Bachelor of Education in Special Education

Recognized by RCI, New Delhi

(B.Ed. Spl.Ed.)
Distance Mode

Programme Project Report with Detailed Syllabus

Semester Pattern
(from 2021 Calendar year)

தமிழ்நாடு திறந்தநிலைப் பல்கலைக்கழகம்

Tamil Nadu Open University

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Tamil Nadu Open University

Prof. K.Parthasarathy
Vice-Chancellor

FOREWORD

Greetings! The Tamil Nadu Open University (TNOU) has been offering a prestigious programme of study viz., Bachelor of Education in Special Education (B.Ed.Spl.Ed.) with the specializations of Hearing Impairment, Intellectual Disability and Visual Impairment since 2008 through the School of Special Education and Rehabilitation. This programme is entirely unique which trains theprospective, teachers intensively to service both persons with disabilities and non-disabilities in an inclusive setting. The curriculum of B.Ed.Spl.Ed. is designed for 5 semesters (2 ½ years) duration covering the components of theory and practical in the areas of specific disability, cross-disability and inclusion. Intrinsic training in the specific disability institutions and general schools is intensified to gain hands-on rigorous experience dealing with persons of different learning categories. The trained teachers/personnel/professionals who come out from this programme of study can work in the special schools, inclusive setting, colleges and rehabilitation centres, and such certified persons alone are eligible to work with/train persons with disabilities as the law enforcement in our country.
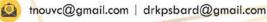
This B.Ed.Spl.Ed. programme of study is recognized by the Rehabilitation Council of India (RCI), the University Grants Commission (UGC), and Government of Tamilnadu. The present syllabus of B.Ed. Spl. Ed. (2020) has been framed/updated including current practices, latest policies and Acts, and innovative models and strategies in the field of disability areas and non-disability areas, with the help of subject experts based on the guidelines of the RCI and the National Council for Teacher Education (NCTE), the statutory bodies of central government of India. Subsequently this syllabus was analyzed & recommended by newly constituted Board of Studies; and approved by the Academic Council and the Syndicate of the TNOU. This B.Ed.Spl.Ed. syllabus is translated into Self-Learning Material (SLM) prepared as per TNOU Self-Learning Material Policy 2019 in both English and Tamil versions which would be helpful for the students pursuing this programme of study, and others like teachers, parents, and professionals dealing with persons with disabilities etc.

At this juncture, I am happy to announce that this B.Ed.Spl.Ed. syllabus is made available in our website: www.tnou.ac.in for the benefit of not only our students but also for all those who seek knowledge on special education and rehabilitation. Your suggestions are most welcome for further enrichment of the syllabus.

Finally, with immense pleasure, I thank all the contributors for their input, and officials of statutory bodies of the University for their approval for this B.Ed.Spl.Ed. syllabus.

With regards,

Date: 05.09.2020

(K.PARTHASARATHY)

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B.Ed. Special Education (B.Ed.Spl.Ed.)
(Distance Mode – Semester Pattern)

Programme Project Report

Programme's Mission and Objectives

The B.Ed. Special Education through distance education is designed to provide higher education needs of aspiring graduates who wish to involve in teaching and service of children with disabilities. The main objective of this programme is to prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children.

Relevance of the Programme with HEI's Mission and Goals

The Programme B.Ed. Spl. Ed. is offered to meet current needs of Special Education teachers for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). This programme aims at developing human resources in higher education to cater to the needs of special children for providing equal educational opportunities and equal educational experiences.

Nature of Prospective Target Group of Learners

B.Ed. Spl. Ed. is meant for students who have completed the UG Degree from any UGC recognized University in the 10+2+3 or 11+1+3 pattern. It targets a. the students who want to fulfill the dream of obtaining a teacher education degree for serving Persons with Disabilities; b. the in-service teachers who wish to serve the children with disabilities; c. the general teachers who work in general schools, want to pursue a degree to work in inclusive schools.

Appropriateness of Programme to be Conducted in ODL Mode to Acquire Specific Skills and Competence

Bachelor Degree programme in Special Education has lot of scope to work in the Special Schools and Inclusive schools; Government Schools and Private schools. The special educators with the CRR (Central Rehabilitation Register) number provided by the Rehabilitation Council of India can work in India and abroad, and even they can establish an institution for Persons with Disabilities in India.

Instructional Design

        Level   : Under Graduate Programme / Bachelor Programme

        Duration   : 2 ½ years (5 Semesters)

        Medium   : English and Tamil Medium

        Jurisdiction : Operational only in Tamil Nadu

Instructional Delivery: The Programme is delivered through the RCI recognized Special Education Learner Support Centres (SELSCs) in Tamil Nadu. The faculty members of the SELSC act as the Academic Counselors of the Programme and handle the Counseling classes for the student teachers. The duration of the programme is two and a half years with five semesters.

Details of Academic Counselling

One Session is of 2 Study Hours

No. of Sessions for each course of 100 marks - 6 (12 Study Hrs)

No. of Sessions for each course of 50 marks - 3 (6 Study Hrs)

Note: A student should have 80% of attendance in Counselling sessions.

Media of Instruction: Print Material in SLM
Procedure for Admissions, Curriculum Transaction and Evaluation

Eligibility

For B.Ed.Spl.Ed. Programme of Tamil Nadu Open University, the admission will be given to the students based on 1. RCI norms, and 2. Tamil Nadu Government **G.O.** for B.Ed. admissions.

Fee: 35,550/- for 2 ½ years

Financial Assistance

SC/ST Scholarship available as per the norms of the State Government of Tamil Nadu. Complete Admission fee waiver for the physically challenged/ differently abled persons.

Policy of Programme Delivery

The Academic Calendar for the Programme will be available for the learners to track down the chronological events/ happenings. The Counselling schedule is uploaded in the TNOU website and the same will be intimated to the students through SMS.

Scheme of Evaluation

The maximum marks for B.Ed. Spl. Ed. is 2000 (Theory Components: 1400 and Practical Components: 600)

NOTE: Those who have attended for Academic Counselling Sessions and completed the Assignments are eligible to write the Term End Examination. But those who did not attend the Workshop sessions are not eligible to attend for Teaching Practice and External Teaching Practicals.

Evaluation System for Theory Courses

"The University will be able to consider a student for granting permission to appear in the Term End Examination, subject to the condition that an

Eligibility Condition Certificate will be given by the Programme Coordinator of the Programme Study Centre to the effect that the student has carried out all the requirements of the programme".

The evaluation process has two segments called Continuous Internal Assessment (CIA) and Term End Examination (TEE) with the marks weightage of 30:70 respectively.

The Scheme of Evaluation of the performance of student-teachers will consist of two main components:

- Continuous Internal Assessment (CIA)
- Term-End Examination (TEE)

The Scheme of evaluation of CIA and TEE for 100 marks is as follows:

For each Theory Course	Maximum Marks	Minimum Marks
Continuous Internal Assessment of Theory Assignments	30	15 (50% of maximum)
Term-End Examinations	70	32 (45% of maximum)
Total	**100**	**50**

The scheme of evaluation of CIA and TEE for 50 marks is as follows:

For each Theory Course	Maximum Marks	Minimum Marks
Continuous Internal Assessment of Theory Assignments	15	8 (50% of maximum)
Term-End Examinations	35	16(45% of maximum)
Total	**50**	**25**

Note: the student has to secure minimum of 45% in Term End Examination; however he/she has to secure 50% in aggregate (TEE+CIA) to pass the course

Evaluation System for Practical Courses

The ratio of marks for Internal and External practical examination is 50:50. The student has to secure minimum of 50% marks as aggregate (Internal + External) to get pass in practical courses.

QUESTION PAPER PATTERN

(100 Marks Courses)

Time: 3 Hours   Maximum Marks: 70

PART – A (3x3=9 Marks)

Answer any Three questions out of Five questions in 100 words

Each question carries 3 Marks

PART – B (3X7=21 Marks)

Answer any Three questions out of Five questions in 200 words

Each question carries 7 Marks

PART – C (4X10=40 Marks)

Answer any Four questions out of Seven questions in 500 words

Each question carries 10 Marks

QUESTION PAPER PATTERN

(50 Marks Courses)

Time: 3 Hours   Maximum Marks: 35

PART – A (5x3=15 Marks)

Answer any Five questions out of Eight questions in 100 words

Each question carries 3 Marks

PART – B (2X10=20 Marks)

Answer any Two questions out of Five questions in 500 words

Each question carries 10 Marks

Classification of Successful Candidate

Candidates who pass all the Courses and who secure 60 percent and above in the aggregate of marks will be placed in the First Class. Those securing 50% and above but below 60 % in the aggregate will be place in the Second Class.

Requirement of Laboratory and Library Resources

The programme will be offered through the Learner Support Centre (LSC) for Special Education approved by Rehabilitation Council of India, and maintained by Tamil Nadu Open University. The LSC has the required infra-structural facilities to conduct the Counselling, Workshop sessions for the students who wish to clear their doubts. There should be the Psychology, Science and ICT labs in the LSCs.

A well equipped Library is available in the University Head Quarters with about 24,000 books and lot of re-search journals. The LSC through which the B.Ed.Spl.Ed. programme is offered is also equipped with a full-fledged library having books and journals related to Education and Special Education.

Cost estimate of the Programme and the Provisions

S.No	Details	Amount in Rs.
1.	Programme Development, Delivery and Maintenance (Expenditure)	65,75,368.00
2.	Programme Fee charged for 2 ½ years per student (Income)	35,550.00
3.	Examination Fee charged for 2 ½ years (Income)	4,750.00
4.	Examination expenses per student for 2 ½ years per student (Expenditure)	760.00

Quality Assurance Mechanism

The Quality of the B.Ed.Spl.Ed programme is maintained by adopting the curriculum suggested by the RCI. As per the guidelines the 5 core courses including 10 content based methodology courses, 6 Cross Disability & Inclusive Education courses, 5 Disability specialization courses, 3 Professional development courses, and Filed engagement and practical related to Inclusive, Major disability and Other disability are included in the programme. As a part of Quality assurance the curriculum for the Programme will be updated once in three years. Necessary steps will be taken to obtain feedback from the students and the Academic Counsellors who are part of the Programme for effective delivery of the Programme.

B.Ed. Special Education (B.Ed.Spl.Ed.)
(Distance Mode – Semester pattern)

Programme Structure

S.N	Course Code		Name of the Course	Marks Distribution			
				Credits	Internal	External	Total
			SEMESTER – I				
1.	SED 11		Human Growth and Development	4	30	70	100
2.	SED 12		Contemporary India and Education	4	30	70	100
3.	SED 13		Inclusive Education	2	15	35	50
4.	SED 14		Introduction to Sensory Disability (VI, HI and Deaf Blind	2	15	35	50
5.	SED 15		Introduction to Neuro Developmental Disabilities (LD, MR ASD)	2	15	35	50
6.	SED 16		Introduction to Locomotor & Multiple Disabilities (CD, MD)	2	15	35	50
			Total	**16**			**400**
			SEMESTER – II				
7.	SED 23		Learning, Teaching and Assessment	4	30	70	100
8.	Any one	S E D 211	Pedagogy of Teaching Special Tamil	4	30	70	100
9.		S E D 212	Pedagogy of Teaching Special English	4	30	70	100
10.		S E D 213	Pedagogy of Teaching Science	4	30	70	100
11.		S E D 214	Pedagogy of Teaching Mathematics	4	30	70	100
12.		S E D 215	Pedagogy of Teaching Social Science	4	30	70	100
13		S E D 216	Pedagogy of Teaching Commerce	4	30	70	100
14.		S E D 217	Pedagogy of Teaching Economics	4	30	70	100
15.		S E D 218	Pedagogy of Teaching Computer Science	4	30	70	100
16.	Any one	S E D 219	Pedagogy of Teaching Tamil	4	30	70	100
17		S E D 220	Pedagogy of Teaching English	4	30	70	100
			Total	**12**			**300**

SEMESTER – III

18.	SEID-31/ SEHI-31/ SEVI-31	Assessment and Identification of Needs - ID Assessment and Identification of Needs - HI Identification of Children with Visual Impairment and Assessment of Needs	4	30	70	100
19.	SEID 32/ SEHI 32/ SEVI 32	Curriculum Designing, Adaptation & Evaluation -ID Curriculum Designing, Adaptation & Evaluation -HI Curriculum Designing, Adaptation & Evaluation -VI	4	30	70	100
20.	SEID 33/ SEHI 33/ SEVI 33	Intervention and Teaching Strategies - ID Intervention and Teaching Strategies -HI Intervention and Teaching Strategies –VI	4	30	70	100
		Total	**12**			**300**

SEMESTER – IV

21.	SED 411/ SED 412	Guidance and Counselling Early Childhood Care Education	2	15	35	50
22.	SED 425/ SED 426	Management of Learning Disability Vocational Training, Transition & Job Placement	2	15	35	50
23.	SEID 44/ SEHI 44/ SEVI 44	Technology & Disability -ID Technology & Disability -HI Technology and Education of the Visually Impaired	4	30	70	100
24.	SEID 45/ SEHI 45/ SEVI 45	Psycho-social and Family Issues -ID Psycho-social and Family Issues -HI Psycho-social and Family Issues – VI	2	15	35	50
25.	SED 43	Basic Research & Basic Statistics	2	15	35	50
		Total	**12**			**300**

SEMESTER – V

26.	SED 51	Reading and Reflecting on Texts	2	15	35	50
27.	SED 52	Drama and Art in Education	2	15	35	50
		Total	**4**			**100**
Field Engagement & Practical related to Inclusive School, Major Disability, and Other Disability areas			24	50	50	600
		Total	**80**			**2000**

Detailed Curriculum

SEMESTER - I

SED-11: HUMAN GROWTH & DEVELOPMENT

Credit: 04   Marks: 100

Introduction

This course exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

Course Learning Outcomes

After studying this course the student- teachers will be able to

• Explain the process of development with special focus on infancy, childhood and adolescence.
• Critically analyze developmental variations among children.
• Comprehend adolescence as a period of transition and threshold of adulthood.
• Analyze different factors influencing child development.

