

BACHELOR OF EDUCATION IN SPECIAL EDUCATION THROUGH DISTANCE EDUCATION (B.ED. SEDE)

COURSE DESCRIPTION

Group-A Core Courses: (16 Credits: 12 Theory + 4 Practicals)

| S.No | Course Code | CourseTitle | Year | Credits |
|------|-------------|---|---------|---------|
| 1 | ED-001 | Instructional Technology and Curriculum Development | I Year | 3 + 1 |
| 2 | ED-002 | Educational Psychology | | 3 + 1 |
| 3 | SED-001* | Nature and Needs of Various Disabilities- An Introduction | | 3 + 1 |
| 4 | ED-004 | Education in the Emerging Indian Society | II Year | 3 + 1 |

Group B: Content-Based Methodology / Optional Course (4 Credits: 3 Theory + 1 Practicals)

| Optional Subject | Course Code | Course Title | Year | Credits |
|------------------|-------------|------------------------------|--------|---------|
| Any One | ED-010 | Teaching of Tamil | I Year | 3 + 1 |
| | ED-011 | Teaching of English | | 3 + 1 |
| | ED-012 | Teaching of Special Tamil | | 3 + 1 |
| | ED-013 | Teaching of Special English | | 3 + 1 |
| | ED-014 | Teaching of Science | | 3 + 1 |
| | ED-015 | Teaching of Mathematics | | 3 + 1 |
| | ED-016 | Teaching of Social Science | | 3 + 1 |
| | ED-017 | Teaching of Commerce | | 3 + 1 |
| | ED-018 | Teaching of Economics | | 3 + 1 |
| | ED-019 | Teaching of Computer Science | | 3 + 1 |

Group C: Specialization in one disability area (12 Credits - 9 Theory + 3 Practical)

Mental Retardation (MR)

| Course Code | Course Title | Year of Study | Credits |
|--------------------|---|----------------------|----------------|
| SEMR 01* | Identification an assessment of persons with mental retardation | II Year | 3 + 1 |
| SEMR 02* | Curriculum and Teaching strategies | | 3 + 1 |
| SEMR 03* | Mental Retardation - Its Multidisciplinary aspect | | 3 + 1 |

Hearing Impairment (HI)

| Course Code | Course Title | Year of Study | Credits |
|--------------------|--|----------------------|----------------|
| SEHI 01* | Facilitating Language, Communication Development in Children with Hearing Impairment | II Year | 3 + 1 |
| SEHI 02* | Introduction to Speech and Speech Teaching to the Hearing Impaired | | 3 + 1 |
| SEHI 03* | Audiology and Aural Rehabilitation | | 3 + 1 |

Visual Impairment (VI)

| Course Code | Course Title | Year of Study | Credits |
|--------------------|--|----------------------|----------------|
| SEVI 01* | Introduction to the Education of Children with Visual Impairment | II Year | 3 + 1 |
| SEVI 02* | Educational perspective on Visual Impairment | | 3 + 1 |
| SEVI 03* | Instructional Methods and Strategies for Teaching Children with Visual Impairment. | | 3 + 1 |

* RCI Syllabus shall be followed. For other Course Syllabus and Study Materials of General B.Ed. shall be followed.



TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. (SEDE) Syllabus (Distance Mode)

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|-----------------------|----------|--|
| COURSE TITLE | : | NATURE AND NEEDS OF VARIOUS DISABILITIES- AN INTRODUCTION |
| COURSE CODE | : | SED-001 |
| COURSE CREDITS | : | 3+1 |

OBJECTIVES

The student teacher is expected to acquire a basic knowledge on nature and management of various disabilities such as:

1. Blindness and Low vision
2. Hearing impairment
3. Mental illness
4. Mental retardation
5. Autism
6. Learning disabilities
7. Leprosy cured, Locomotor disabilities, and
8. Multiple disabilities

BLOCK 1 SENSORY IMPAIRMENTS

| | |
|---------------|--|
| UNIT 1 | Blindness and Low vision: Definitions, Identification, Incidence & Prevalence and Characteristics |
| UNIT 2 | Blindness and Low vision: Causes and Prevention; Early Intervention and Educational programmes |
| UNIT 3 | Hearing impairment: Definition, Identification, Incidence & Prevalence, Characteristics and Types |
| UNIT 4 | Hearing impairment: Causes and Prevention, Early Intervention, Communication approaches and Educational programmes |

BLOCK 2 INTELLECTUAL IMPAIRMENTS

- UNIT 5** Mental illness: Definitions, Identification, Incidence & Prevalence and Characteristics, Causes, Prevention, Early intervention and Educational programmes
- UNIT 6** Mental retardation: Definitions, Identification, Incidence & Prevalence, Classification, and Causes and Prevention
- UNIT 7** Mental retardation: Early intervention
- UNIT 8** Mental retardation: Educational programmes

BLOCK 3 NEUROLOGICAL DISORDERS

- UNIT 9** Autism: Definitions, Identification, Incidence & Prevalence and Characteristics, Causes, Prevention, Early intervention and Educational programmes
- UNIT 10** Learning disabilities: Definition, Identification, Incidence and Prevalence, Causes and Prevention
- UNIT 11** Learning disabilities: Characteristics, Types, Early Intervention
- UNIT 12** Learning disabilities: Educational programmes

