



CBCS scheme of Instruction & Syllabi  
Of  
**Bachelor in Elementary Education**  
**(B.El.Ed.)**

(Effective from Session 2020- 2021)

**Department of Education**

**INVERTIS UNIVERSITY**

Invertis Village, Bareilly - Lucknow NH-24,  
Bareilly (U.P.)

## CHOICE BASED CREDIT SYSTEM (CBCS)

The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point

Average (CGPA) based on student's performance in examinations; the UGC has formulated the guidelines to be followed.

### **Outline of Choice Based Credit System:**

**1. Core Course:** A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

**2. Elective Course:** Generally a course which can be chosen from a pool of courses and which may be very specific or specialized or advanced or supportive to the discipline/ subject of study or which provides an extended scope or which enables an exposure to some other discipline/subject/domain or nurtures the candidate's proficiency/skill is called an Elective Course.

**2.1 Discipline Specific Elective (DSE) Course:** Elective courses may be offered by the main discipline/subject of study is referred to as Discipline Specific Elective. The University/Institute may also offer discipline related Elective courses of interdisciplinary nature (to be offered by main discipline/subject of study).

**2.2 Dissertation/Project:** An elective course designed to acquire special/advanced knowledge, such as supplement study/support study to a project work, and a candidate studies such a course on his own with an advisory support by a teacher/faculty member is called dissertation/project.

**2.3 Generic Elective (GE) Course:** An elective course chosen generally from an unrelated discipline/subject, with an intention to seek exposure is called a Generic Elective. P.S.: A core course offered in a discipline/subject may be treated as an elective by other discipline/subject and vice versa and such electives may also be referred to as Generic Elective.

**3. Ability Enhancement Courses (AEC)/Competency Improvement Courses/Skill Development Courses/Foundation Course:** The Ability Enhancement (AE) Courses may be of two kinds: AE Compulsory Course (AECC) and AE Elective Course (AEEC). "AECC" courses are the courses based upon the content that leads to Knowledge enhancement. They ((i) Environmental Science, (ii) English/MIL Communication) are mandatory for all disciplines. AEEC courses are value-based and/or skill-based and are aimed at providing hands-on-training, competencies, skills, etc.

**3.1 AE Compulsory Course (AECC):** Environmental Science, English Communication/MIL Communication.

**3.2 AE Elective Course (AEEC):** These courses may be chosen from a pool of courses designed to provide value-based and/or skill-based instruction.

**Project work/Dissertation** is considered as a special course involving application of knowledge in solving / analyzing /exploring a real life situation / difficult problem. A Project/Dissertation work would be of 6 credits. A Project/Dissertation work may be given in lieu of a discipline specific elective paper.

## Details of course under B.El.Ed

Course	*Credits Theory + Tutorial
<b><u>I. Core Course</u></b>	
(28Papers)	<b>22X4=88</b> <b>6X2=12</b>
<b>2. Elective Courses</b>	
(4Papers)	
A.1. Discipline Specific Elective	<b>4X4=16</b>
(4Papers)	
B.1. Generic Elective/ Interdisciplinary	<b>4X4=16</b>
<b><u>II. Ability Enhancement Courses</u></b>	
<b>1. Ability Enhancement Compulsory</b>	
(5 Papers of 2 credits each)	
(1 Paper of 10Credit)	
Environmental Science	<b>5 X 2=10</b> <b>1X10=10</b>
English/ MIL Communication	
<b>2. Ability Enhancement Elective (Skill Based)</b>	
(Minimum 2)	
<b>Total credit</b>	<b>166</b>
<b>Institute Should Evolve A system/policy About ECA/ General Interest/Hobby/Sports/NCC/NSS related courses on its own.</b>	
<b>* Wherever theories a practical there will be no tutorial and vice-versa</b>	

