

Draft

# SYLLABUS

OF

BACHELOR OF EDUCATION (B.Ed.)  
B.Ed. (Special Education) IN  
Visual Impairment (.V.I.)

Norms, Regulations and Course Content

Veer Narmad South Gujarat University, Surat  
Udhna Magdalla Road,  
Surat -395 007

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Approved & for recommendation  
*K. V. Desai*

Convener,  
B.Ed. Special VI syllabus.

14/2/09.

## GENERAL REGULATIONS OF B.ED SPECIAL EDUCATION COURSES

### 1. Goal, Perspective and Policy

The planetary goal of development in 21<sup>st</sup> century is sustainability of man and environment by promoting harmony between man and man and man and environment locally, nationally and globally. India has set the national goal of becoming a developed country in the Cybernetic Age by 2020.

The core of development in human development as man is the initiation, mean and end of development.

*The International Commission of Education for the Twenty-First Century* has envisaged education as 'one of the principal means available to foster a deeper and more harmonious form of human development and thereby reduce poverty, exclusion, ignorance, oppression and war'. It has emphasized that one of the principal functions of education is 'fitting humanity to take control of its own development. It must allow all people without exception to take their own destiny into their own hands so that they can contribute to the progress of the society to which they live, founding development upon the responsible participation of individuals and communities'. The Commission proposes to attain the goal through the Four Pillars of Education: *learning to know, do, be and live together*. It has underlined, no talent hidden like buried treasures in any individual remains untapped. It is especially applicable to children with disabilities.

Individual progress and national and global development are alike dependent on environment. Thus environment becomes the single most important factors to be understood as an individual, national and global concern.

The teacher as an agent of change has a crucial role to play in realizing this goal.

This dimension has given rise to a broad perception of education in general and Environmental Education in particular for the emerging planetary society in the ensuing Era of Information Technology Revolution. It seems the mankind is entering into a new creative phase of evolution.

The teacher education programme has to be relevant to the current as well as the emerging needs of the Indian society in the next millennium. As an agent of change, the teacher has to develop the role perception required to meet the challenges of the social, political, economic and environmental implications emerging from rapid scientific and technological changes. It is particularly essential in the age of information revolution and globalized market economy to maintain economic viability and freedom, cultural heritage and values as well as national sovereignty.

The teacher must be sensitive about the emerging tensions to be confronted / overcome in the twenty-first century as highlighted in the commission to guide the future generation. The tensions are between:

- the global and the local,
- the universal and the individual,
- tradition and modernity,

- long term and short term consideration,
- the need for competition and the concern for equality of opportunity,
- the extraordinary expansion of knowledge and human beings capacity to assimilate it,
- and
- the spiritual and the material.

Overcoming these tensions require development of higher values like purity, truth, goodness, beauty and love in every individual. The fount and source of these values lie neither in mental being nor in emotional or ethical being, but in the consciousness of the spirit. Only yoga which is concerned with the higher knowledge of the cybernetic of man can inculcate their values.

*The International Commission on Education for the Twenty-First Century* has visualized that 'much will be expected and much demanded of teachers. Teachers have crucial role to play in preparing young people not only to face the future with confidence but also to build it with purpose and responsibility. The importance of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is more likely to become more crucial in the twenty first century. The need for change places enormous responsibility on teachers who participate in the moulding of the characters and minds of the new generation". In order to implement the four pillars of education viz *learning to learn, learning to do, learning to live together and learning to be*, the teachers need new perspectives.

*Education Commission (1964-66) made national development, the chief concern of education, which has further been emphasized in NPE 1986. "The status of the teacher", according to the NPE 1986, "reflects the socio-cultural ethos of a society – no people can rise above the level of its teachers. Teachers should have the freedom to develop appropriate methods of communication and activities relevant to the needs and capabilities of and the concern of the community. Teachers will continue to play a crucial role in the formulation and implementation of educational programme".*

A teacher should realize that *teaching is not a profession but a mission. He/she has to work in freedom for truth and universal well-being for which he has to create a calm and peaceful, harmonious and non-violent educational environment, but external and internal, physical and mental, to justify the promise of the opening sentence of the Education Commission report, "The destiny of India is now being shaped in her classrooms".*

## 2. NATURE AND PURPOSE OF THE COURSE :

The degree course is meant for preparing teachers for teaching special needs children, such as, children with Visual Impairment who are studying in Special Schools or in the General Schools under integrating setting.

This B.Ed.( Special Education) V.I. (Visual Impairment) programme aims to develop professionals for general as well as special education within a board perception of education in the current millennium. The B.Ed.(Special Education- V.I.) course will educate and train human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs particularly in Blind institutions.

The B.Ed.(Special) Degree shall be award to candidates on successful completion of one academic year course in areas of study, viz., Visual Impairment in the Faculty of Education.

### Objectives of the Course

The B.Ed. (Special Education) programme aims at developing professionals for general as well as special education within a board perception of education in the current millennium. The B.Ed. (Special Education) course will educate and train human resources to enable and them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs.