BLOCK 4 LOCOMOTOR DISABILITIES AND MULTIPLE DISABILITIES

- UNIT 13** Leprosy cured: Definitions, Identification, Incidence & Prevalence and Characteristics, Causes, Prevention, Early intervention and Educational programmes
- UNIT 14** Locomotor disabilities: Definitions, Identification, Incidence & Prevalence and Characteristics, Causes and Prevention
- UNIT 15** Locomotor disabilities: Early intervention and Educational programmes
- UNIT 16** Multiple disabilities: Definitions, Identification, Incidence & Prevalence and Characteristics, Causes, Prevention, Early intervention and Educational programmes

REFERENCE

- Poremba, C. (1967). ***The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth.*** Tuisa: The Association for Children with Learning Disabilities.
- Byrne, M., Shervanian, C. (1977). ***Introduction to Communicative Disorders.*** New York: Harper & Row.
- Mani, M.N.G. (1992). ***Techniques of teaching blind children.*** New Delhi: Sterling Publishers.
- Jangira, N.K., & Mani, M.N.G. (1991). *Integrated Education of the visually Handicapped, Management Perspectives.* Gurgaon Academic Press.
- Harely, R.K., and Lawrence, G.A. (1977). ***Visual Impairment in the Schools.*** Springfield, IL Charles C. Thomas.
- Davis, (Ed.) (1977). ***Our forgotten children Hard-of hearing pupils in the schools.*** Minneapolis National Support Systems Project.
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- Panda, K.C. (1997). ***Education of Exceptional Children.*** New Delhi Vikas Publications.
- Subba Rao, T.A. (1992). ***Manual on Developing Communication Skills in Mentally Retarded Persons.*** NIMH, Secunderabad.
- Van Riper, C.A. and Emerick. L. (1990), ***Speech Correction-An introduction to speech pathology and Audiology.*** Eighth Edition, Prentice Hall.
- Taylor, R.L. (1993). ***Assessment of Exceptional Students Educational and Psychological Procedures.*** Boston Allyn Bacon.
- Baine, D. (1988). ***Handicapped Children in Developing Countries, Assessment, curriculum and Instruction.*** University of Alberta, Alberta.
- Longone, 3. (1990). ***Teaching Retarded learners Curriculum and Methods for improving instruction.*** Allyn and bacon Boston.
- Narayan, & Kutty, A.T.T. (1989). ***Handbook for Trainers of the Mentally Retarded persons. Pre-primary level.*** NIMH, Secunderabad.

Peshwaria, R. and Venkatesan. (1992). ***Behavioural retarded children A manual for Teachers.*** NIMH, Secunderabad.

Evans, P and Verma, V. (Eds.) (1990). ***Special Education. Past Present and Future.*** The Faimer Press.

Muricken, Jose S.J. and Kareparampil, G (1995). ***Persons with Disabilities in Society.*** Trivandrum Kerala Federation of the Blind. 13

Myreddi, V. & Narayan, J. ***Educating Children.*** Secunderabad: NIMH

Narayan, J. ***Educating Children with Learning Problems in Regular Schools.*** Secunderabad: NIMH.



TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. (SEDE) Syllabus (Distance Mode)

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|-----------------------|----------|---|
| COURSE TITLE | : | IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL RETARDATION |
| COURSE CODE | : | SEMR-01 |
| COURSE CREDITS | : | 3+1 |

OBJECTIVES

After studying this paper, the student teachers are expected to realize the following objectives.

1. Define mental retardation and its characteristics and classification.
2. Comprehend the nature, and needs of persons with mental retardation, historical perspectives, causes, prevention, screening and identification.
3. Explain the conditions and educational implications of mental retardation.
4. Enlist the impact of sensory impairments, motor impairment, epilepsy and autism in mentally retarded children.
5. Describe various assessment procedures, assessment tools, and evaluation techniques.
6. Identify and assess the adaptive behaviour pattern of mentally retarded children.
7. Analyze the psycho-social implications of mental retardation.
8. Relate psycho-social implications appropriate to the issues pertaining to family and community.

BLOCK 1 INTRODUCTION TO MENTAL RETARDATION

- | | |
|---------------|--|
| UNIT 1 | Historical Perspective – Concept – Definition – AAMR, WHO (ICD), Legal definition in India – Incidence and prevalence. |
| UNIT 2 | Classification of Mental Retardation:- medical, educational, psychological – Characteristics. |

UNIT 3 Screening and identification: - Prenatal – Infancy – Childhood – Adolescence – Adulthood.

UNIT 4 Causes and Prevention: Pre-conceptual, Pre-natal – Perinatal – Postnatal.

BLOCK 2 ADDITIONAL IMPAIRMENTS

UNIT 5 Introduction: Associated Conditions – Educational implications.

UNIT 6 Sensory Impairments – Vision – Hearing.

UNIT 7 Motor Impairments: Cerebral palsy – Congenital deformities – Muscular dysfunction.

UNIT 8 Epilepsy – Emotional disorders – Autism.

BLOCK 3 ASSESSMENT AND EVALUATION

UNIT 9 Assessment and Evaluation: Definition – Concept – Scope – Types: Continuous and Periodic – Formative and Summative – Psychological – Educational – Behavioural and Clinical assessment for varied ages – Severity levels.

UNIT 10 Norm Reference Test (NRT) – Criterion Reference Test (CRT) – Curriculum based assessment – Interpretation of assessment results and programme.

UNIT 11 Adaptive Behaviour – Tools for Assessment with reference to Indian context.

UNIT 12 Assessment of adaptive and Mal adaptive behaviour – Documentation and Recording – Evaluation.