Block 1: Approaches to Human Development

Unit 1: Human development as a discipline from infancy to adulthood

Unit 2: Concepts and Principles of development

Unit 3: Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)

Unit 4: Nature vs Nurture

Unit 5: Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Block 2: Theoretical Approaches to Development

Unit 6: Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)

Unit 7: Psychosocial Theory (Erikson)

Unit 8: Psychoanalytic Theory (Freud)

Unit 9: Ecological Theory (Bronfrenbrenner)

Unit 10: Holistic Theory of Development (Steiner)

Block 3: The Early Years (Birth to Eight Years)

Unit 11: Prenatal development: Conception, stages and influences on prenatal development

Unit 12: Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

Unit 13: Milestones and variations in Development

Unit 14: Environmental factors influencing early childhood development

Unit 15: Role of play in enhancing development

Block 4: Early Adolescence (From nine years to eighteen years)

Unit 16: Emerging capabilities across domains of physical and social emotional

Unit 17: Emerging capabilities across domains related to cognition - metacognition, creativity, ethics

Unit 18: Issues related to puberty

Unit 19: Gender and development

Unit 20: Influence of the environment (social, cultural, political) on the growing child

Block 5: Transitions into Adulthood

Unit 21: Psychological well-being

Unit 22: Formation of identity and self-concept

Unit 23: Emerging roles and responsibilities

Unit 24: Life Skills and independent living

Unit 25: Career Choices

Suggested Readings

• Berk, L. E. (2000). Human Development. Tata Mc.Graw Hill Company, New York.

• Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.

• Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.

• Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.

• Hurlocl, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.

• Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.

• Mittal. S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.

• Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.

• Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.

• Santrock. J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.

• Santrock. J. W. (2007). Adolescence. ,Tata Mc.Graw Hill Publishing Company, New Delhi.

SED – 12: CONTEMPORARY INDIA AND EDUCATION

Credit: 04   Marks: 100

Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

Course Learning Outcomes

After completing this course the student-teachers will be able to

• Explain the history, nature and process and Philosophy of education

• Analyse the role of educational system in the context of Modern Ethos

• Narrate the concept of diversity

• Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context

Block 1: Philosophical Foundations of Education

Unit 1: Education: Concept, definition and scope

Unit 2: Agencies of Education: School, family, community and media

Unit 3: Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism

Unit 4: Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, Sankya Darshan)

Unit 5: Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Block 2: Understanding Diversity

Unit 6: Concept of Diversity

Unit 7: Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

Unit 8: Diversity in learning and play

Unit 9: Addressing diverse learning needs

Unit 10: Diversity: Global Perspective

Block 3: Contemporary Issues and Concerns

Unit 11: Universalisation of School Education, Right to Education and Universal Access

Unit 12: Issues of a) Universal enrolment b) Universal retention c) Universal learning

Unit 13: Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.-t girl child, weaker sections and disabled

Unit 14: Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues

Unit 15: Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms inequalities such as regular and distance education system

Block 4: Education Commissions and Policy (School Education)

Unit 16: Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

Unit 17: National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), Draft NEP 2019

Unit 18: National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).

Unit 19: Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009

Unit 20: International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Block 5: Issues and Trends in Education

Unit 21: Challenges of education from preschool to senior secondary

Unit 22: Inclusive education as a rights based model

Unit 23: Complementarities of inclusive and special schools

Unit 24: Language issues in education

Unit 25: Community participation and community based education

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Suggested Readings

• Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters. Jain, L.C. (2010).

• Civil Disobedience, Book Review Literary Trust, New Delhi.

• Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.

• Draft NEP (2019). MHRD, Govt. Of India

• Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.

• Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi.

• Jangira, N.K. (2012). NCERT Mmother of Inclusive Eeducation Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.

• Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.

• National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.

• National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.

• Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

• Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.

SED – 13: INCLUSIVE EDUCATION

Credit: 02   Marks: 50

Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

Course Learning Outcomes

After completing this course the student-teachers will be able to

• Explain the history, nature and process and Philosophy of education

• Analyse the role of educational system in the context of Modern Ethos

• Narrate the concept of diversity

• Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context

Block 1: Introduction to Inclusive Education

Unit 1: Marginalisation vs. Inclusion: Meaning & Definitions

Unit 2: Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

Unit 3: Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

Unit 4: Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

Unit-5: Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Block 2: Polices & Frameworks Facilitating Inclusive Education

Unit 6: International Declarations: Universal Declaration of Human Rights (1948), World   Declaration for Education for All (1990)

Unit 7: International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

Unit 8: International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

Unit 9: National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)

Unit 10: National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013), RPwD Act 2016

Block 3: Adaptations Accommodations and Modifications

Unit 11: Meaning, Difference, Need & Steps

Unit 12: Specifics for Children with Sensory Disabilities

Unit 13: Specifics for Children with Neuro-Developmental Disabilities

Unit 14: Specifics for Children with Loco Motor & Multiple Disabilities

Unit 15: Engaging Gifted Children

Block 4: Inclusive Academic Instructions

Unit 16: Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment

Unit 17: Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

Unit 18: Differentiated Instructions: Content, Process & Product

Unit 19: Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

Unit 20: ICT for Instructions

Block 5: Supports and Collaborations for Inclusive Education

Unit 21: Stakeholders of Inclusive Education & Their Responsibilities

Unit 22: Advocacy & Leadership for Inclusion in Education

Unit 23: Family Support & Involvement for Inclusion

Unit 24: Community Involvement for Inclusion

Unit 25: Resource Mobilisation for Inclusive Education

Suggested Readings

• Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.

• Corwin press:Sage Publishers. Gore, M.C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Crowin Press, Sage Publications.

• Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs.

• Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.

• Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.

• Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.

• Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.

• RPwD Act (2016). Govt. of India.

SED – 14: INTRODUCTION TO SENSORY DISABILITIES

Credit: 02   Marks: 50

Introduction

The course is designed to provide a basic understanding to the student-teachers about the nature and needs of different types of sensory disabilities. It will also equip them in undertaking screening, planning and instructing students with sensory disabilities.

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.

• Explain the issues & ways to address challenges in educating students with hearing loss.

• Describe nature, characteristics & assessment of students with low vision & visual impairment.

• Suggest educational placement and curricular strategies for students with low vision & visual impairment.

• Explicate the impact of deaf-blindness & practices for functional development.

Block 1: Hearing Impairment: Nature & Classification

Unit 1: Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)

Unit 2: Importance of hearing

Unit 3: Process of hearing & its impediment leading to different types of hearing loss

Unit 4: Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped, Definition of Hearing Impairment as per RPwD Act 2016

Unit 5: Challenges arising due to congenital and acquired hearing loss

Block 2: Impact of Hearing Loss

Unit 6: Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication

Unit 7: Language & communication issues attributable to hearing loss and need for early Intervention

Unit 8: Communication options, preferences & facilitators of individuals with hearing Loss

Unit 9: Issues & measures in literacy development and scholastic achievement of students with hearing loss

Unit 10: Restoring techniques using human (interpreter) & technological support (hearing devices)

Block 3: Visual Impairment-- Nature and Assessment

Unit 11: Process of Seeing and Common Eye Disorders in India

Unit 12: Blindness and Low Vision--Definition and Classification, Definition & Classification of Blindness & Low Vision as per RPwD Act 2016

Unit 13: Demographic Information--NSSO and Census 2011

Unit 14: Importance of Early Identification and Intervention

Unit 15: Functional Assessment Procedures

Block 4: Educational Implications of Visual Impairment

Unit 16: Effects of Blindness--Primary and Secondary

Unit 17: Selective Educational Placement

Unit 18: Teaching Principles

Unit 19: Expanded Core Curriculum-- Concept and Areas

Unit 20: Commonly Used Low Cost and Advanced Assistive Devices

Block 5: Deaf-blindness

Unit 21: Definition, causes, classification, prevalence and characteristics of deaf-Blindness

Unit 22: Effects and implications of deaf-blindness on activities of daily living & Education

Unit 23: Screening, assessment, identification & interventional strategies of deaf-Blindness

Unit 24: Fostering early communication development: Methods, assistive devices and practices including AAC

Unit 25: Addressing orientation, mobility & educational needs of students with deaf-blindness.

Suggested Readings

• Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed): New York: AFB Press.

• Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). U.K. Routledge.

• Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.

• Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.

• Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.

• National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.

• Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.

• Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education..

• Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia:Williams & Wilkins.

• RPwD Act (2016). Govt. of India.

• Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis.

SED – 15 : INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Credit: 02   Marks: 50

Introduction

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare preservice teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Discuss the characteristics and types of learning disability.

• Describe the tools, areas of assessment and apply intervention strategies to enhance learning.

• Explain the characteristics and types of Intellectual disability.

• Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.

• Explain the characteristics and types of Autism Spectrum Disorder.

• Describe the tools, areas of assessment and apply intervention strategies.

Block 1: Learning Disability: Nature, Needs and Intervention

Unit 1: Definition, Types and Characteristics, Influence of RPwD Act 2016 on Specific Learning Disabilities

Unit 2: Tools and Areas of Assessment

Unit 3: Strategies for reading, Writing and Maths

Unit 4: Curricular Adaptation, IEP, Further Education,

Unit 5: Transition Education, Life Long Education

Block 2: Intellectual Disability: Nature, Needs and Intervention

Unit 6: Definition, Types and Characteristics

Unit 7: Tools and Areas of Assessment

Unit 8: Strategies for Functional Academics and Social Skills

Unit 9: Assistive Devices, Adaptations, Individualized Education Plan, Person

Unit 10: Centered Plan, Life Skill Education

Block 3: Autism Spectrum Disorder: Nature, Needs and Intervention

Unit 11: Definition, Types and Characteristics

Unit 12: Tools and Areas of Assessment

Unit 13: Instructional Approaches

Unit 14: Teaching Methods

Unit 15: Vocational Training and Career Opportunities

Suggested Readings

• Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and ResearchIssues. York Press, Baltimore.

• American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.

• Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi

• Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.

• Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.

• Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.

• Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.

• RPwD Act (2016). Govt. of India.

SED – 16 : INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Credit: 02   Marks: 50

Introduction

The course aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.

• Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.

• Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.

• Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.

Block 1: Cerebral Palsy (CP)

Unit 1: CP: Nature, Types and Its Associated Conditions, Impact of RPwD Act 2016 on Cerebral Palsy

Unit 2: Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)

Unit 3: Provision of Therapeutic Intervention and Referral of Children with CP

Unit 4: Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

Unit 5: Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Block 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

Unit 6: Definition, Meaning and Classification, Muscular Dystrophy as per RPwD Act 2016

Unit 7: Assessment of Functional Difficulties

Unit 8: Provision of Therapeutic Intervention and Referral

Unit 9: Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

Unit 10: Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Block 3: Multiple Disabilities and Other Disabling Conditions

Unit 11: Multiple Disabilities: Meaning and Classifications, Impressions of RPwD Act 2016 on Multiple Disabilities

Unit 12: Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

Unit 13: Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis

Unit 14: Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School

Unit 15: Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Suggested Readings

• Miller, F. and Bachrach, S.J. (2012). Cerebral Palsy: A Complete Guide for Caregiving. A Johns Hopkins Press Health Book. RPwD Act (2016). Govt. of India.

