

Bachelor of Education

Semester-IV

L-4 T-0 P-0 C-4

CPS11a-01: Environmental Education

Course Objectives

- To develop awareness about the various types of pollution, ecological imbalances, greenhouse effect and contributions of environmental activities
- To understand the terminologies, relationship and programs of environmental education
- To compute various co-curricular activities in imparting environmental education
- To relate the role of ecotourism in creating environmental awareness and towards impacts of hazards of environmental degradation
- To criticize curriculum, assessment and evaluation in environmental education

Course Outcomes (COs)

1. Understand different types of environmental pollution and its impacts
2. Apply the terminologies and basic concept of environmental education
3. Analyze various approaches and activities of environmental education
4. Evaluate the impact of environmental degradation on the health of people with the help of IT and ecotourism
5. Create required curriculum, assessment and evaluation in environmental education

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	-	3	-	-	-	2	-	2	2	1
CO2	1	-	3	1	2	-	2	-	-	-	2	1	2	2	1
CO3	-	2	1	-	3	1	2	1	2	-	2	1	2	1	-
CO4	1	1	1	2	2	-	2	1	1	1	3	2	-	2	1
CO5	-	3	1	2	2	-	1	1	1	1	1	1	-	1	-

High-3 Medium-2 Low-1

UNIT I: Environment and Pollution

12 Hours

1. Environment- Meaning and Types
2. Types of environmental pollution: Air Pollution, Water pollution: Meaning, causes and prevention
3. Types of environmental pollution: Soil pollution, Noise Pollution: Meaning, causes and prevention
4. Impacts of environmental pollution: deforestation, soil erosion, extinction of wildlife, depletion of ozone layer

UNIT II: Introduction to Environmental Education

12 Hours

1. Environmental education - meaning, scope, goals, importance
2. Relationship of environmental education with other subjects
3. Basic concepts of environmental education: Ecology and Ecological balance, Food chain, Pollution and Pollutants
4. Natural Resources, greenhouse effect, biodegradable and non-biodegradable materials, Biosphere, Biodiversity

UNIT III: Methods of Teaching Environmental Education **12 Hours**

1. Direct (special) approach, Integrated (multidimensional) approach, casual approach
2. Co-curricular activities: intellectual meeting seminar, essay collection, group discussion, debate, special lecture, brain storming
3. Field outreach and extension activities-nature club, quiz, model making, poster making and exhibitions
4. Diagnostic activities related to inflammable ecological problems

UNIT IV: Environment and Community Participation **12 Hours**

1. Environmental degradation: meaning, concept
2. Impact of environmental degradation on the health of people
3. Role of media and ecotourism in creating environmental awareness
4. Role of information technology in environment awareness/consciousness

UNITV: Environmental Education and Assessment Related Programs **12 Hours**

1. Concept of curriculum, importance of syllabus
2. Characteristics of good syllabus, curriculum construction goals
3. Evaluation in environmental education major objectives, need, importance, principles
4. Types of assessment - formative assessment, summative assessment

Total: 60 Hours

Reference(s)

1. Government of India (2001) India–2001–A Reference Annual, New Delhi, Ministry of Information and Broadcasting
2. Carson, Sean Mc. B. (1978) Environmental Education–Principles and Practices, London: Edward, Arnold Publishers
3. Krishama charyelu, V. and Reddy, G. S. (2000) Environmental Education, Hyderabad Neelkamal Publications Pvt. Ltd
4. Sharma, J. N. (1991) An Introduction to Water Pollution, Meerat Krishna Prakash Mandir
5. UNESCO Environmental Education Principles of Teaching and Learning, Paris

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

**Academic
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Bachelor of Education
Semester-IV
CPS11a-02: Guidance & Counselling

L-4 T-0 P-0 C-4

Objectives:

- To understand the concepts, aims and objectives of Guidance and Counselling
- To understand the educational, vocational and personal guidance
- To understand the difference between guidance and counselling
- To understand the various techniques of counselling
- To plan and organize guidance programmes in school campus for the students
- To conduct counselling sessions in school situation to resolve the student's problems
- To use appropriate tools & technique for guidance & counselling sessions

