B.Ed. Special Education

(Intellectual Disabilities, Hearing Impairment, Visual Impairment)

(Semester Pattern)

Syllabus
2021 Batch Onwards

TAMIL NADU OPEN UNIVERSITY

SCHOOL OF SPECIAL EDUCATION AND REHABILITATION

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TAMILNADU OPEN UNIVERSITY

Bachelor of Education in Special Education

(B.Ed. Spl.Ed.)

(Distance Mode)

2021 Batch Onwards

Syllabus

SCHOOL OF SPECIAL EDUCATION AND REHABILITATION

577, Anna Salai, Saidapet, Chennai-600015

www.tnou.ac.in

Detailed Syllabus

(B.Ed. Special Education)

2021 Batch Onwards

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.

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

Unit 2: Psychosocial Theory (Erikson)

Unit 3: Psychoanalytic Theory (Freud)

Unit 4: Ecological Theory (Bronfrenbrenner)

Unit 5: Holistic Theory of Development (Steiner)

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

Unit 1: Prenatal development: Conception, stages and influences on prenatal development

Unit 2: Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

Unit 3: Milestones and variations in Development

Unit 4: Environmental factors influencing early childhood development

Unit 5: Role of play in enhancing development

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

Unit 1: Emerging capabilities across domains of physical and social emotional

Unit 2: Emerging capabilities across domains related to cognition - metacognition, creativity, ethics

Unit 3: Issues related to puberty

Unit 4: Gender and development

Unit 5: Influence of the environment (social, cultural, political) on the growing child

Block 5: Transitions into Adulthood

Unit 1: Psychological well-being

Unit 2: Formation of identity and self-concept

Unit 3: Emerging roles and responsibilities

Unit 4: Life Skills and independent living

Unit 5: 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 1: Concept of Diversity

Unit 2: Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

Unit 3: Diversity in learning and play

Unit 4: Addressing diverse learning needs

Unit 5: Diversity: Global Perspective

Block 3: Contemporary Issues and Concerns

Unit 1: Universalisation of School Education, Right to Education and Universal Access

Unit 2: Issues of a) Universal enrolment b) Universal retention c) Universal learning

Unit 3: Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.-t girl child, weaker sections and disabled

Unit 4: 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 5: Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

Block 4: Education Commissions and Policy (School Education)

Unit 1: Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

Unit 2: National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), Draft NEP 2019

Unit 3: National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).

Unit 4: Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009

Unit 5: International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Block 5: Issues and Trends in Education

Unit 1: Challenges of education from preschool to senior secondary

Unit 2: Inclusive education as a rights based model

Unit 3: Complementarities of inclusive and special schools

Unit 4: Language issues in education

Unit 5: Community participation and community based education

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

The course is designed to develop an understanding about inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognises ways in which different stakeholders can collaborate for the success of inclusive education.

Course Learning Outcomes

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

- Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- Explicate the national & key international policies & frameworks facilitating inclusive education.
- Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- Describe the inclusive pedagogical practices & its relation to good teaching.
- Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

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

Unit 2: 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 3: International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

Unit 4: 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 5: 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 1: Meaning, Difference, Need & Steps

Unit 2: Specifics for Children with Sensory Disabilities

Unit 3: Specifics for Children with Neuro-Developmental Disabilities

Unit 4: Specifics for Children with Loco Motor & Multiple Disabilities

Unit 5: Engaging Gifted Children

Unit 4: Inclusive Academic Instructions

Unit 1: Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment

Unit 2: Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching

Unit 3: Differentiated Instructions: Content, Process & Product

Unit 4: Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

Unit 5: ICT for Instructions

Unit 5: Supports and Collaborations for Inclusive Education

Unit 1: Stakeholders of Inclusive Education & Their Responsibilities

Unit 2: Advocacy & Leadership for Inclusion in Education

Unit 3: Family Support & Involvement for Inclusion

Unit 4: Community Involvement for Inclusion

Unit 5: 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 1: Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication

Unit 2: Language & communication issues attributable to hearing loss and need for early Intervention

Unit 3: Communication options, preferences & facilitators of individuals with hearing Loss

Unit 4: Issues & measures in literacy development and scholastic achievement of students with hearing loss

Unit 5: Restoring techniques using human (interpreter) & technological support (hearing devices)

Block 3: Visual Impairment-- Nature and Assessment

Unit 1: Process of Seeing and Common Eye Disorders in India

Unit 2: Blindness and Low Vision--Definition and Classification, Definition & Classification of Blindness & Low Vision as per RPwD Act 2016