• Sarva Siksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusiveeducation/training-module-for-re source-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file

• Sarva Siksha Abhiyan. Module on Multiple Disabilities. http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file

SEMESTER - II

SED-23: LEARNING, TEACHING AND ASSESSMENT

Credit: 04   Marks: 100

Introduction

This Course will initiate student-teachers to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PwD as Learner and their special education needs that teacher needs to address in diverse education settings.

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Comprehend the theories of learning and intelligence and their applications for teaching children

• Analyse the learning process, nature and theory of motivation

• Describe the stages of teaching and learning and the role of teacher Situate self in the teaching learning process

• Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Block 1: Human Learning and Intelligence

Unit 1: Human learning: Meaning, definition and concept formation

Unit 2: Learning theories:

  Behaviourism: Pavlov, Thorndike, Skinner

  Cognitivism: Piaget, Bruner

  Social Constructivism: Vygotsky, Bandura

Unit 3: Intelligence:

  Concept and definition

  Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)

Unit 4: Creativity: Concept, Definition and Characteristics

Unit 5: Implications for Classroom Teaching and Learning

Block 2: Learning Process and Motivation

Unit 6: Sensation: Definition and Sensory Process

Unit 7: Attention: Definition and Affecting Factors

Unit 8: Perception: Definition and Types

Unit 9: Memory, Thinking, and Problem Solving

Unit 10: Motivation: Nature, Definition and Maslow's Theory

Block 3: Teaching Learning Process

Unit 11: Maxims of Teaching

Unit 12: Stages of Teaching: Plan, Implement, Evaluate, Reflect

Unit 13: Stages of Learning: Acquisition, Maintenance, Generalization

Unit 14: Learning Environment: Psychological and Physical

Unit 15: Leadership Role of Teacher in Classroom, School and Community

Block 4: Overview of Assessment and School System

Unit 16: Assessment: Conventional meaning and constructivist perspective

Unit 17: 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference

Unit 18: Comparing and contrasting assessment, evaluation, measurement, test and examination

Unit 19: Formative and summative evaluation, Curriculum Based Measurement

Unit 20: Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Block 5: Assessment: Strategies and Practices

Unit 21: Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure

Unit 22: Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level

Unit 23: Analysis, reporting, interpretation, documentation, feedback and pedagogic Decisions

Unit 24: Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations;

Unit 25: School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

Suggested Readings

• Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.

• Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.

• King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.

• Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.

• Paul, P. (2009). Language and Deafness. Singular publication.

• Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.

• Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.

• Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 11thedn, Pearson Publication, New Delhi.

• Geisinger, K.F. (2013). APA Handbook of Testing and Assessment in Psychology. Available at American Psychological Association, USA.

• Guskey, T. R., & Bailey. J (2000). Grading and Reporting. Thousnad Oaks, CA: Corwin King.

• Howell, K. W., & Nolet, V. (2000). Curriculum-Based Evaluation: Teaching and decision making. Scarborough, Ontario, Canada, Wadsworth.

• McMillan, J. H. (2001). Classroom Assessment: Principles and Practice for Effective Instruction. Allyn and Bacon, London.

SED – 211: சிறப்புத் தமிழ் கற்பித்தல்

இப்பாடப் பிரிவைப் பயின்ற பின்னர், மாணவ ஆசிரியர் பின்வரும் திறன்களைப் பெறுவர்,

- பள்ளிகளில் சிறப்புத் தமிழ் கற்பித்தலின் நோக்கம் மற்றும் குறிக்கோள்களை விவரித்தல்
- மாணவர்களின் தமிழ் கற்றலை மதிப்பிடும் பல்வேறு யுத்திகளைப் பயன்படுத்துதல்
- சிறப்புத் தமிழ் கற்பித்தல் முறைகளைப் பயிற்சி செய்தல்
- சிறப்புத் தமிழ் கற்பித்தலுக்கான பாடத்திட்டம், அலகுத்திட்டம் தயாரித்தல்
- சிறப்புத் தமிழ் கற்பித்தலுக்கான துணைக்கருவிகள் தயாரித்தல்.

தொகுதி 1   மொழியின் பண்புகள்

பிரிவு 1   மொழித்தோற்றக் கொள்கைகள்
பிரிவு 2   தமிழின் கிளை மொழிகள்
பிரிவு 3   மொழியியல் அடிப்படையில் தமிழ்
பிரிவு 4   சமூகவியல் பின்னணியில் மொழி

தொகுதி 2   இலக்கியத் தேர்ச்சிக் கூறுகள்

பிரிவு 5   பார்வை நூல்களை பயன்படுத்துதல்
பிரிவு 6   பாடநூல் அமைப்பு ஆய்வு
பிரிவு 7   இலக்கியநயம் பாராட்டுதல்
பிரிவு 8   படைப்பாற்றல் திறன்

தொகுதி 3   இலக்கிய வரலாறு

பிரிவு 9   பண்டைக்கால, இடைக்கால இலக்கியம்-வரலாறு
பிரிவு 10 தற்கால இலக்கியம்
பிரிவு 11 இலக்கிய வளர்ச்சி அமைப்புகள்
பிரிவு 12 உரைநடை வளர்ச்சி

தொகுதி 4   பல்துறைத் தமிழ்

பிரிவு 13 அறிவியல் தமிழ்
பிரிவு 14 ஆட்சி மொழியாகத் தமிழ்
பிரிவு 15 தமிழ் கற்பித்தலில் தொழில் நுட்பம்-பல் ஊடகம்
பிரிவு 16 கணினி வழித் தமிழ்க் கல்வி

பார்வை நூல்கள்

சு.வஜ்ரவேலு. (2009). அருந்தமிழ் கறப்பிக்கும் முறைகள் அம்சா பதிப்பகம், சென்னை.

பி.இரத்தினசபாபதி. (2004). மக்கள் தொடர்பும் மாண்புறு கல்வியும். ஜோதி புத்தக நிலையம், சென்னை.

பி.இரத்தினசபாபதி. (2007). செம்மொழிக் கல்வி (தமிழ்), சாந்தா பப்ளிஷர்ஸ் சென்னை.

முனைவர் சா பரமசிவம் – நற்றமிழ் – இலக்கணம் – பட்டு பதிப்பகம் சென்னை.

சிங்காரவேலு முதலியார், அபிதான சிந்தாமணி சாரதா பதிப்பகம், நிகண்டுகள் சூடாமணி, பிங்கலம், திவாகரம்.வாசு அறிவழகன் தமிழ் இலக்கியத்தில் உளப் பகுப்பாய்வு தமிழக்ககல்வி ஆராயச்சி வளர்சி நிறுவனம், சென்னை– 24

SED – 212 : PEDAGOGY OF TEACHING SPECIAL ENGLISH

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Describe the aims and objectives of teaching Special English at school level.

• Develop competencies for designing unit and lesson plans, as well as tools of evaluation for Special English teaching.

• Develop skills in preparation and use of support materials for effective Special English teaching.

• Demonstrate and apply skills to select and use different methods of teaching the content of Special English

• Use various techniques to evaluate the achievement of the learner in Special English.

Block 1 Objectives of Teaching and Learning English at the Secondary Level

Unit 1: Role of English in India

Unit 2: The Functions of a Second Language in a Multilingual Society

Unit 3: The Curriculum Of English in the Secondary School

Unit 4: Qualities of an English Teacher

Block 2 Phonetics and Spoken English

Unit 5: The Speech Mechanism

Unit 6: Description and Classification of Consonants

Unit 7: Description and Classification of Vowels and Diphthongs

Unit 8: Intonation, Stress and Rhythm

Block 3 English Study Skills

Unit 9: Use of Reference Material

Unit 10: Appreciation of Poetry

Unit 11: ELT through Stories, Drama, Newspaper, Cartoons, Music, Literature and Multimedia

Unit 12: Note Taking and Note Making

Block 4 Introduction to Linguistics

Unit 13: History of Linguistics

Unit 14: Language and Linguistics

Unit 15: Language variations

Unit 16: Immediate Constituent Analyses

Suggested Readings

• Abha Ram Bisht (2005) Teaching English in India. Agra : Vined Pustak Mandircon Desktop Publishers.

• Aggarwal, J. C. 2002 Principles, Methods & Techniques of Teaching. UP : Vikas Publishing House Pvt Ltd. Aggarwal, J. C. Essentials of Educational Technology. UP: Vikas Publishing House Pvt Ltd.

• Kohli, A.L. (2002) Techniques of English Methodology and content. Tandon Publications.

• Marlow Ediger, B.S. Venkata Dutt, D. Bhaskara Rao (2003) Teaching English Successfully. Discovery publishing house.

• Paul Verghese, C. (2003) Teaching English as a Second Language, Sterling Publishers.

• Richards, Jack,C.(2006). Communicative Language Teaching Today. Cambridge: Cambridge University Press.

• Sachdeva. M.S. (2001) A New Approach to Teaching of English in India Tandon Publication.

• Sareswathi. V. (2004) English Language Teaching Orient Longman Publishers.

• Sharma. S.R. (2003) Modern Methods of Teaching English. Book Enclave Publishers.

• Swan, Michael (2000). Practical English Usage. Oxford: Oxford University Press.

• Thangasamy, Kokila S. (2016). Pedgogy of English. Chennai: Vinodh publishers.

SED-213 : PEDAGOGY OF TEACHING SCIENCE

Credit: 04   Marks: 100

Introduction

The course will help the student-teachers to generate their student's interest for learning science and develop a scientific attitude. It is designed to equip the student-teachers to teach science using innovative methods, techniques and teaching learning material to students with & without disabilities.

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Explain the role of science in day to day life and its relevance to modern society.

• Describe the aims and objectives of teaching science at school level.

• Demonstrate and apply skills to select and use different methods of teaching the content of sciences.

• Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.

• Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

Block 1: Nature and Significance of Science

Unit 1: Nature, Scope, Importance and Value of Science

Unit 2: Science As An Integrated Area of Study

Unit 3: Science and Modern Indian Society: Relationship of Science and Society

Unit 4: Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament

Unit 5: Role of Science for Sustainable Development

Block 2: Planning for Instruction

Unit 6: Aims and Objectives of Teaching Science in Elementary and Secondary School

Unit 7 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

Unit 8: Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences

Unit 9: Unit Planning – Format of A Unit Plan

Unit 10: Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

Block 3: Approaches and Methods of Teaching Sciences

Unit 11: Process Approach, Direct Experience Approach, Inductive-Deductive Approach

Unit 12: Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

Unit 13: Project Method and Heuristic Method

Unit 14: Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities

Unit 15: Constructivist Approach and its Use in Teaching Science

Block 4: Learning Resources with reference to Children with Disabilities for Teaching Science

Unit 16: Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)

Unit 17: Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities

Unit 18 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities

Unit 19: Aquarium, Vivarium – Role in Teaching with Setting & Maintaining

Unit 20: Museum, Botanical And Zoological Garden: Role In Teaching

Block 5: Evaluation

Unit 21: Evaluation- Concept, Nature and Need

Unit 22: Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment

Unit 23: Tools and Techniques for Formative and Summative Assessments

Unit 24: Preparation of Diagnostic Test and Achievement Test

Unit 25: Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Suggested Readings

• Bybee, R. (2010). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.

• Gupta, V. K. (1995). Teaching and ILearning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.

• Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.

• Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.

• Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.

• Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.

• Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.

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• NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.

• NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun

• Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.

• Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.

• Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.

SED-214: PEDAGOGY OF TEACHING MATHEMATICS

Credit: 04   Marks: 100

Introduction

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & without disabilities.

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Explain the nature of Mathematics and its historical development with contribution of Mathematicians.

• Describe the aims and objectives of teaching Mathematics at school level.

• Demonstrate and apply skills to select and use   different methods of teaching Mathematics.

• Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.

• Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Block 1: Nature of Mathematics

Unit 1: Meaning, Nature, Importance and Value of Mathematics

Unit 2: Axioms, Postulates, Assumptions and Hypothesis in Mathematics

Unit 3: Historical Development of Notations and Number Systems

Unit 4: Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)

Unit 5: Perspectives on Psychology of Teaching and Learning of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

Block 2: Objectives and Instructional Planning in Mathematics

Unit 6: Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools Unit Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

Unit 7: Lesson Planning— Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry

Unit 8: Unit Planning — Format of A Unit Plan

Unit 9: Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis

Unit 10: Classification of Content, Objective, Evaluation, etc

Block 3: Strategies for Learning and Teaching Mathematics

Unit 11: Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts

Unit 12: Learning By Exposition: Advanced Organizer Model

Unit 13: Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project

Unit 14: Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain- Storming and Computer Assisted Instruction (CAI)

Unit 15: Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/ Contextual Learning

Block 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

Unit 16: Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory

Unit 17: Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities

Unit 18: Bulletin Boards and Mathematics Club

Unit 19: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

Unit 20: Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Block 5: Assessment and Evaluation for Mathematics Learning

Unit 21: Assessment and Evaluation- Concept, Importance and Purpose

Unit 22: Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures

Unit 23: Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics

Unit 24: Preparation of Diagnostic and Achievement Test

Unit 25: Adaptations in Evaluation Procedure for Students With Disabilities

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Suggested Readings

• Chambers, P. (2010).Teaching Mathematics, Sage Publication, New Delhi.

