PROGRAMME GUIDE

FOR

Bachelor of Education

in

Special Education

(Distance Mode)

Dr. Babasaheb Ambedkar Open University

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Electronic version of the prospectus

is also available for download at:

https:/.baou.edu.in



BAOU is a State Open University established by an Act No. 14 of 1994 passed by Gujarat State legislature. BAOU Degrees/Diplomas/ Certificates are recognised by all the member institutions of the Association of Indian Universities (AIU) and are at par with Degrees/ Diplomas/ Certificates of all Indian Universities/Deemed Universities/ Institutions.

Recognised by AIU - letter no. & date. EV/II (499)/94/176915-177115, dt. 14/1/1994

Recognised by UGC - letter no. & date. - F.No. 1-18/2018(DEB-1), dt. 31.12.2018

Recognised by RCI – letter no. & date. 7-79 (BAOU)/ 2003/RCI 6127, Dt. 07/03/2006

ABOUT B.Ed. Special Education PROGRAMME

We welcome you to the B.Ed. Special Education (ODL) programme of BAOU.

The annual turnover of professional manpower trained through the regular institutions is unable to meet the demand of trained manpower in the area of special education and rehabilitation. Hence the B.Ed. Special Education (ODL) Programme through Open and Distance Learning Mode is offered by the Dr. Babasaheb Ambedkar Open University (BAOU). The programme is recognized by the Rehabilitation Council of India (RCI), New Delhi which is the regulating body for the Education and Training programmes related to Disability areas in our country. To keep parity with NCTE recommended framework so as to facilitate the role requirement of special teachers/special educators for all types of school setting in which children and young persons with disability are educated, RCI has revised the Norms, Regulations and Course Content for B.Ed. Special. Education, 2016. The curriculum for B.Ed. Special Education. has been developed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right based and barrier free environment.

Presently B.Ed. Special Education is offered in BAOU in the following disability areas:

1. Bachelor of Special Education in Hearing Impairment- B.Ed. Special Education (HI)

The learners are informed to go through this programme guide to clarify most of the doubts.

The University will be in touch with the learners for the enrichment of programme transaction.

OBJECTIVES

The B.Ed. Special Education programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and this being teachers for all children. After completing the B.Ed. Special Education programme, the student-teachers will:

a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.

b. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.

c. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.

d. Enhance knowledge and skills for professional development.

Medium of Instruction

The medium of instruction for B.Ed. Special Education (Distance Mode) is in Gujarati. Student can write answers in examination in Gujarati, Hindi or English.

Duration of the Programme

Duration of the programme: 05 semesters (2 ½ years).

Maximum duration to complete the programme: 5 years.

Course Fee: Rs. 30,000/-

Credit: 84 Credits

Eligibility: Bachelor's or Master Degree with 50% Marks

(For PwD, ST and SC Candidate Min. 45%).

Learner Support Centre (LSC): Natraj Research Centre & Training College, Bhavnagar.

PROGRAMME STRUCTURE

Semester wise Structure for B.Ed. Special Ed. (Distance Mode)

SEMESTER – I

COURSE_CODE	COURSE_NAME	CREDIT	Theory	Assignments	Sem
SECP-01	Human Growth & Development	4	80	20	1
SECP-02	Contemporary India and Education	4	80	20	1
SECD-02	Introduction to Sensory Disabilities	2	40	10	1
SECD-03	Introduction to Neuro Developmental Disabilities	2	40	10	1
SECD-04	Introduction to Locomotor & Multiple Disabilities	2	40	10	1

SEMESTER – II

COURSE_CODE	COURSE_NAME	CREDIT	Theory	Assignments	Sem
SECP-03	Learning Teaching & Assessment	4	80	20	2
SECD-01	Inclusive Education	2	40	10	2
SESH-01	Assessment and Identification of Needs	4	80	20	2
SECM-01	Pedagogy Of Teaching Science	4	80	20	2
SECM-02	Pedagogy Of Teaching Mathematics				2
SECM-03	Pedagogy Of Teaching Social Science				2

SEMESTER – III

COURSE_CODE	COURSE_NAME	CREDIT	Theory	Assignments	Sem
SESH-02	Curriculum Designing, Adaptation and Evaluation	4	80	20	3
SESH-03	Intervention and Teaching Strategies	4	80	20	3
SECM-04	Pedagogy Of Teaching Hindi	4	80	20	3
SECM-05	Pedagogy Of Teaching English				3
SECM-06	Pedagogy Of Teaching Gujarati				3

