

**Curriculum Framework and Syllabi for  
B.Ed Special Education - Intellectual Disability  
(B.EdSpl.Ed ID)  
(Under Choice Based Credit System - CBCS)**



**Department of Education  
Mother Teresa Women's University  
Kodaikanal**

**(Approved by Board of Studies in Department of Education  
in its meeting dated 24.01.2018)**

## **PREAMBLE**

B.Ed Special Education (Intellectual Disability) was introduced in the Department of Education in the year 2011 with the approval of Rehabilitation Council of India, New Delhi. The prime intention of the programme is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators. As an evidence to this fact our aluminis are employed in special, inclusive and general schools and has started up special schools. B.Ed Special Education Programme offered by MTWU provides a wider platform for the women students hauling from rural, downtrodden society to climb up in the ladder of success.

## **Vision**

**Generate Quality Professionals in Education  
(Special Education/Inclusive Education)**

## **Mission**

- **To offer high quality skill and value based teacher education in special education and inclusive education**
- **To instill skills in the student teachers to work with children with various disabilities in Special and Inclusive settings**
- **To inculcate technology enabled teaching learning to meet out the global needs of teaching Children with Special Needs**
- **To Enhance knowledge and skills of student teachers for professional development**

## **PROGRAMME EDUCATIONAL OBJECTIVES (PEO)**

B. Ed. Special Education (Intellectual Disability), graduated special educators will be able to

**PEO1:** acquire knowledge & skills about the nature and educational needs of children with intellectual disability as well as other specific disabilities.

**PEO2:** expand conceptual understanding of educational provisions and skills to handle children with intellectual disabilities in Special School and children with various disabilities in inclusive settings

**PEO3:** apply tools and techniques to assess and plan for education of Children with Intellectual Disability in specific and other disability in general and inclusive settings

**PEO4:** develop lesson plans and teach children with intellectual disability in special school, general school, children with other disability in inclusive schools and promote technology enabled teaching learning process

**PEO5:** promote to work professionally as special educator/general educator by adopting to all educational settings with lifelong learning adhering to ethical standards of teaching

## **PROGRAMME OUTCOMES (POs)**

On successful completion of B. Ed. Special Education (Intellectual Disability), the students will be able to

- PO1: develop competencies and skills to impart education and training effectively to all children including Children with Disabilities in all educational settings ( Special Schools, Inclusive Schools and Open/Home settings)
- PO2: impart with the core competencies and knowledge about change in the prevailing and emerging Indian society in view of recent trends in education and national development.
- PO3: build theoretical knowledge, competencies and skills to assess and identify the special needs of children in all educational settings ( Special Schools, Inclusive Schools and Open/Home settings) and develop confidence in them to realize their potential and abilities.
- PO4: equip with competencies and knowledge related to curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities in all educational settings
- PO5: exert cross disability approach to meet the needs of children with disability other than intellectual disability in inclusive set up with enhancement of professional capacities in yoga , dance, drama and gender studies
- PO6: widen their perspective to incorporate ICT skills in teaching learning process of educating Children with Disabilities in all educational settings embedded with Universal Design for Learning.
- PO7: broaden their knowledge and competency to clear competitive examinations like, TRB, TET,CTET etc.

## **PROGRAMME SPECIFIC OUTCOMES**

- PSO 1: Acquire knowledge and understanding about contemporary Indian education with reference to special education, learning, teaching and assessment of learners
- PSO 2: Identify, assess, plan, implement and evaluate the needs of Children with Intellectual Disability in all educational settings ( special, inclusive and home settings)
- PSO 3: Analyze, understand and develop curriculum with appropriate instructional materials for Children with Intellectual disability and adapt curriculum in inclusive schools based on UDL principles with ICT application
- PSO 4: Attain knowledge and understanding about disabilities other than Intellectual Disability and enhance professional competency through yoga, performing and visual arts
- PSO 5: Comprehend and develop core competencies and skills in teaching of pedagogical subjects in general education
- PSO 6: Obtain knowledge to develop prerequisite skills of Children with Intellectual Disability for successful inclusion in education, employment and society
- PSO 7: Analyze, interpret, understand and apply the complex interrelationships between theoretical knowledge and practical aspects through field placement and internship in Special School - Intellectual Disability & other than Intellectual Disability, Inclusive School and Home/Open Schooling

**Mother Teresa Women's University - Department of Education**

**B.Ed Special Education (Intellectual Disability)**

**Programme Structure**

<b>Sem</b>	<b>Paper Code</b>	<b>Course Title</b>	<b>Hours</b>	<b>Credits</b>	<b>Continuous Internal Assessment (CIS)</b>	<b>End Semester Exam (ESE)</b>	<b>Total</b>
<b>I</b>	BSET11	<b>Core I</b> Human Growth & Development	5	4	25	75	100
	BSET12	<b>Core II</b> Contemporary India and Education	5	4	25	75	100
	BSEC11	<b>Cross Disability and Inclusion - I</b> Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	4	2	25	75	100
	BSEC12	<b>Cross Disability and Inclusion - II</b> Introduction to Neuro Developmental Disabilities, Locomotor & Multiple Disabilities	4	4	25	75	100
	BSES11	<b>Specialization I</b> Assessment and Identification of Needs	5	4	25	75	100
	BSEF11	<b>Enhancement of Professional Capacities I</b> Foundations in Gender Studies	3	3	25	75	100
	BSEP11	<b>Practical - I</b> <b>Cross Disability and Inclusion</b> 1. Classroom Observation - Special School other than ID/Inclusive School 2. IEP I - Pre primary	4	2	25	75	100
<b>Total</b>			<b>30</b>	<b>23</b>			<b>700</b>
<b>II</b>	BSET21	<b>Core III</b> Learning, Teaching and Assessment	5	4	25	75	100
	BSET22	<b>Core IV</b> Pedagogy of Teaching General English / General Tamil (ANY ONE)	5	4	25	75	100
	BSET23	<b>Core V</b> Pedagogy of Special English / Special Tamil /Mathematics/ Physical Science / Biological	5	4	25	75	100