The B.Ed.(Special Education) programme aims at preparing the students for the following:

- (i) To develop skills and competencies to cater to the needs of children in general, and children with special needs in particular, in cognivits, affective and skill domains in various settings.
- (ii) To acquire knowledge about change in the prevailing and emerging India society in view of recent trends in education and national development.
- (iii) To equip with various teaching of teaching and evaluation in special and inclusive set up.
- (iv) To perceive the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.
- (v) To enable the prospective teachers to acquire knowledge and understanding about different areas of disabilities (Visual Impairment)
- (vi) To enable the prospective teachers to design curriculum and plan educational program suited to the various needs of the special children.
- (vii) To enable prospective teachers to acquire working knowledge and basic skills of assessment of the disability for planning an educational program.
- (viii) To develop in the prospective teachers positive attitude towards educational needs of the disabled and commitment to the cause.
- (ix) To enable the prospective teachers to acquire the ability to counsel the Blind students under their case.
- (x) To acquaint the prospective teachers with equipments and aids for education of the disabled.
- (xi) To develop skills and competence in the Personal Professional and Social Competencies and skills required in teachers.
- (xii) To enable the prospective teachers to acquire educational and communication related potentials of children with disabilities.
- (xiii) To develop skills and competencies in the individuals and group parent interaction.
- (xiv) To develop skills and competencies to cater to need of children in general, and children with special needs in particular, in cognitive, affective and skill domains in various settings.
- (xv) To acquire knowledge about change in the prevailing and emerging Indian Society in view of recent trends in education and national development.
- (xvi) To equip in various techniques of teaching and evaluation in special and inclusive setting.
- (xvii) To perceive the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.

### 3. General Framework of the Course:

The B.Ed. Special Education (V.I.) Course consists of five theory papers.

Universities follow RCI prescribed syllabi. In case of difficulty in deciding the number of papers including the practicum, the course content provided in the RCI syllabi need to be incorporated. If needed, some units may be added or combined to satisfy the University requirements. Additionally, content areas to suit local/regional needs may be included without compromising with the minimum contents approved by RCI. The Universities may be permitted to offer specific core papers with the thrust on disability. The weightage for special education component (both theory and practical) in such a deviation from the RCI suggested model should be adequate as per guidelines of RCI.

### 4. List of Specialization Area

The following Specialization areas are prescribed in the course

## VISUAL IMPAIRMENT

### 5. Adequacy of the Special Education Syllabi

The syllabus prescribed at the B.Ed. level is on the basis of minimum requirements and therefore, Universities and Colleges of Education implementing the B.Ed. course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

RCI recognizes the need for preparing teachers for inclusive education setting as well as special schools. RCI also recognises that some disability areas may be studied along with methodology papers enabling the teachers to go for inclusive/Integrated set up as well as.

Special education it also approves courses which require more specialization. In such cases the methodology papers may be methodology related to specific disability areas. However, in such cases, the teachers may be able to get appointment in special institutes or as resource teachers in general school but it will be left to the schools to use them as general subject teachers. It is up to the implementing institution to prefer a fully specialized course or special education combined with general education courses. In case Specialization papers are preferred in lieu of methodology papers under Specialisation.

## 6. Duration of the Course:

Distribution of Time for Theory and Practical work Total 500+ 500 =1000 marks. The course should be spread over a period of 190 days (minimum) with 1000 working hours in addition to the examination and admission days. The distribution of working hours for the theory and practical is suggested as follows :

S.No.	Area	Hours	Marks
1	Core	50%	50%
2	Specialization		
3	Methodology		
4	Practicum	50%	50%
	TOTAL	100%	100%

In the case of institutions offering specialization model only the percentage of hours and marks allotted to methodology will be incorporated under specialization areas. Weightage for marks will be as per guidelines of the implementing Universities. Weightage in terms of hours suggested by RCI is as follows :

**Theory Papers includes** Core Papers, Specialization, Methodology or methods related to specialization each of 100 Marks.

Each Paper will have maximum, of 100 Marks of 3 hours duration .

## Practical Work

In the case of institutes following the prescribed pattern there is no change in the weightage.

However, in the case of Universities / Colleges offering non-semester system, the weightage for theory and practicum may be re-appropriated accordingly with the approval of RCI.

## 7. Eligibility for Admission to Bachelor of Education, Special in Visual Impairment

The eligibility for this B.Ed. course is B.A./B.Sc./B.Com./ BRS or an equivalent degree at graduate level depending on the requirements for the particular course. The eligibility for admission is 45% aggregate in the qualifying degree examination. The regulations prescribed by the state Governments concerned with regard to minimum eligibility criteria and reservation policies may be taken into consideration.

(a) Graduate under at least 10+2+3 pattern [including 'Shastri'] with a minimum of 45% marks in the aggregate in all the subjects in three years. The applicant must have at least one School subject\* at the graduation level.