SEMESTER – IV

COURSE_CODE	COURSE_NAME	CREDIT	Theory	Assignments	Sem
SESH-04	Technology and Disability	4	80	20	4
SEEPC-02	Drama and Art in Education	2	40	10	4
SESH-05	Psychosocial and Family Problems	2	40	10	4
SESB-05	Guidance and Counselling	4	80	20	4
SESB-06	Community Based Rehabilitation				4
SEECP-01A	पढ़ना और उसकी लिखित अभिव्यक्ति	2	40	10	4
SEECP-01B	વાંચન અને તેની લેખિત અભિવ્યક્તિ				4
SEECP-01C	Reading and its written Expression				4

SEMESTER – V

COURSE_CODE	COURSE_NAME	CREDIT	Theory	Assignments	Sem
SEEPC-04	Environmental education	4			5
SEECP-03	Basic Research and basic statistics	2	40	10	5
SEDS-10	Vocational Rehabilitation & Transition to Job Placement	2	40	10	5
SEDS-06	Orientation & Mobility				
SEDS-07	Communication Options				

INSTRUCTIONAL SYSTEM:

The B.Ed. Special Education (ODL) programme-delivery-system includes the multi-media approach i.e., Self-instructional print material, Video lecture through web portal, Tele-conferencing, Assignments, Counselling sessions, Practice-teaching, School-based and workshop-based activities. To provide effective support to the practical work, BAOU has approved Special Education Programme Study Centre and Study Centre will be handling about 44 students.

i) Programme Study Centre: It is a centre where Academic Counselling and Practical Workshop will be conducted. The Programme Study Centre will be managed by the Programme In-charge.

ii) Work Centre: It is Inclusive school / Special School where the student-teacher carries out Practice Teaching and School-Based Activities.

Print Material (Self Learning Material)

Self-Learning Material is the primary form of instructional materials. These are supplied to the learners in the form of 4 booklets called blocks. Each block consists of 3-6 units. The size of a unit is such that the material given therein may be expected to be studied by a student in a session of about 6 to 8 hours of study. Therefore, you are advised to concentrate mainly on the Self Learning Material, which we will distribute to you in a hard copy as well as soft copy as fast pace of computer industry necessitates that students must do some additional readings. Students are advised to study reference books which we have sited after the end of each and every unit.

E-SLMs:

E-SLMs are also available in order to felicitate our learners so that they can study anywhere, any time at ease.

Video Material

BAOU produces high quality audio-visual content at State-of-the-art full HD “Chaitanya” studio with facilities for post production, storage of content and archival of content. Video lectures are recorded by the Professor, Principal, Subject Expert, Eminent Personnel, Renowned Teachers across India in order to equip learners with knowledge and skills.

Academic Counselling Sessions

The Academic Counselling session will be utilized for providing personalised guidance to the learners regarding content difficulty, fieldworks, teaching practice, projects assignments, dissertation, time management, study skills, etc. The Counselling Sessions will be held at the

Programme Study Centres generally during Weekends (Saturdays and Sundays) or Holidays. However, counselling sessions must be completed well in advance before the Term-End Examination. Within the general schedule of the programme, the coordinators at the Programme Study Centres will decide on the coverage of these sessions. The Counselling Schedule be informed well in advance. The Counselling sessions shall be organized in the form of tutorials and not as teaching sessions as the learning materials provided to the learners. The Counselling Sessions will include clarifications required in the Study-materials, Theory Assignments, Practical-Oriented Assignments and Audio / video programmes through active interaction with students.

Assignments

The assignment responses may be submitted by hand at your Programme Study Centre or may be sent by post to the Coordinator of your Programme Study Centre. It would be better to retain a copy of your assignments for reference.

Workshop Sessions

In the workshop, the learners shall acquire competencies and skills required activities as individuals or in groups. The Study Centres will make arrangements for practice teaching in classroom and on simulated situations. The learners shall also be provided training in preparation and use of ICT, research tools, worksheets, course units, assignment etc.

School Based Activities

The learners pursuing B.Ed. Special Education system shall be involved in activities which a teacher is supposed to perform in the school. The learners shall be supervised / guided by the mentor for a minimum of 15 study hours. During the Internship, student-teachers shall work as a regular teacher/ special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher. Before teaching in a classroom, the student-teachers will observe the school and its classrooms.

Teaching practice

A learner enrolled in the B.Ed. Special Education Programme shall go through a teaching practice in the schools, under supervision of senior teacher/academic counsellor. Each lesson will be guided, supervised, assessed and feedback given. The learner shall be provided constructive feedback on his/ her performance (strength and weakness) by the supervisor/teacher educators/ Mentors.