• David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.

• James, A. (2005). Teaching of Mathematics, New Delhi: Neelkamal Publication.

• Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.

• Mangal, S.K. (1993). Teaching of Mathematics, New Delhi: Arya Book Depot.

• Mani, M. N. G. (1992). Techniques of Teaching Blind Children, New Delhi: Sterling Publishers.

• Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987).

• Sourcebook for Training Teachers of Visually Handicapped, New Delhi: NCERT.

• Nemeth, A. (1973). Nemeth Code for Mathematics and Scientific Notation, Loviseville K: American Printing House.

• Siddhu, K.S. (1990). Teaching of Mathematics, New Delhi: Sterling Publishers.

• Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment, Canada: Sage Publications.

• National Curriculum Framework. (2005). NCERT, New Delhi: NCERT.

• National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.

• Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.

SED-215: PEDAGOGY OF TEACHING SOCIAL SCIENCE

Credit: 04   Marks: 100

Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Explain the concept, nature and scope of social science.

• Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.

• Develop skills in preparation and use of support materials for effective social science teaching.

• Develop the ability to organize co-curricular activities and community resources for promoting social science learning.

Block 1: Nature of Social Sciences

Unit 1: Concept, scope and nature of social science

Unit 2: Difference between social sciences and social studies

Unit 3: Aims and objectives of teaching social science at school level

Unit 4: Significance of social science as a core subject

Unit 5: Role of social science teacher for an egalitarian society

Block 2: Curriculum and Instructional Planning

Unit 6: Organization of social science curriculum at school level

Unit 7: Instructional Planning: Concept, need and importance

Unit 8: Unit plan and Lesson plan: need and importance

Unit 9: Procedure of Unit and Lesson Planning

Unit 10: Adaptation of unit and lesson plans for children with disabilities

Block 3: Approaches to teaching of Social Science

Unit 11: Curricular approaches: a) Coordination, b) Corelational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

Unit 12: Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method

   12.1 Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, storytelling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving

Unit 13: Accommodations required in approaches for teaching children with disabilities

Unit 14: Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation

Unit 15: Adaptations of material for teaching children with disabilities

Block 4: Evaluation of Learning in Social Science

Unit 16: Purpose of evaluation in social science

Unit 17: Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio

Unit 18: Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects

Unit 19: Construction of teacher made test

Unit 20: Diagnostic testing and enrichment techniques for children with disabilities

Block 5: Social Science Teacher as a Reflective Practitioner

Unit 21: Being a reflective practitioner- use of action research

Unit 22: Developing an Action Research Plan for solving a problem in teaching-learning of Social science

Unit 23: Case study- Need and Importance for a School Teacher

Unit 24: Development of a Professional Portfolio/ Teaching Journal

Unit 25: Competencies for teaching Social science to children with disabilities

Suggested Readings

• Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.

• Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.

• Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.

• Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.

• Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.

• Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi. Suggested Readings

• Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.

• George, A. M., & Madam, A. (2009). Teaching Social Science in Schools: NCERT'S New Textbook Initiative.

• Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.

• Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.

• Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.

• Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.

• Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.

• Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA.

SED 216: PEDAGOGY OF TEACHING COMMERCE

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Describe the aims and objectives of teaching Commerce at school level.

• Use various techniques to evaluate the achievement of the learner in Commerce.

• Demonstrate and apply skills to select and use different methods of teaching the content of Commerce

• Develop competencies for designing unit and lesson plans, as well as tools of evaluation for Commerce teaching.

• Develop skills in preparation and use of support materials for effective Commerce teaching.

Block 1: Nature, Needs And Importance Of Commerce Education

Unit 1: Commerce Education

Unit 2: Commerce and Accountancy in Daily Life

Unit 3: Instructional Objectives of Teaching Commerce

Unit 4: Bloom's Taxonomy of Objectives

Block 2 Curriculum And Planning

Unit 5: Meaning Definition and Concept Curriculum

Unit 6: Different Approaches in Commerce Curriculum

Unit 7: Planning

Unit 8: Lesson Plan

Block 3 Methods And Techniques Of Teaching Commerce

Unit 9:   Micro Teaching

Unit 10: Methods of Teaching

Unit 11: Techniques of Teaching

Unit 12: Commerce and Accountancy Teacher

Block 4 Educational Technology

Unit 13: Use of Media and Resources in Teaching of Commerce

Unit 14: Role of Educational Technology in Teaching Commerce

Unit 15: Use of Computer and Internet in Teaching

Unit 16: Use of Community Resources

Block 5 Inclusive Educational Practices for Students with Disabilities

Unit 17: Differentiated teaching strategies and Universal Design for students with disabilities

Unit 18: Teaching Learning Materials for students with disabilities in inclusive classrooms

Unit 19: Co curricular activities for students with disabilities

Unit 20: Adaptation of evaluation procedure for students with disabilities

Suggested Readings

• Anderson, W. L & Krathwohl. (2008). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Boston: Allyn & Bacon.

• Bloom, Benjamin, S. (1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston: Addison Wesley Publication.

• Gronlund, N.E. (1970). Stating behavioural objectives for classroom instruction. London: MacMillan. Krathwohl et.al,. (1999). Taxonomy of educational objectives, Hand Book II: Affective domain. New York: McKay.

• Kumar, Mahesh. (2004). Modern teaching of commerce. New Delhi: Anmol Publications.

SED 217: PEDAGOGY OF TEACHING ECONOMICS

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for Economics teaching.
- Develop skills in preparation and use of support materials for effective Economics teaching.
- Use various techniques to evaluate the achievement of the learner in Economics.
- Demonstrate and apply skills to select and use different methods of teaching the content of Economics

Block 1 Need, Nature And Importance Of Economics Education

Unit 1: Economic Education

Unit 2: Nature of Economics

Unit 3: Teaching of Economics

Unit 4: Curriculum of Education

Block 2 Methods Of Teaching Economics – Professional Preparation

Unit 5: Planning of Teaching Economics

Unit 6: Traditional Methods of Teaching Economics

Unit 7: Modern Methods of Teaching Economics

Unit 8: Professional Preparation of Teaching Economics

Block 3 Technology In Teaching Of Economics

Unit 9: Use of Media in Teaching of Economics

Unit 10: Role of Educational Technology in Teaching of Economics

Unit 11: Use of Computer

Unit 12: Use of Community Resources

Block 4 Evaluation In Economics Education

Unit 13: Evaluation in Economics

Unit 14: Construction of Tests in Economics

Unit 15: Achievement Test in Economics

Unit 16: Recent Trends in the Examination Reform

Unit 17: Differentiated teaching strategies and Universal Design for students with disabilities

Unit 18: Teaching Learning Materials for students with disabilities in inclusive classrooms

Unit 19: Co curricular activities for students with disabilities

Unit 20: Adaptation of evaluation procedure for students with disabilities

Suggested Readings

• Agarwal, J,C. (2005). Teaching of economics. Agra: Vinod Pustak Mandir.

• Bloom. Benjamin.S. (1984). Taxonomy of educational objectives: Book 1: Cognitive doman. Boston: Addison Wesley Publication.

• Bruce R. Joyce & Marsha Weil. (1972). Model of Teaching. ETR Association.

• Siddique Mujibul Hasan. (2004). Teaching of economics. New Delhi: Ashish Publishing House.

• Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surgeet Publications.

• Sharma, R.A. (2008). Technological foundation of education. Meerut: Lall Books Depot.

SED 218: PEDAGOGY OF TEACHING COMPUTER SCIENCE

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

- Demonstrate and apply skills to select and use different methods of teaching the content of Computer Science

- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for Computer Science teaching.

- Develop skills in preparation and use of support materials for effective Computer Science teaching.

- Use various techniques to evaluate the achievement of the learner in Computer Science.

Block 1 Nature and Scope Of Computer Science

Unit 1: The Techniques and Technology of Computer

Unit 2: The Hardware and Software of Computers

Unit 3: Programming Logics and Learning Strategies

Unit 4: Values of Learning Computers

Block 2 Teaching of Computer Science

Unit 5: Taxonomy of Educational Objectives

Unit 6: Genesis in Teaching Computer Science

Unit 7: Scheming for Teaching

Unit 8: Competency in Teaching Computers

Block 3 Networking and Applications Of Computers

Unit 9: Networking

Unit 10: Computers in Education

Unit 11: Learning Using Computers

Unit 12: Computer Laboratory

Block 4 Objectives Methods And Evaluation

Unit 13: Aims and Objectives

Unit 14: Instructional Methods

Unit 15: Audio Visual Aids

Unit 16: Evaluation and Measurement

Block 5 Inclusive Educational Practices for Students with Disabilities

Unit 17: Differentiated teaching strategies and Universal Design for students with disabilities

Unit 18: Teaching Learning Materials for students with disabilities in inclusive classrooms

Unit 19: Co curricular activities for students with disabilities

Unit 20: Adaptation of evaluation procedure for students with disabilities

Suggested Readings

• Bloom, Benjamin, S.(1984). Taxonomy of educational objectives: Book1: Cognitive domain. Boston:Addison Wesley Publication.

• Chauhan, S.S. (1985). Innovation in teaching and learning process. New Delhi: Vikas Publishing House.

• Sandeep, John Milin (2014). Teaching of computer science. New Delhi: Neelkamal Publication.

• Khirwadkar, A. (2005). Information and communication technology in education. New Delhi: Sarup& Sons.

• Rajasekar, S. (2004). Computer education and educational computing. New Delhi:Neelkamal Publications.

SED 219: PEDAGOGY OF TEACHING TAMIL

Credit: 04   Marks: 100

கற்றல் விளைவுகள்

இப்பாடப் பிரிவைப் பயின்ற பினனர், மாணவ ஆசிரியர் பின்வரும் திறனகளைப் பெறுவர்

• தமிழ் மொழி கலைத்திட்டம் மற்றும் கற்பித்தல் முறைகளை விவரித்தல்
• தமிழ் கற்பித்தலில் கல்வித் தொழில்நுட்பத்தின் பங்கை நியாயப்படுத்துதல்
• தமிழ் மொழித் திறன்களைக் கற்பித்துப் பழகுதல்
• உரைநடை, செய்யுள், இலக்கணம் கற்பித்தலுக்கிடையேயுள்ள வேறுபாடுகளை கண்டறிதல்
• தமிழ் கற்பித்தலின் புதுமைப் போக்குகளை பயிற்சி செய்தல்

தொகுதி 1   தமிழ் கற்பிக்கும் முறைகள்

பிரிவு 1   கலைத்திட்டத்தில் தாய்மொழியும் தமிழும்
பிரிவு 2   மொழி கற்பித்தலில் பாடக்குறிப்பு, துணைக்கருவிகளின் பயன்கள்
பிரிவு 3   தாய்மொழியைக் கற்பிக்கும் முறைகள்
பிரிவு 4   மொழி கற்பித்தலில் புதிய அணுகுமுறைகள்
பிரிவு 5   மொழி கற்பித்தலில் கல்வித் தொழில் நுட்பம்

தொகுதி 2   மொழித் திறன்களைக் கற்பித்தல்

பிரிவு 6   கேட்குந்திறன்
பிரிவு 7   வாய்மொழிப் பயிற்சியும் பேசுந்திறனும்
பிரிவு 8   படித்தல் திறன்
பிரிவு 9   எழுதும் திறனை வளர்த்தல்: கட்டுரை, கடிதம், கையெழுத்துப் பயிற்சி

தொகுதி 3   தமிழ்ப் பாடம் கற்பிக்கும் முறைகளும் மதிப்பீடு செய்தலும்

பிரிவு 10 உரைநடை, துணைப்பாடம் கற்பிக்கும் முறைகள்
பிரிவு 11 செய்யுள் கற்பிக்கும் முறைகள்
பிரிவு 12 இலக்கணம் கற்பிக்கும் முறைகள்
பிரிவு 13 மொழிப் பயிற்சி
பிரிவு 14 மதிப்பீடு

தொகுதி 4   தமிழ் கற்பித்தலில் புதுமைப் போக்குகள்

பிரிவு 15 பள்ளி நூலகம்
பிரிவு 16 பாடநூல்களும் பாடத்திட்டமும்
பிரிவு 17 புதுமைப் போக்குகள் காலப்போக்கில் மொழி, தமிழ் வளர்த்த பெரியோர்கள்
பிரிவு 18 அயல்மொழி மொழி பெயர்ப்பு

தொகுதி 5   மாற்றுத்திறன் மாணவர்களுக்கான உள்ளடக்கிய கல்விச் செயல்படுகள்

பார்வை நூல்கள்

சு.வஜ்ரவேலு. (2009). அருந்தமிழ் கறப்பிக்கும் முறைகள் அம்சா பதிப்பகம், சென்னை.