OR

(b) M.A./M.Sc./M.Com/ Acharya The applicant must have at least one school subject\* at the graduation or post- graduation level.

\*The School subjects are : Gujarati, Hindi, Sanskrit, English, Science (Physics and/or Chemistry), Biology (Zoology and /or Botany), Mathematics, Economics, Commerce, History, (or AIHC & Arch), Geography, Political Science (for Civics), Home Science, Psychology etc.

**Note : This is a Teacher Education Programme for preparing teachers for teaching children with special needs such as Children with Hearing Impairment, Mental Retardation and Visual Impairment, etc. However, at present Faculty will run one speciality, viz, Visual Impairment.**

8 . Target Area- Visual Impairment:- Teachers can serve in special school as well as in inclusive settings as generalists.

9 . Nomenclature of the course:

“Bachelor of Education (B.Ed.) [ Special Education-Visual Impairment ]”

10 . General framework of the Course:-

The B.Ed. (Special Education – Visual Impairment ) Course consists of theory paper and practicals as per the following scheme :

Group/ Part	Paper No.	Name of papers/ Subjects	Hours	Marks
T H E O R Y  (External)	I	EDUCATION AND SPECIAL EDUCATION IN EMERGING INDIA	108	100
	II	EDUCATIONAL PSYCHOLOGY WITH SPECIAL REFERENCE TO DISABILITIES AND CURRICULUM MANAGEMENT.	108	100
	III	EDUCATIONAL PERSPECTIVES OF VISUAL IMPAIRMENT	108	100
	IV	INSTRUCTIONAL METHODS AND STRATEGIES OF TEACHING VISUALLY IMPAIRED CHILDREN	108	100
	V	METHODS OF TEACHING ANY TWO SCHOOL SUBJECTS.	108	100
			<b>Total</b>	<b>540</b>
PRACTICAL (Internal)	I	Practice Teaching	600	200
	II	Braille		100
	III	Other Practical		200
			<b>Total</b>	<b>600</b>
		<b>Grand Total</b>	<b>1140</b>	<b>1000</b>

- (i) Every student shall teach prescribe lessons in each of the two subjects chosen under in a class in subjects comprising the primary /high school/ higher secondary course. The student will maintain a record of his/her lessons in a record book, journal and observation Book He/She shall observe lessons given by teachers in his/her College as well as by teachers in the practicing schools and maintain a record of the same. The supervisor in-charge shall recommend marks on the basis of his supervision during the entire practice of teaching as well as on the basis of two criticism lessons observed, one in each subject,
- (ii) Preparation and use of teaching aids. The report and the marks shall be submitted by the teachers of the Department to the Principal who will place the same before the panel.
- (ii) Marks out of 200 will be awarded by at least two <sup>Internal</sup> internal examiners
- (iii) The candidate shall maintain records of the practical activities and marks will be awarded by the panel/ panels of Examiners (as it will be appointed by the Board of Examination) which will consist of teachers from the Faculty. The marks for practice teaching will be put up to this panel, which will award the final marks after consulting the supervising teachers and / or teacher in – charges.
- (iv) A candidate shall apply for appearing in the examination to the Principal in such a from as may be prescribe His/Her application and Fee shall be dispatched through the prescribed channel so as to reach the controller of Examinations at least six weeks before the commencement of the examination.

## 11. PASSING PERCENTAGE

The marks for passing the course will be 40% or above in individual Paper and 40% in practical and 40% in total aggregate in Theory and Practical marks taken together to pass the exam. Division in Theory and Practice of Teaching will be given Separately. or prescribe by Veer Narmad South Gujarat University, Surat for B.Ed. General course.

## 12. CLASSIFICATION OF RESULTS

- The examination at the end of the course will be by papers in the case of theory, and by practical examination in the case of practicals.
- The candidate will be placed in division on the basis of marks as follows in theory and Practical separately.

66% and above

60% and above & below 65.9%

50% and above but below 59.9%

40% and above but below 49.9%

Below 40%

- Distinction

- I Division or I<sup>st</sup> Class

- II Division or II<sup>nd</sup> Class

- III Division or Pass Class

- Fail

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All those getting marks below 25% in each paper & Practical and below 40% in the aggregate will be declared as failed.  
The Practical examinations in teaching will be held after completion of the practice of teaching in all the subjects. or prescribe by Veer Narmad South Gujarat University, Surat for B.Ed. General course.

Condonation, gracing, exemption, class addition in the Result will be as per prevailing rules of the Veer Narmad South Gujarat university, surat / Faculty of Education

13. Admission shall be made through merit list or as per university rules

**14. DURATION OF THE COURSE**

This is a full time course of one academic year. The Course should be spread over a period of 190 days (minimum) with 1140 working hours in addition to the admission and examination days.  
Total Working Hours = Theory 540 Hrs + Practical 600 Hrs = 1140 Hrs.

**15. PLACEMENT**

After the completion of the B.Ed.(Special) course in V.I., the degree holder can serve as teacher in special schools as well as in inclusive setting as generalists.

