

# **S Y L L A B U S**

## **B.Ed. Special Education (VI)**

**w.e.f. 2014-15**

**(Annual Pattern)**

**Vidyasagar University**  
**Midnapore-721102**

## **COMMON PAPERS**

**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

- 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

## Reference books

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
4. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles.
6. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
7. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
8. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
9. Subba Rao, T.A (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
11. Taylor, RL. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
13. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
14. Narayan, & Kutty, AT.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
15. Peshwaria, R and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
16. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
17. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
18. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
19. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

**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.

**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.

- 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

**Reference books**

1. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
2. Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
3. Steven. R (1998). School and Society. Sage Publications.
4. Suresh. D. (1998). Curriculum and child development. Bhargava.
5. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
6. Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.
7. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
8. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
9. Bhat. RD. (1996). Educational Documents in India. New Delhi Arya Book Depot.
10. Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
11. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
12. Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
13. Sapra. C. L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some Critical Issues. New Delhi National Book Organisation.
14. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000. New Delhi IAE Association.

**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

### **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.

## Reference books

1. Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
2. Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York: Academic Press,
3. Butcher. H.J. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
4. Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
5. Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
6. Hunter, Ian. M.R (1994). Memory, London: Penguin Books.
7. Keller. F.S. (1997). The Definitions of Psychology (ed.). New York: Appleton century.
8. Munn. N.L. (1997). Introduction to Psychology. Delhi.
9. Petri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth.
10. Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.
11. Simth, MDaniel. (1998). Educational Psychology. New York: Allyn & Bacon.
12. Skinner. B.F. (1997). Verbal Behaviour. New York: Appleton century Crofts.
13. Travers. RM. (1993). Educational Psychology. New York: Macmillan,
14. Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev., Vol. 20.
15. Woodworth. RS. (1994). Experimental Psychology, New York: Hot
16. Barciey. IR (1993). Counselling and Philosophy. San Francisco.
17. Floelick. C.P. (1988). Guidance Services in Schools. New York: Allynn & Bacon.
18. Jones. A.P. (1994). Principles of Guidance. New York: Holt.
19. Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India.

**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.

- 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 (ICT) 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.

## Reference books

1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
2. Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
3. Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
4. Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers.
5. Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
6. Sita Ram Sharma & A.L. Vohra. (1993). Encyclopedia of Educational Technology. Anmol Publications.
7. Tara Chand. (1992). Educational Technology. Anmol Publication.
8. Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
9. Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
10. Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
11. Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
12. Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
13. Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.
14. Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay, Asia Publishing House,
16. D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
17. Govt. of India, Persons with Disability Act, 1995.
18. Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
19. Zirpoli, TJ. & Mellor, KJ. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada.

# **SPECIALIZATION**

**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, 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**

**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.

- 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**

1. ICEVI (1995). Reaching the Unreached. Asian conference Proceedings. Ahmedabad: Blind People's Association
2. Mani.M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers.
3. Mani. M.N.G. (1992). Concept Development of Blind Children. Coimbatore: Sri Ramakrishna Vidyalaya Printing Press.
4. Mani. M.N.G. (1992). Ingredients of IED. Mukkimalai : Nivis Publishers.
5. Moores. D.F. (1982). Educating the Deaf: Psychology, Principles and Practices (2nd Ed.) Boston: Houghton Mifflin.
6. Pandey, R.S and Advani, Lal (1995). Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
7. Punani. Band Rawal, N (1997). Community Based Rehabilitation (Visually Impaired). Bombay: NAB.
8. Radha Bai. Et al. (Ed.) (1995). All colours are There. Trichy: Holy Cross Service Society.

9. Tuttle. D. (1984). Self-esteem and Adjusting with Blindness. Springfield, IL : Charles C. Thomas.
10. UNESCO (1997). International Consultation on Early Childhood Education and Special Educational Needs. Paris.
11. WHO (1992). Prevention of Blindness. Geneva.
12. Ysseldyke. J.E. & Algozzine. (1982). Introduction to Special Education. Boston: Houghton.
13. Barraga. N.C. (1976). Visual Handicaps and Learning. A Developmental Approach. California: Wordsworth.
14. Faye. E.E., (Ed.) (1984). Clinical Low vision. Boston: Little, Brown and Co.
15. Jose. R. (1983). Understanding Low Vision. New York American Foundation for the Blind.
16. Keefee. J.E. (1994). Assessment of Low Vision in Developing Countries. Book 1.
17. Keefee. J.E. (1994). Assessment of Low vision in Developing Countries. Book 2. The Effects of Low Vision and the Assessment of Functional Vision. Melbourne The University of Melbourne.
18. Mani. M.N.G. (1995). Reading Preference Test to Children with Limited Vision. Coimbatore: S.R.K.V. College of Education.
19. World Health Organization (1993). Management of Low Vision in Children. Geneva.
20. World Health Organization (1997). Global Initiative for the Elimination of Avoidable Blindness. Geneva.
21. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum : Kerala Federation of the Blind.