Role of practical work in distance education

The course presented will systematically structure your experiences. Specifically, this course aims to develop professional competencies and skills of teachers working in primary, secondary and higher secondary schools. Thus, through this course the trainee will be able to achieve the following objectives.

1. You will develop the ability to teach your specific subject/subjects based on accepted principles of study and teaching.

2.You trainees will develop different skills, understanding, aptitudes and attitudes.

3. Develop an understanding of the psychological principles of growth and development, individual differences, and cognitive, affective, and affective learning.

4. To develop the skills of guiding students to solve their personal and academic problems.

5. Understand the role of home, school and society in the personality development of a child and help in developing the relationship between home and school for mutual benefit of home and school.

6. Know the role of school in social change.

7. To develop the ability to undertake exploratory projects and action research for school system improvement.

Semester wise practical work

SEMESTER – I

SECD-02 Cross Disability and Inclusive Education

02 credits each to address the professional requirements as a school teacher and the broad scope of the curriculum.

Area E1: Practical - Cross Disability and Inclusion

SL. No.	Tasks	Disability	Educational Setting	Description	Marks
1	Observation	Main	Special School	10 hours	20
2	Observation	General	Other Disability	10 hours	20
3	Observation	General	Inclusive Schools	5 hours	10
4	Total				50

Classroom observation is an accountability practice that promotes assessment of teachers' ability to meet standards, improve education systems, and enhance student learning outcomes. Getting to know each child helps you plan personalized and developmentally informative activities if you know his/her abilities, interests and personal characteristics.

In SL. No1: Classroom Observation - He/she has to observe the major disability (HI) of the special school in the classroom.

Observing HI students carefully –

• Developmental delay,

• Delayed language skills,

• Lack of response to sudden sounds,

• Language and speech disorders,

• Attention and hearing difficulties, distinctive features,

• Educational requirements,

• functional skills,

• Motor Skills (Gross Motor Skills and Fine Motor Skills),

• Social skills,

• Coordinating with another child,

• Communication skills,

• Behaviours.

In SL. No.2: Classroom Observation - In the classroom he/she has to observe the disability (VI / LD / ID / ASD / MD) other than the main disability of the special school.

Observing students carefully VI –

• Distinctive characteristics,

• Educational requirements,

• functional skills,

• Motor Skills (Gross Motor Skills and Fine Motor Skills),

• Social skills,

• Coordinating with another child,

• Communication skills,

• Developmental delay,

• Frequent rubbing of eyes,

• Keeping the book close to the eyes,

• Skipping words while reading,

• omitting letters, numbers or phrases,

• frequent blinking,

• bumping into people and objects,

• Watching TV nearby,

• Behaviours.

Observing LD students carefully –

• Distinctive characteristics,

• Educational requirements,

• functional skills,

• Motor Skills (Gross Motor Skills and Fine Motor Skills),

• Social skills,

• Coordinating with another child,

• Communication skills,

• Problems in reading and writing,

• Problems with mathematics,

• Difficulty with memory,

• problems paying attention,

• Difficulty following directions,

• unable to compose complete and grammatical sentences,

• Difficulty organizing written information,

• Inability to take notes or copy information from a book or board,

• Problems staying organized,

• behaviours.

Observing ID students carefully –

• Distinctive characteristics,

• Educational requirements,

• functional skills,

• Motor Skills (Gross Motor Skills and Fine Motor Skills),

• Social skills,

• Coordinating with another child,

• Communication skills,

• Delay in sitting, crawling or walking,

• have difficulty learning or speaking,

• Difficulty understanding social rules,

• Delay in toilet training,

• Have difficulty solving problems,

• have difficulty thinking logically,

• Lack of abstract thinking

• Slow pace of learning.

• Lack of interests

• Lack of coordination

• Lack of originality

• Behavioural problems.

Carefully observing ASD students –

• Distinctive characteristics,

• Educational requirements,

• functional skills,

• Motor Skills (Gross Motor Skills and Fine Motor Skills),

• Social skills,

• Coordinating with another child,

• Communication skills,

• Avoiding socializing with other children,

• Be alone.

