KÙýïí½^ó
    - ïíUðâk„ý@ü í¤ü¼ / S÷¬áXæ]@ü í¤ü¼
    - S÷ïí¤üáâWý@ü í¤ü¼
    - XRÚa°×á]RXæ]@ü í¤ü¼
  - o âU@üá^QXãÞ KÙýïí½^ó
    - B÷bMQâXÞNýá
      - ➢ ^÷UR P¤üNýá (@ü) ^÷ëâNýâWýâºý@ü íUáQ (A) ^÷UM P¤üNýáñ
      - ➢ SJýïíR[S÷@üá[ïíWýP – a[U < Rã[U SáJý, Qá[Má-y‡áPRá-ýEýUÞRá SáJý, #áP^Þ SáJýñ
    - S÷@üá^QâXÞNýá Uçâk„ý[í@üð^] aXæb
      (B) í^÷Mã SáïíJý[aá[áÛ^ â]AïíR[GRó y‡[ìS ^÷UR P¤üNýá Uçâk„ýñ
      (C) ýlýâ@üÛ Uå@ü < @üóáïíaýlý í[@üKÞýáïí[[WæýâX@üáñ
      - ➢ @üOïíR[âU@üáïí^ â^¤üïí@ü[< âUPóá]ïíZ[WæýâX@üá, KÙýfEýá[MâUâQñ
      - ➢ â]AR, â]AïíR[íaðmPYÞáZRñ

4) UáÛ]áWýá_á â^¤üïíR[í@üð^]ñ 10 class hours

@ü) UáÛ]á Wýá_á < aáâbNýó â^¤üá[@üð^]

- â^¤üR í@üð^ïí][Qá[Má, UáÛ]á Wýá_á < aáâbNýó â^¤üá[í¤üïí¼ â^¤üR í@üð^ïí][S÷ïíZáGRãNýá UóUbá[, KÙýSïíYáBãNýáñ

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- S÷r…@ü[MÚ ïí@üð^ïí][Qá[Má, KÙýïí½^ó < KÙýSïíYáBãNýá, S÷ïír…[Q[R, #áP^Þ S÷ïír…[îUâ^tËýóñ
- UáÛ]á Wýá_á aáâbNýó Wýá_á â^¤üáPáïíR[Sk„ýâNý-Uºýçô Nýá, #áïí]áýEýRá, Nåý]RáXæ]@ü SáJýPáR,
- âUâWýl… Q[ïíR[S÷PãSR UóUbáïí[[í@üð^]ñ

A) UáÛ]á Wýá_á < aáâbNýó â^¤üáPáïíR[Sk„ýâNý

- @üâUNýá â^¤üáPáïíR[|ü[ëNÿšÿ, KÙýïí½^ó < Sk„ýâNý
- BPó â^¤üáPáïíR[|ü[ëNÿšÿ, KÙýïí½^ó < Sk„ýâNý
- ÿPùëNý SJýR â^¤üáPáïíR[|ü[ëNÿšÿ, KÙýïí½^ó < Sk„ýâNý
- #RåUáP â^¤üáPáïíR[|ü[ëNÿšÿ, KÙýïí½^ó < Sk„ýâNý
- [ýEýRá â^¤üáPáïíR[|ü[ëNÿšÿ, KÙýïí½^ó < Sk„ýâNý
- Uó@ü[M â^¤üáPáïíR[|ü[ëNÿšÿ, KÙýïí½^ó < Sk„ýâNý

5. âUïí^_ S÷@üá[â^¤üR S÷â¼ôZá (S÷ïíZáGRáâNýâ[ºýô < S÷âNý@üá[aáQ@ü â^¤üR) 06 class hours

- aÛïí^áQRã SáJý – KÙýïí½^ó < Sk„ýâNý
- Uåâk„ýPãÂ < S÷âNýWýáUáR â^¤üáOãÞïíP[â^¤üR
- âSâýFýïíZ SKòýá #OUá âUïí^_ â^}üïíP[GRó aÛïí^áQRã SáJýñ

6. UáÛ]á Wýá_á â^¤üá[#áRåaâ§ÿ@ü #Uyƒÿá R (aáXáâG@ü í¤ü¼) 08 class hours

- Xæ]óïíUáïíQ[âU@üá^ < aáâbNýóSáJý
- Wýá_áâ^¤üáZ BMXáQóïíX[Wæýâ X@üá
- UáÛ]á UáRáR aXaóá < S÷âNý@üá[