## LIST OF CORE COURSES

1	Core	Human Growth and Development
2	Core	Elementary Education: Introduction
3	Core	Nature of Language
4	Core	Core Mathematics
5	Core	Cognition, Learning and Teaching
6	Core	Contemporary India and Education
7	Core	Core Social Science
8	Core	Core Science
9	Core	Reading and Reflecting on text
10	Core	Contemporary India
11	Core	School Planning and Management
12	Core	Health Education and Yoga
13	Core	Basic Concepts of Education
14	Core	Human Value and Ethics
15	Core	Language Acquisition
16	Core	Pedagogy of Environmental Studies
17	Core	Logico Mathematics Education
18	Core	Language across the Curriculum
19	Core	Pedagogy of Hindi –I A
		Pedagogy of English – IA
		Pedagogy of Sanskrit –I A
		Pedagogy of Physical Science – IA
20	Core	Pedagogy of Social Studies–IB
		Pedagogy of Mathematics- IB
		Pedagogy of Biology –I B

21	Core	Knowledge and Curriculum
22	Core	Gender School and Society
23	Core	Pedagogy of Hindi – II A
		Pedagogy of English – IIA
		Pedagogy of Sanskrit – IIA
		Pedagogy of Physical Science – IIA
24	Core	Pedagogy of Social Studies – IIB
		Pedagogy of Mathematics- IIB
		Pedagogy of Biology – IIB
25	Core	Educational Measurement, Evaluation & Action Research
26	Core	Guidance and Counseling
27	Core	Inclusive Education
28	Core	Special Education

<b>List of Discipline Specific Electives</b>		
1	DSE-I	Distance Education
		Population Education
		Classroom Management
2	DSE-II	Educational Management and Administration
		Human Rights and Education
		Education For Rural Development
3	DSE-III	Statistics in Education
		Fundamentals of Computers
		Teacher Education
4	DSE-IV	Value Education
		Woman Education
		Life Skill Education

### **LIST OF AECC**

1	AECC-I	English language and communication-I
2	AECC-II	Environmental Studies
3	AECC-III	School Internship (School Observation) I
4	AECC-IV	School Internship II
5	AECC-V	School Internship III (16 Week)
7	AECC-VI	Preparation and Presentation by ICT

### **LIST OF SKILL ENHANCEMENT COURSE (SEC)**

1	SEC I	Fine art and craft Participatory work, Psychological Assessment and Academic Enrichment Activities (Practical)
2	SEC II	(Practical)Scout &Guide Camp/Drama &Arts and Music Activities and Academic Enrichment Activities
3	SEC III	Yoga and Meditation/Sports and Health Education/Self-development workshop Activities
4	SEC IV	Educational Excursion/Academic Enrichment Activities
5	SEC V	Microteaching 10 Plan, Development of Teaching aid and Learning Material, Academic Enrichment activities
6	SEC VI	Simulation Teaching 10 Plans, Development and Use Teaching aid and Learning Material.
7	SEC VII	Educational Evaluation of Action Research ,Construction of Achievement/Diagnostic Test

## LIST OF GENERIC ELECTIVE

1	GE1	<b><i>Science stream</i></b>
		Physics I
		Physics Lab I
		Chemistry I
		Chemistry Lab I
		Mathematics I
		Mathematics Lab I
		Botany I
		Botany Lab I
		Zoology I
		Zoology Lab I
		<b><i>Art Stream</i></b>
		Hindi I
		English Literature I
		History I
		Political Science I
		Economics I
2	GE2	<b><i>Science stream</i></b>
		Physics II
		Physics Lab II
		Chemistry II
		Chemistry Lab II
		Mathematics II
		Mathematics Lab II
		Botany II
		Botany Lab II
		Zoology II
		Zoology Lab II
		<b><i>Art Stream</i></b>