Unit 3: Demographic Information--NSSO and Census 2011

Unit 4: Importance of Early Identification and Intervention

Unit 5: Functional Assessment Procedures

Block 4: Educational Implications of Visual Impairment

Unit 1: Effects of Blindness--Primary and Secondary

Unit 2: Selective Educational Placement

Unit 3: Teaching Principles

Unit 4: Expanded Core Curriculum-- Concept and Areas

Unit 5: Commonly Used Low Cost and Advanced Assistive Devices

Block 5: Deaf-blindness

Unit 1: Definition, causes, classification, prevalence and characteristics of deaf-Blindness

Unit 2: Effects and implications of deaf-blindness on activities of daily living & Education

Unit 3: Screening, assessment, identification & interventional strategies of deaf-Blindness

Unit 4: Fostering early communication development: Methods, assistive devices and practices including AAC

Unit 5: 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 the 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 1: Definition, Types and Characteristics

Unit 2: Tools and Areas of Assessment

Unit 3: Strategies for Functional Academics and Social Skills

Unit 4: Assistive Devices, Adaptations, Individualized Education Plan, Person
Centered Plan, Life Skill Education

Unit 5: Vocational Training and Independent Living

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

Unit 1: Definition, Types and Characteristics

Unit 2: Tools and Areas of Assessment

Unit 3: Instructional Approaches

Unit 4: Teaching Methods

Unit 5: 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 the 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 1: Definition, Meaning and Classification, Muscular Dystrophy as per RPwD Act 2016

Unit 2: Assessment of Functional Difficulties

Unit 3: Provision of Therapeutic Intervention and Referral

Unit 4: 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 5: Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Block 3: Multiple Disabilities and Other Disabling Conditions

Unit 1: Multiple Disabilities: Meaning and Classifications, Impressions of RPwD Act 2016 on Multiple Disabilities

Unit 2: Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions

Unit 3: Other Disabling Conditions such as Leprosy Cured Students, Tuberous Sclerosis and Multiple Sclerosis

Unit 4: 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 5: 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-resource-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

- 24 -

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 1: Sensation: Definition and Sensory Process

Unit 2: Attention: Definition and Affecting Factors

Unit 3: Perception: Definition and Types

Unit 4: Memory, Thinking, and Problem Solving

Unit 5: Motivation: Nature, Definition and Maslow's Theory

Block 3:   Teaching Learning Process

Unit 1: Maxims of Teaching

Unit 2: Stages of Teaching: Plan, Implement, Evaluate, Reflect

Unit 3: Stages of Learning: Acquisition, Maintenance, Generalization

Unit 4: Learning Environment: Psychological and Physical

Unit 5: Leadership Role of Teacher in Classroom, School and Community

Block 4:   Overview of Assessment and School System

Unit 1: Assessment: Conventional meaning and constructivist perspective

Unit 2: 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference

Unit 3: Comparing and contrasting assessment, evaluation, measurement, test and
       examination

Unit 4: Formative and summative evaluation, Curriculum Based Measurement

Unit 5: 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 1: 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 2: Typology and levels of assessment items: Multiple choice, open ended and close
       ended; direct, indirect, inferential level

Unit 3: Analysis, reporting, interpretation, documentation, feedback and pedagogic
       Decisions

Unit 4: Assessment of diverse learners: Exemptions, concessions, adaptations and
       accommodations;

Unit 5: 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

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 Tamil at school level.
- Use various techniques to evaluate the achievement of the learner in Special Tamil.
- Demonstrate and apply skills to select and use different methods of teaching the content of Special Tamil
- Develop competencies for designing unit and lesson plans for   Special   Tamil teaching.
- Develop skills in preparation and use of support materials for effective Special Tamil teaching.

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 நூலக்கள்

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- 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, நிகணக் டுகள் சூடாமணி, பிங்கலம், திவாகரம்.வாசு அறிவழகன் தமிழ் இலக்கியத்தில் உளப்பு குப்பாயவு 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.

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

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

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- 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 1: Aims and Objectives of Teaching Science in Elementary and Secondary School

Unit 2: Bloom's Taxonomy of Educational Objectives and Writing Objectives in

Behavioural Terms

Unit 3: Lesson Planning – Importance and Basic Steps. Planning Lesson for an

Explanation, Demonstration, and Numerical Problem in Teaching of Sciences

Unit 4: Unit Planning – Format of A Unit Plan

Unit 5: Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical

Analysis

Block 3:   Approaches and Methods of Teaching Sciences

Unit 1: Process Approach, Direct Experience Approach, Inductive-Deductive Approach

Unit 2: Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

Unit 3: Project Method and Heuristic Method

Unit 4: 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 5: Constructivist Approach and its Use in Teaching Science

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

Unit 1: 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 2: Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities

Unit 3: The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities

Unit 4: Aquarium, Vivarium – Role in Teaching with Setting & Maintaining

Unit 5: Museum, Botanical And Zoological Garden: Role In Teaching

Block 5:   Evaluation

Unit 1: Evaluation- Concept, Nature and Need

Unit 2: Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment

Unit 3: Tools and Techniques for Formative and Summative Assessments

Unit 4: Preparation of Diagnostic Test and Achievement Test

Unit 5: Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Suggested Readings

- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.