பி.இரத்தினசபாபதி. (2004). மக்கள் தொடர்பும் மாண்புறு கல்வியும். ஜோதி புத்தக நிலையம், சென்னை.

பி.இரத்தினசபாபதி. (2007). செம்மொழிக் கல்வி (தமிழ்), சாந்தா பப்ளிஷர்ஸ் சென்னை.

முனைவர் சா பரமசிவம் – நற்றமிழ் – இலக்கணம் – பட்டு பதிப்பகம் சென்னை.

சிங்காரவேலு முதலியார், அபிதான சிந்தாமணி சாரதா பதிப்பகம், நிகண்டுகள் சூடாமணி, பிங்கலம், திவாகரம்.வாசு அறிவழகன் தமிழ் இலக்கியத்தில் உளப் பகுப்பாய்வு தமிழக்கல்வி ஆராயச்சி வளர்சி நிறுவனம், சென்னை– 24

SED – 220: PEDAGOGY OF TEACHING ENGLISH

Credit: 04   Marks: 100

Introduction

This course will enable the student-teachers to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help in applying theory to practice to design your own materials and plan lessons in preparation for teaching real classes. The course offers you the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips you with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy and language acquisition.

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Explain the principles of language teaching, and evolution and trends in English literature.

• Prepare an instructional plan in English.

• Adapt various approaches and methods to teach English language.

• Use various techniques to evaluate the achievement of the learner in English.

Block 1: Nature of English Language & Literature

Unit 1: Principles of Language Teaching

Unit 2: Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency(CALP)

Unit 3: English Language in the school context: An Evolutionary Perspective

Unit 4: Current Trends in Modern English Literature in Indian context

Unit 5: Teaching as second language in Indian context.

Block 2: Instructional Planning

Unit 6: Aims and objectives of Teaching English at different stages of schooling

Unit 7: Instructional Planning: Need and Importance

Unit 8: Unit and lesson plan: Need and Importance

Unit 9: Procedure of Unit and Lesson Planning

Unit 10: Planning and adapting units and lessons for children with disabilities puters

Block 3: Approaches and Methods of Teaching English

Unit 11: Difference between an approach and a method

Unit 12: Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

Unit 13: Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method

Unit 14: Development of four basic language skills: Listening, Speaking, Reading, and Writing

Unit 15: Accommodation in approaches and techniques in teaching children with disabilities Unit

Block 4: Instructional Materials

Unit 16: Importance of instructional material and their effective use

Unit 17: The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation

Unit 18: Construction of a teacher made test for English proficiency

Unit 19: Teaching portfolio

Unit 20: Adaptations of teaching material for children with disabilities

Block 5: Evaluation

Unit 21: Evaluation - Concept and Need

Unit 22: Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)

Unit 23: Adaptation of Evaluation Tools for Children with Disabilities

Unit 24: Individualized assessment for Children with Disabilities

Unit 25: Error analysis, Diagnostic tests and Enrichment measures

Suggested Readings

• Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.

• Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.

• Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.

• Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.

• Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques, Macmillan Publication, New Delhi.

• Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

• Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.

• Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, Neelkamal Publications, Hyderabad.

• Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

SEMESTER - III

SEID 31: ASSESSMENT AND IDENTIFICATION OF NEEDS – INTELLECTUAL DISABILITIES

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Nature and needs and characteristics of persons with Intellectual Disability.

• Describe various procedures, areas and approaches of assessment and their relevance.

• Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at preschool level.

• Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.

• Examine the different types of family needs their assessment and implications for extending support to their families, demonstration.

Block 1: Intellectual Disability - Nature and Needs

Unit 1: Historical Perspective of Intellectual Disability (ID)

Unit 2: Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995,

DSM (Latest), RPwD Act 2016

Unit 3: Etiology Causes and Prevention

Unit 4: Classification – Medical, Psychological, Educational (Recent) and ICF

Unit 5: Screening, Identification, Characteristics and Needs of PwID

Block 2: Assessment

Unit 6: Concept, Meaning, Definition and purpose of Educational assessment

Unit 7: Methods of Assessment - Observation, Interview and Rating Scale

Unit 8: Types and Approaches - NRT, CRT, CBA & Teacher Made Tests

Unit 9: Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological

Unit 10: Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion

Block 3: Assessment at Pre-School and School levels

Unit 11: Importance of Assessment at Pre- School and School level

Unit 12: Developmental and Adaptive Behaviour Assessment

Unit 13: Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP

Unit 14: Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale

Unit 15: Documentation of assessment, Result interpretation & Report writing– Implication

of class level assessment & its relation to Inclusion with resource support

Unit 16: Difference between an approach and a method

Unit 17: Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

Unit 18: Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method

Unit 19: Development of four basic language skills: Listening, Speaking, Reading, and Writing

Unit 20: Accommodation in approaches and techniques in teaching children with disabilities Unit

Block 5: Assessment of Family Needs

Unit 21: Significance of psychosocial needs and its assessment in family

Unit 22: Assessment of parental needs and its implication in planning IFSP

Unit 23: Assessment of siblings and its implication in planning IFSP

Unit 24: Assessment of extended families needs and its implication in planning IFSP

Unit 25: Assessment of family and community resources for inclusion and strengthening of family documentation, recording and reporting

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Suggested Readings

• Evans, P .& Verma, V. (Eds.) (1990) .Special Education. Past Present and Future. Improving instruction. Allyn & Bacon, Boston.

• Longone, (1990). Teaching Retarded learners Curriculum and Methods for Mental retardation, NIMH, Secunderabad.

• Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild

• Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers Secunderabad: NIMH.

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• Narayan, & Kutty, A,T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.

• Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad

• Narayan, J. (2003) Educating children with learning problems in regular schools

• Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad

• Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.

• Narayan, J., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.

• Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersy

• Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas

• Peshwaria, R., &Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad

• Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.

• Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.

• Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The Faimer Press.York McMillan. RPwD Act (2016). Govt. of India.

• Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

SEID – 32: CURRICULUM DESIGNING, ADAPTATION & EVALUATION – INTELLECTUAL DISABILITIES

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Outline the nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.

• Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.

• Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.

• Compare & contrast different strategies for curriculum adaptation, accommodation, modification and their significance.

• Evaluation and make effective use of different techniques.

Block 1: Curriculum Designing

Unit 1: Meaning, Definition, Concept and Principles of Curriculum

Unit 2: Types and Approaches of Curriculum Designing

Unit 3: Curriculum Domains - Personal, Social, Academics, Recreational and Community living

Unit 4: Steps in developing curriculum, challenges of developing curriculum for inclusion

Unit 5: Curriculum evaluation, Implementation in inclusion

Block 2: Curriculum at Pre-School and Primary School level

Unit 6: Significance of Early Childhood Education and School Readiness

Unit 7: Early Childhood Education Curricular domains – Enhancement of domain in Motor,

   Personal, Cognitive and Communication areas

Unit 8: Curriculum Domains for Early Childhood Education and Sensory Mechanism

Unit 9: Sensitization of family, involvement in pre-school and primary level

Unit 10: Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing

Block 3: Curriculum at Secondary, Pre-vocational and Vocational level

Unit 11: Curriculum domains at Secondary level

Unit 12: Curriculum domains at Pre- vocational level

Unit 13: Curriculum domains at Vocational level

Unit 14: Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)

Unit 15: Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

Block 4: Curriculum Adaptations

Unit 16: Need for Curricular Adaptation, Accommodation and Modification

Unit 17: Adaptation, Accommodation and Modification for Pre –academic Curriculum

Unit 18: Adaptation, Accommodation and Modification for Academics Curriculum

Unit 19: Adaptation, Accommodation and Modification for Co-Curriculum

Unit 20: Adaptation, Accommodation and Modification for School Subjects

Block 5: Curriculum Evaluation

Unit 21: Concept, Meaning, Definition of Curriculum Evaluation

Unit 22: Types and Approaches of Evaluation

Unit 23: Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System

Unit 24: Differential evaluation of PwID in inclusive setup

Unit 25: Implications of evaluation for inclusion

Suggested Readings

• Bos, C.S. & Vaughu, S. (1994) Strategies for teaching students with learning and behaivour problems. Boston: Allyn and Bacon.
• Jeyachandaran, P.,& Vimala, V. (2000). Madras Developmental Programming System.
• Myreddi, V. & Narayan, J. (2005) FACP – PMR, NIMH, Secunderabad.
• Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
• Narayan, J. (2003) .Educating children with learning problems in regular schools NIMH, Secunderabad.
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• Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

SEID – 33: INTERVENTION AND TEACHING STRATEGIES – INTELLECTUAL DISABILITIES

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.

• Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.

• Explain the basics of learning & teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.

• Describe the nature and identification maladaptive behaviour and develop insight into various modes of its management.

• Narrate various therapeutics interventions, their objectives, scope, modalities, and require intervention.

Block 1: Intervention

Unit 1: Concept, Significance, Rationale, Scope, Advantages of Early Intervention
Unit 2: Types of Early Intervention
Unit 3: Intervention Techniques
Unit 4: Record Maintenance and Documentation
Unit 5: Implication of Early Intervention for pre-school Inclusion

Block 2: Individualised Education Programme

Unit 6: Need, Importance and Historical Perspective of IEP
Unit 7: Steps and Components of IEP
Unit 8: Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
Unit 9: IFSP – Planning and writing
Unit 10: Application of IEP for Inclusion

Block 3: Teaching Strategies and TLM

Unit 11: Stages of Learning
Unit 12: Principles of Teaching
Unit 13: Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton – Gillingham Method, Augmentative and Alternative Communication
Unit 14: Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
Unit 15: Development and Use of TLM for ID

Block 4: Intervention for Mal-adaptive Behaviour

Unit 16: Definition and types of Mal-adaptive behaviour
Unit 17: Identification of Mal-adaptive behaviour
Unit 18: Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)
Unit 19: Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community
Unit 20: Ethical Issues in behaviour management and implications for Inclusion

Block 5: Therapeutic Intervention

Unit 21: Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention

Unit 22: Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

Unit 23: Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention

Unit 24: Yoga and Play therapy – Definition, Objective, Scope and Intervention

Unit 25: Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

Suggested Readings

• Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.

• Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future.

• Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.

• Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System

• RPwD Act (2016). Govt. of India.

SEHI – 31: ASSESSMENT AND IDENTIFICATION OF NEEDS – HEARING IMPAIRMENT

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Explain the need and techniques for early identification of hearing loss in children.

• Acquire knowledge in the area of audiological assessment and its relevance in education.

• Discuss communicative and language related needs with the understanding of its development and assessment.

• Explain the need for assessment of various processes involved in production of speech.

• Identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment

Block 1: Early Identification of Hearing Loss: Need and Strategies

Unit 1: Need for early identification of hearing loss

Unit 2: Overview to behavioural and objective techniques in screening for hearing loss

Unit 3: Team members involved in hearing screening and their role

Unit 4: Use of checklists and behavioural observation in early identification of hearing loss by school teachers (congenital & acquired)

Unit 5: Referral of children based on signs and symptoms of hearing loss

Block 2: Audiological Assessment

Unit 6: Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL vs dBSPL, Auditory milestones in typical children (0-2 years)

Unit 7: Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance

Unit 8: Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry

Unit 9: Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.

Unit 10: Concept of unaided, aided audiograms, Speech spectrum and its applications

Block 3: Assessment of Language & Communication

Unit 11: Communication: Concepts and types (Linguistic versus Non Linguistic)

Unit 12: Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure

Unit 13: Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors

Unit 14: Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)

Unit 15: Identification of needs related to communication and language

Block 4: Assessment of Speech

Unit 16: Respiration and Phonation: Pre-requisites, process, types and need for assessment
Unit 17: Basics of Articulation and phonology (active and passive articulators; classification
　　　　　　of vowels and consonants; assessment of articulation)
Unit 18: Suprasegmental aspects of speech and its assessment
Unit 19: Milestones of speech development in typically developing children
Unit 20: Speech Intelligibility: Concept, Factors & Assessment

Block 5: Educational Assessment and Identification of Needs

Unit 21: Educational assessment: Concept and Scope
Unit 22: Factors affecting educational performance: individual, family and environment
Unit 23: Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and
　　　　　　Continuous assessment, Summative and Formative, Formal and Informal, Conventional &
　　　　　　alternate, Performance based and Curriculum based
Unit 24: Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales,
　　　　　　Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom
　　　　　　assessment techniques (Conventional and Modern)
Unit 25: Current trends and challenges in assessment: Independent, dual purpose and
　　　　　　constructivist perspective and adaptations

Suggested Readings

- Boyle, J. and Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell publication, Singapore

- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.

- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing,Allyn and Bacon publication, Boston

- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching,Prentice hall publication, New Jersy

- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.

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- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment,
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  Deaf-blindness. New Delhi: Rehabilitation Council of India.

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- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/
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- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering
  predictors to successful outcomes for children with significant hearing loss. Journal of deaf studies and
  deaf education, 8(1), 11-30.

SEHI – 32: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION – HEARING IMPAIRMENT

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills.

• Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.

• Describe the need for curricular adaptation and decide suitable adaptation and undertake it.

• Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.

Block 1: Curriculum and Its' Designing

Unit 1: Curriculum-Concept, Types and Models

Unit 2: Approaches and Steps for Curriculum designing

Unit 3: Curricular needs of children with hearing impairment in scholastic areas

Unit 4: Curricular needs of children with hearing impairment in non-scholastic areas

Unit 5: Curricular framework for 21st Century.

Block 2: Developing Literacy Skills: Reading

Unit 6: Pre-requisites for reading and emergent reading skills

Unit 7: Assessment of reading skills at different levels

Unit 8: Approaches and Strategies to develop reading skills and independent reading

Unit 9: Types and Models of developing reading skills

Unit 10: Challenges and Remedial strategies

Block 3: Developing Literacy Skills: Writing

Unit 11: Pre-requisites for writing and emergent writing skills

Unit 12: Assessment of written language at different levels

Unit 13: Components and types of writing

Unit 14: Steps and Strategies in Developing Writing

Unit 15: Challenges and Remedial Strategies

Block 4: Curricular Adaptation

Unit 16: Curricular Adaptation- Meaning and Principles

Unit 17: Need Assessment and decision making for Adaptation

Unit 18: Adapting Curriculum- Content, Teaching-learning Material, and Instruction

Unit 19: Types of Adaptation and Process

Unit 20: Adaptation and Accommodations in Student's Evaluation and Examinations

Block 5: Curricular Evaluation

Unit 21: Concept, Need for Curricular Evaluation
Unit 22: Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
Unit 23: Areas of Curricular Evaluation: Context, Input, Process and Product
Unit 24: Methods and Tools for Curricular Evaluation
Unit 25: Challenges in Curricular Evaluation

Suggested Readings

• Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.

• Gathoo, V. (2006). Curricular Startegies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers

• Marsh, C.J. (2004). Key concepts for understanding curriculum. Routledge Falmer.

• Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction. Gallaudet University Press.

• Posner, G.J., & Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson.

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SEHI – 33: INTERVENTION AND TEACHING STRATEGIES – HEARING IMPAIRMENT

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Narrate programmes for early intervention of infants and children with Hearing Impairment.
• Describe the need, stages and importance of   auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.
• Explain various approaches to teaching, strategies for speech intervention.
• Describe methods, techniques and options to facilitate language and communication.
• Explain the concept, principles and practices, linkages and outcomes of educational intervention.

Block 1: Need & Strategies for Early Intervention of Hearing Loss

Unit 1: Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.

Unit 2: Pre-school training programmes: Overview, need, requirements and plan of action.

Unit 3: Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.

Unit 4: Impact of early intervention on school outcomes

Unit 5: Intervention of late identified children with hearing impairment: Challenges & Strategies

Block 2: Auditory Learning (AVT & Auditory Training) & Speech Reading

Unit 6: Concept of 'Auditory Listening': Unisensory & Multisensory approaches

Unit 7: Auditory training: Importance, types (Individual & Group) and Stages

Unit 8: Auditory Verbal Therapy: Principle, importance and role of teacher

Unit 9: Auditory Training and AVT: Pre-requisites, challenges, similarities & differences

Unit 10: Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Block 3: Speech Intervention Strategies

Unit 11: Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach

Unit 12: Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants

Unit 13: Orientation to acoustics of speech

Unit 14: Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities

Unit 15: Individual and Group speech teaching: Strengths and challenges

Block 4: Communication and Language Teaching Strategies

Unit 16: Methods of teaching language: Natural, Structural and Combined
Unit 17: Principles and Techniques of developing language

Unit 18: Communication options: Compare and contrast

Unit 19: Communication options: justification and challenges

Unit 20: Tuning the environment (Home & School) for facilitating language & Communication

Block 5: Educational Intervention Strategies

Unit 21: Educational Intervention: Concept, Need & Areas (curricular & co curricular) &
Types of educational intervention (group, individual, developmental, remedial)

Unit 22: Principles and practices in early educational intervention: Family centred, contextualised
(natural & inclusive environment) & integrated (collaborative) support and services

Unit 23: Maxims, Methods of teaching & Lesson planning (group, individual, developmental,
and remedial)

Unit 24: Partnership of various professionals & agencies in educational intervention

Unit 25: Child & Family Outcomes of Early Educational Intervention

Suggested Readings

• Aggarwal, J.C. (2010).Principles, Methods and Techniques of Teaching .Amazon

• Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.

• Bess, F. H., & Humes, L. E. (1990). Audiology: The fundamentals. London: Williams & Wilkins.

• Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham
Bell Assn for Deaf.

• Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and
Families .Amazon

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• Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.

• Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children.
New York: Theime-Stratton.

• Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention. London: PAULH Brooks

• Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.

• Ling, D. (2000).Early Intervention For Hearing Impaired Children . Amazon

• Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.

• RPwD Act (2016). Govt. of India.

SEVI – 31 : IDENTIFICATION OF CHILDREN WITH VISUAL IMPAIRMENT AND ASSESSMENT OF NEEDS

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Describe the structure of eye and common eye defects.

• Explain the etiology of visual impairment.

• Analyse the implications of visual impairment and identify their needs.

• Develop skills to identify and assess children with visual impairment.

• Describe the needs and develop skills to assess children with Visual Impairment and Multiple Disabilities (VIMD).

Block 1: Anatomy and Physiology of Human Eye

Unit 1: Structure and Function of human eye

Unit 2: Normal vision development and process of seeing

Unit 3: Principles of refraction and refractive errors

Unit 4: Concept and definitions of blindness and low vision

Unit 5: Concept of visual acuity, visual field, depth perception and contrast sensitivity

Block 2: Types of Visual Impairment and Common Eye Disorders

Unit 6: Loss of Visual acuity

Unit 7: Loss of Visual field

Unit 8: Colour vision defect and loss of contrast sensitivity

Unit 9: Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia and Macular degeneration

Unit 10: Educational implications of different Eye disorders

Block 3: Implications of Visual Impairment and Needs of Visually Impaired

Unit 11: Psychosocial implications of visual impairment

Unit 12: Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family

Unit 13: Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development

Unit 14: Educational needs of the visually impaired and need for expanded core curriculum

Unit 15: Implications of low vision and needs of children with low vision

Block 4: Identification and Assessment of Visual Impairment

Unit 16: Interpretation of clinical assessment of vision

Unit 17: Functional assessment of vision: Concept, need and methods

Unit 18: Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment

Unit 19: Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children

Unit 20: Report writing

Block 5 : Assessment of Learning Needs of Children with VIMD

Unit 21: Concept and definition of VIMD

Unit 22: Etiology of VIMD

Unit 23: Impact of VIMD on learning and development

Unit 24: Screening, identification, and assessment of Visually Impaired children with associated disabilities

Unit 25: Multidisciplinary assessment of Visually Impaired children with Associated Disabilities

Suggested Readings

• Bhan, S. & Swarup, S. (2010). Functional Skills Inventory for the Blind.Mumbai: National association for the blind.

• Bhandari, R. & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.

• Blind, Dehradun: NIVH.

• Bright Hub Education (2012). Identifying Students with Visual Impairment. Retrieved from http://www. brighthubeducation.com/ special-ed-visualimpairments/69240-early-signs-of-visual-impairment-in-a- child/

• Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.

• Hyvarinen, L. & Jacob N. (2011).What and how does this child see: assessment of visual functioning for development and learning. Finland:Vistest Ltd.

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• Mani, M.N.G. (2001). Reading Preference Test (REPT) for Children with Low Vision. Coimbatore: International Human Resource Development Centre for the Disabled.

• Mukhopadhyay, S., Mani, M.N.G., RoyChoudary & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.

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• Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi : Ashish Publishing House

• RPwD Act (2016). Govt. of India.

SEVI – 32: CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM – VISUAL IMPAIRMENT

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Define curriculum, its types and explain its importance.

• Demonstrate techniques of teaching functional academic skills.

• Explain importance and components of independent living skills.

• Explain curricular adaptations with reasonable accommodations.

• Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.

Block 1: Concept and Types of Curriculum

Unit 1: Concept, Meaning and Need for Curriculum

Unit 2: Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach

Unit 3: Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum

Unit 4: Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired

Unit 5: Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Block 2: Teaching Functional Academics Skills

Unit 6: Learning media assessment

Unit 7: Braille reading readiness

Unit 8: Techniques of teaching Braille

Unit 9: Techniques of Teaching print to children with low vision

Unit 10: Braille aids and devices, optical devices for print reading and writing

Block 3: Teaching of Independent Living Skills

Unit 11: Independent living skills – Meaning, Importance, Components

Unit 12: Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids

Unit 13: Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills

Unit 14: Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision

Unit 15: Techniques of teaching social interaction skills, leisure and recreation skills and self–determination

Block 4: Curricular Adaptation

Unit 16: Curricular adaptation – Need, Importance and Process

Unit 17: Reasonable accommodation – Need and Planning

Unit 18: Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing

Unit 19: Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching

Unit 20: Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

Block 5 : Assessment of Learning Needs of Children with VIMD

Unit 21: Curricular activities – Meaning and Need for Adaptation.

Unit 22: Adaptation of Physical education activities and Yoga

Unit 23: Adaptation of Games and Sports – both Indoor and Outdoor

Unit 24: Creative Arts for the children with visual impairment

Unit 25: Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket

Suggested Readings

• Aggarwal, J.C. (2005). Curriculum development. Shipra Publication. Delhi

• Arora, V. (2005). Yoga with visually challenged.: Radhakrishna Publication, New Delhi

• Baratt, S. H. (2008). The special education tool kit. Sage Publication, New Delhi.

• Chapman, E. K. (1978). Visually Handicapped Children and Young People. Routledge and Kegan Paul, London.

• Cutter, J. (2006). Independent Movement and travel in Blind Children. IAP, North Carolina.

• Mason, H., & Stephen McCall, S.(2003) . Visual Impairment – Access to Education for Children and Young people. David Fulton Publishers, London.

• Mukhopadhyay, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. NCERT, New Delhi.

• Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

• RPwD Act (2016). Govt. of India.

SEVI – 33: INTERVENTION AND TEACHING STRATEGIES – VISUAL IMPAIRMENT

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

- Explain various theoretical perspectives related to intervention & teaching strategies.
- Demonstrate techniques of teaching Mathematics to visually impaired children.
- Acquire necessary competencies and skills for   teaching science and assessment of the learners with special reference to children with visual impairment.
- Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.
- Describe the process of assessment visual efficiency and classroom management for children with low vision.

Block 1: Theoretical Perspectives

Unit 1: Difference among Methods, Approaches and Strategies

Unit 2: Intervention – Concept, Scope and Importance

Unit 3: Intervention for lately blinded students – Role of Special teachers/educators

Unit 4: Mediated teaching-learning – Concept, Need and Procedure

Unit 5: Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Block 2: Mathematics

Unit 6: Coping with Mathematics phobias

Unit 7: Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment

Unit 8: Preparation and Use of tactile materials

Unit 9: Mental arithmetic abilities – Concept, Importance and Application

Unit 10: Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Block 3: Science

Unit 11: Providing first-hand experience in the class and the school environment

Unit 12: Inclusive/collaborative learning for laboratory work

Unit 13: Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment

Unit 14: Problem solving and Learning by doing approach for Visually Impaired students

Unit 15: Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Block 4: Social Science

Unit 16: Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe

Unit 17 Procuring, adapting and use of different types of models

Unit 18: Organizing field trips

Unit 19: Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play

Unit 20: Evaluation of concepts and skills in social science with particular reference to Geography

Block 5: Teaching of Children with Low Vision

Unit 21: Visual Stimulation: Concept and Procedure

Unit 22: Selection of an appropriate medium of reading and writing

Unit 23: Techniques and procedures for developing reading and writing skills

Unit 24: Orientation and Mobility for low vision children

Unit 25: Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Suggested Readings

• Jackson, J. (2007). Low Vision Manual. Edingurgh: Butterworth Heinemann/ Elsevier, Edingurgh.