BLOCK 4 SOCIAL PERSPECTIVE OF MENTAL RETARDATION

UNIT 13 Different Between: Mental Retardation and Mental illness – Psycho – Social aspects: Sexual problems / exploitation – Delinquency – Child Labour – Child abuse – Rights and advocacy.

UNIT 14 Misconceptions and Social practices – Constitutional provisions and their implications – Legislation relating to services for mentally related children – Schemes and benefits provided by Government.

UNIT 15 Impact on parents and parental attitudes – Guidance and Counselling: Parents and family members of mentally retarded children.

UNIT 16 Family intervention – Empowering families: Mobilizing resources and supports – Community awareness and cooperation.

REFERENCE

Overton, T. (1992). ***Assessment in Special Education. An Applied Approach.*** New York: McMillan.

Panda, K.C. (1997). ***Education of Exceptional Children.*** New Delhi: Vikas Publications.

Subba Rao, T.A. (1992). ***Manual on Developing Communication Skills in Mentally Retarded Persons.*** Secunderabad: NIMH.

Van Riper, C.A. and Emerick. L. (1990). ***Speech Correction-An Introduction to Speech Pathology and Audiology.*** Eighth Edition, Prentice Hall.

Taylor, R.L. (1993). ***Assessment of Exceptional Students Educational and Psychological Procedures.*** Boston Allyn bacon.

Baine, D. (1988). ***Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction.*** Alberta: University of Alberta.

Longone. (1990). ***Teaching Retarded Learners Curriculum and Methods for Improving Instruction.*** Boston: Allyn and bacon.

Narayan, & Kutty, A.T.T. (1989). ***Handbook for Trainers of the Mentally Retarded Persons. Pre-primary Level.*** Secunderabad: NIMH.

Peshwaria, R. and Venkatesan. (1992). ***Behavioural Retarded Children A Manual for Teachers.*** Secunderabad: NIMH.

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- Pun, M. & Sen, A.K. (1989). ***Mentally Retarded Children in India***. New Delhi: Mittal Publication.
- Sharma, P. (1995). ***Basics on Development and Growth of a Child***. New Delhi: Reliance.
- Narayan, J. Myreddi, V. Rao, S. (2002). ***Functional Assessment Checklist for Programming***. Secunderabad: NIMH.
- Jeyachandaran, P. & Vimala, V. (2000). ***Madras Developmental Programming System***.
- Narayan, J. ***Graduate Level Assessment Device for Children with Learning Problems in Regular Schools***. Secunderabad: NIMH.
- Myreddi, V. & Narayan, J. (1998). ***Functional Academics for Students with Mild Mental Retardation***. Secunderabad: NIMH.
- Narayan, J. (1990). ***Towards Independence Series 1 to 9***. Secunderabad: NIMH.
- Narayan, J. (2003). ***Educating Children with Learning Problems in Regular Schools***. Secudnerabad: NIMH.
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TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. (SEDE) Syllabus (Distance Mode)

COURSE TITLE : **CURRICULUM AND TEACHING STRATEGIES**
COURSE CODE : **SEMR-02**
COURSE CREDITS : **3+1**

OBJECTIVES

After studying this paper, the student teachers are expected to realize the following objectives:

1. Develop curricular guidance and instructional methods for children with mental retardation.
2. Explain the theories of instruction and methods of teaching.
3. Select the appropriate content area for various age levels and severity levels.
4. Demonstrate the strategies for teaching.
5. List the characteristics of children with learning difficulties.
6. Demonstrate competency to train children with mental retardation in different co-curricular activities.
7. Describe various educational provisions available for mentally retarded children
8. Guide for vocational training and rehabilitation for persons with mental retardation.

BLOCK 1 INTRODUCTION TO CURRICULUM DEVELOPMENT AND INSTRUCTION

- UNIT 1** Aims – Concept – Principles – Approaches (clinical teaching, diagnostic, prescriptive teaching, multi – sensory, ecological approach and Computer Assisted Instructions) – Steps in development of curricular guidelines for children with mental retardation.
- UNIT 2** Individualized educational programme – Group educational programme in special and inclusive set ups – Emerging trends in curriculum Development.
- UNIT 3** Introduction to Instruction – Theories of instruction – Skinner, Gagne, Bruner – Approaches to instruction.
- UNIT 4** Models of Teaching – Simulated techniques of microteaching – Skills of microteaching and their relevance in special education.

BLOCK 2 CURRICULUM CONTENT – VARIOUS STAGES

UNIT 5 Pre – School (early intervention) Early Childhood years: infant stimulation – Sensory motor training – Self-Help – Communication – Pre- Academic – Social skills.

UNIT 6 Primary age level: Self-Help – Concepts – Functional communication – Functional academics – Pre- Vocational skills – Domestic skills and social skills – Severely and profoundly retarded.

UNIT 7 Secondary age level and Pre –Vocational level: Concept – Functional academics – Possibility of academic integration – Concept of National Open School – Functional communication – Pre - Vocation skills – Social competency skills – Pre - Employment and occupational skills – Domestic skills – Severely / Profoundly retarded.

UNIT 8 Strategies for teaching: Task analysis – Acquisition – Maintenance and generalization – Modeling – Shaping – Chaining – Prompting – Fading reinforcement – Record maintenance and monitoring progress.

BLOCK 3 TEACHING CHILDREN WITH LEARNING PROBLEMS IN RESOURCE ROOM SETTING

UNIT 9 Characteristics of children with learning problems in regular schools – Borderline intelligence – Specific learning disabilities – Scholastic backwardness due to other reasons.