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

- Gupta, V. K. (1995). Teaching and lLearning 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.

- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.

- 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 1: 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 2: Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic,
           Algebra and Geometry

Unit 3: Unit Planning – Format of A Unit Plan

Unit 4: Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Block 3:   Strategies for Learning and Teaching Mathematics

Unit 1: Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts

Unit 2: Learning By Exposition: Advanced Organizer Model

Unit 3: Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project

Unit 4: Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain- Storming and Computer Assisted Instruction (CAI)

Unit 5: 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 1: Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory

Unit 2: 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 3: Bulletin Boards and Mathematics Club

Unit 4: Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

Unit 5: Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

Block 5:   Assessment and Evaluation for Mathematics Learning

Unit 1: Assessment and Evaluation- Concept, Importance and Purpose

Unit 2: Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures

Unit 3: Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics

Unit 4: Preparation of Diagnostic and Achievement Test

Unit 5: Adaptations in Evaluation Procedure for Students With Disabilities

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 1: Organization of social science curriculum at school level

Unit 2: Instructional Planning: Concept, need and importance

Unit 3: Unit plan and Lesson plan: need and importance

Unit 4: Procedure of Unit and Lesson Planning

Unit 5: Adaptation of unit and lesson plans for children with disabilities

Block 3: Approaches to teaching of Social Science

Unit 1: Curricular approaches: a) Coordination, b) Corelational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

Unit 2: Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method

2.1 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 3: Accommodations required in approaches for teaching children with disabilities

Unit 4: 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 5: Adaptations of material for teaching children with disabilities

Block 4:   Evaluation of Learning in Social Science

Unit 1: Purpose of evaluation in social science

Unit 2: Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio

Unit 3: Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects

Unit 4: Construction of teacher made test

Unit 5: Diagnostic testing and enrichment techniques for children with disabilities

Block 5:   Social Science Teacher as a Reflective Practitioner

Unit 1: Being a reflective practitioner- use of action research

Unit 2: Developing an Action Research Plan for solving a problem in teaching-learning of Social science

Unit 3: Case study- Need and Importance for a School Teacher

Unit 4: Development of a Professional Portfolio/ Teaching Journal

Unit 5: 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

Describe the aims and objectives of teaching Economics at school level.

- 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

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

- 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

Describe the aims and objectives of teaching Computer Science at school level.

- 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.

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 Mathematics at school level.
- Use various techniques to evaluate the achievement of the learner in English.
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences
- 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.

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

பார்வை நூலக்கள்

- சு.வஜ்ர வேலு. (2009). அருந்தமிழ் கறப்பிக்கும் முறைகள் அம்சா பதிப்பகம், சென்னை.

- பி.இரத்தினசபாபதி. (2004). மக்கள் தொடர்பும் மாண்புறு கல்வியும். ஜோதி புதத் க 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, நிகணக் டுகள் சூடாமணி, பிங்கலம், திவாகரம்.வாசு அறிவழகன் தமிழ் இலக்கியத்தில் உளபப் குப்பாயவு தமிழக்ககல்வி 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 1: Aims and objectives of Teaching English at different stages of schooling

Unit 2: Instructional Planning: Need and Importance

Unit 3: Unit and lesson plan: Need and Importance

Unit 4: Procedure of Unit and Lesson Planning

Unit 5: Planning and adapting units and lessons for children with disabilities

Block 3: Approaches and Methods of Teaching English

Unit 1: Difference between an approach and a method

Unit 2: Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

Unit 3: Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method

Unit 4: Development of four basic language skills: Listening, Speaking, Reading, and Writing

Unit 5: Accommodation in approaches and techniques in teaching children with disabilities Unit

Block 4: Instructional Materials

Unit 1: Importance of instructional material and their effective use

Unit 2: 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 3: Construction of a teacher made test for English proficiency

Unit 4: Teaching portfolio

Unit 5: Adaptations of teaching material for children with disabilities

Block 5: Evaluation

Unit 1: Evaluation - Concept and Need

Unit 2: Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)

Unit 3: Adaptation of Evaluation Tools for Children with Disabilities

Unit 4: Individualized assessment for Children with Disabilities

Unit 5: 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

INTELLECTUAL DISABILITY

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 1: Concept, Meaning, Definition and purpose of Educational assessment