**16. MEDIUM OF INSTRUCTION**

Medium of instruction shall be Gujarati or Hindi or English.

**17. NUMBER OF SEATS**

There will be only one specialization, namely, B.Ed. (Special – Visual Impairment) at Present.

No. of seats: As approved by R.C.I. and Faculty of Education – (Male and/ or Female) :- Visual Impairment :(intake capacity 25 includes 3 foreign students.)

**18. ATTENDANCE**

Attendance requirement will be as per V.N.S.G. University rules.

19. **Course Pattern:** Non-Semester or pattern followed in the VNSG Uni, Surat. *Kishor*

20. **Nature of Evaluation:** Evaluation of Theory Papers will be Considered as external & Practical will be considered as internal evaluation or may be decided by the V.N.S.G. University or as in B.Ed. General Course of Faculty of Education.

21. **Reappearing facility:** As per rules of Veer Narmad South Gujarat University, Surat. faculty of Education, B.Ed. General Course.

22. **Qualification for Additional Specialization:**

(a) A special education teacher who has qualified in one specialization area may qualify for additional specialization area by accumulating necessary credits by attending summer sequential programmes offered by the University and Colleges. The Universities and College of Education may plan such summer sequential programme to enable more special education teachers to qualify for additional specialization areas.

(b) Teachers with basic degree in school teaching subjects, who have obtained special Education specialization only by given opportunities to complete methodology papers too through credit system / refresher / orientation / in-service programmes etc. and qualify for general schools to teach methodology subjects.

23. **Improvement of marks:** As per Veer Narmad South Gujarat University, Surat. rules of faculty of Education.

24. **Transitory Regulations:** Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulation. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed syllabus / regulations of V.N.S.G. University rules.

*Kishor*

25. **Teacher-Student Ratio :**

The Staff-student ratio in the area of B.Ed special education may be 1:10, in addition to the head of the institute, subject to a minimum of two teaching staff not below the rank of a lecturer as per the norms developed by RCI and one technical person related to specific disability area. Considering the infrastructural facilities needed for Special Education and also based on the tasks such as supervising practicum, a maximum number of 25 students may be admitted for the B.Ed Special Education course inclusive of 3 seats for foreign students. Additional intake should be approved by RCI.

26. **Infrastructural Facilities :**

As per requirement of Veer Narmad South Gujarat University, Surat and R.C.I.

27. **Certification as a Registered Professional :**

It is mandatory for every teacher of special education to obtain a "Registered professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional Knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India and Veer Narmad South Gujarat University, Surat.

28. **Award of Degree :**

The affiliating Universities will award degree in B.Ed (Special Education) specialising in Visual Impairment. While issuing degree certificate, the Universities should clearly spell out the area of specialisation.

**B.Ed. SPECIAL**

**VISUAL IMPAIRMENT  
(V.I.)**

**PAPERS I to V**

**CURRICULUM**

*MA*

**PAPER - I**  
**EDUCATION AND SPECIAL EDUCATION IN EMERGING INDIA**  
**Total Marks: 100**  
**Total Hrs. 100**

**OBJECTIVES :**

**The trainee teachers are expected to realize the following objectives:**

- 1 Explain the nature, process & philosophies of education and special education.
- 2 Spell out aims and functions of education & special education.
- 3 Describe the various systems of educational services.
- 4 Describe the various role of educational agencies in India.
5. Discuss the meaning, need & scope of educational management.
6. Concept of curriculum and instructional strategies for teaching.
7. Discuss the meaning, scope & types of educational evaluation.
8. To understand social context of education in India.

**Course Content:**

**Unit 1: Nature and process of Special education with reference to V.I.**

- 1.1 Definition and meaning of special education with reference to V.I.
- 1.2 Aims and functions of special education .
- 1.3 An overview of various philosophies of Tagore, Mahatma Gandhi, J.Krishnamurti, Evan Ellich.
- 1.4 Recent trends of special education in India.

**Unit 2: Education in the social context.**

- 2.1 Formal, Informal and Non-formal education.
- 2.2 Global aspects of Education (with reference to Delar report)
- 2.3 Value education and Environmental education.
- 2.4 Role of home, school, society and mass media.

**Unit 3: National policies and welfare programmes for the disabled**

- 3.1 National policy on Education including special education.
- 3.2 Legislation for the disabled: Scheme of IEDC, RCI Act-1992, PD Act-1995, NT Act -1999, SSA.
- 3.3 International Legislation for special education: IYDP-81, Biwako Millennium framework, Salamanca declaration, UN-ESCAP, Special Olympics.
- 3.4 Concessions / facilities and various welfare programmes for the disabled.

**Unit 4: Rehabilitation programmes and community based rehabilitation.**

- 4.1 Definition & meaning of Rehabilitation and Community Based Rehabilitation(CBR).
- 4.2 Pre-requisite skills for the successful rehabilitation of disabled persons.
- 4.3 Role of multi purpose rehabilitation workers (MRW) and Para-professionals.
- 4.4 Resource mobilization and Awareness of the poverty alleviation and other development programmes in the community.