UNIT 10 Assessment of children with learning difficulties – Organisation of resource room – Adapting teaching strategies – Coordinating with regular school teachers.

UNIT 11 Co - Curricular Activities 1: Relevance and Importance – Visual Arts (arts and crafts) and stimulation material – Performing Arts (dance, music, drama, mimicry, etc).

UNIT 12 Co - Curricular Activities 2: Physical education – Yoga – Play – Sports and games – Leisure skills and recreational activities – Emerging trends and activities: Special Olympics – Very special arts – Special youth festivals – Special national and international days.

BLOCK 4 EDUCATIONAL PROVISIONS

- UNIT 13** Concept of normalization – Integration – Mainstreaming and inclusive education – their implications in educational provision.
- UNIT 14** Special schools – Residential schools – Special class in ordinary school – Consultant and itinerant teacher – resource room – Community Based Rehabilitation.
- UNIT 15** Vocational Training and Rehabilitation.
- UNIT 16** Social benefits and Schemes – State and Central governments, NGOs.

REFERENCE

- Overton, T. (1992). *Assessment in Special Education - An Applied Approach*. New York: McMillan.
- Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi: Vikas Publications.
- Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Retarded Persons*. Secunderabad: NIMH.
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- Peshwaria, R. and Venkatesan, S. (1992). ***Behaviour of Retarded Children: A Manual for Teachers***. Secunderabad: NIMH.
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- Narayan, J. (1999). ***Skill Training Series 1-9***. Secunderabad: NIMH:
- Myreddi, V. & Narayan, J. (2000). ***Functional Academics for Students with Mental Retardation***. Secunderabad: NIMH.
- Myreddi, V. & Narayan, J. (1998). ***Functional Academics for Students with Mild Mental Retardation***. Secunderabad: NIMH.
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- Narayan, J. (2003). ***Educating Children with Learning Problems in Regular Schools***. Secunderabad: NIMH.
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- Overton, T. (1992). ***Assessment in Special Education. An Applied Approach***. New York: McMillan.



TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. (SEDE) Syllabus (Distance Mode)

| | | |
|-----------------------|----------|--|
| COURSE TITLE | : | MENTAL RETARDATION – ITS MULTIDISCIPLINARY ASPECT |
| COURSE CODE | : | SEMR-03 |
| COURSE CREDITS | : | 3+1 |

OBJECTIVES

After studying this paper, the student teachers are expected to realize the following objectives:

1. Comprehend the physiological and psychological aspects of mental retardation.
2. Describe the associated problems of mental retardation.
3. Enumerate the developmental stages and developmental lag of children with mental retardation.
4. Explain the maladaptive behaviour and its management.
5. Narrate the nature of the communicative aspects associated with mental retardation.
6. Explain the motor development and functions in children with mental retardation.
7. Demonstrate competency in working with multi-disciplinary team.
8. Explain the Community Based Rehabilitation for persons with mental retardation.

BLOCK 1 PHYSIOLOGICAL ASPECTS

- | | |
|---------------|---|
| UNIT 1 | Neurological Aspects: Autonomous Nervous System – Central Nervous System – Peripheral Nervous System. |
| UNIT 2 | Associated Impairments: Cerebral Palsy – Epilepsy – ADD – ADDH – Autism. |
| UNIT 3 | Genetic Aspects – Endocrinal influences. |
| UNIT 4 | Mental Retardation – Associated Problems. |

BLOCK 2 DEVELOPMENTAL AND BEHAVIOURAL ASPECTS IN RELATION TO MENTAL RETARDATION

- UNIT 5** Developmental stages: Physical – Social – Cognitive – Language – Emotional – Moral – Developmental delays: Implications in the life cycle.
- UNIT 6** Adaptive deficits – Self-Help areas – Emotional – Social cognitive – Language areas.
- UNIT 7** Maladaptive (problem) behaviours – Functional analysis.
- UNIT 8** Ethical issues in strategies for management – management of maladaptive behaviour: Home settings – Classroom settings.

BLOCK 3 COMMUNICATION AND MOTOR ASPECTS

- UNIT 9** Development of speech and language – Functional communication – Receptive and expressive language for children with mental retardation.
- UNIT 10** Hearing and speech disorders – Classroom management – Home training – Role of parents – Activities to enhance communication skills.
- UNIT 11** Gross motor – Fine motor development and impairments – Neuromotor – Eye-hand – Sensory motor – Perceptual motor difficulties – Locomotor / Mobility related problems.
- UNIT 12** Physiotherapy – Occupational therapy – their implications – adaptations in classroom management – Activities to enhance motor functions.

BLOCK 4 WORKING WITH MULTI – DISCIPLINARY TEAM

- UNIT 13** Multi – Disciplinary team – Personnel involved – Nature of co-ordination – Referral agencies – Linkages – Networking – Follow-up.
- UNIT 14** Mentally retarded children – Assessment – Need for inter-departmental linkages at state – National levels in the services.
- UNIT 15** Community Based Rehabilitation (CBR) – Definition – Scope – Education for independent living.
- UNIT 16** CBR – Strengths and limitation – Role of special educator – Challenges and implication.