Course Outcomes (COs):

1. Understand the concepts of Guidance and Counselling
2. Apply the various guidance and counselling services
3. Analyze Guidance services of the Differently - Abled Students
4. Evaluate the Techniques of counselling
5. Create Assessment techniques in Guidance and Counselling

Articulation Matrix

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CO/PO/PSO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO1 0	PO1 1	PO1 2	PSO1	PSO2	PSO3
CO1	1	-	1	1	-	-	3	-	-	-	2	-	2	2	1
CO2	1	-	3	1	2	-	2	-	-	-	2	1	2	2	1
CO3	-	2	1	-	3	1	2	1	2	-	2	1	2	1	-
CO4	1	1	1	2	2	-	2	1	1	1	3	2	-	2	1
CO5	-	3	1	2	2	-	1	1	1	1	1	1	-	1	-

High-3 Medium-2 Low-1

Unit-1- Introduction to Guidance

12Hours

1. Concept, definition, basic assumptions principles of guidance.
2. Nature, scope, aims of guidance
3. Concept of Individual guidance and group guidance
4. Role of teachers, parents, guidance personnel and community in Guidance

Unit-2- Various types of Guidance

12Hours

1. Kinds of guidance: educational, vocational and personal.
2. Basic elements for organization of guidance services.
3. Guidance for children with special needs.
4. Various types of services in guidance and counselling

Unit-3 Guidance of the Differently - Abled Students **12Hours**

1. Meaning and concept of Differently - Abled Students
2. Importance and Guidance of the Differently - Abled Students.
3. Guidance of the Differently - Abled Students - Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia) – Identification
4. Mainstreaming and providing support services to Differently - Abled Students.

Unit-4 Techniques of Counselling **12Hours**

1. Counselling: meaning, conceptual similarities and differences between Guidance and Counselling, relevance of counselling in present context.
2. Techniques of counselling: directive, non-directive and eclectic counselling: objectives, steps, characteristics and educational implications.
3. Career Development, Factors influencing career development.
4. Professional ethics of counsellor

Unit- 5 Assessment in Guidance and Counselling **12Hours**

1. Evaluation techniques used in guidance: standardized and non-standardized tests, interview, observation, case study, Autobiographical description, their merits and demerits.
2. Placement and follow –up services
3. Formation of cumulative records - step and importance. Transactional Strategies:
4. Interviews, Case study and case conference, follow up

12Hours

Practical based assignments:

The course will be transacted mainly through practical work such as the following:

1. Preparing the cumulative record of any two students by collecting data through Case study method
2. Conducting a counselling session based on the problem of two students by using appropriate counselling technique and preparation of report there on

Reference:

1. Aggarwal J. C., (2004) Educational and Vocational Guidance and Counseling, 7th Edition, Doaba House; Delhi
2. Aggarwal J.C. (2005) Career Information in Career Guidance - Theory and Practice, Doaba House, Delhi
3. Chauhan S.S. Principles and Techniques of Guidance Dash, M (1997) Education of Exceptional Children, Atlantic publishers, New Delhi
4. Dev Kapil (2006) Educational Counseling, Pragun Publications, New Delhi
5. Bhatia K.K.: Principles of Guidance and counselling, Kalyani Publication

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2. <https://www.coursera.org/>

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**Bachelor of Education
Semester-II
CPS11a/03 Teacher Education**

L-4 T-0 P-0 C-4

Objectives:

1. To explain the objectives, meaning and nature of teacher education
2. To differentiate basic education, teacher education and work experience
3. To analysis the various policies in relation to teacher education
4. To describe role of various educational thinkers in teacher education
5. To discuss new trends and development in teacher education

Course Outcomes:

1. Understand the concepts, need and history of teacher education
2. Apply the various techniques of teaching professionalism
3. Analyze difference between in-service and pre service teacher education
4. Evaluate the role and functions of various teacher education agencies
5. Evaluate various recommendations of teacher education in reference to Indian Policy

