

B.Ed. HI

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SCHEME OF EXAMINATION FOR B.Ed. SPL. ED. TWO YEAR PROGRAMME
(To be implemented from the Session 2015-16)
(As recommended by the UG Board of Studies in Education)

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YEAR I

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per week (Exam Hours : Marks)
		Total	Theory	Internal Assessment		
I	Human Growth & Development	100	80	20	4	4 (3 Hrs: 80)
II	Contemporary India and Education	100	80	20	4	4 (3 Hrs: 80)
III	Learning, Teaching and Assessment	100	80	20	4	4 (3 Hrs: 80)
IV	Pedagogy of School Subjects (ANY ONE) (Special Reference to Disability) 1. Pedagogy of Teaching Science 2. Pedagogy of Teaching Mathematics 3. Pedagogy of Teaching Social Studies	100	80	20	4	4 (3 Hrs: 80)
V	Pedagogy of School Subjects (ANY ONE) (Special Reference to Disability) 1. Pedagogy of Teaching Hindi 2. Pedagogy of Teaching English	100	80	20	4	4 (3 Hrs: 80)
VI (A)	Inclusive Education	50	40	10	2	2 (1:30 Hrs. 40)
VI (B)	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	50	40	10	2	2 (1:30 Hrs. 40)
VII (A)	Introduction to Neuro Developmental Disabilities (LD, MR/ID, ASD)	50	40	10	2	2 (1:30 Hrs. 40)

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VII (B)	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP,MD)	50	40	10	2	2 (1:30 Hrs. 40)
VIII	Assessment and Identification of Needs	100	80	20	4	4 (3 Hrs: 80)
IX	Curriculum Designing, Adaptation and Evaluation	100	80	20	4	4 (3 Hrs: 80)
X (A)	*Practical : Cross Disability & Inclusion	50			2	
X (B)	**Practical : Disability Specialization	50			2	
Total Marks		1000	Total Credits		40	

Engagement with field as part of courses indicated below:

Sr. No.	Task for the Teacher Trainees	Course	Place
1.	Assignment / Project	Course I & II	Institute
2.	Assignment / Project/Presentation	Course III & VI (A)	Institute
3.	Assignment / Project/Presentation	Course IV, V & IX	Institute/ Special/Inclusive School
4.	Assignment / Project/Presentation	Course VIII (All disabilities)	Camp / Clinic / School, etc. (for minimum of fifteen hours)

Course X (A): *Practical - Cross Disability and Inclusion

Tasks for the Student-Teachers	Disability Focus	Education Setting	Description
Classroom Observation	Major Disability	Special school	Minimum 30 School Periods
	Other than Major Disability	Minimum 3 Special schools for other disabilities	Minimum 30 School Periods
	Any Disability	Inclusive Schools	Minimum 10 School Periods

- Schedule for practical for Course X (A) shall be included in the time table (ten working days may be allocated).
- Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability.

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Course X (B): **Practical - Disability Specialization

Note: Schedule for practical for X (B) shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability

Sr. No.	Tasks for Student-Teachers	Disability Focus	Education Setting	Description
1	Classroom observation	Major Disability	Special school	Observation of all subjects at different level, minimum 50 School Periods
2	a. Lesson planning for selected pedagogy school subjects	Major Disability	For Special school & Inclusive Set up	10 lessons
	b. Lesson planning focusing on adaptation, evaluation	Major Disability	For Special school & Inclusive Set up	10 lessons
3	a. Micro teaching & simulated teaching on selected skills	General	Institute	10 lessons
	b. Micro teaching & simulated teaching on 5 each from lessons planned in 2	Major Disability	Institute	10 lessons

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-9-

PRACTICUM: HEARING IMPAIRMENT

Course X (A): Practical: Cross Disability and Inclusion Hours: 10 Credits: 02
Marks: 50

Sr. No.	Tasks	Educational Settings	Specific Activities	Hrs.	Submissions
1	Visit to special school for children with hearing impairment	Special School for children with hearing impairment	Study the infrastructure available in a special school for children with hearing impairment	3	Report including reflections
2	Identification of hearing loss and its implications		Study the summary report of the evaluation carried out on any two children with hearing impairment & study its implications in terms of educational placement	2	
3	Classroom teaching observation		Observe the teaching of children with hearing impairment in any one special classroom and write the observation report	5	
Total				10	

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Course X (B): Practical: Disability Specialisation

Hours: 60

Credits: 02
Marks: 50

Sr. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Assessment of hearing	Institute / Clinic	*Observation of: BOA, conditioned Pure tone Audiometry, VRA, Speech Audiometry, Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and Recommendations *Practicing Ling's 6 sound test	15	10	Journal with Reflections
2	Assessment of speech	Institute / Clinic	*Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) 3 children each *Observing speech assessment (screening) - 2 children *Carrying out speech assessment (screening) - 2 children *Observing speech assessment using standardized tool --2 children	15	10	Journal with Reflections
3	Assessment of language	Institute / Clinic	*Studying & describing standardized language tests - 1 Number *Observations of any one test administration - 1 child *Administering any 1 test in a group *Observation of developmental scale-3 children * Observing a reading comprehension test- 1 group of students of primary level	15	10	Journal with Reflections
4	Assessment In Development Tal Psychology	Institute / Clinic	*Studying & describing DST, GDS, CPM, SFB, VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and Recommendations	15	20	
TOTAL				60	50	

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