		Science /Computer Science/ Social Science/Home Science/Commerce (ANY ONE)					
	BSEC21	<b>Cross Disability &amp; Inclusion III</b> Inclusive Education	3	2	25	75	100
	BSES21	<b>Specialization II</b> Curriculum Designing, Adaptation and Evaluation	5	4	25	75	100
	BSEF21	<b>Enhancement of Professional Capacities II</b> Foundations in Yoga	3	3	25	75	100
	BSEP21	<b>Practical II</b> 1.IEP II - Primary 2. Micro teaching 3. Lesson planning and Teaching in General School	4	2	25	75	100
		<b>Total</b>	<b>30</b>	<b>23</b>			700
<b>III</b>	BSES31	<b>Specialization - III</b> Educational Intervention and Teaching Strategies	5	4	25	75	100
	BSES32	<b>Specialization - IV</b> Technology and Disability	5	4	25	75	100
	BSES33	<b>Specialization - V</b> Psycho Social and Family Issues	4	2	25	75	100
	BSEF31	<b>Enhancement of Professional Capacities - III</b> Reading and Reflecting on Texts (EPC)	3	2	25	75	100
	BSEF32	<b>Enhancement of Professional Capacities - IV</b> Drama and Art in Education (EPC)	3	2	25	75	100
	BSEP31	<b>Practical III</b> Disability Specialization ( Intellectual Disability) 1.IEP III - Secondary /Pre-Vocation 2. Lesson Planning ( Resource room/Inclusive School), 3.School Sensitisation for regular school teachers 4. Observation of support services	5	4	25	75	100



	BSEP32	<b>Practical - IV</b> - Group Teaching for Intellectual Disability	5	4	25	75	100
<b>Total</b>			<b>30</b>	<b>22</b>			700
<b>IV</b>	BSEC41	<b>Cross Disability &amp; Inclusion - IV</b> Early Childhood Care and Education	4	2	25	75	100
	BSEC42	<b>Cross Disability &amp; Inclusion - V</b> Application of ICT in Classroom	4	4	25	75	100
	BSES41	<b>Specialization VI</b> Vocational training, Transition & Job placement	4	2	25	75	100
	BSEF41	<b>Enhancement of Professional Capacities V</b> Basic Research & Basic Statistic	3	2	25	75	100
	BSEP41	<b>Practical V</b> - Cross Disability and Inclusion 1. Classroom Observation other than ID in Spl.School / inclusive School 2. IEP other than ID	5	4	25	75	100
	BSEP42	<b>Practical VI</b> - School other than ID - Lesson planning	5	4	25	75	100
	BSEP43	<b>Practical VII</b> - School - Classroom Teaching other than ID	5	4	25	75	100
<b>Total</b>			<b>30</b>	<b>22</b>			700

## Credit Distribution

S.No	Course Category	Credits	Percentage of Credits to total credits
1	Core Courses (course * credit) $5 * 4 = 20$	20	22.22
2	Specialization Courses $4 * 4 = 16$ $2 * 2 = 4$	20	22.22
3	Cross Disability and Inclusion $3 * 2 = 6$ $2 * 4 = 8$	14	15.56
4	Enhancement of Professional Capacities $2 * 3 = 6$ $3 * 2 = 6$	12	13.33
5	Practical Courses $2 * 2 = 4$ $5 * 4 = 20$	24	26.67
	<b>Total</b>	<b>90</b>	<b>100%</b>

## Average Percentage of the Courses Having Focus on Skills

<b>Courses</b>	<b>Employability</b>	<b>Skill</b>	<b>Ent</b>	<b>Knowledge</b>
Core I - Human Growth & Development				Y
Core II - Contemporary India and Education				Y
Core III - Learning, Teaching and Assessment		Y		
Core IV - Pedagogy of Teaching Optional I (Any one out of two)	Y			
Core V - Pedagogy of Teaching Optional II(Any one out of listed courses)	Y			
<b>Core Courses Percentage</b>	<b>2</b>	<b>1</b>		<b>2</b>

<b>Courses</b>	<b>Employability</b>	<b>Skill</b>	<b>Ent</b>	<b>Knowledge</b>
Specialization I - Assessment and Identification of Needs	Y			
Specialization II - Curriculum Designing, Adaptation and Evaluation	Y			
Specialization - III Educational Intervention and Teaching Strategies	Y			
Specialization - IV Technology and Disability	Y			
Specialization - V Psycho Social and Family Issues		Y		
Specialization VI Vocational training, Transition & Job placement	Y			
<b>Specialization Courses Percentage</b>	<b>5</b>	<b>1</b>		