Unit 2: Methods of Assessment - Observation, Interview and Rating Scale

Unit 3: Types and Approaches - NRT, CRT, CBA & Teacher Made Tests

Unit 4: Areas of Assessment - Medical, Psychological, Educational, Behavioural &
    Ecological

Unit 5: Documentation of assessment, Result interpretation & Report writing– Implication
    of all the above for Inclusion

Block 3:   Assessment at Pre-School and School levels

Unit 1: Importance of Assessment at Pre- School and School level

Unit 2: Developmental and Adaptive Behaviour Assessment

Unit 3: Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP

Unit 4: Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale

Unit 5: Documentation of assessment, Result interpretation & Report writing– Implication of class level assessment & its relation to Inclusion with resource support

Block 4:   Assessment at Adult and Vocational levels

Unit 1: Significance of Assessment for Independent living of PwIDs

Unit 2: Assessment for Transition from School to Work

Unit 3: Assessment Tools for Independent Living –BASAL-MR, VAPS

Unit 4: Provisions & Schemes of MoSJE for Vocational Skill Development

Unit 5: Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living

Block 5:   Assessment of Family Needs

Unit 1: Significance of psychosocial needs and its assessment in family

Unit 2: Assessment of parental needs and its implication in planning IFSP

Unit 3: Assessment of siblings and its implication in planning IFSP

Unit 4: Assessment of extended families needs and its implication in planning IFSP

Unit 5: Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

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.
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- 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 1: Significance of Early Childhood Education and School Readiness

Unit 2: Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas

Unit 3: Curriculum Domains for Early Childhood Education and Sensory Mechanism

Unit 4: Sensitization of family, involvement in pre-school and primary level

Unit 5: 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 1: Curriculum domains at Secondary level

Unit 2: Curriculum domains at Pre- vocational level

Unit 3: Curriculum domains at Vocational level

Unit 4: Rehabilitation of PwIDs under National Skill development Scheme (NSDS by

MSJ&E)

Unit 5: Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

Block 4:   Curriculum Adaptations

Unit 1: Need for Curricular Adaptation, Accommodation and Modification

Unit 2: Adaptation, Accommodation and Modification for Pre –academic Curriculum

Unit 3: Adaptation, Accommodation and Modification for Academics Curriculum

Unit 4: Adaptation, Accommodation and Modification for Co-Curriculum

Unit 5: Adaptation, Accommodation and Modification for School Subjects

Block 5:   Curriculum Evaluation

Unit 1: Concept, Meaning, Definition of Curriculum Evaluation

Unit 2: Types and Approaches of Evaluation

Unit 3: Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System

Unit 4: Differential evaluation of PwID in inclusive setup

Unit 5: 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.

- RPwD Act (2016). Govt. of India.

- 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 1: Need, Importance and Historical Perspective of IEP

Unit 2: Steps and Components of IEP

Unit 3: Developing, Implementation and Evaluation of IEP for PwID and its associated conditions

Unit 4: IFSP – Planning and writing

Unit 5: Application of IEP for Inclusion

Block 3:   Teaching Strategies and TLM

Unit 1: Stages of Learning

Unit 2: Principles of Teaching

Unit 3: Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton – Gillingham Method, Augmentative and Alternative Communication

Unit 4: Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method

Unit 5: Development and Use of TLM for ID

Block 4:   Intervention for Mal-adaptive Behaviour

Unit 1: Definition and types of Mal-adaptive behaviour

Unit 2: Identification of Mal-adaptive behaviour

Unit 3: Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour
Techniques (CBT)

Unit 4: Management of Mal-adaptive behaviour at Home and School, Parental Counselling
- Individual, Group and Community

Unit 5: Ethical Issues in behaviour management and implications for Inclusion

Block 5:   Therapeutic Intervention

Unit 1: Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention

Unit 2: Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

Unit 3: Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and
Hearing Disorders and Intervention

Unit 4: Yoga and Play therapy – Definition, Objective, Scope and Intervention

Unit 5: 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.

HEARING IMPAIRMENT

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

Unit 2: Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance

Unit 3: 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 4: Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.

Unit 5: Concept of unaided, aided audiograms, Speech spectrum and its applications

Block 3: Assessment of Language & Communication

Unit 1: Communication: Concepts and types (Linguistic versus Non Linguistic)

Unit 2: Receptive and Expressive Language: Concept, Types (verbal and manual) and
Structure

Unit 3: 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 4: Assessing communication and language: Developmental checklists, Scales,
Standardized tools and assessing language samples using parameters of
measurement (productivity, complexity, correctness and communicativeness)

Unit 5: Identification of needs related to communication and language

Block 4: Assessment of Speech

Unit 1: Respiration and Phonation: Pre-requisites, process, types and need for assessment

Unit 2: Basics of Articulation and phonology (active and passive articulators; classification
of vowels and consonants; assessment of articulation)

Unit 3: Suprasegmental aspects of speech and its assessment

Unit 4: Milestones of speech development in typically developing children

Unit 5: Speech Intelligibility: Concept, Factors & Assessment

Block 5: Educational Assessment and Identification of Needs

Unit 1: Educational assessment: Concept and Scope

Unit 2: Factors affecting educational performance: individual, family and environment

Unit 3: 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 4: 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 5: 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.

