

E. None of the above

Scanned by CamScanner

7.1.19

दिनांक

23/06/19

सेवा में,

परीक्षा प्रश्नारी

कु० मामावती राजकीय महिला स्नातकोत्तर
महाविद्यालय बादलपुर

विषय - परीक्षा में लेखक (सहायक) उपलब्ध करवाने के
सम्बन्ध में।

महोदय, सविनय निवेदन है कि प्राचीनी कुं सरिता
जारी विरुद्ध है (दोनों मैरिज पोलीसिस) साथ ही
आज सुबह हीलचैयर से गिर जाने के कारण
प्राचीनी के दाय हाथ में चोट लग गयी है इस
कारण प्राचीनी लिख नहीं पा रही हैं अतः
महोदय से विनम्र निवेदन है कि प्राचीनी के
आगामी परीक्षा हेतु लेखक सहायक (लेखक)
प्रदान करने की कृपा करें।

हेतु है,

परीक्षा प्रश्नारी

धन्यवाद

प्रदेश में,

प्राचीनी की समस्या
को दृष्टिगत रखते हुए लेखक (सहायक)
अपने विभाग में उपलब्ध करवाने
कृपा करें।

सारिता
प्राचीनी

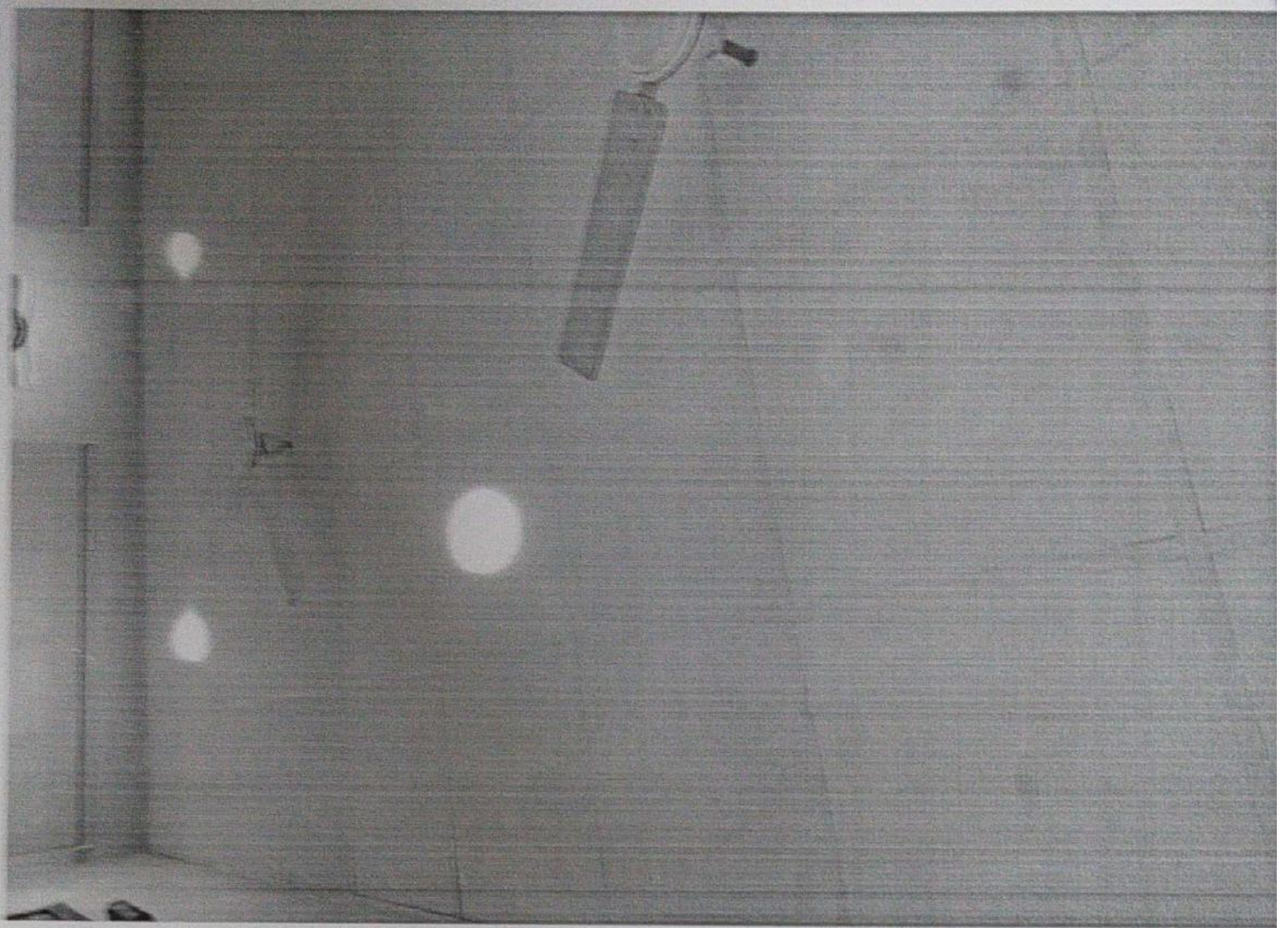
कु० सरिता
वी० ए० ॥

Department Incharge
B. Ed. Department

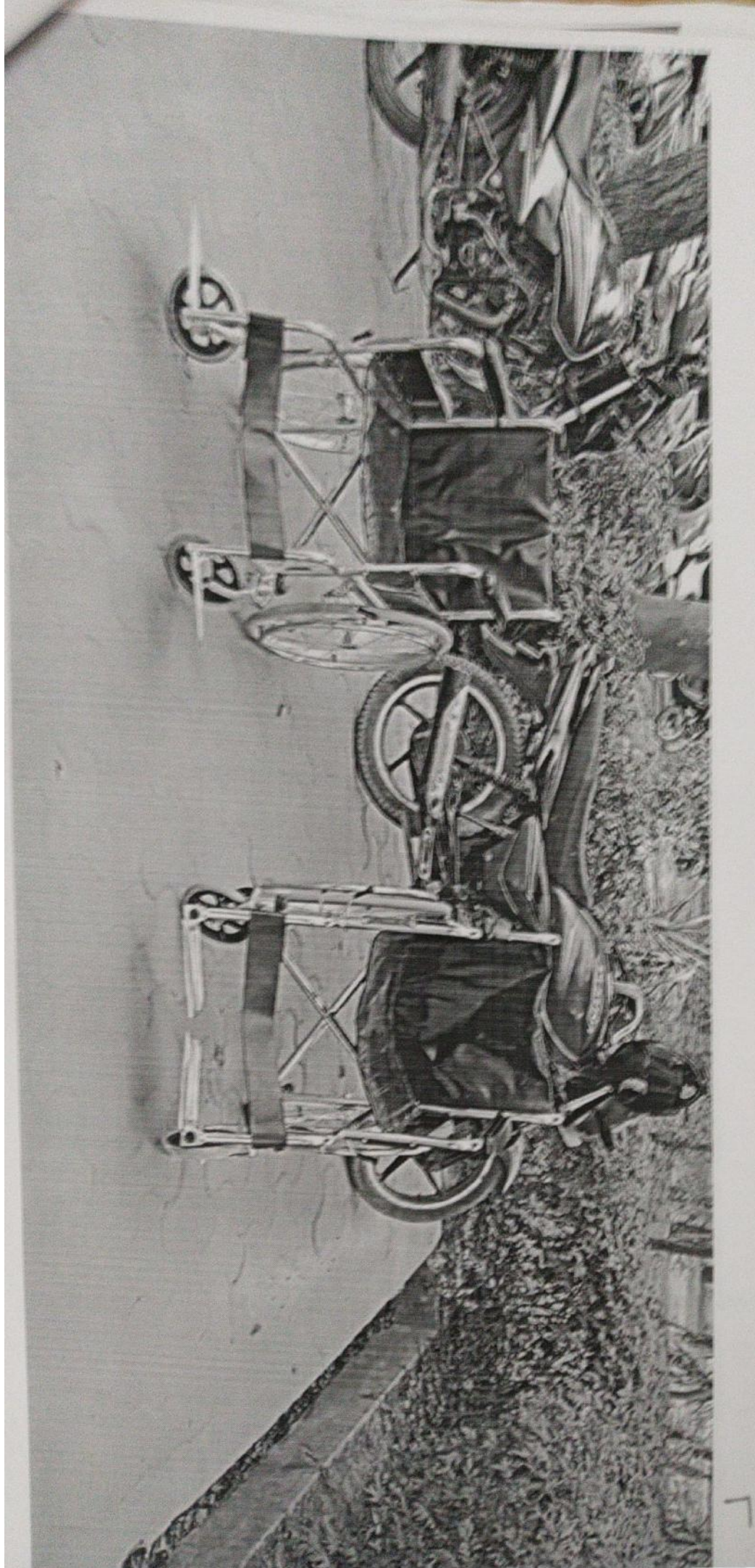
Common Room



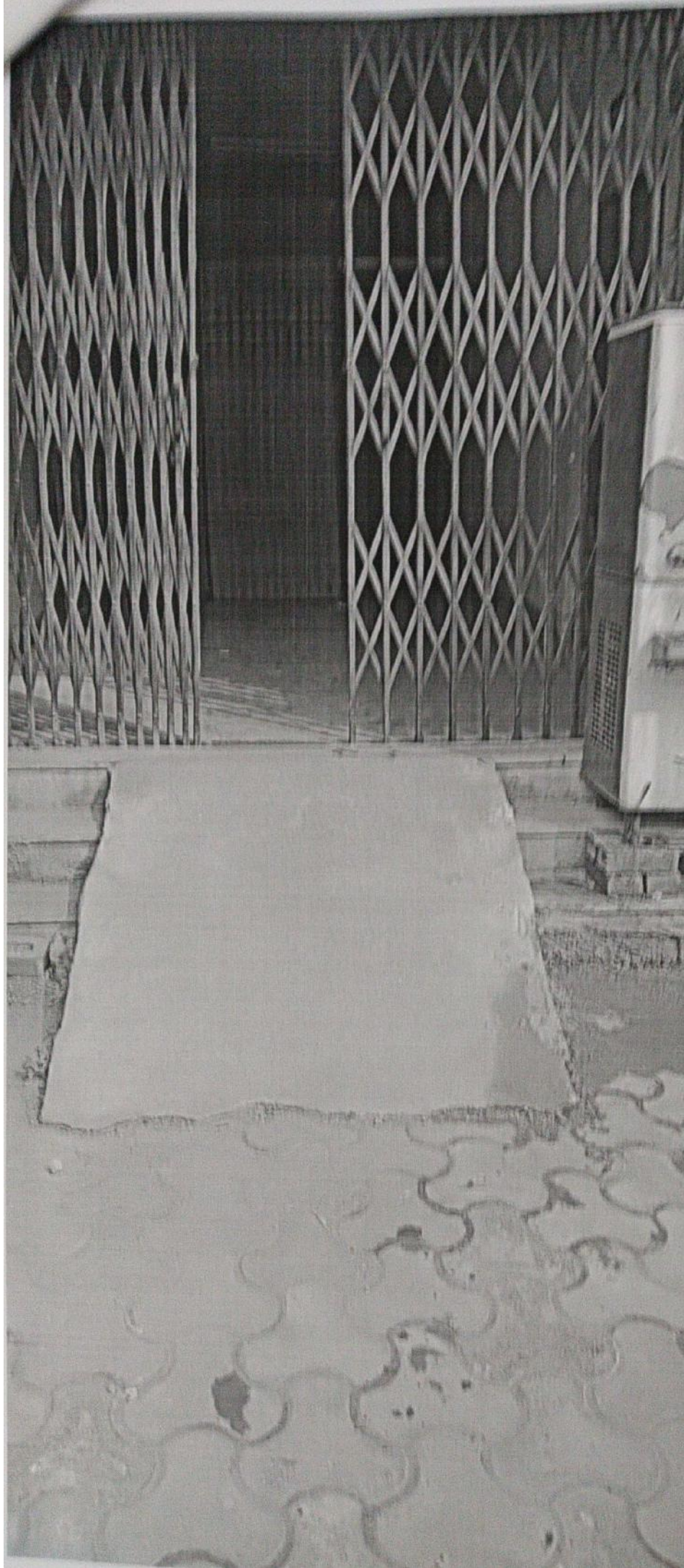
18

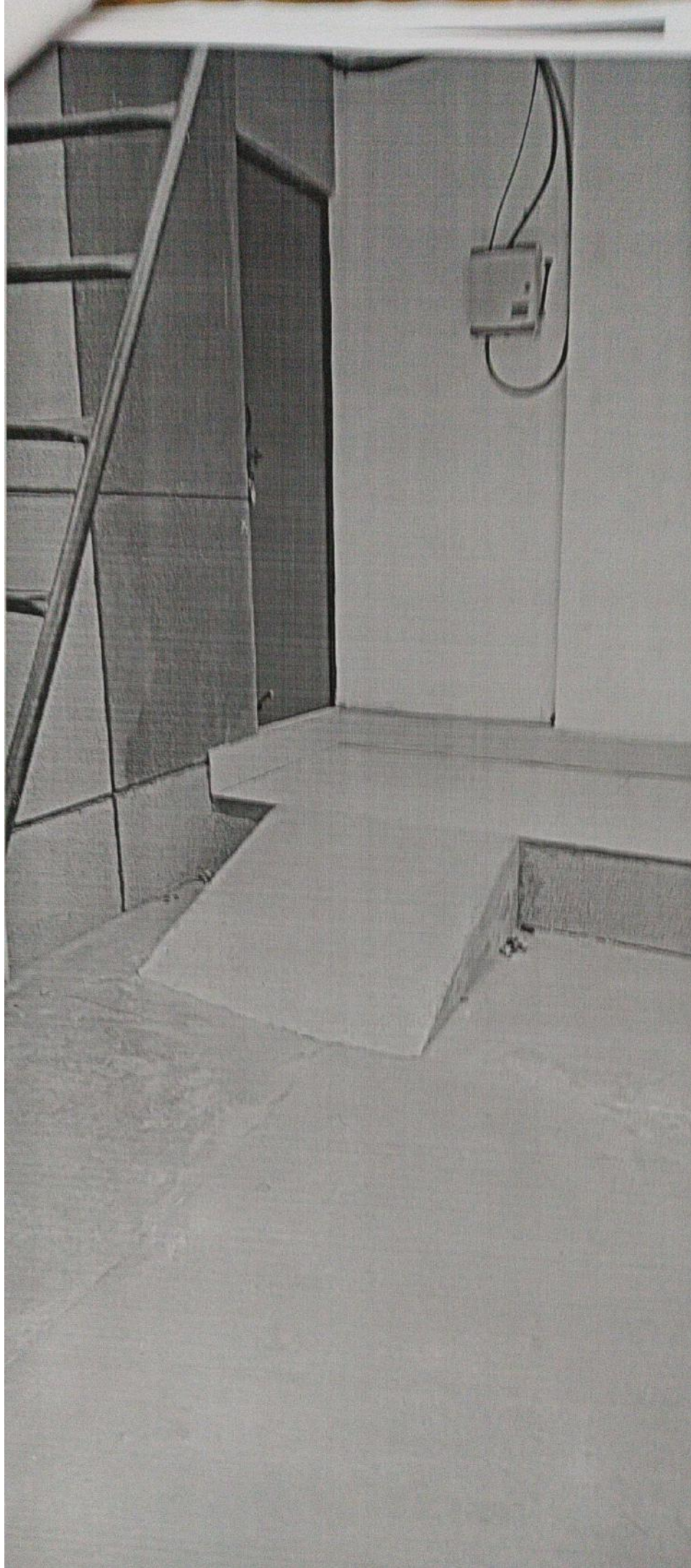


















Braille is a system of embossed signs formed with one or more of six dots arranged in 3x2 matrix. The dots are numbered for reference.

1.1 Letters of the English Alphabet

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	w	x	y	z	To denote capital letters, dots 6 (capital sign) is placed before the character.			

1.2 Cardinal numbers

These are expressed by the letters 'a' to 'j' immediately preceded by the numeral sign.