**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 impaired adults.

**Course Content**

**Unit 1                      Historical Perspectives of Education of                      12 Hrs.**  
**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                      12 Hrs.**

- 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.

**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 Shiksha 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.

## Reference books

1. ICEVI (1995). Reaching the Unreached. Asian Conference Proceedings. Ahmedabad: Blind People's Association.
2. Mani. M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers.
3. Mani. M.N.G. (1992). Concept Development of Blind Children. Coimbatore: Sri Ramakrishna Vidyalaya Printing Press.
4. Mani. M.N.G. (1992). Ingredients of LED. Mukkimalai: Nivis Publishers.
5. Moores. D.F. (1982). Educating the Deaf: Psychology, Principles and Practices (2nd Ed.) Boston: Houghton Mifflin.
6. Pandey. RS and Advani, Lal (1995) Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publishing House.
7. Punani. Band Rawal, N (1997).Community Based Rehabilitation (Visually Impaired). Bombay: NAB RAC.
8. Radha Bai. Et al. (Ed.) (1995). All Colours are There. Trichy: Holy Cross Service Society.
9. Tuttle, D. (1984). Self-esteem and Adjusting with Blindness. Springfield, IL: Charles C. Thomas.
10. UNESCO (1997). International Consultation on Early Childhood Education and Special Educational Needs. Paris.
11. WHO (1992). Prevention of Blindness. Geneva.
12. Ysseldyke. J.E., & Algozzine, (1982). Introduction to Special Education. Boston: Houghton Mifflin.
13. Muricken, Jose SJ. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum : Kerala Federation of the Blind.
14. Julka, Anita (1999): Low Vision Children - Guide for Primary School Teachers, New Delhi: NCERT.

**PAPER 3**  
**LEARNING METHODS AND STRATEGIES 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           12 Hrs.**  
**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 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

- 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.

## References books

1. Fernandez. G, Koenig. C, Mani. M.N.G. and Tensi. 5. (1999) See with the Blind, Bangalore: Books for change.
2. Jaekle, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. Germany: Christoffel Blindenmission.
3. Jangira. N.K. & Mani. M.N.G. (1991). Integrated Education of the Visually Handicapped, Management Perspectives. Gurgaon: Academic Press.
4. Mani. M.N.G. (1991). Braille. Instructions for Teacher Preparation in Tamil Nadu. Coimbatore: Classic Publications.
5. Mani. M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers Private Limited.
6. Mani. M.N.G. (1997). Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.
7. Punani. B. and Rawal. N.(1993). Handbook: Visual Handicap. New Delhi: Ashish Publishing House.
8. Muricken, Jose SJ. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum : Kerala Federation of the Blind.

**METHODOLOGY PAPERS**  
**(ANY TWO)**

**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 lessons 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

## Pedagogy of Bengali

1. UáÛ]á Wýá\_á[ S÷@çüâNý \*UÛ UáÛ]á Wýá\_á â^æüá  
02 class hours
- XáNçýWýá\_á[ aÛ-áñ Wýá\_á â^æüáZ XáNçýWýá\_á[ |ü[ëNýšýñ
  - Wýá\_á â^æüá < PçâtËýGâRNý S÷âNýUI,,ý@üNýáñ
2. UáÛ]á Wýá\_á[ S÷ííZáGRãZNýá < âUPóá]Z SáJý¼ðííX UáÛ]á Wýá\_á[ |ü[ëNýšýñ 02 class hours
- aUPy,íí[[ â^æüá[ XáQóX[ííS XáNçýWýá\_á[ yfýáR < |ü[ëNýšýñ
  - SâsÉyXUŞý XQóâ^æüá S\_ÞP (XáQóâX@ü / KÛýfÉyXáQóâX@ü) SáJý¼ðííX UáÛ]á Wýá\_á[ yfýáRñ
3. UáÛ]á Wýá\_á â^æüá[ ]æüó < KÛýíí½^óñ 12 class hours
- XáNçýWýá\_á[ < aââbNýó â^æüá[ KÛýíí½^óñ
    - #áyÉy[ííM[ â^ARGáNý KÛýíí½^ó
      - ííUðâk,,ý@ü íæü¼ / S÷-áXæ]@ü íæü¼
      - S÷ííæüáâWý@ü íæü¼
      - XRÚa°xá]RXæ]@ü íæü¼
    - âU@üá^QXãÞ KÛýíí½^ó
      - B÷bMQâXÞNýá
        - ^÷UR PæüNýá (@ü) ^÷êâNýáWýá°ý@ü íUáQ (A) ^÷UM PæüNýáñ
        - SJýííR[ S÷@üá[ííWýP – a[U < Rã[U SáJý, Qá[Má-yþáPRá-yÉyUPRá SáJý, #áP^Þ SáJýñ
      - S÷@üá^QâXÞNýá Uçâk,,ý[ í@üð^] aXæb (B) í÷Mã SáííJý[ aá[áÛ^ â]AííR[ GRó yþ[íS ^÷UR PæüNýá Uçâk,,ýñ (C) ýlýâ@üÛ Uâ@ü < @üóáííaylý í[ @üKÞyáíí[[ WæýâX@üáñ
        - @üOííR[ áU@üáíí^ â^æüíí@ü[ < âUPóá]ííZ[ WæýâX@üá, KÛýfÉyá[MâUâQñ
        - â]AR, â]AííR[ íaðmPYÞáZRñ
- 4) UáÛ]áWýá\_á â^æüííR[ í@üð^]ñ 10 class hours
- @ü) UáÛ]á Wýá\_á < aââbNýó â^æüá[ @üð^]
- â^æüR í@üð^íí[[ Qá[Má, UáÛ]á Wýá\_á < aââbNýó â^æüá[ íæüíí¼ â^æüR í@üð^íí[[ S÷ííZáGRãNýá UóUbá[, KÛýSiiYáBãNýáñ

