


Jiwaji University Gwalior (M.P.)

B.ED. Spl. Ed.

Session DEC 2018

First Semester Scheme

University Course	Micro pro	Com p/Op	Course Name	Total Marks	Theory			Practical			Sessional			
					Max.	Min.	Total	Max.	Min.	Total	Max.	Min.	Total	
101		C	Human Growth & Development	100	80	32						20	8	
102		C	Contemporary India and Education	100	80	32						20	8	
103		C	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	50	40	16						10	4	
104		C	Introduction to Neuro Development Disabilities (LD, ID, /MR, ASD)	50	40	16						10	4	
105		C	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	50	40	16						10	4	
106		C	Assessment and Identification of Needs	100	80	32						20	8	
107		C	Practical: Cross Disability and Inclusion	50				50		25				
MAX MARKS			AGGR. PASS %	CLASS Y/N	2nd Div. Y/N	GRA CE Y/N	GRACE IN EACH PAPER	ATKT/ PNS/S uppl. Y/N	NO. OF SUB.	NO. OF SUB. TO APPEAR				
500			45%					Y	7	7				7

25/12/19  


Engagement with field as part of courses indicated below :

Sl.NO.	Tasks for the student-teachers	course	place
1	Assignment/Project	A1	Institute
2	Assignment/Project	A2	Institute
3	Assessment & Identification of Needs	C12 (All disabilities)	camp/ clinic/school, etc. for minimum of fifteen

**Area E1: Practical-cross disability and inclusion**

Tasks for the student-teacher	Disability Focus	Educational Setting	Hrs. (60)	Description
classroom observation	Major disability	special school	25	minimum 30 school periods
	other than Major disability	minimum 3 special schools for other disabilities	25	minimum 30 school periods
	any disability	inclusive schools	10	minimum 10 school periods

1. schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).
2. observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at inclusive school/ education/services being provided in the resource room/home based education or vice versa with other disability.

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Jiwaji University Gwalior (M.P.)  
B. ED. Spl. Ed.

Session JUNE 2019

Second Semester Scheme

University Course	Micro pro	Com p/Op	Course Name	Total Marks	Theory			Practical			Sessional			
					Max.	Min.	Total	Max.	Min.	Total	Max.	Min.	Total	
201		C	Learning, Teaching and Assessment	100	80	32						20	8	
<b>Pedagogy of school Subject I &amp; II</b>														
202		O	PEDAGOGY OF SCHOOL SUBJECT I (SEE TABLE A & B)	100	80	20						20	8	
203		O	PEDAGOGY OF SCHOOL SUBJECT II (SEE TABLE A & B)	100	80	32						20	8	
204		C	Inclusive Education	50	40	16						10	4	
205		C	Curriculum Designing, Adaptation and evaluation	100	80	32						20	8	
206		C	Practical: Disability specialization	50					50	25				
MAX MARKS			AGGR. PASS %	CLASS Y/N	2nd Div. Y/N	GRA CE Y/N	GRACE IN EACH PAPER	ATKT/ PNS/S uppl. Y/N	NO. OF SUB.	NO. OF SUB. TO APPEAR				
500			45%					Y		6				

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TABLE A- PEDAGOGY SUBJECT FOR SCIENCE GROUP

SI.NO.	PEDAGOGY I	PEDAGOGY II
1	Pedagogy of Teaching Science to Students of Hearing Impairment	Pedagogy of Teaching Mathematics to Students of Hearing Impairment

TABLE B- PEDAGOGY SUBJECT FOR ART GROUP

SI.NO.	PEDAGOGY I	PEDAGOGY II
1	Pedagogy of Teaching Social Science to Students of Hearing Impairment	Pedagogy of Teaching Hindi to Students of Hearing Impairment
2		Pedagogy of Teaching English to Students of Hearing Impairment

Engagement with field as part of as indicated below:

SI.NO.	Tasks for the student-teachers	course	place
1	Assignment/Project/Presentation	A3	Institute
2	Assignment/Project/Presentation	B6	Institute
3	Assignment/Project/Presentation	C13	Institute/Special/inclusive school
4	Assignment/Project/Presentation	A4/A5	Institute/Special/inclusive school

Area E2: Practical-Disability Specialization (Area C)

Note: schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). skill for micro teaching shall be selected with reference to major disability

SI. NO.	Tasks for the student-teachers	Disability focus	Educational setting	Hrs (60)	Description
					observation of all

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1.1	classroom observation	major disability	special school	30	subjects at different level, minimum 50 school periods.
1.2	a. Lesson planning for subjects selected	major disability	for special school & inclusive set up	10	10 lessons
	b. Lesson planning focusing on adaptation, evaluation	major disability	for special school & inclusive set up	10	10 lessons
1.3	a. micro teaching & simulated teaching on selected skills	general	institute	5	10 lessons
	b. micro teaching & simulated teaching on 5 each from lessons planned in 1.2	major disability	institute	5	10 lessons

  
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Jiwaji University Gwalior (M.P.)  
 B.ED. Spl. Ed.  
 Session DEC 2019  
 Third Semester Scheme

University Course	Micro pro	Com p/Op	Course Name	Total Marks	Theory			Practical			Sessional		
					Max.	Min.	Total	Max.	Min.	Total	Max.	Min.	Total
301		C	Educational Intervention and Teaching Strategies	100	80	32					20	8	
302		C	Technology and Disability	100	80	32					20	8	
303		C	Psycho Social and Family Issues	50	40	16					10	4	
304		C	Practical:Disability specialization	100				100	50				
305		C	Main disability special school (Related to area c)	100				100	50				
306		C	Reading and Reflecting on texts (EPC)	50				50	25				
307		C	Drama and Art in Education (EPC)	50				50	25				
MAX MARKS			AGGR. PASS %										
550			45%										7