<b>Courses</b>	<b>Employability</b>	<b>Skill</b>	<b>Ent</b>	<b>Knowledge</b>
Cross Disability and Inclusion I - Introduction to Sensory Disabilities (VI, HI, Deaf-blind)				Y
Cross Disability and Inclusion II - Introduction to Neuro Developmental Disabilities, Locomotor & Multiple Disabilities				Y
Cross Disability and Inclusion III - Inclusive Education	Y			
Cross Disability and Inclusion IV - Early Childhood Care and Education			Y	
Cross Disability & Inclusion V - Application of ICT in Classroom		Y		
<b>Cross Disability &amp; Inclusion Percentage</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>

<b>Courses</b>	<b>Employability</b>	<b>Skill</b>	<b>Ent</b>	<b>Knowledge</b>
Enhancement of Professional Capacities I - Foundations in Gender Studies				Y
Enhancement of Professional Capacities II - Foundations in Yoga	Y			
Enhancement of Professional Capacities III - Reading and Reflecting on Texts (EPC)		Y		
Enhancement of Professional Capacities IV - Drama and Art in Education (EPC)			Y	
Enhancement of Professional Capacities V - Basic Research & Basic Statistic				Y
<b>Enhancement of Professional Capacities Percentage</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>

<b>Courses</b>	<b>Employability</b>	<b>Skill</b>	<b>Ent</b>	<b>Knowledge</b>
<b>Practical - I</b> 1. Classroom Observation - Special School other than ID/Inclusive School 2. IEP I - Pre primary	Y			
<b>Practical II</b> 1. IEP II - Primary 2. Micro teaching 3. Lesson Planning and Teaching in General School	Y			
<b>Practical III</b> IEP at Secondary/ Prevocation level	Y			
<b>Practical IV</b> Group Teaching for Intellectual Disability	Y			
<b>Practical V</b> IEP other than ID in Special /Inclusive school		Y		
<b>Practical VI</b> Lesson planning other than ID in Special /Inclusive school		Y		
<b>Practical VII</b> Classroom Teaching other than ID in Special/Inclusive school	Y			
<b>Practical Total</b>	<b>5</b>	<b>2</b>		

<b>Courses</b>	<b>Employability</b>	<b>Skill</b>	<b>Ent</b>	<b>Knowledge</b>
<b>Core Courses</b>	<b>2</b>	<b>1</b>		<b>2</b>
<b>Specialization Courses</b>	<b>5</b>	<b>1</b>		
<b>Cross Disability and Inclusion</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Enhancement of Professional Capacities</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>
<b>Practicals</b>	<b>5</b>	<b>2</b>		
<b>Percentage</b>	<b>14</b>	<b>7</b>	<b>2</b>	<b>7</b>
	<b>46.67</b>	<b>23.33</b>	<b>6.67</b>	<b>23.33</b>
<b>Total Percentage</b>	<b>100</b>			

\* Ent - Entrepreneur Skill



<b>Course Code &amp; Title</b>	<b>Core I - HUMAN GROWTH &amp; DEVELOPMENT</b>		
<b>BSET11</b>	<b>Semester I</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Explain the process of development and analyzing variations</li> <li>• Understand stages of transition</li> <li>• Analyze factors influencing development process</li> </ul>		

**Unit 1: Approaches to Human Development (12 hours)**

- 1.1 Human development as a discipline from infancy to adulthood
- 1.2 Concepts and Principles of development
- 1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- 1.4 Nature vs Nurture
- 1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

**Unit 2: Theoretical Approaches to Development (12 hours)**

- 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- 2.2 Psychosocial Theory (Erikson)
- 2.3 Psychoanalytic Theory (Freud)
- 2.4 Ecological Theory (Bronfrenbrenner)
- 2.5 Holistic Theory of Development (Steiner)

**Unit 3: The Early Years (Birth to Eight Years) (12 hours)**

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
- 3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
- 3.3. Milestones and variations in Development
- 3.4 Environmental factors influencing early childhood development
- 3.5 Role of play in enhancing development

**Unit 4: Early Adolescence (From nine years to eighteen years) (12 hours)**

- 4.1 Emerging capabilities across domains of physical and social emotional
- 4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
- 4.3 Issues related to puberty
- 4.4 Gender and development
- 4.5 Influence of the environment (social, cultural, political) on the growing child

**Unit 5: Transitions into Adulthood (12 hours)**

- 5.1 Psychological well-being
- 5.2 Formation of identity and self-concept

5.3 Emerging roles and responsibilities

5.4 Life Skills and independent living

5.5 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. (2007). *Adolescence*., Tata Mc.Graw Hill Publishing Company, New Delhi.