7. SáJýó âU_ZUyŸ[â^AR Sk„ýâNý[âUïír‰_Mñ 20 class hours

âUPóá]ïíZ[_Ìý-P^X (SâsEýXU§ÿ XQóâ^¤üá S_ÞP *UÛ SâsEýXU§ÿ KÙýfEýXáQóâX@ü â^¤üá aÛaP âRQÞáâ[Ný UáÛ]á SáJý¼ôïíX[âRx…â]âANý íY í@üáR *@üâýlý âU_ïíZ[aXáïí]áýEýRáXæ]@ü îU¬áRâWýâºý@ü âUïír‰_M)ñ

- âU_ZUyŸ âUïír‰_ïíM[aáQá[M Qá[Má *UÛ âU_Z âUïír‰_Mñ
- #áýEý[MXæ]@ü KÙýïí½^ó âRQÞá[M
- â^¤üR í@üð^] âRUÞáýEýR
- Sá[Pâ^ÞNýá[#âWý¤üá S÷yŸNý@ü[Mñ

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Course No. C106-Eng **60 class hours**

Pedagogy of English

Full Marks : 100
External : 80
Internal : 20

1. English Language teaching 02 class hours

- The scope of English language teaching (EFL, ESL, ESP, ELT)
- Principles of learning of Second language / Second language acquisition – its meaning

2. English Language in Present day India 03 class hours

- Position – Link language; library language, global language, the English boom in India, Indian English.
- Need for the study of English with reference to its position.
- Place of English in school curriculum

3. Aims and Objectives 05 class hours

- The linguistic, literary and cultural aims of teaching English.
- Objectives of teaching English as set forth in the Kothari Commission, NCF 2005 & West Bengal Board of Secondary Education & West Bengal Council of Higher Secondary Education.

4. Teaching Strategies 10 class hours

- Meaning Approach, Method, Technique
- An acquaintance with the characteristic features of the (i) Translation Method; (ii) Direct Method; (iii) Structural (iv) Humanistic Approaches and (v) Functional Communicating Approach to Language Teaching.
- English as a skill subject – developing leaner-centered strategies in listening, speaking, reading, writing, grammar and vocabulary.
- Language laboratory, Use of Computers in Language learning with special reference to CALL (Computer Assisted Language Learning).

5. Innovative techniques for the development of the language skills and literacy appreciation.

08 class hours

(i) Use of remaining senses for concept development

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(ii) Editing of primary level material
(iii) Mode of acquiring information
- Braille
- Tape Recorder
- Live render Service
(iv) Place of listening skills in the learning of language.

6. Further Teaching **04 class hours**

- Child with special needs
- Devising strategies of cater to the needs of learners
- Remedial Teaching in English

7. Sociological Issues **04 class hours**

- Second Language Acquisition and learning-Importance of the socio-cultural context of second language learners.
- Factors affecting a Second language classroom-fear; confidence; silence; errors; teacher attitude.
- Bilingualism-Problems and Advantages
- Multilingualism as a resource Teaching in large class

8. Pedagogic Analysis of Content **20 class hours**

- Critical analysis of any one topic in the English syllabus of secondary (VI-X) and Higher Education (XI-XII) level as prescribed by WBBSE / WBCHSE.
- A general overview and content analysis
- Determination of behavioral objectives
- Selection of teaching strategies
- Achievement test construction.

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Course No. C106-Geo **60 class hours**

Pedagogy of Geography

Full Marks : 100
External : 80
Internal : 20

1. The nature of Geography and Geography Education 02 class hours

- Nature of Geography – interdisciplinary nature Physical Geography and Human Geography.
- Geography Education – concept.

2. The need for Geography and its place in the school curriculum 04 class hours

Need for Geography – acquisition of knowledge, research work, environment awareness, economic planning, social, political and administrative importance and professional needs.

- Its place in the school curriculum –
  a. Geography as a compulsory subject for elementary and secondary level and elective subject for higher secondary level
  b. Geographical knowledge and attitude
  c. All round development of the learner
  d. Development of special aptitude and interest in different branches of Geography for learners.
  e. Development of the research aptitude.