		Hindi II
		English Literature II
		History II
		Political Science II
		Economics II
3	GE3	<b><i>Science stream</i></b>
		Physics III
		Physics Lab III
		Chemistry III
		Chemistry Lab III
		Mathematics III
		Mathematics Lab III
		Botany III
		Botany Lab III
		Zoology III
		Zoology Lab III
		<b><i>Art Stream</i></b>
		Hindi III
		English Literature III
		History III
		Political Science III
		Economics III
4	GE4	<b><i>Science stream</i></b>
		Physics IV
		Physics Lab IV
		Chemistry IV
		Chemistry Lab IV
		Mathematics IV
		Mathematics Lab IV
		Botany IV
		Botany Lab IV
		Zoology IV
		Zoology Lab IV
		<b><i>Art Stream</i></b>



		Hindi IV
		English Literature IV
		History IV
		Political Science IV
		Economics IV

## Structure of CBCS Course in B.El.Ed

Year	Sem	Core Course Program(DSC)	Language Core Course(LCC)	Ability Enhancement Compulsory (AECC)	Skill enhancement Course Program(SEC)	Discipline Specific Elective Program (DSE)	Generic Elective (GE)	
1	1	DSC1		AECC1	SEC1			
		DSC2						
		DSC3						
		DSC4						
	2	DSC1				SEC2		
		DSC2						
		DSC3						
		DSC4						
		DSC5						
	2	3	DSC1		AECC2	SEC3	DSE1	GE1
DSC2								
DSC3								
4		DSC1		AECC3	SEC4		GE2	
		DSC2						
		DSC3						
		DSC4						
3	5	DSC1			SEC5	DSE2	GE3	
		DSC2						
		DSC3						
		DSC4						
	6	DSC1		AECC4	SEC6	DSE3	GE4	
		DSC2						
		DSC3						
		DSC4						
4	7			AECC5				
				AECC6				
	8	DSC1				SEC7	DSE4	
		DSC2						
		DSC3						
		DSC4						

## PROGRAMME OUTCOME FOR B.EL.ED.

On successful completion of the four-year B.El.Ed programme, pupil teachers will be able to develop-

**PO1. Teaching competency:** Teaching competency developed through microteaching, simulated teaching.

**PO2. Pedagogical skills:** Detailed knowledge of the subject, perfected teaching skill – marked by implementation of new methods and techniques into educational activities and also distinguished by the incorporation of essentially new, progressive theoretical ideas, principles and methods of training and education

**PO3. Teaching Through Nonconventional Modes:** Evolving a system of education which enhances the potential of every learners to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

**PO4. Critical thinking:** developing critical thinking skills of the students through a number of activities like classroom discussions, debates, and presentations of seminar topics by students followed by question-answer session etc

**PO5. Effective communication:** facilitating the students to develop skills of reading, writing, listening and speaking to add to their communication ability in English and Hindi as well to connect them with the world around and for best teaching-learning purpose.

**PO6. Management of the classroom:** maximizing efficiency maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results, evaluating progress, and making constant adjustments. A range of strategies are employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities ensure the active and equitable engagement of students in productive tasks.

**PO7. Sensitivity towards inclusion:** developing sensitivity towards language diversity and inclusion in the classroom and its role in teaching- learning process.

**PO8. Self-directed learning:** to provide the necessary practical exposure to self-directed learning and self-study methods so as to equip the learner with knowledge acquiring skills as in teaching, administration, ICT.

**PO9: Self Discipline and self-Control:** Promoting self-discipline and self-control leading to immense amount of awareness, concentration and higher level of consciousness.

**PO10: Knowledge of Growth and Development:** Develop the understanding of theories of growth and development.

**PO11: Knowledge of Indian Education System:** Develop the conceptual understanding about development of educational system in India and addressing issues of diversity, inequality and marginalization in Indian Education.

**PO12: Knowledge and Curriculum:** Address the theoretical foundations of school knowledge, policies and learning with reference to curriculum.