**Unit: 5 Emerging Trends in special education:**

- 5.1 Cascade system of service delivery.
- 5.2 Meaning and principles of Mainstreaming, Normalization, Integration and Inclusion.
- 5.3 Models of Integrated and Inclusive education and factors responsible for successful integration and inclusion.
- 5.4 Role of headmaster / principal, general teachers, parents and peers in special & inclusive education

**Unit:6 Educational Management.**

- 6.1 Definition, meaning, need and scope of Educational management
- 6.2 Concept and principles of institutional planning and management, School plan, Classification and provisions.
- 6.3 Inspection and supervision.
- 6.4 Institutional Organization, Administration and Organizational Climate

**Unit:7 Curriculum and Instructional Strategies:**

- 7.1 Definition, meaning and principles of curriculum and curriculum construction
- 7.2 Curriculum planning, implementation and evaluation and its application for the various disabilities.
- 7.3 Instructional design-macro design; individual, peer, small group, large group instruction.
- 7.4 Importance of co-curricular activities.

**Unit 8: Educational Evaluation and statistics.**

- 8.1 Definition, meaning, scope and types of evaluation.
- 8.2 Various types of tests, Teacher made test, Characteristics of a good diagnostic test.
- 8.3 Descriptive statistics, measures of central tendencies (Mean, Median, Mode): Standard Deviation, co-efficient of correction from rank difference Method, computation of measure of central tendencies (M.C.T.) from raw Scores <sup>and</sup> frequency distribution table.
- 8.4 Construction of different graphs

*M. K. S.*

*CSA*

**PAPER -II**  
**EDUCATIONAL PSYCHOLOGY WITH SPECIAL REFERENCE TO**  
**DISABILITIES AND CURRICULUM MANAGEMENT.**

Total Mks. 100  
 Total Hrs. : 100

**OBJECTIVES:**

1. The trainee teachers are expected to acquire the basic knowledge on identification, characteristics, causes, prevention & educational programme of various disabilities, particularly Visual Impairment, Mental retardation.
2. The trainee teachers are expected to realize the role of educational psychology in general education and special education.
3. To realize the theories of learning, Intelligence & other psychological terms and its application in general and special education.
4. To realize the principles of growth and development and its application in general and special education.
5. To know about the concept & application of educational technology in general & special education.
6. To aware about need, scope and principles of educational research.
7. To aware about basic statistics for evaluation.

**Course Content:**

**Unit 1: Introduction to Educational psychology.**

- 1.1 Definition and Role of educational psychology in general and special education.
- 1.2 Definition, Theories and educational implications of the following in general and special education.
  - (a) Motivation (b) Attention (c) Perception (d) Learning (e) Intelligence (f) personality.
- 1.3 Factors Affecting Learning and Memory and Transfer of training
- 1.4 Intelligence and Aptitude test.

**Unit 2: Growth and Development and Individual differences**

- 2.1 Concept of Growth & Development & Factors affecting Growth and development.
- 2.2 Stages of Growth & Development and major developmental tasks.
- 2.3 Specific developmental needs of the disabled in childhood and adolescence stage.
- 2.4 Individual differences and their implication in education.

**Unit 3: Mental Retardation and Mental illness.**

- 3.1 Definition and meaning of Mental Retardation and Mental illness.
- 3.2 Identification, Characteristics and types of Mental Retardation and Mental illness.
- 3.3 Incidence & Prevalence, Causes and Prevention of Mental Retardation.
- 3.4 Intervention and Educational Programmes of Mental Retardation.

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**Unit 4: Basic concept of various disabilities:**

- 4.1 Concept of impairment, disability and handicap.
- 4.2 Definition and meaning of various disabilities such as : Visual Impairment, Hearing Impairment, Mental retardation, Neurological disabilities, learning disabilities leprosy cured, mental illness and Multiple disabilities
- 4.3 Classification and characteristics of various disabilities.
- 4.4 Incidence, prevalence and prevention of various disabilities

**Unit:5 Basic special needs and educational programmes of various disabilities:**

- 5.1 Educational needs of various disabilities.
- 5.2 Early Intervention of various disabilities
- 5.3 Educational programmes of disability of Visually Impaired.
- 5.4 Use of Technology for education and Rehabilitation for the disabled.

**Unit:6 Education Technology**

- 6.1 Definition, meaning and scope of Educational Technology and Information & Communication Technology (ICT) and its impact on education.
- 6.2 Role and types of audio aids in teaching and application of multi media in teaching and learning.
- 6.3 Individualized instruction, programmed instruction, computer assisted instruction and interactive learning.
- 6.4 Environmental modification and use of assistive technology for persons with Disabilities & Barrier free environment.

**Unit 7: Educational Research**

- 7.1 Educational Research – meanings & characteristics and type (only introductory)
- 7.2 Action of Research – Meaning, importance, limitation, planning and Implementations.
- 7.3 Hypotheses - Meaning and types of Hypotheses.
- 7.4 Overview of research studies in special education in India.