Articulation Matrix

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CO1	1	-	1	1	-	-	3	-	-	-	2	-	2	2	1
CO2	1	-	3	1	2	-	2	-	-	-	2	1	2	2	1
CO3	-	2	1	-	3	1	2	1	2	-	2	1	2	1	-
CO4	1	1	1	2	2	-	2	1	1	1	3	2	-	2	1
CO5	-	3	1	2	2	-	1	1	1	1	1	1	-	1	-

High-3 Medium-2 Low-1

Unit I– Concept, Need, History and Objectives of Teacher Education

12 Hours

1. Concept of Teaching & Teacher Education
2. Historical Development of Teacher Education in India
3. Need and Importance of Teacher Education
4. Aims and Objectives of Teacher education

Unit II- Teacher Education as a Profession

12 Hours

1. Concept of Teaching Profession
2. Scope and Characteristics of Teaching as a Profession
3. Teacher Competencies: Kinds of Competencies
4. Teacher Commitment areas: Kind of Commitment

Unit III- In- Service and Pre- Service Program**12 Hours**

1. Meaning, Objectives & Basic Requirements
2. Teacher Education Programs for Quality Improvements
3. Innovative Practices: Classroom Teaching and Methods
4. Use of latest Technology: Construction of TLM

Unit IV- Role and Functions of Teacher education Agencies**12Hours**

1. NCERT, DIET, CTE
2. NCTE
3. Concept of ITEP
4. NAAC for Quality Improvement

Unit V-Recommendations of Various Commissions on Teacher Education**12Hours**

1. University Education Commission 1948
2. Secondary Education Commission 1952
3. Kothari Education Commission 1966
4. National Education Policy 1986
5. New Education Policy 2020

References:

1. Buch, M. B., (1978) Second Survey of Research in Education, Baroda; Centre of Advanced Study in Education
2. Chaurasia G., (1977) Innovations and Challenges in Teacher Education, New Delhi; Vikas Publications.
3. Devgowda, A. C. (1973) Teacher Education in India, Bangalore; Bangalore Book Bureau
4. Dutt, S. (1972) The Teachers and His World, Agra; Sukumar Dutt, Soamibagh
5. Goodings R. (1982) Changing Priorities in Teacher Education, New York; Nichols Publication Co.
6. Government of India Education and Development Report of Education (1966), Commission (1964-66), New Delhi; Govt. of India.
7. Hilgased, F H (Ed.), (1971) Teaching the Teachers: Trends in Teacher Education, London; George

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1. <https://nptel.ac.in/>
2. <https://www.coursera.org>

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Bachelor of Education
Semester-II
CPS11a/04 Vocational Education

L-4 T-0 P-0 C-4

Objectives:

1. To explain the objectives, meaning and nature of vocational education
2. To differentiate basic education, craft education and work experience
3. To analysis the various policies in relation to vocational education
4. To describe national skills qualification framework and industry school linkage
5. To know entrepreneurship and its importance
6. To discuss new trends and development in vocational education

Course Outcomes:

1. Understand the aims, objectives, concept and nature of vocational education
2. Apply the Policy frame work in Vocational Education
3. Analyze present status of Vocational education
4. Evaluate the strategies for implementation of vocational education
5. Create Vocational pedagogy

Articulation Matrix

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CO1	1	-	1	1	-	-	3	-	-	-	2	-	2	2	1
CO2	1	-	3	1	2	-	2	-	-	-	2	1	2	2	1
CO3	-	2	1	-	3	1	2	1	2	-	2	1	2	1	-
CO4	1	1	1	2	2	-	2	1	1	1	3	2	-	2	1
CO5	-	3	1	2	2	-	1	1	1	1	1	1	-	1	-

High-3 Medium-2 Low-1

Unit I– Introduction of Vocational Education

12Hours

1. Vocational education – Meaning, objectives and importance
2. Concept of basic education, craft education and work experience
3. Socially useful productive work (SUPW) and work education
4. Concepts: Education and technical education, Human resources development, skilled manpower, productivity

Unit II- Policy frame work of Vocational Education

12Hours

1. Developmental history of Vocational education
2. Recommendations of commissions and committees in pre and post independent India for vocational education
3. Policy framework under national policy on education
4. National Knowledge Commission (2005-07) and different five years plans