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

- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33

- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins

- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.

- RPwD Act (2016). Govt. of India.

- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.

- Warden, P., Winter, J., & Broadfoot, P. (2002). Assessment, Routledge Falmer Publication, London.

- 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 1: Pre-requisites for reading and emergent reading skills

Unit 2: Assessment of reading skills at different levels

Unit 3: Approaches and Strategies to develop reading skills and independent reading

Unit 4: Types and Models of developing reading skills

Unit 5: Challenges and Remedial strategies

Block 3:   Developing Literacy Skills: Writing

Unit 1: Pre-requisites for writing and emergent writing skills

Unit 2: Assessment of written language at different levels

Unit 3: Components and types of writing

Unit 4: Steps and Strategies in Developing Writing

Unit 5: Challenges and Remedial Strategies

Block 4:   Curricular Adaptation

Unit 1: Curricular Adaptation- Meaning and Principles

Unit 2: Need Assessment and decision making for Adaptation

Unit 3: Adapting Curriculum- Content, Teaching-learning Material, and Instruction

Unit 4: Types of Adaptation and Process

Unit 5: Adaptation and Accommodations in Student's Evaluation and Examinations

Block 5: Curricular Evaluation

Unit 1: Concept, Need for Curricular Evaluation

Unit 2: Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)

Unit 3: Areas of Curricular Evaluation: Context, Input, Process and Product

Unit 4: Methods and Tools for Curricular Evaluation

Unit 5: 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.

- RPwD Act (2016). Govt. of India.

- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.

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 1: Concept of 'Auditory Listening': Unisensory & Multisensory approaches

Unit 2: Auditory training: Importance, types (Individual & Group) and Stages

Unit 3: Auditory Verbal Therapy: Principle, importance and role of teacher

Unit 4: Auditory Training and AVT: Pre-requisites, challenges, similarities & differences

Unit 5: Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Block 3: Speech Intervention Strategies

Unit 1: Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach

Unit 2: Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants

Unit 3: Orientation to acoustics of speech

Unit 4: Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities

Unit 5: Individual and Group speech teaching: Strengths and challenges

Block 4:   Communication and Language Teaching Strategies

Unit 1: Methods of teaching language: Natural, Structural and Combined

Unit 2: Principles and Techniques of developing language

Unit 3: Communication options: Compare and contrast

Unit 4: Communication options: justification and challenges

Unit 5: Tuning the environment (Home & School) for facilitating language & Communication

Block 5:   Educational Intervention Strategies

Unit 1: Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)

Unit 2: Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services

Unit 3: Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)

Unit 4: Partnership of various professionals & agencies in educational intervention

Unit 5: 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

- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.

- 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.

VISUAL IMPAIRMENT

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 1: Loss of Visual acuity

Unit 2: Loss of Visual field

Unit 3: Colour vision defect and loss of contrast sensitivity

Unit 4: 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 5: Educational implications of different Eye disorders

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

Unit 1: Psychosocial implications of visual impairment

Unit 2: 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 3: Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development

Unit 4: Educational needs of the visually impaired and need for expanded core curriculum

Unit 5: Implications of low vision and needs of children with low vision

Block 4: Identification and Assessment of Visual Impairment

Unit 1: Interpretation of clinical assessment of vision

Unit 2: Functional assessment of vision: Concept, need and methods

Unit 3: 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 4: 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 5: Report writing

Block 5:   Assessment of Learning Needs of Children with VIMD

Unit 1: Concept and definition of VIMD

Unit 2: Etiology of VIMD

Unit 3: Impact of VIMD on learning and development

Unit 4: Screening, identification, and assessment of Visually Impaired children with associated disabilities

Unit 5: 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.

- Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI.

- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's vision: A handbook. Oxford: Butterworth-Heinemann.

- 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.

- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the

- 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 1: Learning media assessment

Unit 2: Braille reading readiness

Unit 3: Techniques of teaching Braille

Unit 4: Techniques of Teaching print to children with low vision

Unit 5: Braille aids and devices, optical devices for print reading and writing

Block 3:   Teaching of Independent Living Skills

Unit 1: Independent living skills – Meaning, Importance, Components

Unit 2: Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids

Unit 3: Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills

Unit 4: Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision

Unit 5: Techniques of teaching social interaction skills, leisure and recreation skills and self–determination

Block 4:   Curricular Adaptation

Unit 1: Curricular adaptation – Need, Importance and Process

Unit 2: Reasonable accommodation – Need and Planning

Unit 3: Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing

Unit 4: Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching

Unit 5: Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

Block 5:   Curricular Activities

Unit 1: Curricular activities – Meaning and Need for Adaptation.

Unit 2: Adaptation of Physical education activities and Yoga

Unit 3: Adaptation of Games and Sports – both Indoor and Outdoor

Unit 4: Creative Arts for the children with visual impairment

Unit 5: 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.

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 1: Coping with Mathematics phobias

Unit 2: Conceptualization of Mathematical ideas – Processes and Challenges for Children
with Visual   Impairment

Unit 3: Preparation and Use of tactile materials

Unit 4: Mental arithmetic abilities – Concept, Importance and Application

Unit 5: Evaluation procedures with special reference to the Needs of Children with Visual
Impairment

Block 3:   Science

Unit 1: Providing first-hand experience in the class and the school environment

Unit 2: Inclusive/collaborative learning for laboratory work

Unit 3: Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment

Unit 4: Problem solving and Learning by doing approach for Visually Impaired students

Unit 5: Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Block 4:   Social Science

Unit 1: Techniques of preparation and presentation of adapted Tactile maps, Diagrams,   and Globe

Unit 2: Procuring, adapting and use of different types of models

Unit 3: Organizing field trips

Unit 4: Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play

Unit 5: Evaluation of concepts and skills in social science with particular reference to Geography

Block 5:   Teaching of Children with Low Vision

5.1: Visual Stimulation: Concept and Procedure

5.2: Selection of an appropriate medium of reading and writing

5.3: Techniques and procedures for developing reading and writing skills

5.4: Orientation and Mobility for low vision children

5.5: 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 1: Concept of Self as Human

Unit 2: Understanding of Feelings and Changes

Unit 3: Growth to Autonomy

Unit 4: Personality Development

Unit 5: Role of Teacher in Developing Self-Esteem in Children

Block 3:   Guidance and Counselling in Inclusive Education

Unit 1: Current Status with reference to Indian School

Unit 2: Types of Counselling: Child-Centred, Supportive, Family

Unit 3: Guidance in Formal and Informal Situations: Within and Outside Classroom,
         Vocational Guidance

Unit 4: Group Guidance: Group Leadership Styles and Group Processes

Unit 5: 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 1: Young Children at Risk & Child Tracking

Unit 2: Interdisciplinary Assessments & Intervention Plans

Unit 3: Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

Unit 4: Curricular Activities for Development of Skills of: Imagination, Joy,   Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic,   Scientific & Cultural Skills

Unit 5: Evidenced Based Practices for Early Intervention

Block 3: Inclusive Early Childhood Educational (ECE) Practices

Unit 1: Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

Unit 2: Practices for Inclusive ECE Programs: Adaptations of Physical Environment   & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

Unit 3: Principles of Inclusive ECE Practices: Full Participation, Open Ended   Activities, Collaborative Planning

Unit 4: Collaborating with Parents, Family Education & Developing Individualised

Family Service Plan (IFSP)

Unit 5: 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.

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 1: Assessment of Readiness Skills

Unit 2: Assessment of Reading, Writing and Math skills

Unit 3: Teacher made test

Unit 4: Standardized Tests: Need, Types & Purpose

Unit 5: Interpretation of Test report

Block 3:   Intervention Strategies in Basic Skills of Learning

Unit 1: Language skills

Unit 2: Reading

Unit 3: Writing

Unit 4: Maths skills

Unit 5: Study skills

Essential 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 1: Concept, meaning, importance of transition

Unit 2: Vocational transition models

Unit 3: Transitional Planning at pre-vocational & post-vocational level

Unit 4: Development of Individualized Vocational Transitional Plan

Unit 5: Development of Vocational Curriculum

Block 3: Process of Vocational Rehabilitation & Placement

Unit 1: Types of Employment Settings

Unit 2: Process of Job Placement & Creation of Need-based Employment Settings

Unit 3: Adaptations, Accommodation, Safety Skills and First Aid

Unit 4: Self Advocacy & Self Determination Skill Training

Unit 5: Equal opportunities and attitudes towards persons with disabilities

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

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SED-43   BASIC RESEARCH AND STATISTICS

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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 1: Types of Research-Basic/Fundamental-Applied-Action

Unit 2: Process of Research-Selection of Problem-Formulation of Hypothesis-Collection of Data-Analysis of Data & Conclusion

Unit 3: Tools of Research: Tests, Questionnaire, Checklist and Rating Scale

Unit 4: Action Research in Teaching Learning Environment

Unit 5: Professional Competencies for Research

Block 3: Measurement and Analysis of Data

Unit 1: Scale for measurement: Nominal, Ordinal, Interval and Ratio

Unit 2: Organization of data: Array, Grouped distribution

Unit 3: Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation

Unit 4: Correlation: Product Moment and Rank Order Correlation

Unit 5: 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.