**Unit 8: National policies of education for National Development**

- 8.1 Educational challenges for economic and socio - political development in modern India with reference to special V.I.
- 8.2 National policy on Education including Special Education
- 8.3 Role of Governmental and Non-Governmental agencies in general and special education :
  - (a) GO'S - NCERT, SCERT, RCI, NCTE, NIH, VRCH, DRC
  - (b) TNGO'S – UNICEF, UNESCO, WHO, Action Aid, CBM
  - (c) Indian NGOS – NAB, BPA, BRA, RKM, etc.
- 8.4 Legislation for the disabled: scheme of IEDC, RCI Act-1992, PD Act-1995, NT Act -1999, SSA.

**SPECIAZATION  
VISUAL IMPAIRMENT  
(V.I.)  
PAPERS III & IV**

*6/11*

**PAPER -III**  
**EDUCATIONAL PERSPECTIVES OF VISUAL IMPAIRMENT**  
 (Specialization Paper)

**Total Marks:100**  
**Total Hrs. :100**

**Objectives:**

The Trainee teachers are expected to realize the following objectives:

1. To aware about nature causes and prevention of visual impairment.
2. To aware about educational aspects of low vision children.
3. To aware about multiple disabilities and its implications.
4. To aware about nature & needs of visual impairment.
5. To understand the psycho-social implications of visual impairment.
6. To know about the assessment procedure of visual impairment.
7. To know about problems of low vision child and multiple disabled visually impaired children.
8. To narrate the need & nature of Curricular adaptation for the visually impaired.

**COURSE CONTENT :**

**Unit:1 Anatomy and physiology of the Eye.**

- 1.1 Structure and Functions of the human Eye.
- 1.2 Meaning of Vision, Visual acuity, refraction, fusion, depth perception, tunnel vision, filed of vision, vision stimulation and visual efficiency
- 1.3 Causes of visual impairment
  - (a) Common Eye diseases, such as cataract, Glaucoma, traucoma, corneal ulcer, xerophthalmia, retinitis pigmentosa Macular degeneration, optic atrophy etc.
  - (b) General and systemic diseases.
  - (c) Refractive errors such as - myopia, hyperopia, presbiopia, astigmatism.
  - (d) Accidents and injuries.
  - (e) Other causes.
- 1.4 Preventive measures: Eye care, Eye donation, Eye camp, community awareness.

**Unit:2 Education of multiple disabled visually impaired children.**

- 2.1 Meaning, concept and types of multiple disabilities.
- 2.2 Incidence & prevalence, characteristics and major problems of multiple disabled children.
- 2.3 Education of visually impaired children with associated disabilities.
- 2.4 Support services and current status of education for the visually impaired children with associated disabilities.

**Unit:3 Assessment of visual impairment**

- 3.1 Definition and classification of Blindness and Low vision.
- 3.2 Clinical and Functional assessment of visual impairment.
- 3.3 Importance of early identification and intervention for the visually Impaired.
- 3.4 Effects of visual impairment on Growth and Development.

**Unit:4 Education of low vision children.**

- 4.1 Educational problems of low vision children.
- 4.2 Assessment and training of visual efficiency of low vision children and use of Low Vision Aids.
- 4.3 Education of visually impaired children with associated disabilities.
- 4.4 Support services for the visually impaired children

**Unit:5 Psycho-social implications of visual impairment.**

- 5.1 Psychological, Sociological and Educational implications of visual impairment
- 5.2 Effects of early blindness on personality, verbalism and mannerism.
- 5.3 Attitude towards visual disability: parental attitude, attitude of sibling, peer group attitude, teachers attitude and societal attitude.
- 5.4 Attitude modification towards visual disability.

**Unit:6 Curricular Adaptation for the visually Impaired**

- 6.1 Meaning and importance of curriculum and curricular adaptation
- 6.2 general principles of material development / preparation and presentation : Duplication, modification, substitution, and omission.
- 6.3 Use and importance of adapted instructional material for teaching and learning school subjects.
- 6.4 Creative arts and adapted physical education activities for the visually impaired.

**Unit:7 Nature of Visual Impairment.**

- 7.1 Concept of visual impairment, visual disability and visual handicap
- 7.2 Definition, meaning and classification of blindness and low vision.
- 7.3 Incidence & prevalence and Characteristics of visual impairment.
- 7.4 An overview of historical development of education for the visually impaired in India and abroad.

**Unit:8 Rehabilitation programmes.**

- 8.1 Definition & meaning of Rehabilitation and Community Based Rehabilitation(CBR).
- 8.2 Pre-requisite skills for the successful rehabilitation of V.I..
- 8.3 Role of multi purpose rehabilitation workers (MRW) and Para-professionals.
- 8.4 Concessions / facilities and various welfare programmes for the disabled.