Unit III- Status of Vocational Education and Trends**12Hours**

1. Entrepreneurship –Concept, characteristics, importance and competencies
2. Streams of Vocational education
3. Progress and present status of Vocational education
4. New trends and development in vocational education

Unit IV- Strategies and skill development**12Hours**

1. Vocationalization of Education in School
2. National Skills Qualification Framework (NSQF)
3. Strategies for effective implementation of vocational education
4. Skill Development

Unit V-The Challenges**12Hours**

1. Vocational education: Management structure,
2. Major issues, problems and challenges.
3. Vocational pedagogy.
4. Industry school linkage its necessity and significance on the job training.

Total: 60 Hours**Practical based assignments:**

- Conduct survey on preferences of students towards various vocations and prepare a report
- Reflect and report on NSQF
- Enlist the prevailing vocations at secondary level and reflect according to your preference

References:

1. Banerjee N P (1995) Work Experience in General Education, Ambala, Associated Publishers
2. Education commission (1964-66), Report of Government of India
3. Kaul ML(1983) Gandhian Thoughts of Basic Education ; Relevance and Development Journal of Indian Education 8(5) p 11-16
4. Mahmood S (1996) Work Experience, Its Role in Educational Process in Co-Curricular Activities edited by Farooqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
5. Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
6. Report National Policy on Education 1986 , Govt of India Government of India

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2. <https://www.coursera.org>

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Bachelor of Education
Semester-IV
EPC4:Critical Understanding of ICT

L-0 T-0 P-8 C-4

Course Objectives

- To understand the concept and role of ICT in construction of Knowledge
- To acquire knowledge and understanding about National Policy on ICT in School Education
- To identify the challenges in integration of ICT in school Education
- To understand Computer fundamentals
- To employ hands-on-experience on computer

Course Outcomes (COs)

1. Understand the effective use of technology in Education
2. Apply new trends, techniques in education along with learning
3. Analyze aims and objectives of teaching computer in different levels of education
4. Evaluate the basic commands in DOS & Windows and Work with various MS Office Applications with respect to class room teaching
5. Create communication network with the help of technology for use in education

Articulation Matrix

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CO1	-	-	2	3	1	-	1	-	1	-	2	-	2	1	-
CO2	1	-	3	2	1	-	-	-	2	-	1	1	2	3	1
CO3	1	2	1	2	1	1	-	1	3	-	2	1	1	1	1
CO4	1	-	2	3	1	-	-	1	2	1	2	2	-	2	1
CO5	-	1	1	3	1	-	-	1	-	1	2	1	-	3	-

High-3 Medium-2 Low-1

UNIT I: Introduction to ICT

24Hours

1. Concept of ICT: Meaning and Characteristics
2. Role of Information Technology in Construction of Knowledge
3. National Policy on ICT in School Education, Challenges in Integrating ICT in School Education

UNIT II: Introduction to Computer Fundamentals

24 Hours

1. Computer Fundamentals Meaning, Components & Types of Computer
2. Functions of Operating System; Application Software
3. Computer Application in Learning: Concept, Features and Advantages of Word (Word Processor), Excel (Spread Sheets) and PowerPoint (Slide Preparation & Presentation)

UNIT III: ICT in Teaching – Learning Process

24 Hours

1. Hardware Technologies and their Applications Overhead Projector (OHP) Preparing Transparencies
2. Slide Projector, Audio-Video Recording Instruments
3. DLP Projector Movie Projector Close Circuit Television (CCTV)

UNIT IV:New Trends in ICT**24 Hours**

1. New trends in ICT concept, elements and advantages of smart classroom
2. EDUSAT internet & online learning resources (e- library, websites web 2.0 technology and open educational resources) in learning

UNITV:Communication and Network**24 Hours**

1. Communication meaning elements of communication barriers of communication effective communication, types of communication media of communication
2. Computer network concept: definition- types –LAN, WAN, history of internet, use of search engine -social network concept, definition, educational use ofsocial network like Facebook, whatsapp