Observing MD students carefully –

• Developmental delay,

• Delayed language skills,

• Lack of response to sudden sounds,

• Language and speech disorders,

• Attention and hearing difficulties, distinctive features,

• Educational requirements,

• functional skills,

• Motor Skills (Gross Motor Skills and Fine Motor Skills),

• Social skills,

• Coordinating with another child,

• Communication skills,

• Frequent rubbing of eyes,

• Keeping the book close to the eyes,

• skipping words while reading,

• omitting letters, numbers or phrases,

• frequent blinking,

• bumping into people and objects,

• Watching TV nearby,

• Problems in reading and writing,

• Problems with mathematics,

• Difficulty with memory,

• Problems paying attention,

• Difficulty following directions,

• Delays in sitting, crawling or walking,

• Slow pace of learning.

• Continuous activity, such as clapping,

• And difficulty with basic physical mobility.

3. Classroom Observation - In the classroom he/she has to observe any disability (VI / HI / LD / ID / ASD / MD) of the schools he/she attends. All the things mentioned in step 2 should be observed. Then the following also has to be observed.

• Teacher's attitude towards special students,

• Student attitude towards special students,

• Classroom management,

• Socialization of special students with students,

• Inclusive setup is good for special student,

• Coordination of special students, students and teachers,

• Coordination of special students, teacher and special teacher,

• Resource room for special students,

• And provision of barrier-free classrooms and toilets for special students.

 The schedule for the practical should be included in the time table (ten working days may be allotted).

 Specified observation is essential. However, if schools for other disabilities are not available in the immediate area, it may be interpreted as observation on inclusive school/education/services provided in resource room/home-based education or vice versa with other disabilities.

 To compile a checklist (at least two) to identify hearing impairment in children.

 Using children's audiograms (at least two), identify the auditory needs of each. An audiogram can diagnose hearing loss and indicate the type of hearing loss. (See Figure 1.)

 Speech profiling of children (at least two) using a speech assessment kit.

 Record an interaction with a three-year-old typically developing child and write your brief reflections in terms of vocabulary and syntax use.

 Compile various instruments used for educational assessment of children.

 In each practical task you are required to paste photos.

SEMESTER – II

SEDS-01 Specific Disability Area

02 credits each to address the professional requirements as a school teacher and the broad scope of the curriculum.

SL. No.	Tasks	Disability	Educational Setting	Description	Marks
1	Observation	Major	Special school	10 hours	10
2	Lesson Plan	Major	Special school & Inclusive School	Method based- 10 hours	20
3	Micro teaching	General	Centre	10 hours	10
4	Adaptation	Major	Centre	Method based 2 lessons	10
5	Total				50

Area E2: Practical - Disability Specialisation

Note: The schedule for the practical for the E-1 should be included in the time table (a minimum of ten working days may be allocated). Skills for micro-learning will be selected with reference to major disability.

SL No.1: Classroom Observation - Observation of children with major disabilities in a special school in all subjects at different levels during that school period.

In SL No. 2: He/she has to plan 10 lessons (method based 2 lessons) on selected subjects for students with major disabilities in special school and inclusive setup.

Lesson plan

Lesson planning is the planning of daily lessons related to a particular unit of subject matter covered by a teacher in a particular school period for the realization of certain prescribed instructional objectives.

It acts as a guide for the teachers as to what needs to be taught and how to teach it to achieve the objective in a given period of time.

A lesson plan includes setting objectives, finalizing content, teaching planning methods and finally assessment tools.

Lesson planning is divided into following parts:

1. primary information

In primary data, the teacher collects information about students' level, study material, lecture duration, etc.

2. Aims and Objectives

The teacher sets the objectives of what needs to be taught to the children? What are the short-term and long-term objectives? What kind of change in behaviour do we want to see in children?

3. Teaching Aids

The teacher plans the teaching aids to be used during the class activity. Select appropriate aids such as audio or visual aids, models, charts, flash cards etc. which can be used for effective teaching according to the lesson teacher.

4. Previous knowledge test

After determining the objectives and learning content, the teacher plans an activity to check students' prior knowledge. The prior knowledge test helps the teacher to understand the level of the students, where the teacher has to start and where more attention is needed.

5. Introduction

After checking the students' prior knowledge, the teacher introduces the topic that he is going to teach in the classroom.

6. Presentation

a) Teaching method

Now the teacher decides the teaching method. A teacher can use different methods like lecture method, discussion, cooperative learning, creative method etc.

b) Teaching material

The teacher selects various materials related to the subject that he can use while teaching the students. It can use text books, e-books, chart paper, slides etc

c) Black board work

The teacher uses the black board to explain the concepts to the students. Blackboard helps in elaborating concepts, making notes, making diagrams etc.

7. Generalization

The teacher explains the generalization to the students. Generalizations are based on facts, statements, formulas, or conclusions drawn from what students have been taught.