• Macnaughton, J. (2005). Low Vision Assessment. Butterworth Heinemann/ Elsevier, Edingurgh.

• Macnaughton, J. (2005). Low Vision Assessment. Butterworth Heinemann /Elsevier, Edingurgh.

• Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Special Education. PHI Learning Pvt. Ltd., New Delhi.

• Mangal. S. K. (2007). Educating exceptional children-an introduction to special education. PHI learning Pvt. New Delhi.

• Mason, H., & McCall, S. (2003). Visual Impairment – Access to Education for Children and Young people. London: David Fulton Publishers

• Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California.

• Punani, B., & Rawal, N.(2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.

• RPwD Act (2016). Govt. of India.

• Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

• Vijayan, P.., & Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

SEMESTER - IV

SED 411: GUIDANCE & COUNSELLING

Credit: 02   Marks: 50

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Use the skills of guidance and counselling in classroom situations.

• Describe the process of development of self-image and self-esteem.

• Assess the types and issues of counselling and guidance in inclusive settings

Block 1: Introduction to Guidance and Counselling

Unit 1: Guidance and Counselling: Definition and Aims

Unit 2: Areas of Guidance and Counselling

Unit 3: Core Conditions in Counselling

Unit 4: Skills and Competencies of a Counsellor

Unit 5: Role of Teacher in Guiding and Counselling Students with Special Needs

Block 2: Enhancing Self Image and Self Esteem

Unit 6: Concept of Self as Human

Unit 7: Understanding of Feelings and Changes

Unit 8: Growth to Autonomy

Unit 9: Personality Development

Unit 10: Role of Teacher in Developing Self-Esteem in Children

Block 3: Guidance and Counselling in Inclusive Education

Unit 11: Current Status with reference to Indian School

Unit 12: Types of Counselling: Child-Centred, Supportive, Family

Unit 13: Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance

Unit 14: Group Guidance: Group Leadership Styles and Group Processes

Unit 15: Challenges in Group Guidance

Suggested Readings

• Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.

• Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.

• Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.

• Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.

• Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.

• Shah, A. (2008). Basics in gGuidance and Counselling. Global Vision Publishing House.

• Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

SED 412: EARLY CHILDHOOD CARE AND EDUCATION

Credit: 02   Marks: 50

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Explain the biological & sociological foundations of early childhood education.

• Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.

• Enumerate the inclusive early education pedagogical practices.

Block 1: The Early Years: An Overview

Unit 1: Facts about Early Childhood Learning & Development

Unit 2: Neural Plasticity

Unit 3: Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills

Unit 4: Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children

Unit 5: Integrating Theories of Development & Learning for Early Childhood Education Curricula

Block 2: Early Education of Children with Disabilities

Unit 6: Young Children at Risk & Child Tracking

Unit 7: Interdisciplinary Assessments & Intervention Plans

Unit 8: Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

Unit 9: Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills

Unit 10: Evidenced Based Practices for Early Intervention

Block 3: Inclusive Early Childhood Educational (ECE) Practices

Unit 11: Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

Unit 12: Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

Unit 13: Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning

Unit 14: Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

Unit 15: School Readiness and Transitions

Suggested Readings

• Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.

• Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles:Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.

• Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.

• Klausmeir, H.J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory. New York: Academic Press.

• Mohanty, J., & Mohanty, B. (1999). Early Chilhood Care and Education. Delhi: Offset Printers.

• Barbour, N., & Seefeldt, C. (1998). .Early Childhood Education. An Introduction (4th Eds). U.K: Prentice Hall.

• Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: RandMcNally College Publishing Company.

• Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.

• Dahlberg, G. , Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2nd Ed.). New York: Routledge Publication.

• Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi.

SED – 425: MANAGEMENT OF LEARNING DISABILITY

Credit: 02   Marks: 50

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Explain the concept, causes and characteristics of learning disabilities.
• Discus different types of learning disabilities and its associated conditions.
• Develop teacher made assessment test in curricular areas.
• Plan appropriate teaching strategies as per the specific needs of children with learning disability.

Block 1: Learning Disabilities: Types

Unit 1: Specific Learning Disability as per RPwD Act 2016, Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
Unit 2: Non-verbal learning disabilities
Unit 3: Language Disorders
Unit 4: Associated Conditions: ADHD & ADD
Unit 5: Emotional & Behavioral problems.

Block 2: Assessment of Basic Curricular Skills

Unit 6: Assessment of Readiness Skills
Unit 7: Assessment of Reading, Writing and Math skills
Unit 8: Teacher made test
Unit 9: Standardized Tests: Need, Types & Purpose
Unit 10: Interpretation of Test report

Block 3: Intervention Strategies in Basic Skills of Learning

Unit 11: Language skills
Unit 12: Reading
Unit 13: Writing
Unit 14: Maths skills
Unit 15: Study skills

Suggested Readings

• Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) . Pearson. New Jersey

• Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey

• Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York

• Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.

• Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley &Sons,Ltd. London.

• Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London

• Karanth, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi

• Martin, L, C.(2009). Strategies for teaching students with learning disabilities. Corwin Press,California

• McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link) Baltimore. Paul H. Brookes.

• Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton – New York.

• Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston. Suggested Readings

• Shula, C. (2000). Understanding children with language problems. Cambridge, New York.

SED – 426: VOCATIONAL TRAINING & JOB PLACEMENT

Credit: 02   Marks: 50

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Develop an understanding of vocational education & its relevance for PWD's.
• Carry out vocational assessment and make vocational training plan.
• Plan for transition from School to job.
• Identify various avenues for job placement.
• Facilitate PWD's in making choice of vocational trades.
• Acquire the concept of independent living and empowerment.

Block 1: Fundamentals & Assessment of Vocational Rehabilitation

Unit 1: Definition, meaning and scope of Vocational Education
Unit 2: Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
Unit 3: Approaches and models of Vocational training
Unit 4: Assessment, Evaluation of Generic skills & Specific job skills using various tools
Unit 5: Approaches & Principles of vocational assessment

Block 2: Vocational Transition & Curriculum Planning

Unit 6: Concept, meaning, importance of transition
Unit 7: Vocational transition models
Unit 8: Transitional Planning at pre-vocational & post-vocational level
Unit 9: Development of Individualized Vocational Transitional Plan
Unit 10: Development of Vocational Curriculum

Block 3: Process of Vocational Rehabilitation & Placement

Unit 11: Types of Employment Settings
Unit 12: Process of Job Placement & Creation of Need-based Employment Settings
Unit 13: Adaptations, Accommodation, Safety Skills and First Aid
Unit 14: Self Advocacy & Self Determination Skill Training
Unit 15: Equal opportunities and attitudes towards persons with disabilitie

Suggested Readings

• McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students With Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
• Kutty, A.T., &. Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
• Kutty, A.T., &. Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
• Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
• Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
• Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
• Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York

SED-43 BASIC RESEARCH AND STATISTICS

Credit: 02   Marks: 50

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Describe the concept and relevance of research in education and special education.

• Develop an understanding of the research process and acquire competencies for conducting a research.

• Apply suitable measures for data organization and analysis.

Block 1: Introduction to Research

Unit 1: Scientific Method

Unit 2: Research: Concept and Definition

Unit 3: Application of Scientific Method In Research

Unit 4: Purpose of Research in Education

Unit 5: Special Education research and its importance

Block 2: Types and Process of Research

Unit 6: Types of Research-Basic/Fundamental-Applied-Action

Unit 7: Process of Research-Selection of Problem-Formulation of Hypothesis-Collection of Data-Analysis of Data & Conclusion

Unit 8: Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

Unit 9: Action Research in Teaching Learning Environment

Unit 10: Professional Competencies for Research

Block 3: Measurement and Analysis of Data

Unit 11: Scale for measurement: Nominal, Ordinal, Interval and Ratio

Unit 12: Organization of data: Array, Grouped distribution

Unit 13: Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation

Unit 14: Correlation: Product Moment and Rank Order Correlation

Unit 15: Graphic representation of data

Suggested Readings

• Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India New Delhi.

• Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.

• Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.

• Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.

• Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.

• Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.

• Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.

• Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.

SEID – 44: TECHNOLOGY AND DISABILITY – INTELLECTUAL DISABILITIES

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Discuss the role of technology in educating children with ID and acquire knowledge about its various approaches and modes.
• Explain the nature of ICT, its basis, development and use.
• Use computer programme and software for the benefit of children with ID.
• Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.
• Apply technology for developing lesson plan and adapted assistive devices.

Block 1: Technology in Education and Instruction

Unit 1: Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
Unit 2: Educational Technology and Instructional Technology – Role and Recent Trends.
Unit 3: Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.
Unit 4: Differential Instruction, Universal Design of learning and Individualised Instruction.
Unit 5: Implication of the above for inclusion.

Block 2: ICT

Unit 6: ICT – Meaning, Definition, Scope and Significance
Unit 7: Psychological bases for ICT among teachers and learners
Unit 8: Development of ICT – Stages, Requirement and Process
Unit 9: Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference
Unit 10: Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

Block 3: Use of Multimedia in Education

Unit 11: Multi Media - Meaning, Nature, Scope, Definition and Approches.
Unit 12: Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys
Unit 13: Advantages, Limitations and Challenges of Using Multi media in Education
Unit 14: Recent Trends in Multimedia
Unit 15: Implication of Multimedia in teaching learning.

Block 4: Technology Based Instructions

Unit 16: Enhancing Technology Friendly Practices among Teachers.

Unit 17: Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites

Unit 18: Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC

Unit 19: Developing Technology Integrated Lessons – Individual and Group

Unit 20: Implications of Technology based instruction in Inclusion

Block 5: Application of Technology

Unit 21: Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation

Unit 22: Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers

Unit 23: Application of Technology in Instruction – Individual, small group and large group

Unit 24: Advantages, merits and demerits

Unit 25: Implications for inclusion

Suggested Readings

• Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.

• Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.

• Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.

• Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.

• R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.

• Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland.

SEID – 45: PSYCHO-SOCIAL AND FAMILY ISSUES - INTELLECTUAL DISABILITIES

Credit: 02   Marks: 50

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Realise importance and role of family in rehabilitation of children with ID.

• Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID misconception and social practices and develop based approach.

• Realize importance of family involvement in rehabilitation process by forming parents self help group and parent association.

• predict various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.

• Comprehend role of community and community participation and models, advantages/ disadvantages of CBR programme for PwIDs.

Block 1: Family

Unit 1: Family – Concept, Definition and Characteristics

Unit 2: Types of family

Unit 3: Reaction and Impact of disability on family

Unit 4: Needs of family and counselling

Unit 5: Role of family in rehabilitation of PWID

Block 2: Psycho-Social Issues

Unit 6: Attitude of family, Community, Peer Group, Teachers, Co-workers

Unit 7: Myths, misconception and social practices

Unit 8: Difference between Intellectual Disability and Mental Illness

Unit 9: Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse

Unit 10: Rights and Advocacy

Block 3: Involving Families

Unit 11: Training and involving families in the rehabilitation process

Unit 12: Parent professional relationship

Unit 13: Formation of Parent Self-Help Group

Unit 14: Parent Associations

Unit 15: Empowering Families

Block 4: Adolescent Issues

Unit 16: Physiological Changes; Implication in Emotional and Social Development

Unit 17: Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group

Unit 18: Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling

Unit 19: Ethical Issues

Unit 20: Challenges and Implications

Block 5: CBR and CPP (Community People Participation)

Unit 21: Concept, Definition and Scope of CBR

Unit 22: Models of CBR – Advantages and Disadvantages

Unit 23: Types of Community Resources and their mobilization

Unit 24: Organizing services for PwID in the community

Unit 25: Role of Special Educator, Family, Community and PwID in CBR

Suggested Readings

• Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.

• Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlandio: Academic Press Inc.

• Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 – 1075

• Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.

• Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.

• Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 70 – 381

• Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Miffin.

• Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.

SEHI – 44 : TECHNOLOGY AND DISABILITY – HEARING IMPAIRMENT

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Enumerate various listening devices and describe ways of effective usage and maintenance.

• Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.

• Narrate the range of technological applications that can be used for facilitating communication and language.

• Explain the present and future technologies facilitating the education of children with

  hearing impairment.