  
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Engagement with field as part of course as indicated below:

SI.NO.	Tasks for the student-teachers	course	place
1	a. Assignment/Project/Presentation	C14	Institute
2	b. Assignment/Project/Presentation	C15	Institute
3	c. Assignment/Project/Presentation	C16	Institute
4	d. Assignment/Project/Presentation	D17	Institute/school
5	e. Assignment/Project/Presentation	D18	Institute/school

Area E2-Practical Disability Specialization (Part C)

SI.NO.	Tasks for the student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	a. Classroom observation	Major Disability	Special School	Minimum 30 school Periods
	b. visit to other special schools	Major Disability	Special School	Minimum 2 Schools
1.2	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected subjects	Major Disability	Special School/Resource Room	20 lessons
1.3	Individualised Teaching Lessons on selected subjects	Major Disability	Special School/Resource Room	20 IPES
1.4	Observation of support services	Major Disability	Institute/Clinic	Depending on the specialization

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 12/03/14  
*S. Siva Ravi*

Area F1: Disability Specialisation

Sl.NO.	Tasks for the student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for disability specialisation	Minimum 90 school Periods

Minimum of four weeks should be allocated for school attachment/Internship and reflected in the time table and should cover tasks specified under E-2 and F-1 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability Specialization (E-2 & F-1)
A-4 Pedagogy subject 1	Semester-III (three days-15 Hrs)
A-5 Pedagogy subject 2	Semester-III (three days-15 Hrs)
F-1 School Attachment/Internship	Semester-III (24 days-120 Hrs)



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Jiwaji University Gwalior (M.P.)  
 B.ED. Spl. Ed.  
 Session JUNE 2020  
 Four Semester Scheme

Universtit y Course	Micro pro	Com p/Op	Course Name	Total Marks	Theory			Practical			Sessional		
					Max.	Min.	Total	Max.	Min.	Total	Max.	Min.	Total
401		C	Skill based optional course (cross disability and Inclusion) any one	50	40	16					10	4	
402		C	Skill based optional course (specialization disability) any one	50	40	16					10	4	
403		C	Basic Research & Basic Statistic (EPC)	50			50	25					
404		C	Practical: Cross Disability and Inclusion	100			100	50					
405		C	other disability special school	100	80	32					20	8	
406		C	Inclusive school	100	80	32					20	8	
<b>MAX MARKS</b>			<b>AGGR. PASS %</b>	<b>CLASS Y/N</b>	<b>2nd Div. Y/N</b>	<b>GRA CE Y/N</b>	<b>GRACE IN EACH PAPER</b>	<b>ATKT/ PNS/S uppl. Y/N</b>	<b>NO. OF SUB.</b>	<b>NO. OF SUB. TO APPEAR</b>			
450			40%	NO	YES	YES	1MARK/1PAPER	2	6	6			

  
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Engagement with field as part of course as indicated below:

SI.NO.	Tasks for the student-teachers	course	place
1	Assignment/Project/Presentation	B10	Institute
2	Assignment/Project/Presentation	B11	Institute / School
3	Assignment/Project/Presentation	D19	Institute / School

**Area E1: Practical-Cross Disability and Inclusion (Area B)**

Note: Practical timing shall be included in time table (minimum of four week)

Observation as mentioned are essential. however, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/education services being provided in the resource room/home based education or vice versa with other disability

SI.NO.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	Classroom observation	Other than major disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive Schools	Observation of all subjects at different level, minimum 15 school periods
1.2	Lesson planning and execution on different levels for selected subjects	Any Disability	Special schools for other disabilities/Resource Room	25 Lessons
			Inclusive Schools	25 Lessons
1.3	a. Individualised teaching lessons on different levels for selected subjects		Special schools for other disabilities/Resource Room	20 Lessons
			Inclusive Schools	20 Lessons

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Area F2: Other Disability Special School (Area B)

Sl.NO.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than major Disability	Special Schools for other disabilities	Minimum 180 school Periods

Area F3: Inclusive School (Area B & C)

Sl.NO.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

- 1 ATKT in Two subjects.
- 2 Grace- One marks in a semester only for theory.
- 3 The External and Internal assessment for each theory and MOT paper shall be 75 and 25 respectively.
- 4 The minimum pass marks in each semester shall be 40% for each theory paper. Practicum and internship shall be 50% in each practical candidate will have to pass each theory paper and practicum separately
- 5 A candidate who fills only in two subjects in first semester and in second semester respectively. The course will be eligible to take the examination in the subject (theory paper/practicum) as the case may be in which he/she fails along with the third and fourth semester examination.
- 6 A Candidate who fails only in one subject in the third semester and fourth semester of the course will be allowed to appear as an Ex students in that part of the subject in which he or she fails at subsequent semester examination.
- 7 In case a candidate fails in practice teaching, internship in teaching in teaching he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
- 8 A Candidate will be given a maximum of three chances to pass the examination in any semester of the courses it he/she does not pass the examination even after three chances he/she will not be eligible for B.Ed. Degree.

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9 Division will be awarded to the successful candidate at the end of last semester examination on the basis of cumulative total of marks obtained in the four semesters (two year) B.Ed., six semester in (three years) B.Ed.M.Ed. and Eight Semester in (Four Years)B.A.B.Ed. and B.Sc.B.Ed. course in all the subject including internship in teaching.

10 Award of Division : Successful candidate will be awarded division on the basis of the aggregate marks as per the following.  
a. First Division : 60% and above

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