Total:120 Hours**Practicalbasedassignments**

1. Making a resume in MS Word
2. Making of lesson plan in MSWord
3. Making small presentations in MS Power Point
4. Making of progress report-card and annual results in MS Excel
5. Making of salary statement in MS Excel
6. Making of projects using internet
7. Making of projects integrating internet and smart classroom
8. Any other project/assignment given by the institution

Reference(s)

1. Saxena, S. (1998) A first Course in Computer, New Delhi:VikasPublications
2. Sinha, P.K. (1990) Computer Fundamentals, New Delhi: BPB Publications
3. Tanenbaum, A.S. (1998) Computer Networks, New Delhi: Prentice-Hall of India
4. Intel (2003) Intel Innovation in Education, New Delhi: Student Work Book
5. ShuklaBhawana(2017) ICT in Education, Agarwal Publication, AGRA

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Bachelor of Education
Semester-IV

L-4 T-0 P-0-C-4

PE6: Gender, School and Society

Course Objectives

- To familiarize students on basic concepts of Gender, School & Society
- To understand issues of gender in school, social practices in a correct perspective
- To Apply different policy documents for gender equality, equity & justice
- To Analyze the gender related discriminatory practices in educational context

Course Outcomes (COs)

1. Understand the basic concepts of Gender, School & Society
2. Apply the knowledge Gender issues for the establishment of equality, equity & justice
3. Analyze the need & importance of Gender Policy, Acts & its Provision
4. Analyze Gender Jurisprudences in Indian context for social justice
5. Evaluate recommendations regarding women's Education and Empowerment

Articulation Matrix

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CO3	-	2	-	2	-	-	-	-	2	1	-	1	-	-	-
CO4	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-
CO5	-	2	-	-	-	-	-	1	1	2	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Understanding concepts related to gender

12 Hours

1. Gender Equality, Gender Equity, Gender Bias, Gender Stereotyping
2. Feminism, Patriarchy, Masculinity and Femininity, Sexuality
3. Equity and equality in relation with caste, class, religion, ethnicity, disability and region
4. Gender inequality due to biased socialization practices in family, schools and other formal and informal organizations

UNIT II: Gender Challenges & Gender Studies

12 Hours

1. Gender Inequalities, Role of Education, Schools, Peers, Teachers, Curriculum and Textbooks in gender inequalities
2. Gender related issues in Society, Dowry System, Work Place Discrimination, Gender Based Violence
3. Paradigm Shift from women's studies to Gender studies
4. Theories on Gender: Socialization Theory, Structural Theory, Deconstructive Theory

UNIT III: Gender Issues & Provision

12 Hours

1. Gender related issues in society: sexual abuse
2. Cyber Bullying
3. National Gender Policy 2015
4. National Policy for Empowerment of Women 2001

UNIT IV: Gender Jurisprudences in Indian Context **12 Hours**

1. Prenatal Diagnostic Technique Act-1994
2. Domestic violence act, 2005
3. Protection of from sexual offences (POCSO) act, 2012
4. Sexual Harassment of women at workplace, act 2013

UNIT V: Recommendations regarding Women's Education and Empowerment **12 Hours**

1. Kothari Commission 1964-66
2. National Policy of Education 1986
3. Right to Education Act 2009
4. National Education Policy 2020

Practical Based Assignment-

1. Analyze Textbooks of Class VI to X (of your state) from Perspective of Gender Bias & Stereotypes
2. Organize Debates in Class on Equity & Equality cutting across Gender, Class, Caste, Religion, Ethnicity and Region
3. Debates and discussion on Violation of Rights of Girls and Women in our society

Total: 60 Hours

Reference(s)

- 1 K.K. Sharma, Dr Punam Miglani, Dr. Pratibha K, Gender, School & Society
- 2 Rajesh Makal, Lalita Makal, Kala Mandir, Gender, School & Society
- 3 Agnes Ronald D'Costa, Gender, School & Society, Himalaya Publication, New Delhi
- 4 Vinoti Ojha Trevedi, Gender, School & Society, Agrawal Publications, New Delhi

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Bachelor of Education
Semester-IV
PE8: Knowledge and Curriculum