### Course Outcomes:

On Successful completion of the course the student- teachers will be able to

CO1: explain the process of development with special focus on infancy, childhood and adolescence. **K2**

CO2: explore the theories underlying the development process **K3**

CO3: critically analyze developmental variations among children. **K4**

CO4: comprehend adolescence as a period of transition and threshold of adulthood. **K2**

CO5: analyze different factors influencing child development **K4**

### Outcome Mapping

CO	PO							PSO						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1	S	S	S	S	S	M	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	M	S	S	S
CO3	S	S	S	S	S	M	M	S	S	S	S	S	S	M
CO4	S	S	S	S	S	S	S	S	S	S	M	S	S	S
CO5	S	S	S	S	S	M	S	S	S	S	S	S	S	S

**Strong Correlation (S)** = 3 marks

**Moderate Correlation (M)** = 2 marks

**Weak correlation (W)** = 1 mark

**No correlation (N)** = 0 Mark



<b>Course Code &amp; Title</b>	<b>Core II - CONTEMPORARY INDIA AND EDUCATION</b>		
<b>BSET12</b>	<b>Semester I</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Explain and analyze foundations of education and contemporary issues in education</li> <li>• Understand diversity in education</li> <li>• Explore various Educational Commissions and policies</li> </ul>		

**Unit 1: Philosophical Foundations of Education (12 hours)**

- 1.1 Education: Concept, definition and scope
- 1.2 Agencies of Education: School, family, community and media
- 1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism
- 1.4 Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, Sankya Darshan)
- 1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

**Unit 2: Understanding Diversity (12 hours)**

- 2.1 Concept of Diversity
- 2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
- 2.3 Diversity in learning and play
- 2.4 Addressing diverse learning needs
- 2.5 Diversity: Global Perspective

**Unit 3: Contemporary Issues and Concerns (12 hours)**

- 3.1 Universalisation of School Education, Right to Education and Universal Access
- 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning
- 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
- 3.4 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
- 3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

**Unit 4: Education Commissions and Policy (School Education) (12 hours)**

- 4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice
- 4.2 National Commissions and Policies: Education Commission (1964), NPE and POA

(1986, 1992), National Policy for Persons with Disabilities (2006)

4.3 National Acts: RCI Act, 1992, PWD Act, 1995, RPWD Act, 2016, NT Act, 1999, RTE Act (2009 & 2012).

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

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

### **Unit 5: Issues and Trends in Education**

**(12 hours)**

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights based model

5.3 Complementarities of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community based education

### **Some Suggested Activities on contemporary issues**

Comparative study of different settings

- Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
- Educational debates and movements
- First generation learners
- Children with disabilities
- Inclusive education
- RTE act in the context of disadvantaged
- Linguistic and religious diversity
- Human rights, minority rights
- Educational status of various groups
- Special and inclusive schools
- Analysis of contemporary debates

### **Essential Readings**

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

### **Suggested Readings**

- Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.



<b>Course Code &amp; Title</b>	<b>CDI I - INTRODUCTION TO SENSORY DISABILITIES</b>		
<b>BSEC11</b>	<b>Semester I</b>	<b>Credits: 2</b>	<b>Hours: 30</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand various types of sensory impairments and issues related to it</li> <li>• Describe assessment procedures and educational placement of Children with Sensory impairment</li> <li>• Explore the impact of sensory impairment in functional life situations</li> </ul>		

**Unit 1: Hearing Impairment: Nature & Classification (6 hours)**

- 1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
- 1.2 Importance of hearing
- 1.3 Process of hearing & its impediment leading to different types of hearing loss
- 1.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped
- 1.5 Challenges arising due to congenital and acquired hearing loss

**Unit 2: Impact of Hearing Loss (6 hours)**

- 2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
- 2.2 Language & communication issues attributable to hearing loss and need for early Intervention
- 2.3 Communication options, preferences & facilitators of individuals with hearing loss
- 2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss
- 2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

**Unit 3: Visual Impairment-- Nature and Assessment (6 hours)**

- 3.1. Process of Seeing and Common Eye Disorders in India
- 3.2. Blindness and Low Vision--Definition and Classification
- 3.2. Demographic Information--NSSO and Census 2011
- 3.4. Importance of Early Identification and Intervention
- 3.5. Functional Assessment Procedures

**Unit 4: Educational Implications of Visual Impairment (6 hours)**

- 4.1. Effects of Blindness--Primary and Secondary

- 4.2. Selective Educational Placement
- 4.3. Teaching Principles
- 4.4. Expanded Core Curriculum-- Concept and Areas
- 4.5. Commonly Used Low Cost and Advanced Assistive Devices

### **Unit 5: Deaf-blindness**

**(6 hours)**

- 5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness
- 5.2 Effects and implications of deaf-blindness on activities of daily living & education
- 5.3 Screening, assessment, identification & interventional strategies of deaf-blindness
- 5.4 Fostering early communication development: Methods, assistive devices and practices including AAC
- 5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

### **Essential Readings**

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2<sup>nd</sup>ed): New York: AFB Press.  
2FModule%25202%2520Deafblindness.pdf%2Fat\_download%2Ffile&ei=LkY6VdG1OIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI\_HgQqJKxWjs\_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.
- 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:



<b>Course Code &amp; Title</b>	<b>CDI II - INTRODUCTION TO NEURO DEVELOPMENTAL, LOCOMOTOR AND MULTIPLE DISABILITIES</b>		
<b>BSEC12</b>	<b>Semester I</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand the nature and types of Developmental Disabilities</li> <li>• Identify different types of developmental disabilities using appropriate tools</li> <li>• Plan and implement suitable educational programme for children with developmental Disabilities using appropriate teaching strategies</li> </ul>		

**Unit 1: Learning Disability: Nature, Needs and Intervention (10 hours)**

- 1.1 Definition, Types and Characteristics
- 1.2 Tools and Areas of Assessment
- 1.3 Strategies for reading, Writing and Maths
- 1.4 Curricular Adaptation, IEP, Further Education,
- 1.5 Transition Education, Life Long Education