3. Aims and objectives of teaching Geography at school level 06 class hours

- Aims – practical cultural aims
- Objectives of teaching Geography – taxonomy of objectives: i) Cognitive domain, ii) Affective domain and iii) psycho-motor domain

4. Teaching strategies 10 class hours

Methods of teaching Geography: i. inductive and deductive, ii. Observation, iii. Excursion – field study, iv. Project, v. laboratory, vi. Regional, vii. Reflective teaching, viii. Programmed Instruction, ix. Constructivist approach and x. Remedial teaching.

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5. Relation of Geography with other subjects **02 class hours**

Correlation of Geography with others subjects.

6. Related issues (Sociological Parameters) **06 class hours**

- Basic concepts on population explosion;
- Urbanization;
- Industrialization;
- Climate Change;
- Natural hazards & Disasters;

7. Special concern for visually impaired children **10 class hours**

a) Map reading procedures for visually impaired children.
b) Development of directional, positional and spatial concepts in visually impaired children.
c) Providing the central theme in the diagram and avoiding over information.
d) Concept of tactual attraction.
e) Interpretation of map reading.

8. Pedagogic analysis of content **20 class hours**

A critical analysis of any topic in the geography syllabus of class (vi-x) and class xi-xii as prescribed by WBBSE/WBCHSE.

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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Course No. C106-Hist **60 class hours**

Pedagogy of History

Full Marks : 100
External : 80
Internal : 20

1. The nature of the subject and History Education **02 class hours**

- Evolution of the concept of History
- Principles of teaching History – dimensions of History

2. The need for Geography and its place in the school curriculum **02 class hours**

- Need for the study of History with reference to NCF
- Place of History in the school curriculum

3. Aims and objectives of teaching Geography at school level **06 class hours**

- Aims – general and specific
- Objectives – with reference to revised Bloom's Taxonomy of Behavioural objectives
- Values of teaching

4. Teaching strategies **10 class hours**

Various teaching methodologies: i) inductive and deductive ii) Lecture iii) Discussion iv) Source v) Question-answer vi) Biographical method vii) Dramatization or role playing, viii) Excursion-field study

5. Relation of the subject with other subjects **02 class hours**

Correlation of History with others subjects.

6. Related issues (Sociological Parameters) **06 class hours**

- Social solidarity
- National integration
- International understanding

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7. Special concern for visually impaired children **12 class hours**

A) Techniques of adapting available teaching aids for visually impaired children.

1. Map reading procedures for visually impaired children.
2. Development of directional, positional and spatial concepts in visually impaired children.
3. Providing the central theme in the diagram and avoiding over information.
4. Concept of tactual attraction.
5. Interpretation of map reading.

B) Preparation of teaching materials: Principles of duplication, modification, substitution and omission.

8. Pedagogic analysis of content **20 class hours**

A critical analysis of any topic of the History syllabus of class (VI-X) and class (XI-XII) as prescribed by WBBSE/WBCHSE.

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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Course No. C106-Math **60 class hours**

Pedagogy of Mathematics

Full Marks : 100
External : 80
Internal : 20

1. The nature of Mathematics and Mathematics Education

02 class hours

- Nature of Mathematics
- The meaning and scope of mathematics education

2. Need of Mathematics and its place in school curriculum

02 class hours

- The need and place of mathematics in the school curriculum
- Mathematics as part of the core curriculum

3. Aims and objectives of teaching Geography at school level

06 class hours

- Aims of teaching mathematics in school
- Objectives of teaching Mathematics as set forth by NCF-2005, WBBSE and WBCHSE.

4. Teaching strategies **12 class hours**

Methods of teaching Mathematics: i) inductive and deductive, ii) Analysis and synthesis iii) Problem Solving, iv) Project Method

Instructional aids in teaching mathematics : i) Need for Instructional aides, ii) Different types of teaching aids and appliances – Taylor Frame Abacus, Talking Calculator, Computer, Geo-boards, Various types of Algebraic and Geometrical models.