L-4 T-0 P-0 C-4

Course Objectives

- To understand the meaning and principles of curriculum
- To know and appreciate curriculum as a means of development of the individual
- To understand the foundations and evaluation of curriculum and to know the different models of curriculum.
- To compare the view point given by different commissions agencies
- To develop an understanding of the concept, need, scope and functions of school management

Course Outcomes (COs)

1. Understand basic concept of knowledge area and related curriculum
2. Apply basic principles of curriculum construction
3. Analyze knowledge of models of curriculum development
4. Analyze various approaches of curriculum development
5. Evaluate various methods of curriculum and evaluation

Articulation Matrix

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CO2	1	1	1	1	-	1	1	2	2	1	1	1	1	2	1
CO3	-	1	-	-	1	-	-	1	-	-	-	1	-	-	-
CO4	-	2	-	-	-	3	2	1	1	1	-	1	-	1	-
CO5	1	1	-	-	-	-	-	1	2	1	-	1	-	2	-

High-3 Medium-2 Low-1

UNIT I: Knowledge and Related Concepts

12 Hours

1. Knowledge: concept, types and sources of knowledge
2. Distinction between knowledge and skill, knowledge and information, reason and belief
3. Education in relation to modern values: equity, equality, individual opportunity
4. Suggestions of Kothari commission regarding equality of educational opportunities
5. Depletion of ozone layer

UNIT II: Basis and Principles of Curriculum

12 Hours

1. Curriculum: meaning, nature, need and characteristics of a curriculum
2. Curriculum development: stages and principles, dimensions of curriculum development, Persons involved in curriculum construction
3. Concept of nationalism, universalization, secularism and their relationship to education
4. Education and human resource development: concept, meaning, elements, aims and objectives, sources and role of education in economic development

UNIT III: Models of Curriculum Development**12 Hours**

1. Bases of curriculum philosophical, psychological and sociological
2. Types of curriculum subject-centered curriculum, activity-centered curriculum, experience centered curriculum, child-centered curriculum
3. Models of Curriculum development: Hilda Taba Model , Leyton solo model,
4. Saylor & Alexander model.: Relph Tyler's Model, Wheeler's Model of curriculum development

UNIT IV: Approaches of Curriculum Development**12 Hours**

1. Approaches of curriculum development behavioral approach, managerial approach, system approach, humanistic approach
2. Concept, advantages and limitations of core curriculum
3. Integrated curriculum and inter-disciplinary curriculum
4. Drawbacks of present curriculum and suggestions for improvement

UNITV: Curriculum Construction and Evaluation**12 Hours**

1. Curriculum construction need and principles, evaluation of curriculum: need, importance and procedure of curriculum evaluation
2. Curriculum related suggestions of various commissions, University Education Commission (1948), Secondary Education Commission (1952-53), Education Commission (1964-66)
3. NPE (1986, 1992 & 2020) with regard to curriculum development and suggestions of NEP 2020 regarding equality of educational opportunities
4. NCF (2005) its recommendations with regard to curriculum evaluation

Total: 60 Hours**Practical based assignments**

1. Evaluation of textbook of secondary level class and prepare a report.
2. Prepare a curriculum of any subject using Hilda Taba approach

Reference(s)

1. Aggarwal, Deepak (2007) Curriculum Development: Concept, Methods and Techniques New Delhi, Book Enclave
2. Aggarwal J. C. (1967) Education Administration, School Organization and Supervision, Delhi, Arya Book
3. Aggarwal J. C. (2003). Handbook of Curriculum and Instruction, Delhi Doaba Book House.
4. Arora G.L. (1984) Reflections on Curriculum. NCERT
5. Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its Problems, Ludhiana: Prakash Brothers.
6. Chopra, R. K. (1993). Status of Teacher in India, New Delhi: NCERT

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Bachelor of Education
Semester-IV
PE10: Creating an Inclusive School

L-4 T-0 P-0 C-4

Course Objectives

- To sensitize the concept, need and nature of inclusive education and social inclusion
- To familiarize with the legal and policy perspectives behind inclusive education
- To understand the types, probable causes, preventive measures and characteristics of different types of impairment and disabilities
- To understand street children, platform children, and orphans, children born and brought up in correctional homes, child labor and other socioeconomically backward children
- To identify the children of special needs or Divyangjan and to create inclusive school