**Unit 2: Intellectual Disability: Nature, Needs and Intervention (10 hours)**

- 2.1 Definition, Types and Characteristics
- 2.2 Tools and Areas of Assessment
- 2.3 Strategies for Functional Academics and Social Skills
- 2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centred Plan, Life Skill Education
- 2.5 Vocational Training and Independent Living

**Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention (10 hours)**

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Instructional Approaches
- 3.4 Teaching Methods
- 3.5 Vocational Training and Career Opportunities

**Unit 4: Cerebral Palsy (CP) (10 hours)**

- 4.1. CP: Nature, Types and Its Associated Conditions
- 4.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- 4.3. Provision of Therapeutic Intervention and Referral of Children with CP
- 4.4. 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, Developing Independence in Self care activities
- 4.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

**Unit 5: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy  
(10 hours)**

- 5.1. Definition, Meaning and Classification
- 5.2. Assessment of Functional Difficulties
- 5.3. Provision of Therapeutic Intervention and Referral
- 5.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 5.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

**Unit 6: Multiple Disabilities and Other Disabling Conditions (10 hours)**

- 6.1 Multiple Disabilities: Meaning and Classifications
- 6.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
- 6.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis
- 6.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- 6.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

**Essential Readings**

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4<sup>th</sup> ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,
- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.
- 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](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/>



**Course Outcome:**

On Successful completion of the course the student-teachers will be able to

CO1: Discuss the nature, characteristics and types of learning disability, Intellectual Disability and Autism Spectrum Disorder and Locomotor Disabilities. **K2**

CO2: Describe the tools, areas of assessment and apply intervention strategies to enhance learning and independent living **K2**

CO3: Identify the persons with learning disability, Intellectual Disability and Autism Spectrum Disorder and Locomotor Disabilities, Neural and spinal defects and Multiple disabilities **K3**

CO4: Plan an effective therapeutic and educational programme for learning disability, Intellectual Disability and Autism Spectrum Disorder and Locomotor Disabilities **K3**

CO5: Comprehend strategies for intervention of Persons with learning disability, Intellectual Disability and Autism Spectrum Disorder and Locomotor Disabilities **K4**

**Outcome Mapping**

CO	PO							PSO						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1	S	S	S	S	S	M	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	M	S	S
CO3	S	S	S	S	S	M	S	S	S	S	S	S	M	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	S	S	S	S	S	M	S

<b>Course Code &amp; Title</b>	<b>Spl I - ASSESSMENT AND IDENTIFICATION OF NEEDS</b>		
<b>BSES11</b>	<b>Semester I</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>Understand the nature and needs of Persons with Intellectual Disability</li> <li>Understand the procedures, approaches and tools in assessment of Persons with Intellectual Disability</li> <li>Familiarize with implementation of assessment procedures and identify Persons with Intellectual Disability</li> </ul>		

**Unit 1: Intellectual Disability - Nature and Needs (12 hours)**

- 1.1 Historical Perspective of Intellectual Disability (ID)
- 1.2 Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPWD Act 2016, DSM (Latest)
- 1.3 Etiology Causes and Prevention
- 1.4 Classification – Medical, Psychological, Educational (Recent) and ICF
- 1.5 Screening, Identification, Characteristics and Needs of PwID

**Unit 2: Assessment (12 hours)**

- 2.1 Concept, Meaning, Definition and purpose of Educational assessment
- 2.2 Methods of Assessment - Observation, Interview and Rating Scale
- 2.3 Types and Approaches - NRT, CRT, CBA & Teacher Made Tests
- 2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological
- 2.5 Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion

**Unit 3: Assessment at Pre-School and School levels (12 hours)**

- 3.1 Importance of Assessment at Pre- School and School level
- 3.2 Developmental and Adaptive Behaviour Assessment
- 3.3 Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP
- 3.4 Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale
- 3.5 Documentation of assessment, Result interpretation & Report writing– Implication of class level assessment & its relation to Inclusion with resource support

**Unit 4: Assessment at Adult and Vocational levels (12 hours)**

- 4.1 Significance of Assessment for Independent living of PwIDs
- 4.2 Assessment for Transition from School to Work
- 4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS
- 4.4 Provisions & Schemes of MoSJE for Vocational Skill Development
- 4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living

## **Unit 5: Assessment of Family Needs**

**(12 hours)**

- 5.1 Significance of psychosocial needs and its assessment in family
- 5.2 Assessment of parental needs and its implication in planning IFSP
- 5.3 Assessment of siblings and its implication in planning IFSP
- 5.4 Assessment of extended families needs and its implication in planning IFSP
- 5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

### **Essential Readings**

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- 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. (2004). FACP – PMR, 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., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersey
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas
- Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The Faimer Press. York McMillan.