5. Relation of Mathematics **04 class hours**

- Within its branches
- With others subjects

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6. Associated considerations **04 class hours**

- Problems of teaching mathematical concepts to V.I. Children
- Remedial measures

7. Special Approaches for visually impaired children in learning Mathematics
10 class hours

a) Need for improvisation Mathematics.
b) Techniques of preparing constructions and tactile diagrams.
c) Techniques of Preparing mathematical textbook.
d) Mastery over mathematical Braille codes.
e) Mental arithmetic

8. Pedagogic analysis of content **20 class hours**

A critical analysis of any topic in the geography syllabus of class (vi-x) and class xi-xii as prescribed by WBBSE/WBCHSE.

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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Course No. C106- Sc **60 class hours**

Pedagogy of Science

Full Marks : 100
External : 80
Internal : 20

1. The nature of Science Education 02 class hours

- Nature of science in general – science as a product and science as a process: Philosophy of science, physical science and as life science section of natural science. The various branches of science.
- Science education – its past, present and future (in Indian context)

2. Need of Science and its place in school curriculum 02 class hours

- Values of the science subjects
- Position of science subjects in the school curriculum at different stages as recommended by different committees and commissions

3. Aims and objectives of teaching Geography at school level

06 class hours

- Aims – various long term targets as – developing various process skills, scienctific temper and lateral thinking.
- Objectives
  a) Objectives of teaching Physical Science and Life Science at different levels of secondary education.
  b) Instructional objectives (emphasis on use of correct action verbs)

4. Teaching strategies 10 class hours

- inductive and deductive, ii. Lecture, iii) Discussion, iv) Observation, v) Question-answer, vi) Problem solving.
- Heuristic method, Project method, Laboratory method.
- Programmed instruction,
- Application of cognitive psychology, learner centric approaches in teaching Physical Science.
- Computer Assisted Instruction.

5. Use of teaching aids: 10 class hours

a) Techniques of adapting available teaching aids for visually impaired children.
b) Techniques of preparing new teaching aids.

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c) Techniques in prepareing raised diagrams aid charts.
d) Preparation of teaching materials, principles of duplication, modification, substitution and omission
e) The use of computers and models in teaching Science.

6. Relation of Science with other subjects and within its branches

02 class hours

- Intra disciplinary interrelationships
- Inter disciplinary interrelationships

7. Identification of difficulties in learning science by V.I. Students

Remedial measures

8. Special Concerns for visually Impaired children **4 class hours**

a) Determining the nature of the practical work and apparatus requirements for the class.
b) Linking them with sighted children in conducting practical as a group activity.
c) Use of chemicals in the laboratory-primarily through the small and using of diluted acids for experiments.

9. Pedagogic analysis of content **20 class hours**

A critical analysis of any topic in the geography syllabus of class (VI-X) and class (XI-XII) as prescribed by WBBSE/WBCHSE.

- A general overview and content analysis
- Determination of behavioural objectives
- Selection of teaching strategies
- Achievement Test construction

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SYLLABUS

B.Ed. Special Education (VI) (RCI Recognized)

External : 80
Internal : 20

The Structure:	Marks Distribution
A. Theoretical **1. Common Papers : 04** a) Nature and Needs of Various Disabilities an introduction. b) Education in India : A Global Perspective c) Educational Psychology and Persons With Disabilities d) Educational Planning & Management, Curriculum Designing and Research	4×100 = 400
2. Specialization Papers : 03 a) Introduction to Visual Impairment b) Educational Perspective of Visual Impairment. c) Learning Methods and Strategies For Teaching Children with Visual Impairment.	3×100 = 300
3. Methodology Papers or Methods related to Specilization : 02 (any two) a) English b) Bengali c) Mathematics d) History e) Geography f) Science	2×100 = 200
Total	**900**
B. **PRACTICUM:** 1. Braille	100
2. Use of Assistive Devices	100
3. Orientation and Mobility + ADL	75+25
4. (i) Preparation and use of functional vision assessment tests and visual efficiency training for low vision children.	75 (25+25+25)

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(ii) Preparation and use of improvised Teaching Learning Material. (iii) Preparation and use of Achievement Test. 5. (a) Practice Teaching i. (10 lessons in Special School) (5 L.P. in special School) (b) Practice Teaching ii. (10 lessons in inclusive Setting) (5 L.P. in inclusive setting) Per Method 10 Lessons 6. Case Study. (3 Nos.)	150 75
Total	**600**
Grand Total (A+B)	**1500**

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