Course Outcomes (COs)

1. Understand the concept, need and nature of inclusive education
2. Understand types, probable cause and characteristics of impairment and disabilities
3. Apply knowledge of inclusive education in school and society
4. Analyze different government policies and laws for person with disability
5. Evaluate different techniques and models in education of person with special needs

Articulation Matrix

(Program Articulation Matrix is formed by the strength of correlation of COs with POs and PSOs. The strength of correlation is indicated as 3 for substantial (high), 2 for moderate (medium) correlation, and 1 for slight (low) correlation)

CO/PO/PSO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2	PSO3
CO1	2	-	-	3	-	-	-	3	-	1	-	1	-	1	2
CO2	-	2	-	3	-	1	-	-	-	-	-	1	-	1	2
CO3	2	2	-	3	-	2	-	2	1	2	-	1	2	2	2
CO4	-	2	-	2	-	2	-	1	1	2	-	1	-	2	1
CO5	1	2	-	2	1	-	-	2	2	1	-	1	2	1	1

High-3 Medium-2 Low-1

UNIT I: Special needs and Education

12 Hours

1. Concept of special need children and type of special children
2. Education of children with special needs and its implication for universalization of Elementary Education
3. Understanding and respecting diversity
4. Trends of education for children with special need in India

UNIT II: Nature, Types and Characteristics of Children with Special Needs

12 Hours

1. Psycho-social and educational characteristics & functional limitations
2. Locomotors Impairment, Hearing impairment, Visual impairment, Learning disability, mental retardation and slow learners
3. Meaning and definition of exclusion, inclusion and exclusion in Indian education

UNIT III: Role of Community, Family and School in Inclusive Education

12 Hours

1. Inclusive School: Concept, need, philosophy, aims and objectives, role of Inclusive school in modern times
2. Teaching competencies required for inclusive education
3. Role of class teachers and resource teachers in inclusive education
4. School and classroom management for implementing inclusive education

5. Guidance and counseling in inclusive education
6. Specific role of family and community participation

UNIT IV: Government Policies and laws for Person with Special Needs

12 Hours

1. Rehabilitation council of India act (1992)
2. Persons with disability act (1995)
3. Inclusive Education under Sarva Shiksha Abhiyan (SSA) 2001
4. National Policy of Disabilities (2006)
5. NEP 2020 regarding persons with disabilities

UNITV: Identification and Assessment of Children with Special Educational Needs 12 Hours

1. Concept and techniques of assessment
2. Identification and functional assessment of children with special needs
3. Implication of assessment for instructional planning and curriculum
4. Curriculum, adaptation, teaching strategies and evaluation in inclusive school
5. Principles and methods of curriculum adaptation and adjustment to address diversity
Gronlund Robert Miller's and R.C.E.M. method
6. Teaching learning strategies for children with special educational needs
7. Comparative learning, peer tutoring, behavior modification, multisensory approach,
8. Perceptual strategy and system approach
9. Individual educational program (IEP) and use of emerging technology adaptation in
10. Evaluation procedures and ICT

Total: 60 Hours

Practical based assignments

1. Preparation of a report on importance of education for children with special needs
2. Case study of children with special needs school in school situation
3. Observation of class room situation and identification of special needs
4. Preparation of teaching plan for accommodation special need in regular Classroom

Reference(s)

1. Montgomery, D. (1990), Special need in ordinary schools: children with learning difficulties, Cassel educational limited, London
2. Ainscow, M.(1990) special needs in the classroom: A Teacher Education Pack UNESCO
3. Hallahan and Kuffman J.M. (1984) Exceptional Children, Prentice hall
4. Haring N.G. (1986) Exceptional Children and Youth Ohio: Columbus Charles E Meml Publishing Co. A Bell and Howell Co

List of e-Learning Resources:

1. <https://nptel.ac.in/>
2. <https://www.coursera.org/>

**Academic
Coordinator**

HOD

**Senior Faculty
nominated by DOAA**