Num. sign	1	2	3	4	5	6	7	8	9
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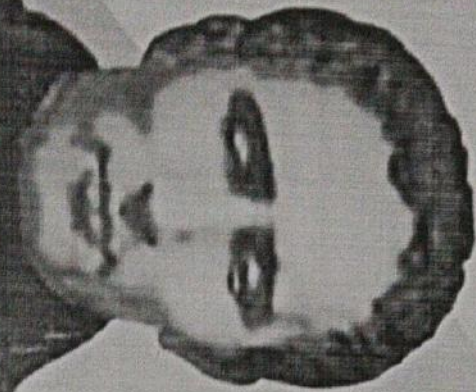
1.3 हिन्दी वर्णमाला के ब्रेल चिह्न

अ	आ	इ	ई	उ	ऊ	ऋ	ॠ
ए	ओ	औ	अं	अः	।	क	ख
घ	ङ	च	छ	ज	झ	ञ	ट
ड	ढ	ण	त	थ	द	ध	न
फ	ब	भ	म	य	र	ल	व
ष	स	ह	क्ष	त्र	ज्ञ	इ	॥

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बेल ज्ञानकोश

भाग - 1



प्रकाशक

nish

बेल ज्ञानकोश

भाग - 2



प्रकाशक

nish

राष्ट्रीय दूरिच्छाभिन्नार्थ संस्थान

ज

(Page 1 of 1)

हिन्दी ब्रेल प्रवेशिका

(पुनर्मुद्रित)

लेखक

आर. एल. वर्मा

प्रधानाध्यापक

दृष्टिबाधितार्थ आदर्श विद्यालय

देहरादून

ब्रेल संस्करण के मुद्रक

केन्द्रीय ब्रेल प्रेस

राष्ट्रीय दृष्टि दिव्यांगजन

संशोधन संस्थान

(सामाजिक न्याय एवं अधिकारिता मंत्रालय,

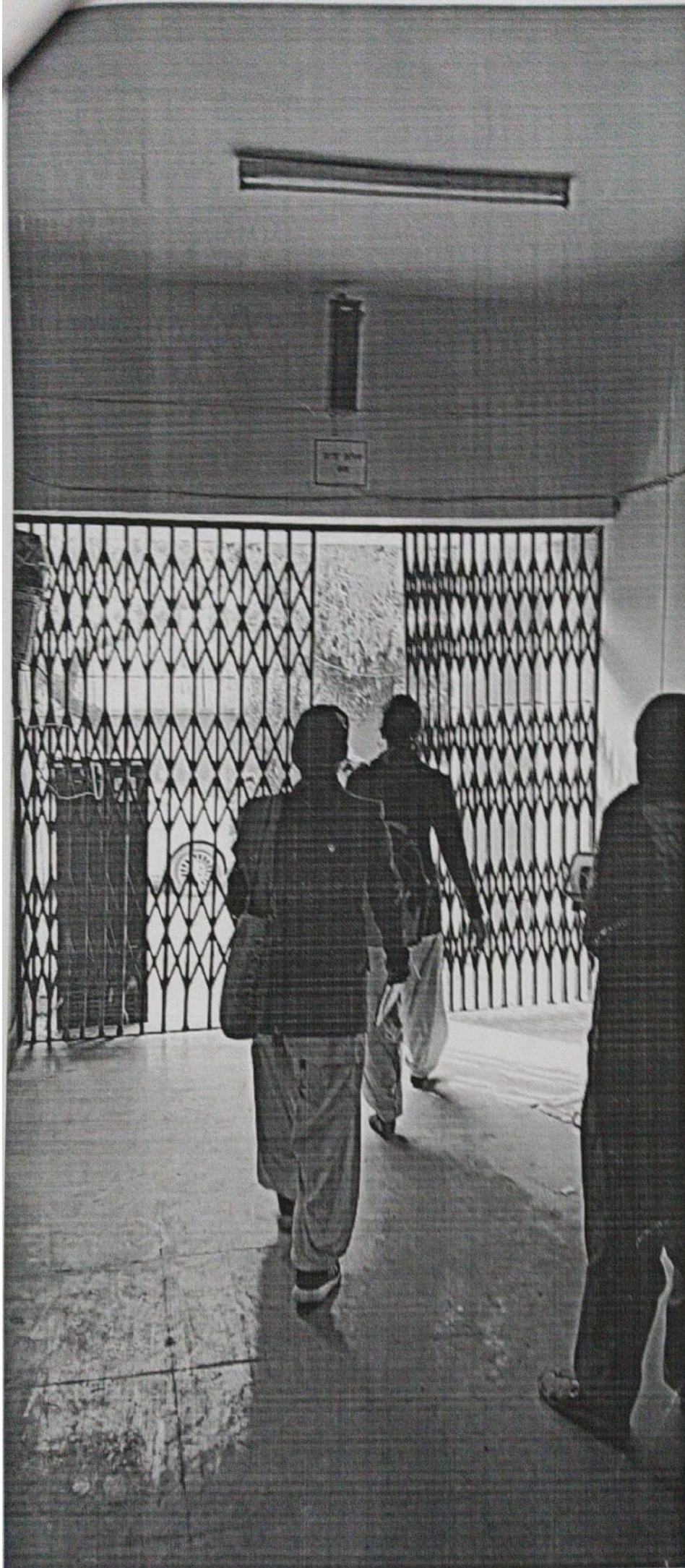
भारत सरकार के अधीन)