• Identify different resources (financial & human) to obtain technology

Block 1: Listening Devices and Classroom Acoustics

Unit 1: Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures

Unit 2: Ear moulds: Types, Importance, Care & maintenance

Unit 3: Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management

Unit 4: Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant:

  Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme

Unit 5: Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Block 2: Technology for Management for Speech

Unit 6: Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)

Unit 7: Use of computer based speech equipment for management of voice in children with hearing impairment

Unit 8: Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment

Unit 9: Basic infrastructure required for using computer based speech training aids/equipment

Unit 10: Tele Speech Therapy

Block 3: Technology Facilitating Language & Communication

Unit 11: Low cost technology and its application in development of teaching learning material

Unit 12: Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps

Unit 13: Web based technology for using and training of ISL

Unit 14: Sign to text and Text to sign technology

Unit 15: Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

Block 4: Technology Facilitating Education

Unit 16: Technology and its impact on education: Changing Trends in teaching & learning

Unit 17: Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self- learning packages, Multimedia)

Unit 18: Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning

Unit 19: ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning

Unit 20: Future technologies: Universal Design: Meaning & Scope

Block 5: Resource Mobilisation for Technology

Unit 21: Agencies for Aids & Appliances: Government and non-government

Unit 22: Eligibility criteria for availing funding under Government schemes

Unit 23: Procedure for availing funding from different agents

Unit 24: Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome

Unit 25: Agencies/Strategies to locate required human resources for various services and Referrals

Suggested Readings

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014).Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers Amazon Pub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd.
- Mathew, S.M. (2012).Technology for persons with hearing impairment. Status of Disability in India-2012.NewDelhi: RCI
- Moores, Donald, F (1997). Educating the deaf, Houghton Nifflin Compan
- Rapp, W.H. (YNK). Universal design for learning in action. Baltimore MD: Brook
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Stewart, D.A. & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. London : Allyn & Baccon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.

SEHI – 45: PSYCHOLOGY AND FAMILY ISSUES – HEARING IMPAIRMENT

Credit: 02   Marks: 50

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Explain psycho social development of early childhood and role of family.
• Narrate the family needs and find self-ready to support families for empowering the child with disability.
• Ensure family involvement in educational programs.

Block 1: Psychosocial Aspects and Disability

Unit 1: Overview of psychosocial development; wellbeing and quality of life
Unit 2: Implications of hearing impairment on domains of psychosocial development
Unit 3: Role of family in psychosocial development of children with hearing impairment
Unit 4: Role of peers and community in psychosocial development of children with hearing impairment
Unit 5: Challenges and issues in psychosocial development of children with hearing impairment

Block 2: Family Needs

Unit 6: Identifying Family Needs for information, decision making, skill transfer and referral
Unit 7: Fostering family's acceptance of child's impairment and creating a positive environment
Unit 8: Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy
Unit 9: Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits
Unit 10: Encouraging family participation in self-help groups and family support networking

Block 3: Family Empowerment

Unit 11: Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting
Unit 12: Encouraging family acceptance of listening devices and ensuring its regular use
Unit 13: Supporting family in fostering and developing communication and language
Unit 14: Involving family in fostering and developing play, recreation and values
Unit 15: Encouraging family involvement in educational programme and participation in community based rehabilitation programme

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Suggested Reading

• Dunst.C, Trivette.C & Deal.A (1996). Enabling & empowering families. Principles & guidelines for practice. Cambridge, MA : Brookline Books.
• Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness
• Scheetz, N.A.(2000). Orientation to Deafness. Boston, MA: Allyn and Bacon.
• Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), The deaf child in the family and school, laurance Erlbaum
• Beazley Sarah & Moore Michele, Deaf children their families and professionals dismantling barriers, david Fultron publishers (2005)
• Brown Ivan and ray Brown (2000), Quality of life and disability
• Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Cambridge, MA: Harvard Family Research Project.
• Corter Mairian (1966) deaf transactions:Deaf families, deaf communities and deaf identities, Jessica Kingsley publishers
• Ed Par Ila, Cultural diversity and the deaf experiences (1966), Cambridge university press, USA
• Marscark m and Clark M.D. , Psychological perspectives on deafness Vol I & II, 1998

SEVI – 44: TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED – VISUAL IMPAIRMENT

Credit: 04   Marks: 100

Course Learning Outcomes

After completing this course, the student-teachers will be able to

- Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.
- Explain the concept and nature of adaptive technology and explain underlying principles and techniques.
- Illustrate the technologies for print-access for children with visual impairment.
- Describe and use different technologies for teaching low vision children as also various school subjects.
- Demonstrate understanding of computer-based teaching-learning processes

Block 1 Introducing Educational and Information Communication Technology

Unit 1: Educational Technology-Concept, Importance, and Scope

Unit 2: Difference between Educational Technology and Technology in Education

Unit 3: Special Significance and Goals of Technology for the Education of children with Visual Impairment

Unit 4: Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired

Unit 5: ICT and the UN Convention on the Rights of Persons with Disabilities.

Block 2: Adaptive Technologies

Unit 6: Concept and Purposes

Unit 7: Basic Considerations--Access, Affordability, and Availability

Unit 8: Addressing User's Perspectives in Developing Adaptive Technologies

Unit 9: Roles of IIT's and the Scientific Community;

Unit 10: Universal/Inclusive Design - Concept, Advantages, and Limitations.

Block 3: Access to Print for the Visually Impaired

Unit 11: Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.

Unit 12: Braille Note takers and Stand-alone Reading Machines

Unit 13: Braille Translation Software with Particular reference to Indian Languages and Braille Embossers

Unit 14: On-Line Libraries and Book share

Unit 15: Daisy Books, Recordings, and Smart Phones.

Block 4: Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

Unit 16: Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.

Unit 17: Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.

Unit 18: Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS

Unit 19: Low vision devices: Optical, Non-Optical and Projective

Unit 20: Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Block 5: Computer-Aided Learning

Unit 21: Social Media

Unit 22: Creation of Blogs

Unit 23: Tele-Conferencing

Unit 24: Distance Learning and ICT

Unit 25: E-Classroom: Concept and Adaptations for Children with Visual Impairment

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Suggested Readings

• Biwas, P. C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, New Delhi.

• Bourgeault, S. E. (1969). The Method of Teaching the Blind: The Language Arts, Kuala Lumpur: American Foundation for the Overseas Blind.

• Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi.

• Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

• Mani. M.N.G. (1997).Amazing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.

• Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988).

• Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.

• Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). New Delhi: Asian Blind Union

SEVI – 45: PSYCHO SOCIAL AND FAMILY ISSUES – VISUAL IMPAIRMENT

Credit: 02   Marks: 50

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Describe the effect of birth of a child with visual impairment on the family.
• Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.
• Explain the role of parent community partnership in the rehabilitation of a person with visual impairment.
• Develop different skills to empower families in meeting the challenges of having a child with visual impairment.

Block 1: Family of a Child with Visual Impairment

Unit 1: Birth of a child with visual impairment and its effect on parents and family dynamics
Unit 2: Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting
Unit 3: Stereotypic attitudes related to visual impairment and attitude modification
Unit 4: Role of family in Early stimulation, Concept development and Early intervention
Unit 5: Role of siblings and extended family

Block 2: Parental Issues and Concerns

Unit 6: Choosing an educational setting
Unit 7: Gender and disability
Unit 8: Transition to adulthood: sexuality, marriage, and employment
Unit 9: Parent support groups
Unit 10: Attitude of professionals in involving parents in IEP and IFSP

Block 3: Rehabilitation of Children with Visual Impairment

Unit 11: Concept of habilitation and rehabilitation
Unit 12: Community Based Rehabilitation (CBR) and Community Participatory
Rehabilitation (CPR)
Unit 13: Legal provisions, concessions and advocacy
Unit 14: Vocational rehabilitation: need and challenges
Unit 15: Issues and challenges in rural settings

Block 4: Meeting the Challenges of Children with Visual Impairment

Unit 16: Enhancing prosocial behaviour
Unit 17: Stress and coping strategies
Unit 18: Recreation and leisure time management
Unit 19: Challenges of adventitious visual impairment
Unit 20: Soft skills and social skills training

Suggested Readings

- Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. India: Voice and vision.
- Hansen, J. C., Rossberg, R.H., & Cramer,S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA
- Mani, M. N. G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling publishers Pvt. Ltd.
- Narayan, J., & Riggio, M. (2005). Creating play environment for children. USA: Hilton/ Perkins.
- Shah, A. (2008). Basics in guidance and Counselling. New Delhi:Global Vision Publishing House.
- Smith, D. D., & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge.(2Ed). USA: Allyn & Bacon.
- Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad Psycho Corporation, New Delhi.
- Early Support for children, young people and families (2012). Information about Visual Impairment, Retrieved from http://www.ncb.org.uk/media/875236/earlysupportvisimppart1final.pdf
- Kundu, C. L. (2000). Status of Disability in India. New Delhi: RCI.

SEMESTER - V

SED 51: READING AND REFLECTING ON TEXTS

Credit: 02   Marks: 50

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Reflect upon current level of literacy skills of the self.
• Explain the basic skills required to be active readers in control of own comprehension.
• Describe the basic skills required to be independent writers understanding   adequate intent, audience and organization of the content.
• Illustrate good reading writing in students across the ages.

Block 1: Reflections on Literacy

Unit 1: Literacy and Current University Graduates: Status and Concerns

Unit 2: Role of Literacy in Education, Career and Social Life

Unit 3: Literacy, Thinking and Self Esteem

Unit 4: Literacy of Second Language/ English: Need and Strategies

Unit 5: Basic Braille Literacy

Block 2: Reflections on Reading Comprehension

Unit 6: Practicing Responses to Text: Personal, Creative and Critical

Unit 7: Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

Unit 8: Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

Unit 9: Basic Understanding of Reading Comprehension of Children with Disabilities

Block 3: Skill Development in Responding to Text

Unit 10: Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

Unit 11: Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

Unit 12: Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

Unit 13: Practicing Web Search, Rapid Reading and Comprehensive Reading

Block 4: Reflecting Upon Writing as a Process and Product

Unit 14: Understanding writing as a Process: Content (Intent, Audience and Organization)

Unit 15: Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

Unit 16: Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

Unit 17: Practicing Self Editing and Peer Editing of Sample Texts

Unit 18: Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 19: Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

Unit 20: Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

Unit 21: Practicing Converting Written Information into Graphical Representation

Unit 22: Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

Unit 23: Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Suggested Readings

- ASER report of 2015: Pratham Publication
- Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York
- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston
- Tovani, C., & Keene.E.O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.

SED – 52: DRAMA AND ART IN EDUCATION

Credit: 02   Marks: 50

Course Learning Outcomes

After completing this course, the student-teachers will be able to

• Describe basic understanding in art appreciation, art expression and art education.
• Compare & contrast strategies for students with and without special needs.
• Discuss the adaptive strategies of artistic expression.

Block 1: Introduction to art Education

Unit 1: Art and art education: Meaning, scope and difference

Unit 2: Artistic expression: Meaning and strategies to facilitate

Unit 3: Art therapy: Concept and application to students with and without disabilities

Unit 4: Linking Art Education with Multiple Intelligences

Unit 5: Understanding emerging expression of art by students

Block 2: Performing Arts: Dance and Music

Unit 6: Range of art activities related to dance and music

Unit 7: Experiencing, responding and appreciating dance and music

Unit 8: Exposure to selective basic skills required for dance and music

Unit 9: Dance and Music: Facilitating interest among students: planning and implementing activities

Unit 10: Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

Block 3: Performing Arts: Drama

Unit 11: Range of art activities in drama

Unit 12: Experiencing, responding and appreciating drama

Unit 13: Exposure to selective basic skills required for drama

Unit 14: Drama: Facilitating interest among students: planning and implementing activities

Unit 15: Enhancing learning through drama for children with and without special needs: strategies and adaptations

Block 4: Visual Arts

Unit 16: Range of art activities in visual arts

Unit 17: Experiencing, responding and appreciating visual art

Unit 18: Exposure to selective basic skills in visual art

Unit 19: Art education: Facilitating interest among students: planning and implementing activities

Unit 20: Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Block 5: Media and Electronic Arts

Unit 21: Range of art activities in media and electronic art forms

Unit 22: Experiencing, responding and appreciating media and electronic arts

Unit 23: Exposure to selective basic skills in media and electronic arts

Unit 24: Media and electronic arts: Facilitating interest among students: planning and implementing activities

Unit 25: Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Suggested Readings

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication:London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L.& A. M. Jenkins (Eds.), Issues and approaches to art for students with special needs (pp. 142–154). Reston, VA: National Art Education Association.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Programme Learning Outcomes

- Acquire knowledge & skills about human development, contemporary Indian education.
- Practice pedagogical skills and approaches of various school subjects and assessment for learning.
- Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
- Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- Explain the importance of inclusive education with reference to Education for All.
- Analyse the need and implications of basic research and statistics in the field of special education
- Narrate the management of learning disability
- Design guidance and counselling implications
- Enhance knowledge and skills for professional development.

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