### **Suggested Readings**

- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
- Narayan, & Kutty, A.T.T. (1989). Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
- 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.
- Romila, S. (1997). School Readiness programme. New Delhi: NCERT
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi



<b>Course Code &amp; Title</b>	<b>EPC I - FOUNDATIONS IN GENDER STUDIES</b>		
<b>BSEF11</b>	<b>Semester I</b>	<b>Credits: 3</b>	<b>Hours: 45</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand human right based approach</li> <li>• Understand Gender, Sex and Culture and issues related to it</li> <li>• Explore health aspects of women and legislations safeguarding gender equality</li> </ul>		

**Unit 1: Human Right-based Approach ( 9 Hours )**

Human Rights-Based Approach: Concept and History - Principles of Human Rights-Based Approach- Equality and Non-Discrimination- Universality & Inalienability - Participation and Inclusion - Accountability and Rule of Law - Elements of Human Rights System- - Advantage of Human Rights-Based Approach

**Unit 2: Gender, Sexuality and Culture ( 9 Hours )**

Sex & Gender: Concept & Difference-Gender Experience - Public Domain: School and Outside School- Private and family Domain- Normalization and Social Role Valorisation-Psyche and Gender: Implications for Teaching

**Unit 3: Women and Girl Child ( 9 Hours )**

Inclusive Equality - Access to Family Life - Access to Education, Vocational Training and Employment - Access to Political Participation - Gender-Based Violence in School and Within Family- Traditional Practices – Gender Neutral Approaches in Education

**Unit 4: Gender and Health ( 9 Hours )**

Sex and Reproductive Health - Role of teacher -Teacher’s Role in Promoting Gender Equality - Career and life choices of women - Problems faced by women in career choice, work environment- Awareness about the health issues - household work allocation – Disability and Gender Issues

**Unit 5: Gender Critique of Legislation ( 9 Hours )**

Government Policy and Schemes with reference to gender equality - Legal Framework - Institutions - Development Policies & Programs - Public Awareness - Civil Society – Disability and Legislations

**Essential Readings**

- O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement* , Dunedin Academic.
- Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*.Oxford University Press.
- Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems*, West View Press.
- Purkayastha, D. (2010). *Economic Growth, Intra-Household Resource Allocation and Gender Inequality*, Atlantic Economic Journal, Vol. 38, No. 4.



<b>Course Code &amp; Title</b>	<b>Core III - LEARNING, TEACHING AND ASSESSMENT</b>		
<b>BSET21</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Explore theories of learning and intelligence and its application in teaching</li> <li>• Describe the stages of teaching and learning and learning process</li> <li>• Analyze role of assessment in teaching learning process</li> </ul>		

**Unit 1: Human Learning and Intelligence (12 Hours)**

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Pavlov, Thorndike, Skinner

- Cognitivism: Piaget, Bruner

- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:

- Concept and definition

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

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

**Unit 2: Learning Process and Motivation (12 Hours)**

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

**Unit 3: Teaching Learning Process (12 Hours)**

3.1 Maxims of Teaching

3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological and Physical

3.5 Leadership Role of Teacher in Classroom, School and Community

**Unit 4: Overview of Assessment and School System (12 Hours)**

4.1 Assessment: Conventional meaning and constructivist perspective

4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference

4.3 Comparing and contrasting assessment, evaluation, measurement, test and examination

4.4 Formative and summative evaluation, Curriculum Based Measurement

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

**Unit 5: Assessment: Strategies and Practices (12 Hours)**

5.1 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

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

5.3 Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions

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

5.5 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)

**Engagement with the field as part of course as indicated below:**

I. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts

II. Preparation of Self study report on individual differences among learners

III. Prepare a leaflet for parents on better emotional management of children

IV. Compilation of 5 CBM tools from web search in any one school subject

V. Team presentation of case study on assessment outcome used for pedagogic decisions

VI. Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

**Essential 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, 11th edn, Pearson Publication, New Delhi.





<b>Course Code &amp; Title</b>	<b>Core IV - பொதுத்தமிழ் கற்பித்தல்</b>		
<b>BSET22</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K6: Create</b>		
<b>Learning Objectives</b>	இப்பாடத்தின் நோக்கம் <ul style="list-style-type: none"> <li>தமிழ்மொழியின் தனித்துவம் அறிதல்</li> <li>நுண்ணிலை கற்பித்தல் மற்றும் பாடதிட்ட வடிவமைப்பை அறிந்து பயன்படுத்துதல்</li> <li>மதிப்பீடு முறைகளை அறிந்து தமிழ் மொழி கற்பித்தலில் பயன்படுத்துதல்</li> </ul>		

**அலகு 1 தமிழ் மொழியின் தோற்றம், வளர்ச்சி, தனித்தன்மை (12 Hours)**

மொழியின் இன்றியமையாமை- தமிழ் மொழியின் தோற்றமும், வளர்ச்சியும்- தமிழ் மொழிக் கற்பித்தலின் நோக்கங்கள் - மொழித் தோற்றக் கொள்கைகள்- தாய்மொழி கற்பித்தலுக்கான முறைகள்: பண்டைய கால கல்விமுறை- தற்கால நடிப்பு முறை- விளையாட்டு முறை, செயல் திட்டமுறை, ஆய்வுக்கான முறை, விரிவுரை முறை

**அலகு- 2 உட்கொள்ளும் திறன்கள் (12 Hours)**

கேட்டல்- வரையறை- கேட்டலின் வழி கற்றல்- கேட்டல் பழக்கத்தினை வளர்த்தல்- வானொலி கேட்டல் -சுருக்கி வரைதல்- கேட்டலுக்கும் படித்தலுக்கும் உள்ள வேறுபாடுகள். படித்தல்- படிக்கக் கற்பித்தலின் நோக்கங்கள்- படிக்கக் கற்பிக்கும் முறைகள்- எழுத்து முறைப்படிப்பு- சொல்முறைப் படிப்பு- சொற்றொடர் முறை படிப்பு- வாய்விட்டுப் படித்தல்- நன்மைகள்- குறைகள்- நூலகப் படிப்பு- வாய்விடாதப் படிப்பு- நன்மைகள்- குறைகள்.