8. Applications

During the application process the teacher gives some assignment to the students related to the subject. Assignments or homework help to enhance students' application skills.

9. Summarization

The recapitulation process summarizes the teacher's learning work. This process helps the students to remember the concept and clear the doubts of the students.

10. Self-assessment

In self-assessment, the teacher can give students an opportunity to evaluate themselves by checking their mistakes.

Procedures for using lesson planning frameworks

 Name: Village Trainee

 School: Name of the school where you are teaching

 Class Standard: Indicate the class / standard in which you are teaching

 Subject: Name of the subject you are going to teach

 Subject: Title: The title of the main subject

 Educational Objectives: Write down the general objectives and specific objectives that you have considered while preparing the lesson plan.

 Subject Orientation: Write a note here about the technique used to check the prior knowledge of the students related to the subject before starting to learn the subject.

 Introduction: After verification of prior knowledge, you will enter the subject. Review the content of the subject. After the introduction you will present the content material.

 Teaching Method/Technique: Indicate the method you are going to use such as lecture method, story discussion method, philosophy (demonstration method), arrival-incorporation-method, etc.

 Lesson Transition (Discussion Considerations): Shortlisting of key teaching (issues), teacher activity / student activity, educational tools and assessment tests.

 Summary: Detail the general points arising from the content (summary) at the end of the lesson.

 Practical: Give examples of how the material learned is useful in real-life situations.

 Assessment: You will ask questions with the whole class in mind. Students should be encouraged to ask thought-provoking questions that can further clarify the material taught.

 Homework: To give homework related to the subject to the students.

 At the end you will sign each of your lesson plans.

IN SL. No.3: He has to do 10 lessons for micro teaching on selected skill in General Institute.

A microteaching lesson plan is a miniature version of a regular lesson plan. It usually includes the same component of the regular lesson plan but on a smaller scale. This can be beneficial for new teachers because it allows them to practice planning and teaching whole lessons without the pressure of a full classroom. On the other hand, students can get highly targeted and focused lessons without being overwhelmed. Microteaching Lesson planning plays an important role in the success of microteaching strategies. It serves as a roadmap to ensure that lessons are well structured, objectives are clear and strategies are aligned with desired outcomes. A well-designed lesson plan also gives instructors and teachers a framework to practice and improve their teaching skills, making the most of microteaching experiences.

In SL. No.4: He/she has to plan 10 lessons focusing on adaptation, evaluation of special school major disability and inclusive setup.

It is necessary to adapt lesson plans for students with disabilities. Adaptation is defined as making changes to give students equal access to the curriculum and opportunities to process and demonstrate what has been taught. Adaptation includes both accommodation and changes.

 In each practical task you are required to paste photos.

SEMESTER – III

SEDS-02 Specific Disability Area

04 credits each to address the professional requirements as a school teacher and the broad scope of the curriculum.

Area E2: Practical - Disability Specialisation

SL. No.	Tasks	Disability	Educational Setting	Description	Marks
1	Observation	Major	Special School	10 hours	10
2	School Visit	General	Other Disability	2 School	20
3	Lesson Plan	Major	Special School and Inclusive School	Method Based -10 Hours	50
4	IEP	Major	Centre	5 hours	20
5	Total				100

In SL No.1: He/she has to conduct a classroom observation of the major disability in the special school during the school term.

In SL. No.2: He/she will visit other special schools of major disabilities. There should be at least 2 special schools.

Visits to special schools are part of the curriculum and as well as first-hand experience will help future teachers to identify, handle and teach students with special needs with confidence and learn the skills needed to handle special needs students.

In SL. No.3: He/she has to plan and implement lessons at different levels for all subjects related to major disabilities in special school and inclusive school.

In SL. No.4: He/she has to prepare at least 20 Individualized Education Lessons (IEP) on selected subjects for the major disability in the special school.

An Individualized Education Program Plan (IEP) is a written plan/program developed by the school's special education team with input from parents and specifies the student's academic goals and the method for achieving these goals.

To develop an IEP, you will need:

1. Accurate and comprehensive definition of the child's needs. It should come from his assessment and your observation. Make sure every area the child needs help is covered (eg reading, spelling, writing, math, social skills, motor skills, etc.).

2. A clear understanding of his current level of performance. Standardized test results comparing the child's academic achievement level to other children of the same age and grade level must be included.

3. Specifying services and goals that address children's disabilities. This requires knowledge of appropriate research-based services. (See Figure 2.)

• Obtaining information about the social, physical, financial and educational past and present situation of the child's parents.