REFERENCE

- Overton, T. (1992). ***Assessment in Special Education An Applied Approach***. New York: McMillan.
- Panda, K.C. (1997). ***Education of Exceptional Children***. New Delhi: Vikas Publications.
- Subba Rao, T.A. (1992). ***Manual on Developing Communication Skills in Mentally Retarded Persons***. Secunderabad: NIMH.
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SCHOOL OF EDUCATION

B.Ed. (SEDE) Syllabus (Distance Mode)

| | | |
|-----------------------|---|---|
| COURSE TITLE | : | FACILITATING LANGUAGE, COMMUNICATION DEVELOPMENT IN CHILDREN WITH HEARING IMPAIRED |
| COURSE CODE | : | SEHI-01 |
| COURSE CREDITS | : | 3+1 |

OBJECTIVES

After studying this paper, the student teachers are expected to realize the following objectives:

1. Describe the important of communication and function of language as a means of communication.
2. Realize the need of early identification and intervention of Hearing Impairment for language development.
3. Narrate the various methods and techniques of teaching to hearing impaired children.
4. Use appropriate assessment mechanisms.
5. Highlight the role of family and school for language development in children with hearing impairment.
6. Explain the importance of parental guidance and counseling with regard to language development in children with hearing impairment.
7. Narrate the coordination and readiness strategies for language skill learning.
8. Express the need to develop reading and writing skills to support receptive and expressive language.

BLOCK 1 LANGUAGE & COMMUNICATION

UNIT 1 Foundations of language

Definitions & Scope of Communication – Definition, nature and functions of verbal language - Biological – Psychological foundations of language.

UNIT 2 Language Development in Hearing Impaired Persons

Concept - Critical period for language acquisition – Development of receptive and expressive language in hearing persons; & hearing impaired persons.

UNIT 3 Modes of Communication

Oral, Aural, Oral-Aural, Auditory Verbal (AVT) - Manual-sign language, Indian signing System (ISS) - Cued speech – finger spelling.

UNIT 4 Methods of Communication

Methods of Communication - Philosophy, Justification, advantages, disadvantages, types & programmes in India - Oralism - Total Communication (TC) - Educational bilingualism.

BLOCK 2 TEACHING METHODS & ASSESSMENT

UNIT 5 Methods & Techniques of teaching

Methods of teaching language to the Hearing Impaired - Natural method: concept, Montessori, Froebel method - Structural method: concept, Importance, Developing vocabulary and grammar - Combined method: concept, Importance, Role of teacher - Principles and techniques of teaching through News/Conversation-Story telling - Directed activity – Visit - Free play - Picture Comprehension – Dramatization – Poems - Unseen Passages.

UNIT 6 Teaching of text, poetry & grammar

Teaching of texts and poetry for all levels and high school - Teaching grammar through conversational method – Teaching formal grammar at all levels.

UNIT 7 Assessment

Meaning, definition and scope in education - Types of assessment - Formal, informal tests - Their selection - Standardized language test: Meaning, scope - Indian tests.

UNIT 8 Classroom assessment techniques

Knowledge based - Language based-open ended - Close ended – Direct – Indirect - Inferential.

BLOCK 3 ROLE OF FUNCTIONARIES

UNIT 9 Role of parents, teachers & families

Impact of early identification and intervention of hearing impairment for language development - Role of parents – Teachers - Family members - Role of parents & teachers as equal partners.

UNIT 10 Importance of parental guidance & counselling

Parental guidance - Its role – Scope - Importance - parental counselling - Home training.

UNIT 11 Sociology Implications

Attitudes of Siblings – Peers – Parents - Teachers and community.

UNIT 12 Inclusion & community awareness

Inclusion - Teacher's role in inclusion - Community awareness programmes.

BLOCK 4 READING AND WRITING

UNIT 13 Development of motor coordination

Development of motor coordination - Visual perception - Auditory perception.

UNIT 14 Reading Readiness

Reading Readiness – Pre-reading skills - Sign vocabulary.

UNIT 15 Development of Reading

Goals and importance of reading-classification of reading - According to goal - Functional, Recreational, Remedial, Developmental – Goals according to method - Loud Reading, Silent Reading - Method of Teaching, Reading - Traditional and recent methods.

UNIT 16 Development of Writing

Prewriting skill development-Goals and importance of writing - Development of writing: look and write, listen and write, writing with proper speed, comprehensive and spontaneous writing.

REFERENCE

Bender, R. (1985). *The Conquest of Deafness*. Cleveland, OH Western Reserve University.

Davis, (Ed.). (1977). *Our Forgotten Children Hard-of Hearing Pupils in the Schools*. Minneapolis National Support Systems Project.

Davis, H. Silverman, S.R. (1970). *Hearing and Deafness*. New York: Holt, Rinehart & Winston.

Frisna, R. (Ed.). (1976) 4. *A Bicentennial Monograph on Hearing Impairment*. - Trends in the USA. The Volta Review.

Hart, B.O. (1963). *Teaching Reading to the Deaf*. Washington, DC: The Alexander Graham Bell Association for the Deaf. Inc.

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Jeffers, J. & Barley, M. (1975). *Speech Reading (Lip reading)*. Springfield, IL Charles C. Thomas.

O'rouke, T. (1970). *A Basic Course in Manual Communication*. Silver Spring MD: National Association of the Deaf.

Sanders, D.A. (1971). *Aural rehabilitation*. Englewood Cliffs, NJ: Prentice Hall.