**அலகு- 3 நுண்ணிலைக் கற்பித்தல் திறன்கள்; (12 Hours)**

நுண்ணிலைக் கற்பித்தல்- நுண்ணிலைச் சுழற்சி- தொடங்குதல் திறன், விளக்குதல் திறன், வினா அமைக்கும் திறன், வலுவூட்டிகளைப் பயன்படுத்தும் திறன், பல்வகைத்தாண்டல் பயன்படுத்தும் திறன், கரும்பலகையை பயன்படுத்தும் திறன்- இணைப்புப்பாடம், -நிகழ்வு தயாரித்தல், பயிற்சி பெறல்.

**அலகு- 4 பாடத்திட்டம் வடிவமைத்தல் (12 Hours)**

டாக்டர் பெஞ்சமின் புளும் கற்பித்தல் கோட்பாடுகள்: அறிதல் பகுதி, உணர்தல் பகுதி, மற்றும் உள இயக்கப் பகுதி -பாடத்திட்டம்- பாடத்திட்டத்தின் இன்றியமையாமை -நன்மைகள் - பாடத்திட்டம் தயாரித்தலில் ஆசிரியர் மனதில் கொள்ள வேண்டியவை- அலகுத் திட்டம்- நன்மைகள்

**அலகு- 5 தமிழ் கற்பித்தலில் மதிப்பீடு (12 Hours)**

தேர்வுகள்- முறைகள்- வாய்மொழித் தேர்வு,செயல் தேர்வு, எழுத்துத் தேர்வு- அடைவுச் சோதனை வடிவமைத்தல்- குறையறி சோதனை- குறைதீர் கற்பித்தல் முறைகள்- வினாத்தாள் திட்டவரைவு. மதிப்பீடு-அளவீடு- கூட்டுசராசரி, இடைநிலை, முகடு, திட்டவிலக்கம், கால்மான விலக்கம், ஒட்டுறவுக்கெழு, தரஒட்டுறவுக் கெழு.



<b>Course Code &amp; Title</b>	<b>Core IV - PEDAGOGY OF TEACHING GENERAL ENGLISH</b>		
<b>BSET22</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K6: Create</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand about English language skills in teaching</li> <li>• Understand about micro teaching</li> <li>• Develop lesson plan in English</li> <li>• Apply Evaluation techniques</li> </ul>		

**UNIT –I: THE ROLE OF ENGLISH IN INDIAN CLASSROOM (12 Hours)**

Importance of English Language – the History of English in India-English as a Second language- English as a medium of Instruction-Bilingualism-Trilingualism- -English as a International Language-English for National Integration & International Understanding -Qualities of a Good English Teacher.

**UNIT-II: LANGUAGE SKILLS (12 Hours)**

Skill of Listening: Sub skill of listening-Skill of speaking: sub-skills of speaking-Skill of Reading: sub-skills of reading-Skill of Writing: sub-skills of writing.

**UNIT – III MICRO TEACHING (12 Hours)**

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skill – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board – Reinforcement – Link Lesson- Traditional teaching and Micro teaching differentiated.

**UNIT – IV: LESSON PLAN (12 Hours)**

Bloom’s Taxonomy of instructional Objectives: Cognitive domain, Affective domain, psychomotor domain-writing instructional objectives –general and specific. Year plan- Unit plan- Lesson plan- importance of lesson plan- Criteria of a good Lesson Plan—steps in writing Lesson plan- writing Lesson plan- Advantages of Lesson planning.

**UNIT – V: EVALUATION (12 Hours)**

Evaluation: Meaning and definition- difference between measurement and evaluation purpose of Evaluation-General approaches to evaluation: formative and summative- Types of Otest- Diagnostic test-Achievement Test- preparation of Blue Print – Interpretation of test scores –



<b>Course Code &amp; Title</b>	<b>Core IV - PEDAGOGY OF TEACHING COMMERCE AND ACCOUNTANCY - I</b>		
<b>BSET22</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K6:</b> Create		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand aims, objectives and values of teaching commerce and accountancy</li> <li>• Acquire and design instructional objectives in teaching learning process</li> <li>• Acquire and develop lesson plan and applies various methods of teaching commerce and accountancy</li> </ul>		

**Unit 1: Nature and scope of commerce and Accountancy Education (12 Hours)**

Meaning , importance and definition of Commerce and accountancy education - Historical background of commerce education and its present status - Nature and scope of commerce and accountancy education - Correlation between Commerce and other subjects: Economics, Mathematics, Business administration, Commercial geography, Statistics etc. - Need and significance of teaching commerce and accountancy in the Higher Secondary curriculum

**Unit 2: Aims, objectives and values of teaching commerce and accountancy (12 Hours)**

Aims and objectives of teaching commerce and accountancy - Values of the study of commerce - Practical, Social, Cultural, Vocational, Moral and Disciplinary - Instructional objectives of teaching commerce - criteria for the selection of objectives – objectives of teaching commerce – relationship between objectives, learning experience and evaluation

**Unit 3: Instructional Objectives in Teaching Learning Process (12 Hours)**

Bloom’s Taxonomy of objectives – General Instructional Objectives and Specific Instructional Objectives – writing of instructional objectives and specifications- Specific learning outcomes relating to the objective affective and psychomotor domain – cognitive aspect like attention, perception and concept formation with reference to teaching of commerce and accountancy.