• Getting information about special child medical treatment.

• Obtaining specific child's educational information.

• Obtaining information on specialized child vocational training.

• Obtaining any other unique information of a particular child.

• Getting information about special child's facilities, exercises, medicines, food and physical check-up (at regular intervals), physically handicapped (visually impaired, hearing impaired, intellectually disabled, orthopedically disabled).

The IEP also keeps a record of the specific accommodations provided to the student to achieve their age-appropriate learning expectations in a particular subject or curriculum. A special educator develops an IEP in collaboration with the student's subject teachers and parents. If a student is older and capable, it is helpful to have them contribute to their plans and goals as well.

The IEP lists relevant information about the child's current academic levels and outlines goals for the next six months to one year. These goals can be in academic content areas such as language (reading, writing, communication), numeracy and other subjects if necessary. In addition to academics, there may be goals for physical and motor development, social-emotional skills, and behaviour. Other professionals such as counsellors, speech-language pathologists, occupational therapists may also contribute to the individualized education plan (IEP) if the child is receiving any of these supports.

 In each practical task you are required to paste photos.

SEMESTER – IV

SEDSSA-A Practical in Special School in Major Disability

02 credits each to address the professional requirements as a school teacher and the broad scope of the curriculum.

SL. No.	Tasks	Disability	Educational Setting	Description	Marks
1	Observation	Major	Inclusive School	10 hours	10
2	School Visit	General	Other Disability	2 School	10
3	Lesson Plan	Any Other Disability	Other Disability	Method Based -2 hours	10
4	Project	Major	Centre	1	20
5	Total				50

In SL. No.4: It allows the student to solve an open-ended problem in many different ways. This approach helps in building various skills, such as critical skills, communication skills and problem-solving skills. The main purpose of project work is to ensure that the student does his own research and comes up with practical solutions.

 In each practical task you are required to paste photos.

SEMESTER – V

SECD-01 Cross Disability and Inclusive Education

SEDSSA-B Practical in Special School in Other Disabilities

SEIS-Practical in Integrated School

Each is 12 credits in keeping with the professional requirements as a school teacher and the broad scope of the curriculum.

SL. No.	Tasks	Disability	Educational Setting	Description	Marks
1	Lesson Plan	Major	Special School	10 hours	50
2	Lesson Plan	General	Inclusive School	10 hours	50
3	Internship	Major	Special School	(As per RCI rules)	100
4	Internship	General	Inclusive School	(As per RCI rules)	100
5	Total				300

SECD-01 Cross Disability and Inclusive Education

Note: Practical timing will be included in the time table (minimum four weeks) mentioned observations are required. However, if no other schools for disabilities are available in the immediate area, it may be interpreted as observation in an inclusive school/s.

In SL. No.3/4: An internship is a professional learning experience that provides meaningful, practical work related to the student's field of study. During the internship the intern learns how to teach and how to deal with the class etc. The main objective of the internship is to make students aware of the school environment and to produce teachers who can be partners in the development of society.

Education/service is being provided with other disabilities in resource room/home-based education or vice versa.

A minimum of four weeks should be allotted for the school attachment/internship and should be reflected in the time table and should cover work with sufficient time for teaching to acquire pedagogical competence to deal with whole class as well as school selected subjects and related activities for children with disabilities.

 In each practical task you are required to paste photos.