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 1: ICT – Meaning, Definition, Scope and Significance

Unit 2: Psychological bases for ICT among teachers and learners

Unit 3: Development of ICT – Stages, Requirement and Process

Unit 4: Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference

Unit 5: 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 1: Multi Media - Meaning, Nature, Scope, Definition and Approches.

Unit 2: Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys

Unit 3: Advantages, Limitations and Challenges of Using Multi media in Education

Unit 4: Recent Trends in Multimedia

Unit 5: Implication of Multimedia in teaching learning.

Block 4:   Technology Based Instructions

Unit 1: Enhancing Technology Friendly Practices among Teachers.

Unit 2: Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites

Unit 3: Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC

Unit 4: Developing Technology Integrated Lessons – Individual and Group

Unit 5: Implications of Technology based instruction in Inclusion

Block 5:   Application of Technology

Unit 1: Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation

Unit 2: Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers

Unit 3: Application of Technology in Instruction – Individual, small group and large group

Unit 4: Advantages, merits and demerits

Unit 5: 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 1: Attitude of family, Community, Peer Group, Teachers, Co-workers

Unit 2: Myths, misconception and social practices

Unit 3: Difference between Intellectual Disability and Mental Illness

Unit 4: Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse

Unit 5: Rights and Advocacy

Block 3:   Involving Families

Unit 1: Training and involving families in the rehabilitation process

Unit 2: Parent professional relationship

Unit 3: Formation of Parent Self-Help Group

Unit 4: Parent Associations

Unit 5: Empowering Families

Block 4:   Adolescent Issues

Unit 1: Physiological Changes; Implication in Emotional and Social Development

Unit 2: Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group

Unit 3: Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling

Unit 4: Ethical Issues

Unit 5: Challenges and Implications

Block 5:   CBR and CPP (Community People Participation)

Unit 1: Concept, Definition and Scope of CBR

Unit 2: Models of CBR – Advantages and Disadvantages

Unit 3: Types of Community Resources and their mobilization

Unit 4: Organizing services for PwID in the community

Unit 5: 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 andmaintenance.
- 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 1: Computer based training aids/equipment for management of speech (Dr. Speech;
Vaghmi; Speech viewer)

Unit 2: Use of computer based speech equipment for management of voice in children with
hearing impairment

Unit 3: Use of computer based speech equipment for management of suprasegmental features
of speech in children with hearing impairment

Unit 4: Basic infrastructure required for using computer based speech training aids/equipment

Unit 5: Tele Speech Therapy

Block 3: Technology Facilitating Language & Communication

Unit 1: Low cost technology and its application in development of teaching learning material

Unit 2: Electronic and web-based technology applications: TV, Digital recorders,
Downloaded AV films, Search engines, Online learning material, Language apps

Unit 3: Web based technology for using and training of ISL

Unit 4: Sign to text and Text to sign technology

Unit 5: Augmentative and Alternative communication for children with Hearing
Impairment with additional/associating concerns

Block 4: Technology Facilitating Education

Unit 1: Technology and its impact on education: Changing Trends in teaching & learning

Unit 2: 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 3: 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 4: ICT and education of children with Hearing Impairment: Planning, Implementation &
Evaluation of teaching-learning

Unit 5: Future technologies: Universal Design: Meaning & Scope

Block 5: Resource Mobilisation for Technology

Unit 1: Agencies for Aids & Appliances: Government and non-government

Unit 2: Eligibility criteria for availing funding under Government schemes

Unit 3: Procedure for availing funding from different agents

Unit 4: Challenges encountered with cost involved in maintenance of devices after availing
funding and ways to overcome

Unit 5: 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 1: Identifying Family Needs for information, decision making, skill transfer and referral

Unit 2: Fostering family's acceptance of child's impairment and creating a positive environment

Unit 3: Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy

Unit 4: Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits

Unit 5: Encouraging family participation in self-help groups and family support networking

Block 3:   Family Empowerment

Unit 1: Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting

Unit 2: Encouraging family acceptance of listening devices and ensuring its regular use

Unit 3: Supporting family in fostering and developing communication and language

Unit 4: Involving family in fostering and developing play, recreation and values

Encouraging family involvement in educational programme and participation in

community based rehabilitation programme

Essential 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 1: Concept and Purposes

Unit 2: Basic Considerations--Access, Affordability, and Availability

Unit 3: Addressing User's Perspectives in Developing Adaptive Technologies

Unit 4: Roles of IIT's and the Scientific Community;

Unit 5: Universal/Inclusive Design - Concept, Advantages, and Limitations.