## Fourth Year

### Semester VII

Course Code	PAPER	Course Title	Course Category	L	T	P	CA	EE	Total	Credit
BELED771	42	AECC-V	AECC	0	0	0	250	00	250	10
BELED761	43	AECC-VI	AECC	0	0	0	50	00	50	2
<b>Total</b>				<b>0</b>	<b>0</b>	<b>0</b>	<b>300</b>	<b>00</b>	<b>300</b>	<b>12</b>

### Semester VIII

Course Code	PAPER	Course Title	Course Category	L	T	P	CA	EE	Total	Credit
BELED801	44	Educational Measurement, Evaluation & Action Research	DSC	3	1	0	30	70	100	4
BELED802	45	Guidance and counseling	DSC	3	1	0	30	70	100	4
BELED803	46	Inclusive Education	DSC	3	1	0	30	70	100	4
BELED805	47	Special Education	DSC	3	1	0	30	70	100	4
BELED804	48	DSE-4	DSE	3	1	0	30	70	100	4
BELED851	49	SEC-VII	SEC	0	0	2	15	35	50	2
<b>Total</b>				<b>15</b>	<b>5</b>	<b>2</b>	<b>165</b>	<b>385</b>	<b>550</b>	<b>22</b>

# **SEMESTER – VII**

## **Course Title: School Internship III (16 Week)**

**Course Code: BELED771**

**Credit: 10(L-0, T-0, P-0)  
MM: 250**

### **COURSE OBJECTIVES:**

- To understand the concept of Community Awareness Programme
- To understand how to write Report Writing for school.
- To understand the record maintenance.

This semester shall entail a school internship of 16 weeks where in the 1st week will be exclusively dedicated to observing a regular class room with a regular teacher and would include peer observations, teacher observation.

In the next 15 weeks of internship the student teacher shall be engaged in teaching experience. Next 12 weeks (06 weeks for each of the two school subjects) shall be devoted for teaching of subjects lessons with daily lesson plan.

25 lessons each shall be taught at Upper Primary and secondary levels.

During next 01 week students shall carry out the duties of concerned subject teacher as per the school time table.

Last 02 weeks shall be devoted to post teaching activities.

**Activities during this period shall be evaluated as follows.**

1. Evaluation based on the observations by Head of the school during teaching practice & pupil teacher participation in school activities.

2. PPT Presentation of Internship

3 Achievement Test Report (ATR) (In one subject)

4. Case Study

5. Use of Teaching Learning Material

6. Peer Group observation

**COURSE OUTCOMES:**

- To Participate in Internship in schools.
- To participate and present teaching lessons plans.



## **Course Title: Preparation and Presentation by ICT**

**Course Code: BELED761**

**Credit: 2(L-0, T-0, P-0)**

**MM: 50**

### **COURSE OBJECTIVES:**

- To understand the role of preparations and presentation through ICT.
- To explain the role preparations and presentation through ICT in teaching learning process
- To develop skills needed for successful organization of preparations and presentation through ICT.

### **Course Contents:**

It will have three components-

1. Preparation and presentation of 05 PPT for teaching lesson (Minimum02 for each teaching subject).
2. Maintenance of Record.
3. Presentation of one PPT and Viva – voce. (Internal)

**Note: For successful completion of the course participation in all activities of EPC is compulsory.**

### **COURSE OUTCOMES:**

After going through the course the teacher trainee will be able:

- To analyse the importance of preparations and presentation through ICT in school education.
- To organize various activities related to preparations and presentation through ICT.
- To analyse the importance of various activities of preparations and presentation through ICT.

# **SEMESTER - VIII**

# **Course Title: Educational Measurement, Evaluation & Action Research**

**Course Code: BELED801**

**Credit: 04(L-3, T-1, P-0)**

**MM: 100**

## **COURSE OBJECTIVES:**

- To get briefly overview of Educational Measurement and Evaluation.
- To understand test construction and Evaluation.
- To enable the student teacher to interpret the result of educational measurement.
- To enable the student teacher, understand about various educational and mental measurement tools.
- To Understand Basic statistics.