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SCHOOL OF EDUCATION

B.Ed. (SEDE) Syllabus (Distance Mode)

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| COURSE TITLE | : | INTRODUCTION TO SPEECH AND SPEECH TEACHING TO THE HEARING IMPAIRED |
| COURSE CODE | : | SEHI-02 |
| COURSE CREDITS | : | 3+1 |

OBJECTIVES

After studying the paper, the student teachers are expected to realize the following objectives:

1. Describe the anatomy and physiology of the Articulatory system.
2. Explain the mechanism of speech.
3. Narrate the normal development of speech.
4. Enumerate the development of speech in a hearing impaired child.
5. Classify the speech pattern of hearing impaired children.
6. Assess the voice quality and speech forms.
7. Explain the models and stages of speech training.
8. Use various approaches/ methods for correction of speech.

BLOCK 1 SPEECH MECHANISM

UNIT 1 Speech system

Anatomy and physiology of the Respiratory, Phonatory, and Articulatory systems – Resonatory system.

UNIT 2 Functions of speech

Definition and functions of speech – Speech as an overlaid function.

UNIT 3 Mechanisms of speech

Mechanisms of breathing – Breathing for speech – Vocal cord adjustment – Prerequisites for the production of speech.

UNIT 4 Characteristics of speech

Speech – Its characteristics – Speech Intelligibility – Parameters of speech.

BLOCK 2 NORMAL SPEECH & PHONETICS

UNIT 5 Aspects of speech

Non – Segmental and Supra – Segmental aspects of speech – Voice – Duration – Pitch – Loudness – Quality – Rhythm – Rate – Intonation – Stress – Accent – Phrasing – Pause.

UNIT 6 Multi – Sensory speech reception

Multi sensory speech reception – Meaning – Hearing and vision – Hearing and touch – Vision and touch – Hearing.

UNIT 7 Phonetics

Description and classification of speech – Vowels – Consonants – Diphthongs – Definition of phonetics.

UNIT 8 Relevance of Phonetics

Introduction of I.P.A. with reference to phonemes of regional language – Relevance of phonetics in the correction of speech of Hearing Impaired children.

BLOCK 3 SPEECH PERCEPTION AND EVALUATION

UNIT 9 Perception of speech

Perception of speech with and without hearing aid – Development of speech in a child with the hearing impairment.

UNIT 10 Description of speech

Description and classification of speech error present in the speech of a hearing impaired child – Problems relating to voice, articulations, breathing or supra segmental.

UNIT 11 Assessment of voice

Assessment of voice – Vocalization – Duration - Loudness – Pitch and voice quality.

UNIT 12 Assessment of speech

Assessment of speech sounds – Articulation – Vowels – Consonants – Diphthongs – Planning for correction of the error detected – Lesson plan.

BLOCK 4 REMEDIAL MEASURES

UNIT 13 Speech teaching

Models of speech teaching – Developmental – Correctional.

UNIT 14 Stages of speech teaching

Stages of speech teaching developed by Dr. Ling – Consonant and vowel correction – Place, manner and voicing and deviant patterns.

UNIT 15 Correction of speech

Use of auditory global method – Multi sensory approach – Electronic, visual, tactile aids for correction of speech.

UNIT 16 Teaching activities

Individual speech teaching activities – Classroom speech teaching activities.

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TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. (SEDE) Syllabus (Distance Mode)

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|-----------------------|----------|---|
| COURSE TITLE | : | AUDIOLOGY AND AURAL REHABILITATION |
| COURSE CODE | : | SEHI-03 |
| COURSE CREDITS | : | 3+1 |

OBJECTIVES

After studying this paper, the student teachers are expected to realize the following objectives:

1. Describe the Anatomy and Physiology of the ear.
2. Assess the hearing capability of an individual.
3. Explain the basics of sound.
4. Operate an Audiometer and assessing the hearing loss in adults, infants and children.
5. Explain the function of hearing aids.
6. Enumerate the use of hearing aids to compensate for the hearing impairment and development of language.
7. Set the classroom adaptation for hearing impaired children.
8. Provide auditory training to hearing impaired children.

BLOCK 1 HEARING MECHANISM

UNIT 1 Basis of Hearing mechanism

Basic Anatomy and Physiology of hearing mechanism – Outer, middle and inner ear – Definitions of terminologies used for hearing impairment (hard of hearing, deaf, pre-lingual. Post – Lingual, sensory – Neural, Conductive).

UNIT 2 Hearing Impairment

Concept of impairment – Disability – Handicap with reference of Hearing Impairment

UNIT 3 Hearing Loss

Basic concept of hearing loss – Prenatal, perinatal and postnatal causes – Types of hearing loss – Prevention of hearing loss.

UNIT 4 Identification of hearing loss

Early identification of hearing loss – Its importance – Tests (subjective and objective) – Other available methods.

BLOCK 2 AUDIOMETRY

UNIT 5 Basics of Sound

Sound – Propagation of Sound – Parameters of Sound – Zero dB reference for pressure and power.

UNIT 6 Audiometry – I

Pure tone audiometry – Speech audiometry – Use of masking – Parts and use of audiometers.

UNIT 7 Audiometry – II

Free field audiometry – Aided audiograms – Unaided audiograms.

UNIT 8 Interpretation of audiograms

Interpretation of audiogram – Concept of speech banana – Basic and educational implications – Case reports and their interpretation.

BLOCK 3 AMPLIFICATION DEVICES AND STRATEGIES

UNIT 9 Hearing aid & its types

Part of a hearing aid- Their functions – Types of hearing aids – Body worn – B.T.E. in the ear – Computer programmed hearing aid – Parameters for determining good quality of hearing aids.