- S÷r...@ü[MÚ íí@üð^íí][ Qá[Má, KÙýíí½^ó < KÙýSííYáBāNýá, S÷íí...[ Q[R, #áP^P S÷íí...[ îUâ^tĚýóň
- UáŮ]á Wýá\_á aábNýó Wýá\_á â^üáPáííR[ Sk,,ýâNý-U^óçôNýá, #áíí]áyEýRá, Náy]RáXæ]@ü SáJýPáR,
- âUâWýl... Q[ííR[ S÷PāSR UóUbáíí[[ í@üð^]ñ

A) UáŮ]á Wýá\_á < aábNýó â^üáPáííR[ Sk,,ýâNý

- @üâUNýá â^üáPáííR[ |ü[ëNýšý, KÙýíí½^ó < Sk,,ýâNý
- BPó â^üáPáííR[ |ü[ëNýšý, KÙýíí½^ó < Sk,,ýâNý
- ýPùèNý SJýR â^üáPáííR[ |ü[ëNýšý, KÙýíí½^ó < Sk,,ýâNý
- #RáUáP â^üáPáííR[ |ü[ëNýšý, KÙýíí½^ó < Sk,,ýâNý
- [ýEýRá â^üáPáííR[ |ü[ëNýšý, KÙýíí½^ó < Sk,,ýâNý
- Uó@ü[M â^üáPáííR[ |ü[ëNýšý, KÙýíí½^ó < Sk,,ýâNý

5. âUíí^\_ S÷@üá[ â^üR S÷â¼ôZá (S÷ííZáGRáâNýá[°ýó < S÷âNý@üá[ááQ@ü â^üR) 06 class hours

- aŮíí^áQRā SáJý – KÙýíí½^ó < Sk,,ýâNý
- Uââk,,ýPāĀ < S÷âNýWýáUáR â^üáOāPííP[ â^üR
- âSâyFýííZ SKòýá #OUá âUíí^\_ â^}üííP[ GRó aŮíí^áQRā SáJýñ

6. UáŮ]á Wýá\_á â^üá[ #áRáaâšý@ü #UyfýáR (aáXáâG@ü íü¼) 08 class hours

- Xæ]óííUáííQ[ âU@üá^ < aábNýóSáJý
- Wýá\_áâ^üáZ BMXáQóííX[ WæýâX@üá
- UáŮ]á UáRáR aXaóá < S÷âNý@üá[

7. SáJýó âU\_ZUyŸ[ â^AR Sk,,ýâNý[ âUíír%\_Mñ class hours

20

âUPóá]ííZ[ \_lý-P^X (SâsEýXUšý XQóâ^üá S\_ðP \*UŮ SâsEýXUšý KÙýEýXáQóâX@ü â^üá aŮaP âRQPáâ[Ný UáŮ]á SáJý¼ôííX[ âRx...â]âANý íY í@üáR \*@üâyly âU\_ííZ[ aXáíí]áyEýRáXæ]@ü îU-áRáWýâ^ý@ü âUíír%\_M)ñ

- âU\_ZUyŸ âUíír%\_ííM[ aáQá[M Qá[Má \*UŮ âU\_Z âUíír%\_Mñ
- #áyEý[MXæ]@ü KÙýíí½^ó âRQPá[M
- â^üR í@üð^] âRUPáyEýR
- Sá[Pá^PNýá[ #âWýüá S÷yŸNý@ü[Mñ

**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 learner-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

- (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.

**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.

## **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

**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

## **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

**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 Mathematics 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

## **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

**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, scientific 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.

- c) Techniques in preparing raised diagrams and 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



(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)	150
(b) Practice Teaching ii. (10 lessons in inclusive Setting) (5 L.P. in inclusive setting)	
Per Method 10 Lessons	
6. Case Study. (3 Nos.)	75
<b>Total</b>	<b>600</b>
<b>Grand Total (A+B)</b>	<b>1500</b>