## **Course Outline:**

### **Unit I: Measurement and Evaluation:**

- Concept of educational measurement and evaluation.
- Aims and Scope of evaluation.
- Importance and need of evaluation,
- Difference between Measurement and Evaluation.
- Types of measurement and evaluation
- Aspects of evaluation: Cognitive, Affective and Cognitive

### **Unit II: Continuous and Comprehensive Evaluation**

- Competence based evaluation.
- Comprehensive evaluation.
- Continuous evaluation and its importance
- Strategies and steps of continuous evaluation.
- Scope of continuous evaluation

### **Unit III: Evaluation and Setting of a Question Paper**

- Oral ,Written ,Interview, Inspection, Observation and Practical
- Formative and Summative Evaluation
- Planning, Blue print, Editing and marks distribution.
- Types of question, (Objective, very short, short, long answer questions).
- Diagnostic test and Remedial teaching

#### **Unit IV: Action Research**

- Meaning of research, type, objectives, need and importance.
- Area / Scope of Action research. Function of action research
- Steps of Action Research and Synopsis/Research Design.
- Preparation of tools for action research
- Editing of Action research/ documentation.

#### **Unit V: Educational innovation:**

- Meaning, Need and Importance of Innovations in education. Scope of educational innovation
- (Identification, use and evaluation of local resources for improvement in teaching learning quality,
- assembly activities, co-curricular activities, community participation, school management,
- Subject wise class teaching, current illustrations, lab area.

#### **COURSE OUTCOMES:**

After going through the course the teacher trainee will be able:

- To orient the student with tools and techniques of measurement and evaluation.
- To develop skills and competencies in constructing and standardizing a test.
- To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures
- To make the students understand how various requirements of education are measured evaluated interpreted and their results are recorded to help learners.

## **Course Title: Guidance and Counseling**

**Course Code: BELED802**

**Credit: 04(L-3, T-1, P-0)**

**Contact Hours: 60**

**MM: 100**

### **COURSE OBJECTIVES:**

Objectives On completion of this course, the student-teacher

- To get the knowledge of the concept, need and principles of guidance.
- To Explain the role of school in organizing different guidance programs
- To narrates the process, tools and techniques of counseling.
- To explain the qualities and role of a school counselor

### **Course Outline:**

#### **Unit – I: Guidance**

- Development of Guidance
- Meaning and Nature of Guidance
- Objective and scope of Guidance
- Characteristics of Guidance
- Education and Guidance
- Types of Guidance - Educational, vocational and personal

#### **Unit – II: Basis of educational Guidance**

- Meaning of Educational Guidance
- Need of Educational Guidance
- Educational Guidance at Various Levels: Primary, Secondary and Higher secondary level.
- Objectives of Educational Guidance
- Principles of Educational Guidance
- Process of Educational Guidance

### **Unit – III: Counseling**

- Meaning, Objective and characteristics of counselling
- Process of counselling, Role of counsellor
- Client and Counsellor Relationship
- Types of counselling (Directive, non directive, eclectic)
- Qualities of Good Counsellor

### **Unit – III: Meaning and concept of career information.**

- Meaning of career and career information, rules of career building and components of career information
- Aims to study career information at different school levels
- Meaning, need and importance of occupational information need and importance
- How to obtain occupational information

### **Unit – IV: Personal Social Information and Resource Centre.**

- Case Study
- Socio metric
- Guidance Services at central and state level.
- Problems of guidance in India

### **Unit- V: Career Information**

- Sources, techniques (Standardized, Non Standardized), methods, filling-up and evaluation of career information
- Recommendations about teacher education primary and secondary level of schools

### **COURSE OUTCOMES:**

After going through the course the teacher trainee will be able:

- To understand the concept, need and meaning of guidance & counselling.
- To get acquainted with the principles, issues, problems and procedure of guidance & counselling.
- To develop understanding about the role of school in guidance.
- To understand the various areas, tools and techniques in guidance & counselling.
- To comprehend with qualities and role of a school counsellor
- To get awareness of Career Information and Training

### **Suggested Readings:**

• Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar :Doaba

House.

• Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.

• Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.

• Gibson, R.L. and Mitchell(2008). Introduction to counseling and Guidance. New Delhi: Bachelor of

Education PHI Learning Pvt. Ltd.

• Joneja G. K. (1997); Occupational Information in Guidance, NCERT publication

• Oberoi S.C (2000); Educational, Vocational Guidance and Counseling

• Rao S. N. (1991) Counseling and Guidance.

• Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.

• Sharma R A Fundamentals of Guidance and Counseling

• Sharma, R. N. (2004); Guidance and Counseling

• Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.

Sodhi, T.S. &Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.

• Dr. S.C. Oberai (2016). Guidance and Counseling, R. Lal Publication.

Dr. S.C. Oberai (2016) Career guidance & career information, R. La

## **Inclusive Education**

**Course Code: BELED803**

**Credit: 04 (L-3, T-1, P-0)**

**Contact Hours: 60**

**MM: 100**

### **Course Objectives:**

Objectives On completion of this course, the student– teacher

- To Explains the changing concepts related to inclusive education.
- To elaborates the different categories of children with special needs, their problems in schooling and need of inclusive education to address their educational problems.
- To understand the barriers of inclusion in the existing schools.
- To explicate the national & key international policies & frameworks facilitating inclusive education.
  
- To describes the process of developing an inclusive school

### **Course Outline:**

#### **Unit I: Introduction to Inclusive Education**

- Marginalization vs. Inclusion: Meaning & Definitions, Historical perspective of Inclusive education globally and in India
- Approaches to disability and service delivery models, Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion.
- concept and Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- Benefits of Inclusion, Need of Inclusive education. Theories of Inclusive Education.
- Barriers to Inclusive Education: Attitudinal, Physical & Instructional, Key debates in special and inclusive education.

#### **Unit II: Policies & Frameworks Facilitating Inclusive Education**

- International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) Incheon Strategy (2012)
- International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- National Commissions & Policies with reference to CWSN: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006), RPWD Act 2016
- National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006) and amendment 2012, RMSA (2009), IEDSS (2013), Government Schemes and Provisions.



### **Unit III: Adaptations Accommodations and Modifications**

- Meaning, Difference, Need & Steps
- Specifics for Children with Sensory Disabilities, Neuro-Developmental Disabilities, Loco Motor & Multiple Disabilities and Engaging Gifted Children
- Adaptations and accommodations for sensory impairments, children with multiple disabilities, neuro- developmental disabilities, intellectual impairment and gifted children
- Building Inclusive Schools: Identifying barriers to Inclusion- Attitudinal, Systemic and Structural, Ensuring Physical, Academic and Social Access
- Leadership and Teachers as Change Agents, Assistive Technology, Whole School Development

### **Unit IV: Inclusive Learning Environments and Academic Instructions**

- Building Inclusive Learning Environments: Classroom Management, Effective Communication, Promoting Positive Behaviour, Reflective Teaching, Peer mediated instruction: Peer tutoring (Class Wide Peer Tutoring, Peer Assisted Learning Strategies), Co-operative learning, Student assistance teams, Buddy system, Circles of Friends, Parent Involvement.
- Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
- Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
- Differentiated Instructions: Content, Process & Product
- ICT for Instructions

### **Unit V: Supports and Collaborations for Inclusive Education**

- Stakeholders of Inclusive Education & Their Responsibilities
- Advocacy & Leadership for Inclusion in Education
- Family Support & Involvement for Inclusion, Community Involvement for Inclusion, Resource Mobilization for Inclusive Education
- Collaborations: Models of collaboration, working with Parents, Managing Conflict, Mentoring and Coaching
- Guidance and Counselling for Inclusive Teachers, Students and Principals. Training Programmes for Inclusive Teachers.