116 राजपुर मार्ग,

देहरादून-248001 (उत्तराखण्ड)

फरवरी 2018

मूल्य रु.12.00



7.1.9

Rest room
Available
for
visiting ends

7.1.9



7.1.9

Course Structure

1. Course Status: Core Course (CC-5)
2. Course Number: IX
3. Course Title: CREATING AN INCLUSIVE SCHOOL
4. Course Code: E-361
5. Course Objectives: To enable student teacher to :
 - Understand the concept and nature of inclusive education
 - Understand the global and national commitments towards the education of children with

diverse needs • Prepare conducive teaching learning environment in inclusive schools. • Identify and utilize existing resources for promoting inclusive practices.

Course Contents

Unit I : Introduction to Inclusive Education : • Definition, concept, needs and importance of inclusive education • Historical perspectives on education of children with diverse needs • Difference between special education, integrated education and inclusive education • Policies and legislations for inclusive education and rehabilitation, government scheme and provisions.

Unit II : Children with Diverse Needs : • Definition and characteristics of children with diverse needs • Sensory (hearing, visual and physically challenged) • Intellectual (gifted, talented and mentally challenged) • Developmental disabilities (autism, cerebral palsy, learning disabilities) • Social and emotional problems • Scholastic backwardness, under achievement, slow learners • Children with special health problems • Environmental / ecological difficulties • Children belonging to other marginal groups • Role of teachers for meeting the diverse needs of learners.

Unit III : Inclusive Education and its Practices : • Inclusive instructional design and collaborative instruction for inclusion • Differentiating instruction - peer tutoring and peer mediated instruction and interventions, co-operative learning and co-operative teaching assignments, self regulated learning • Inclusive instruction strategies at school level - remedial help, team teaching, co-teaching, student assistance teams, buddy system, circle of friends, Parent involvement • E-learning, web based learning and inclusive education.

Unit IV : Inclusive Schools : • Infrastructural facilities for an inclusive school • An ideal inclusive school • Role of inclusive school in modern times • Inclusive classroom management.

Unit V : Teachers Role in Inclusive Education : • Qualities of an inclusive teacher • Teachers role in shaping inclusive class room • Inclusive teacher educator in facilitating inclusive education • Guidance and counselling for inclusive teachers, students and principals • Training programme for inclusive teachers.

Tasks and Assignments (any one) : • Preparing a case-study of an abnormal/deviant child/Delinquent child • Visit to an inclusive school and prepare a report • Design and evaluate an inclusive education programme • Draft a counselling program for special need child in secondary school • Prepare a report of recent developments done in the field of inclusive education • Prepare a research proposal related to problems of differently abled learners • A study of NGO promoting inclusive education.

This course will
Build a year for
Developing special
skills in
Student Teachers.