Block 3:   Access to Print for the Visually Impaired

Unit 1: Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software.

Unit 2: Braille Note takers and Stand-alone Reading Machines

Unit 3: Braille Translation Software with Particular reference to Indian Languages and Braille Embossers

Unit 4: On-Line Libraries and Book share

Unit 5: Daisy Books, Recordings, and Smart Phones.

Block 4:   Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

Unit 1: Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths.

Unit 2: Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.

Unit 3: Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS

Unit 4: Low vision devices: Optical, Non-Optical and Projective

Unit 5: Thermoform and Swell Paper technology and Softwares for developing tactile diagrams

Block 5:   Computer-Aided Learning

Unit 1: Social Media

Unit 2: Creation of Blogs

Unit 3: Tele-Conferencing

Unit 4: Distance Learning and ICT

Unit 5: E-Classroom: Concept and Adaptations for Children with Visual Impairment

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

- Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scheiman, M., Scheiman, M., & Whittaker, S. (2006). Low Vision Rehabilitation: a practical guide for occupational therapists. Thorefore Slack Incorp, New Jersy.
- Singh, J. P. (2003). Technology for the Blind: Concept and Context. Kanishka Publication, New Delhi.
- Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka Publication, New Delhi.

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 1: Choosing an educational setting

Unit 2: Gender and disability

Unit 3: Transition to adulthood: sexuality, marriage, and employment

Unit 4: Parent support groups

Unit 5: Attitude of professionals in involving parents in IEP and IFSP

Block 3:   Rehabilitation of Children with Visual Impairment

Unit 1: Concept of habilitation and rehabilitation

Unit 2: Community Based Rehabilitation (CBR) and Community Participatory

Rehabilitation (CPR)

Unit 3: Legal provisions, concessions and advocacy

Unit 4: Vocational rehabilitation: need and challenges

Unit: Issues and challenges in rural settings

Block 4:   Meeting the Challenges of Children with Visual Impairment

Unit 1: Enhancing prosocial behaviour

Unit 2: Stress and coping strategies

Unit 3: Recreation and leisure time management

Unit 4: Challenges of adventitious visual impairment

Unit 5: 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 1: Practicing Responses to Text: Personal, Creative and Critical

Unit 2: Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

Unit 3: Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

Unit 4: Basic Understanding of Reading Comprehension of Children with Disabilities

Block 3:   Skill Development in Responding to Text

Unit 1: Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

Unit 2: Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

Unit 3: Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

Unit 4: Practicing Web Search, Rapid Reading and Comprehensive Reading

Block 4:   Reflecting Upon Writing as a Process and Product

Unit 1: Understanding writing as a Process: Content (Intent, Audience and Organization)

Unit 2: Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

Unit 3: Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

Unit 4: Practicing Self Editing and Peer Editing of Sample Texts

Unit 5: Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Block 5:   Practicing Independent Writing

Unit 1: Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

Unit 2: Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking

Unit 3: Practicing Converting Written Information into Graphical Representation

Unit 4: Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

Unit 5: 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 1: Range of art activities related to dance and music

Unit 2: Experiencing, responding and appreciating dance and music

Unit 3: Exposure to selective basic skills required for dance and music

Unit 4: Dance and Music: Facilitating interest among students: planning and implementing
            activities

Unit 5: Enhancing learning through dance and music for children with and without special
            needs: Strategies and Adaptations

Block 3:   Performing Arts: Drama

Unit 1: Range of art activities in drama

Unit 2: Experiencing, responding and appreciating drama

Unit 3: Exposure to selective basic skills required for drama

Unit 4: Drama: Facilitating interest among students: planning and implementing activities

Unit 5: Enhancing learning through drama for children with and without special needs:
            strategies and adaptations

Block 4:   Visual Arts

Unit 1: Range of art activities in visual arts

Unit 2: Experiencing, responding and appreciating visual art

Unit 3: Exposure to selective basic skills in visual art

Unit 4: Art education: Facilitating interest among students: planning and implementing
      activities

Unit 5: Enhancing learning through visual art for children with and without special needs:
       strategies and adaptations

Block 5:   Media and Electronic Arts

Unit 1: Range of art activities in media and electronic art forms

Unit 2: Experiencing, responding and appreciating media and electronic arts

Unit 3: Exposure to selective basic skills in media and electronic arts

Unit 4: Media and electronic arts: Facilitating interest among students: planning and
      implementing activities

Unit 5: 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.

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