### **Assignment (any one)**

1. Visit Special School & An Inclusive school and prepare observation report
2. Design a Poster on Inclusive Education

## **COURSE OUTCOMES:**

After going through the course the teacher trainee will be able:

- To develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
- To construct inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- To enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- To expound strategies for collaborative working and stakeholders support in implementing inclusive education.

## **Suggested Reading:**

- Loreman, Deppeler and Harvey- Inclusive Education, Allweinand UnwinAustralia.
- Corbett Jenny – Supporting Inclusive Education, Routledge Falmer,2001.
- Felicity Armstrong and Michele Moore- Action Research for Inclusive Education, Routledge Falmer, 2004.
- Mike Adams and sally Brown – Towards Inclusive Learning in Higher Education, Routledge,2006.
- Peter Mittler- Working towards Inclusive Education, David Fulton Publishers,2000
- Nind, Sheehy and Simmns, Inclusive Education –Learners and Learning Context, Devid Fulton Pub.`17) Integrated and Inclusive Education, PremavathyandMittal,
- Advani, Lal. and Chadha, Anupriya(2003). You and Your Special Child, New Delhi: UBS Publishers' Distributors Pvt.Ltd.
- Sharma, KaushalandMahapatra (2007). Emerging Trends in Inclusive Education' Delhi, IVYPub.
- Renuka, P. and Bai, Suneetha, G. Inclusive of Exceptional Childern in The Mainstream Schools and teacher education: Global Trends in Teacher edu

## Special Education

**Course Code: BELED805**

**Contact Hours: 60**

**Credit: 04 (L-3, T-1, P-0)**

**MM: 100**

### **COURSE OBJECTIVES**

Course Objective: - to enable student teacher to:

1. To Demonstrate knowledge of different perspectives in the area of education of children with disabilities
2. To Reformulate attitudes towards children with special needs
3. To Identify needs of children with diversities
4. To get the knowledge of specific strategies involving skills in teaching special needs children in Special and inclusive classrooms
5. To Modify appropriate learner-friendly evaluation procedures

### **Course Outline:**

#### **Unit I: Concept of Special Education**

- Disability: Concept, Meaning & Perspectives,
- Gender and Disability
- Special Education & Inclusive Education: Concepts, meaning & Definitions,
- National & International Historical Progression

#### **Unit II: Planning and Implementations in Special Education**

- General Principles of Teaching Children with Special Needs
- Curricular Adaptation, policies and Planning,
- Preparing & Implementing IEPs & GTPs,
- Universal Design of Instruction
- National Institutes of Handicapped and the role of, Rehabilitation council of India.

#### **Unit III: Teaching of Children with Special Needs**

- Teaching Children with Sensory Disabilities (VI, HI, Deaf-Blind)
- Teaching Children with Neuro-Developmental Disabilities (LD, MR (ID), ASD)
- Teaching Children with Loco-motor & Multiple Disabilities (CP, MD)
- Applied Behavioural Analysis
- Community Based Rehabilitation

## **Unit IV: Assistive & Augmentative Communication (AAC)**

- Definition and Concept of AAC
- Types – Aided & Unaided communication systems
- Alternative and Augmentative Communication (AAC) tools for those affected by
- conditions like spinal cord injury, ALS, autism, cerebral palsy and strokes

### **COURSE OUTCOMES:**

After going through the course the teacher trainee will be able:

- To Demonstrate knowledge of different perspectives in the area of education of children with disabilities
- To Reformulate attitudes towards children with special needs
- To Identify needs of children with diversities
- To Plan need-based programmes for all children with varied abilities in the classroom
- To Use specific strategies involving skills in teaching special needs children in Special and inclusive classrooms

### **Suggested Reading:**

- Alur, Mithu (2010). Journey for inclusive education in the Indian sub continent. Routledge
- Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). 'The effect of inclusion on learning', in Nutbrown, C., & Clough, P. (2006). 'Inclusion in the Early Years', London, SagePublication.
- Dash, Neena (2012). Inclusive education for children with special needs. AtlanticPub.