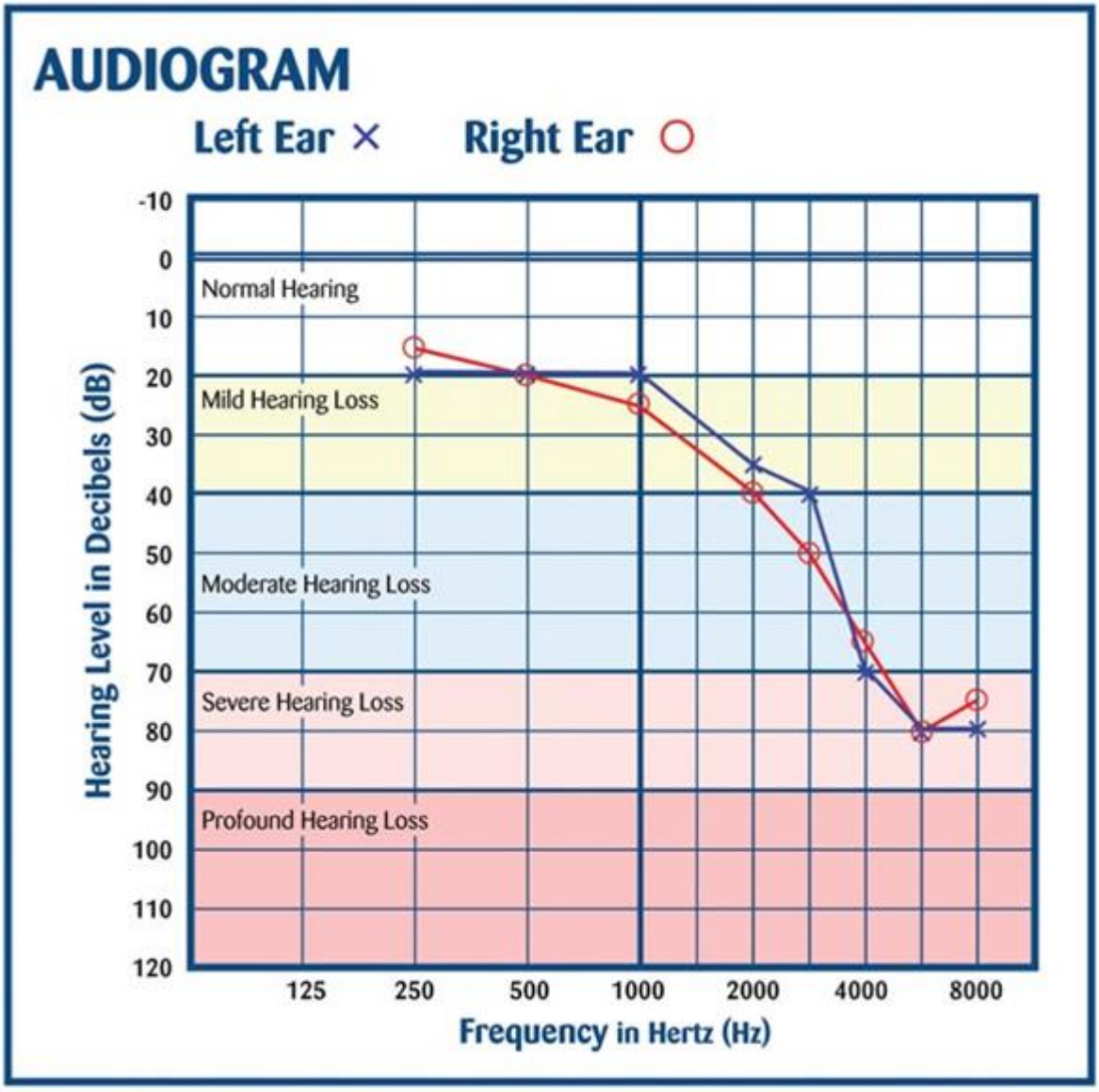

AUDIOGRAM
Left Ear ×
Right Ear ○
Normal Hearing
Mild Hearing Loss
Moderate Hearing Loss
Severe Hearing Loss
Profound Hearing Loss
Hearing Level in Decibels (dB)
-10
0
10
20
30
40
50
60
70
80
90
100
110
120
125
250
500
1000
2000
4000
8000
Frequency in Hertz (Hz)

Figure 1.

INDIVIDUALISED EDUCATION PLAN

PART A

Session 20 ___ - 20___

Name of Student with ID: Date of Birth:

Father's/ Mother's Name: Gender:

School Name and ID: Class and Section:

Address and Contact no.: Date of filling up of IEP:

1. Type of Special Need: - 20

2. Degree of Disability (as mentioned in disability certificate):

3. Associated conditions, if any:

4. Mother Tongue/ Languages spoken by the student:

5. Any other significant information about the student:
(Medical condition/Achievements/Interest areas/adaptation needed/Any other)

6. Special Education and related services:

7. CBSE Relaxations:

8. Annual Goals:

9. Short Term Goals:

Signature of SET Signature and Stamp of HOS

INDIVIDUALISED EDUCATION PLAN

PART B

IEP No.: Date of Planning:

Name of SET: Date of Evaluation:

1. Area/ Domain:

2. Task/ Skill/ Activity:

3. Present Functioning Level/Current Functioning Level/ Baseline:

4. Specific Objective/ Behavioural Objective:

5. Setting in which objectives to be implemented:

Inclusive Classroom/Resource Room/Any other (Specify)

6. TLM to be used:

7. Teaching Strategies to be used:

8. Teaching Procedure:

9. Adaptations/accommodations/modifications:

(in line with CBSE relaxations and guidelines)

10. Evaluation:

Signature of SET Signature and Stamp of HOS

INDIVIDUALISED EDUCATION PLAN

PART C

Name of CWSN: Class & Section:

Subject &Subject Teacher's Name	Topics for Remediation	Adaptations (Accommodations/Modifications)	Teaching Strategies and Resources	TLM to be used	Evaluation

Signature of SET Signature and Stamp of HOS

Figure 2.