**PAPER -IV**  
**INSTRUCTIONAL METHODS AND STRATEGIES OF TEACHING VISUALLY**  
**IMPAIRED CHILDREN**  
(Specialization Paper)

**Total Marks:100**  
**Total Hrs. :100**

Objectives:

The trainee teachers are expected to realize the following objectives:

1. To know about the need & list out various approaches to be adopted in teaching visually impaired children.
2. To Demonstrate expertise in plus curricular skills to visually impaired children.
3. To Demonstrate techniques of teaching language skills to visually impaired children.
4. To Demonstrate methods of teaching mathematics to visually impaired children.
5. To Demonstrate methods of teaching science and social science to visually impaired children.
6. To understand the psycho-social and other implications of visual impairment including children.
7. To know about the assessment procedure of visual impairment.
8. To know about the need & list out various approaches to be adopted in teaching visually impaired children.
9. To narrate the need & nature of curricular adaptation for the visually impaired.

**COURSE CONTENT :**

**Unit 1:Need for various approaches in teaching visually impaired children.**

- 1.1 Need and importance of various approaches for teaching V.I.C.
- 1.2 Learning stage – sensory-motor, concrete operation and abstract thinking (logical operations)
- 1.3 Compensatory instruction for concept development and learning
- 1.4 Adaptation of instructional methods and use of teaching learning material (TLM) in teaching V.I.C.

**Unit 2: Teaching of curricular skills:**

- 2.1 Meaning and importance of plus curricular skills for the visually impaired.
- 2.2 Importance, objective and procedures of developing sensory training :
  - (a) Residual Vision.
  - (b) Tactile Sense
  - (c) Auditory Sense
  - (d) Olfactory sense.
  - (e) Gustatory Sense.
  - (f) Kinesthetic sense and
  - (g) Intercensory coordination.
- 2.3 Importance and techniques of teaching daily living skills mobility skills
- 2.4 Importance and techniques of teaching Braille: Reading, writing and reading readiness activities.

**Unit:3 Methodology of Teaching Language.**

- 3.1 pre- requisite skills (Readiness skills) for language development.
- 3.2 Development of basic language skills – listening, Speaking, reading and writing.
- 3.3 Development of vocabulary with object / Situation Characteristics and comprehension skills.
- 3.4 Use of Technology for developing & evaluating language skills for the visually impaired.

#### **Unit 4: Methodology of Teaching Mathematics and Statistics.**

- 4.1 Factor contributing to learning mathematics
- 4.2 Use of mathematical devices for the visually impaired – abacus Taylor Frame and geometrical devices.
- 4.3 Importance and use of mathematical Braille code.
- 4.4 Evaluation of mathematical concept acquired by visually impaired children.

#### **Unit 5: Methodology of Teaching – (a) Science (b) Social Science.**

- 5.1 Method and techniques of teaching science and social science to the visually impaired children.
- 5.2 Use of aids and equipment in teaching science and social science.
- 5.3 Preparation and presentation of tactile diagram and other T.L.M.
- 5.4 Evaluation of learning science and social science acquire by the visually impaired children.

#### **Unit 6: Guidance and Counseling.**

- 6.1 Meaning, scope, Types and techniques of Guidance and Counseling
- 6.2 Role of home, school and other professionals in educational and Vocational Guidance and Counseling.
- 6.3 Overcoming Individual problems of such as V.I. Including frustration, conflict, stress and behavioural deviation through yoga, adjustment mechanism and counseling.
- 6.4 Mental health and disabilities.

#### **Unit:7 Psycho-social implications of Visual Impairment.**

- 7.1 Psychological, Sociological and Educational implications of visual impairment
- 7.2 Effects of early blindness on personality, verbalism and mannerism.
- 7.3 Attitude towards visual disability: parental attitude, attitude of sibling, peer group attitude, teachers attitude and societal attitude.
- 7.4 Attitude modification towards visual disability.

#### **Unit 8: Implications of Visual Impairment on Personality development.**

- 8.1 Implications of Visual Impairment on Personality development.
- 8.2 Educational Implications.
- 8.3. Effect of Blindness on growth and development, physical, Social, intellectual and emotional.
- 8.4 Associated disabilities with V.I. and support services – modify and implications.

# METHODOLOGY

## VISUAL IMPAIRMENT (V.I.) PAPER V

**PAPER -V**

Maximum Marks 100

(Methodology Paper )

**METHOD OF TEACHING ANY TWO SCHOOL SUBJECTS****OBJECTIVES:**

The trainee teachers are expected to select any two methods of teaching from following school subjects.

1. Gujarati language
2. Hindi language
3. English language
4. Sanskrit language
5. Social Science
6. Mathematics
7. Economics
8. Accountancy / Elements of Accountancy.
9. Science and Technology.

★ The syllabus of method papers will be the same as that of B.Ed. General course of Veer Narmad South Gujarat University, Surat.

Maximum 100 marks Two sections /Parts each of 50 marks.

- Objectives As Stated in Veer Narmad South Gujarat University B.Ed. Syllabus.
- Course content : Follows Veer Narmad South Gujarat University B.Ed. Syllabus.