## **Value Education**

**Course Code: BELED804**

**Contact Hours: 60**

**Credit: 04 (L-3, T-1, P-0)**

**MM: 100**

### **COURSE OBJECTIVES:**

- To understand the Value Education.
- To understand formation and assessment of Value Education
- To describe the concept of values and value system.
- To explain various intervention strategies for value inculcation in education.
- To explain Intervention Strategies for Value Inculcation.

### **Content Outline:**

#### **Unit I: Values: Introduction**

- Concept, nature and Source,
- Classification, need and importance of value education,
- Determinants of values
- Tools of value inculcation

#### **Unit II: Basis and Transformation of values**

- Philosophical basis of values as viewed by various philosophies with special reference to Indian philosophy
- Sociological and psychological bases of value education, course curriculum and content analysis
- Values prevalent in contemporary society
- Transformation of values in society

### **Unit III: Formation and Assessment of Values.**

- Value preferences: concepts and Factors affecting value preferences, culturally induced values, value systems and types
- Formation / creation of values, Education as a normative endeavour and its relation to value formation
- Assessment of Values: concepts and process

### **Unit IV: Intervention Strategies for Value Inculcation.**

- Rationale building model,
- Self-confrontation model,
- Value clarifying model,
- Roleplaying,
- Case method

### **COURSE OUTCOMES:**

After going through the course the teacher trainee will be able:

- To use various tools of value inculcation.
- To understand various basis of value education
- To assess values of belongs to a person.
- To plan and use various intervention strategies for value inculcation.

### **Suggested Reading:**

- Bhatti, S.R. (1986), Knowledge, Value & Education: An Axiomatic Analysis. Gian Publishers, New Delhi.
- Chand, J. (2007) Value Education, Anshah Publishing House, Delhi
- Gawande, E.N. (2002), Value Oriented Education (Vision for better living) sarup and sons, NewDelhi.
- Goel, A. & Goel, S.L. (2005), Human Values and Education. Deep and Deep Publishing Pvt Ltd, New Delhi.
- Johan, G. (1996), Peace by peaceful means, Sage Publication, NewDelhi
- Kar, N.N. (1996), Value Education. Associate Publishers, AmbalaCantt.
- Pandey, V.C. (2005), Value Education and Education for Human Rights. Isha books, NewDelhi.
- Rajput, J.S. (2003), Value Education in Indian schools: Experiences and Strategies of Implementation. Neelkamal publications, Hyderabad.
- Ruhela, S.P. (1990), Human Rights and Education. Sterling Publishers, NewDelhi.
- Singh, Y.K. (2009) Value Education, A.P.H. Publishing Corporation, NewDelhi.
- Venkatanh, N. & Sandhay, N. (2002), Research in Value Education. A.B.H Publishing Co-operation, NewDelhi.

## **PRACTICAL**

**Course Title: Educational Evaluation of Action Research, Construction of achievement/diagnostic test**

**Course Code: BELED 851**

**Credit: 02(L-0, T-0, P-2)**

**Contact Hours: 30**

**MM: 50**

### **Course Objectives**

To enable student teacher:

To impart intrinsic knowledge in concept of every lesson of educational evaluation.

To enable trainee teachers for conducting action research of classroom problems.

To develop skills of making teaching aids

### **Course Outline**

As a project work, trainees will identify and work on at least ten students to bring positive changes in their behavior and evaluate the changes during their internship.

Prepare chart/model of any of the topic.

Prepare achievement test.

Prepare diagnostic test.

### **Course Outcomes**

To orient students with techniques of conducting action research.

To develop skills and competencies in construction of teaching aids.