UNIT 10 Ear moulds

Importance of ear moulds – Types of ear moulds.

UNIT 11 Amplification devices

Classroom amplification devices – Hard – Wire system – Induction Loop system – FM system – Infrared system – Speech trainer – Recent developments in Amplification devices and strategies – Cochlear Implant.

UNIT 12 Care and maintenance of hearing aids

Care and maintenance of all group hearing aid systems – Training parents regarding use, care and maintenance of hearing aids and moulds.

BLOCK 4 CLASSROOM MANAGEMENT & AUDITORY TRAINING

UNIT 13 Classroom management

Setting up of a classroom for hearing impaired children – Classroom acoustics – S/N ratio – Ways to improve S/N ratio – Adjustment of children with various degrees of loss in one group – Comparison between group hearing systems and individual hearing aids.

UNIT 14 Auditory training

Definition of auditory training – Meaning and scope – Consequences of auditory training – Auditory physiology – 7 sound test.

UNIT 15 Stages of Auditory training

Stages of auditory training – Detection – Discrimination – Identification – Comprehension – Importance of auditory training in the comprehension of spoken language.

UNIT 16 Sounds

Use of gross sounds – Environmental sound voice – Discrimination between speech sounds – Loudness – Stress – Temporal factors – Rhythm – Pauses.

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TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. (SEDE) Syllabus (Distance Mode)

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|-----------------------|----------|---|
| COURSE TITLE | : | INTRODUCTION TO THE EDUCATION OF CHILDREN WITH VISUAL IMPAIRMENT |
| COURSE CODE | : | SEVI-01 |
| COURSE CREDITS | : | 3+1 |

OBJECTIVES

After studying this paper, the student teachers are expected to realize the following objectives:

1. Narrate the evolutionary process of the development of services for visually impaired children.
2. Define blindness and other types of visual impairment.
3. Describe the impact of visual impairment on the personality development of child.
4. Explain the attitude of people towards children with visual impairment.
5. Identify and assess the children with low vision
6. Plan child-centered educational services for low vision children.
7. Analyse the condition of visually impaired children with additional disabilities.
8. Enumerate the nature of services for visually impaired children with additional disabilities.

BLOCK 1 HISTORICAL PERSPECTIVES AND NATURE OF VISUAL IMPAIRMENT

| | |
|---------------|--|
| UNIT 1 | Historical development of education in India and Abroad – Mainstreaming of disabled persons in the society |
| UNIT 2 | Psychological implications – Sociological implications of visual impairment |
| UNIT 3 | Concept of impairment, handicap, activity limitation and disability |
| UNIT 4 | Definition and classification of blindness and low vision – Incidence and prevalence of visual impairment |

BLOCK 2 IMPLICATIONS OF VISUAL IMPAIRMENT ON PERSONALITY DEVELOPMENT

- UNIT 5** Effects of blindness on growth and development – physical, social, intellectual and emotional – Problems of visual impaired adolescent, helping visually impaired adolescent
- UNIT 6** Implications of visual impairment on personality development – Effects of early blindness on personality, verbalism and mannerism
- UNIT 7** Attitude towards visual disability – Parental attitudes, attitudes of siblings, peer group attitude and stereotypic attitude towards blindness.
- UNIT 8** Teachers' attitudes, social attitudes, and attitude modification

BLOCK 3 EDUCATION OF LOW VISION CHILDREN

- UNIT 9** Assessment of low vision
- UNIT 10** Educational problems of low vision children – Visual stimulation and visual efficiency
- UNIT 11** Low vision aids – magnifiers, large print materials, and computers
- UNIT 12** Education of low vision children with associated intellectual impairment, hearing impairment and neurological impairment including classification, assessment and teaching strategies.

BLOCK 4 VISUALLY IMPAIRED CHILDREN WITH ASSOCIATED DISABILITIES

- UNIT 13** Concept – Types of associated disabilities – hearing impairment, mental retardation, locomotor and neurological disorders, learning disabilities.
- UNIT 14** Educational implications
- UNIT 15** Support services – modify and implications
- UNIT 16** Current status of education of visually impaired children with additional disabilities.

REFERENCE

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- Mani, M.N.G. (1992). ***Techniques of Teaching Blind Children.*** New Delhi: Sterling Publishers.
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TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. (SEDE) Syllabus (Distance Mode)

| | | |
|-----------------------|----------|---|
| COURSE TITLE | : | EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT |
| COURSE CODE | : | SEVI-02 |
| COURSE CREDITS | : | 3+1 |

OBJECTIVES

After studying this paper, the student teachers are expected to realize the following objectives:

1. List the common eye defects of children and adults.
2. Use the tests appropriate for assessing the capabilities of visually impaired children.
3. Describe various educational service options available for visually impaired children.
4. Pin-point the factors responsible for successful integration and inclusion.
5. Narrate the need and nature of curricular adaptation for visually impaired children.
6. Organise the co-curricular activities for visually impaired children.
7. Plan educational services leading to rehabilitation of visually impaired adults.
8. Adopt the community programmes for the rehabilitation of visually impaired children.