**Paper - V**

Maximum - m. 100

**Section - A**

[50]

(A) Methods -1

**Section -B**

[50]

(A) Methods - 2

**GENERAL FRAMEWORK OF THE COURSE AND SCHEME OF THE EXAMINATION.**

The B.Ed. Special education (V.I.) course consists of five Theory Papers each of 100 Marks making total of 500 Marks. Methodology paper includes Languages, Social science, science & Technology, Economics, Mathematics, Accountancy / Element of Accountancy. Practice of Teaching including practicum, sessional work are as per the scheme. In Methodology Paper Methods will have the same syllabus as of B.Ed. general course of Veer Narmad South Gujarat University, Surat. Prescribed from time to time.

**PRACTICUM**

**Objectives:**

The trainee teachers are expected to acquire the knowledge to develop the skills in the following 'practical training areas':-

I. Practice Teaching	-	200 Marks
II. Braille	-	100 Marks
III. Other Practicals	-	200 Marks
		Total = 500 Marks

**Course Content:**

**I. PRACTICE TEACHING:**

SL. No.	Type of Lessons	No of Lessons	Marks/ Weightage of Lessons	Marks Per Lesson	Total
1	2	3	4	5	6
A	Sessional Work	40	150		
1.	Micro lessons	4		5	20
2.	Observation lessons/ Internship lessons	4		5	20
3.	Subject Specialization teaching lessons ( 50% in Special school/ Blind school)	10		20	200
4.	Plus curriculum (Including Braille teaching, sensory training, daiiy living skills etc.)	10		20	200
5.	Co-curriculum lessons	5		6	30
6.	Common/ Other school subject teaching in Blind school	5		6	30
B	Final/Annual lessons(In subject specialization at Blind school)	2	50		
Total		40	200		★ 500

★ 500 Marks will be converted into 150 Marks of sessional work A.

Note:- The trainee teacher should plan & execute the lessons on the basis of special needs of Visual Impaired Children and Methodology subject teaching in special and inclusive school settings.

**II. BRAILLE:**

**- 100 Marks**

- (i) Reading and writing Bharti Braille as applicable to regional language (Gujarati), standard English (Grade I & II ), Mathematics (Nemeth code) and Science Notation.
- (ii) Transcription of Braille materials in to print in English and Gujarati Language and Vice versa.

*Handwritten signature/initials*

III Other than practice teaching .

200 Marks

Sr.No.	Name of Subjects / Topic	Marks
1	Preparation and use of Reading Readiness Material	10
2	Assistive Devices :	30
	(a) Use of Braille Slate & Stylus and Brailiers. (b) Use of Taylor frame, Abacus and other Mathematical Devices. (c) Use of Computer for the Visually Impaired. (d) Use of speech software and talking equipments. (e) Use of adapted physical education devices.	
3	Orientation and Mobility : (a) pre-care skills (b) Long care skills (c) Knowledge about conventional and electronic devices for mobility. (d) Preparation and use of audio and tactile mobility maps.	30
4	Function vision assessment and training of Low vision child.	20
5	Case study of 2 VIC	20
6	Preparation and use of improvised Teaching Learning Material (TLM) in both methods of teaching.	20
7	Preparation and use of Achievement test.	10
8	Visit to special / inclusive /integrated school and institutions working for the disabled.	10
9	Periodical Assessment.(Two terminal Tests)	50
	Total	200

### Basic Aids and Appliances Required for Practical training :-

1. Braille slate and stylus
2. Brailers
3. Mathematical devices (Abacus, Taylor Frame etc.)
4. Tactile aids.
5. Reading readiness material.
6. An embossed political map of the world, Asia and India.
7. A physical feature map of the world ,Asia and India
8. Mobility map the of the City or Village where the trainee studies.
9. A kit to develop the visual efficiency of a low vision child.
10. A kit for low vision assessment.
11. Material for adapted physical education.
12. Optical and non –optical devices for low vision.
13. Teaching learning material for the teaching various school subjects.
14. Mobility canes.

#### ★ NOTE :

This syllabus of B.Ed.(Special Education –Visual Impairment) Course has been revised and Redesigned to fulfill the national and local needs of the society on the basic of guidelines and recommendations of R.C.I. and V.N.S.G.University, Surat.

1. 7-14 (3)/RCI -2005,dated.14-9-2005 regarding implementation of revised syllabu of B.Ed.(Spl. Edu.) Course-Rehabilitation Council of India, Govt.of India,New Delhi.
2. Aca./paripatra/ Shikshan,vi/9954/05 dated 17-10-2005 regarding syllabus of B.Ed.(Spl.Fdu.- V.I.)-VNSGU,Surat.
3. Aca/11519/06.dated 14-11-2006 regarding syllabus and evaluation – VNSGU,Surat.
4. Aca./paripatra/12094/07,dated 18-10-2007 regarding marking pattern of external and internal –VNSGU,surat.