SCHOOL-BASED ACTIVITIES

School-based Practical activities constitute an important part of B.Ed. Special Education (ODL) practical courses. It is based on the premise that besides regular teaching job; a teacher performs a number of other activities in the school. Our concern in the B.Ed. Special Education Programme is to help you (student-teacher) to plan, organise and conduct these activities in a systematic manner under the guidance of the Mentors in your school. In order to get information on the smooth conduct of these activities, the following two proformas are developed. You are expected to fill-up these proformas and submit to Programme-in-charge of the Programme Study Centre concerned. Proforma-I is for Information about Mentors and Work-Centre (To be filled in by student-teacher and submitted at Programme Study Centre during Induction meeting).

Proforma I

Mentors / Practice Teaching school proforma.

Teaching subjects opted	Name of School (Work Centre)	Address of Work Centre	Name of Mentors	Qualifications
1.				
2.				

Date:

Name:

Signature:

Enrolment No.:

Address of school:

Address of Residence:

Proforma II

PROFORMA FOR INFORMATION REGARDING COMPLETION OF SCHOOL-BASED ACTIVITIES

1. School-based Activities completed:

Title	Credit	Date of Completion

2. Have you prepared the reports of activities completed?

Yes / No

3. Have you got the reports of activities signed (authenticated and commented) by mentor(s)?

Yes / No

4. Have you submitted the report(s) to Programme-In charge at Programme Study Centre.

If yes, please mention the date of submission.

5. Did you face any difficulty while carrying out the activities. If yes, please specify.

Date:

Name:

Signature:

Enrolment No.:

Address of School:

Address of Residence:

Proforma III

Proforma for Proposed Practice-Teaching Schedule

1. Teaching Subjects: (i)

(ii)

2. Proposed practice-teaching schedule (To be supervised by Mentors)

Name & Address of school	Name & Address of Mentor	Class subject	Number of lessons	Date /Time

3. Proposed practice-teaching schedule (To be supervised by Supervisor /Teacher-educators)

Name & Address of school	Name & Address of Mentor	Class subject	Number of lessons	Date /Time

4. Have you submitted the above practice-teaching schedule to Programme-In charge of Programme

Study Centre? If yes, please mention the date of submission.

5. Have you completed practice teaching as per schedule? If no, please state reasons.

6. Have you submitted certificates of supervision by mentors to Programme Coordinator. (Please

specify dates of submission).

7. Did you face any difficulty during practice-teaching? If any, please specify.

Signature:

Name:

Address of School:

Address of Residence:

Role of Mentoring Teacher and Supervising Teacher

The mentor teacher may be the teacher of the study centre and the supervisor may be the senior teacher of the teaching school or the principal of the school.

A mentor teacher and invigilator will encourage and guide you. Will observe (observe) as well as advise and motivate. They will prepare a comprehensive report on your practical teaching and evaluate each of your lessons. Their role in practical teaching will be as follows.

 Mentoring teacher and invigilator will help you in lesson planning and lesson teaching.

 Mentoring teacher and invigilator will monitor the lessons and write comments (suggestions).

 The trainee has to attend the classroom regularly and on time. The mentor teacher and invigilator will discuss with you before and after the lesson.

 Mentoring faculty and supervisor will give suggestions to the trainee on classroom management strategies and help in classroom time planning.

 Mentor teachers and supervisors will provide feedback to the trainees on teaching skills, techniques, methods, approaches, educational tools and lesson planning and presentation.

GENERAL LESSON PLAN FORMAT

 Name of the Student-teacher: _____

School: _____

Class: _____ Subject: _____

Topic: _____

Sub-topic: _____

Date: _____ Time: _____

Enrolment No.: _____

Instructional Objectives:

 Testing previous knowledge:

 Introduction:

 Presentation of the content material / Overview of the major concepts:

 Teaching method(s):

 Transaction of Lesson:

Teaching Point	Teacher Activity	Student Activity	Teaching Aids	Chalk-board Work	Evaluation Items

 Generalizations (if any):

 Applications:

 Recapitulation:

 Home Assignments:

Signature of the Student-Teacher

Signature of the Mentor / Supervisor