BLOCK 1 ANATOMY & PHYSIOLOGY OF THE EYE, AND ASSESSMENT PROCEDURES

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|---------------|--|
| UNIT 1 | Eye and Eye care - Visual Acuity, refraction, fusion, depth perception Visual deficit, tunnel vision, loss of visual field, central scotoma, low vision |
| UNIT 2 | Refractive errors - myopia, hyperopia, presbiopia, astigmatism - Common eye diseases - cataract, glaucoma, traucoma, corneal ulcer, Xerophthalmia, retinitis pigmentosa, macular degeneration, optic atrophy |
| UNIT 3 | Clinical assessment of visual impairment - Functional assessment procedures - Commonly used adapted tests for assessment |
| UNIT 4 | Importance of early identification and intervention - Selective educational placement |

BLOCK 2 EDUCATIONAL SERVICES

- UNIT 5** Cascade system of service delivery
- UNIT 6** Models of integrated education: resource model, itinerant model, combined model, cluster model, cooperative model, dual teacher model, multi-skilled teacher model
- UNIT 7** Concept of inclusive education - Role of functionaries - head masters/principals, special teachers, class room teachers, parents and peers
- UNIT 8** Factors responsible for successful integration and inclusion

BLOCK 3 CURRICULAR ADAPTATION

- UNIT 9** Importance of curricular adaptations
- UNIT 10** Direct and indirect services, material development and presentation
General principles of material preparation: duplication, modification, substitution
- UNIT 11** and omission - Use of adapted instructional material for teaching and learning subjects like maths, science, social science, etc.
- UNIT 12** Creative arts and adapted physical education activities, yoga, strategies for coping with stress

BLOCK 4 EDUCATION FOR REHABILITATION

- UNIT 13** Pre-requisite skills for the successful rehabilitation of visually impaired persons.
- UNIT 14** Role of multi-purpose rehabilitation workers and Para-professionals - Linkages between education and rehabilitation professionals.
- UNIT 15** Awareness of other development programmes in the community.
- UNIT 16** Familiarizing with poverty alleviation programmes

REFERENCE

- ICEVI. (1995). ***Reaching the Unreached. Asian Conference Proceedings.*** Ahmedabad: Blind People's Association.
- Mani, M.N.G. (1992). ***Techniques of Teaching Blind Children.*** New Delhi: Sterling Publishers.
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- Radha Bai. Et al. (Ed.). (1995). ***All Colours are There.*** Trichy: Holy Cross Service Society.
- Tuttle, D. (1984). ***Self-esteem and Adjusting with Blindness.*** Springfield, IL: Charles C. Thomas.
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TAMIL NADU OPEN UNIVERSITY

SCHOOL OF EDUCATION

B.Ed. (SEDE) Syllabus (Distance Mode)

| | | |
|-----------------------|----------|--|
| COURSE TITLE | : | INSTRUCTIONAL METHODS AND STRATEGIES FOR TEACHING CHILDREN WITH VISUAL IMPAIRMENT |
| COURSE CODE | : | SEVI-03 |
| COURSE CREDITS | : | 3+1 |

OBJECTIVES

After studying this paper, the student teachers are expected to realize the following objectives:

1. Narrate various approaches to be adopted in teaching visually impaired children.
2. Comprehend the sensory training essential for visually impaired children.
3. Demonstrate expertise in teaching plus curricular skills to visually impaired children.
4. Use teaching aids and appliances for visually impaired children.
5. Demonstrate techniques of teaching language skills to visually impaired children.
6. Demonstrate methods of teaching mathematics to visually impaired children,
7. Demonstrate methods of teaching science and social science to visually impaired children.
8. Evaluate the learning of visual impairment children in science and social science.

BLOCK 1 NEED FOR VARIOUS APPROACHES IN TEACHING VISUALLY IMPAIRED CHILDREN

| | |
|---------------|--|
| UNIT 1 | Process of providing non-visual experience to visual ideas. |
| UNIT 2 | Learning stage - sensory motor, concrete operation and abstract thinking (logical operations) - Compensatory instruction for concept development and learning. |
| UNIT 3 | Adaptation of instructional methods in teaching visually impaired children and the use of teaching learning materials. |
| UNIT 4 | Sensory training - importance, objectives and procedures placement - Residual vision |

- Tactile sense
- Auditory sense
- Olfactory sense
- Kinesthetic sense &
- Intercessory coordination

BLOCK 2 TEACHING PLUS CURRICULAR SKILLS

- UNIT 5** Introduction and techniques of teaching various daily living skills to visually impaired children.
- UNIT 6** Techniques of teaching of orientation and mobility, importance of orientation and mobility for persons with visual impairment.
- UNIT 7** Braille - techniques of teaching Braille, reading and writing skills, reading readiness activities.
- UNIT 8** Knowledge of various aids and appliances - Techniques of effective use of remaining senses.

BLOCK 3 METHODOLOGY OF TEACHING LANGUAGE AND MATHEMATICS

- UNIT 9** Developing listening skills - Pre-requisite skills for language development - Development of vocabulary with object / situation characteristics and comprehension skills
- UNIT 10** Verbalization of visually impaired children - Evaluation of the language development skills
- UNIT 11** Factors contributing to learning mathematics - Abstract ideas for the visually impaired - Use of mathematical devices - abacus, Taylor frame and geo board.
- UNIT 12** Mathematical Braille code - Evaluation of mathematical concepts acquired by visually impaired children

BLOCK 4 METHODOLOGY OF TEACHING A) SCIENCE AND B) SOCIAL SCIENCE

- UNIT 13** Methods of teaching science to visually impaired children with the help of relevant equipment

- UNIT 14** Presentation of tactile diagrams — general principles
- UNIT 15** Play way method and field trips in teaching social science - Presentation and use of different types of maps globe and relevant material
- UNIT 16** Evaluation of learning in science and social science.

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