**Unit 4: Planning for Instruction (12 Hours)**

Need for the preparation and planning the lessons in advance - its advantage- Year plan – Need, steps and advantages, model year plan- Unit plan - principles, steps and advantages, model unit plan - Lesson plan – Principles, features and steps in preparation of lesson plan, Model lesson plan for commerce and accountancy - Micro teaching – meaning, need and steps - components (Probing questions, Explaining, using blackboard, Stimulus Variation, Reinforcement, Illustrating with examples, Classroom Management)



<b>Course Code &amp; Title</b>	<b>Core IV - PEDAGOGY OF TEACHING HOME SCIENCE - I</b>		
<b>BSET22</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand aims objectives of teaching Home Science</li> <li>• Acquire and design home science laboratory</li> <li>• Acquire and develop instructional materials of teaching Home Science</li> </ul>		

**Unit 1: Aims and objectives of teaching Home Science (12 Hours)**

Home Science: Meaning, nature and scope - Aims and objectives of teaching Home Science in schools – Need and significance of teaching Home Science - Basic goals of home science - Scope of Home Science - Values of teaching Home Science.

**Unit 2 : Home Science Laboratory (12 Hours)**

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

**Unit 3: Home Science and Health (12 Hours)**

Home Science and Health Education - importance of home science in health education - nutritious food for various age group people - Home management - Time, energy, money and human resource management- principles of interior decoration

**Unit 4 : Learning Resources with reference to Children with Disabilities for Teaching Home Science (12 Hours)**

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) - Importance of Co-Curricular Activities-Science Club, Science Exhibition -Characteristics and Significance with reference to Children with Disabilities

**Unit 5 Recent Development in Home Science (12 Hours)**

Home Science in modern world - Textile - concept - type of fibres- concept of community health, ecology - Determinants of food consumption and nutritional status of community - Child care development - Health and hygiene in home science - technology in home science

**References:**

1. Bloom, Benjamin, S. (1984). Taxonomy of educational objectives - Book1: Cognitive domain. Boston: Addison Wesley Publication.
2. Devadas, R. P. (1989). Methods of teaching home science. New Delhi: NCERT.





<b>Course Code &amp; Title</b>	<b>Core V - சிறப்புத்தமிழ் கற்பித்தல்</b>		
<b>BSET23</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	இப்பாடத்தின் நோக்கம் <ul style="list-style-type: none"> <li>• இருபதாம் நூற்றாண்டு இலக்கிய உரையாசிரியர்களின் சிறப்பு குறித்து அறிதல்</li> <li>• மொழியியல் மற்றும் ஒப்பியல் திறன் வளர்த்தல்</li> <li>• தமிழ் கற்பிப்பில் கணினி மற்றும் பார்வை நூல்கள்</li> </ul>		

**அலகு-1 இருபதாம் நூற்றாண்டு இலக்கிய உரையாசிரியர்கள் (12 Hours)**  
உ.வே.சா, மறைமலையடிகள், திரு.வி.க, இரா.வி.சேதுபிள்ளை, புதுமைப்பித்தன், ஆகியோர் பற்றி அறிய வைத்தலும், தமிழுக்கு ஆற்றிய தொண்டுகளும்.

**அலகு-2 மொழியியல் (12 Hours)**  
மொழிபெயர்ப்பு –மொழி பெயர்ப்பின் இன்றிமையாமை- மொழி வளர்ச்சியில் மொழி பெயர்ப்பின் பங்கு- மொழிபெயர்ப்பு ஒரு கலை- மூலமொழி- ஏற்பு மொழி- மொழிபெயர்ப்பின் வகைகள்- மொழிபெயர்ப்பாளர் கவனத்திற்குரியன- மொழிபெயர்ப்பில் ஏற்படும் சிக்கல்கள்.

**அலகு-3 ஒப்பியல் (12 Hours)**  
சமூக அடிப்படையில் மொழி- உளவியல் அடிப்படையில் மொழி- உடற்கூறியல் அடிப்படையில் மொழி- தமிழில் பிற மொழித் தாக்கம்- பிற துறை வளர்ச்சியும், தமிழ் வளர்ச்சித் தேவையும்.

**அலகு-4 தமிழ் கற்பிப்பில் கணினி (12 Hours)**  
கணினியைப் பயன்படுத்தி துணைக்கற்றல்- மைக்ரோசாப்ட் வேர்டு, பவர்பாயிண்ட் -மொழி கற்பித்தலில் இவற்றின் பயன்பாடு

**அலகு-5 பார்வை நூல்கள் (12 Hours)**  
பார்வை நூல்கள் -வகைகள்- பொதுப் பார்வை நூல்கள்- சிறப்புப் பார்வை நூல்கள்- அவற்றின் தன்மை- அகராதிகள், நிகண்டுகள், கலைக்களஞ்சியம், அபிதான சிந்தாமணி.  
**செயல்பாடுகள்:**

- தமிழில் கலைச்சொற்களைச் சேகரித்தல்
- தமிழில் சரளமாகப் பயன்படுத்தப்படும் பிறமொழிச் சொற்களை அட்டவணைப்படுத்துக.
- தமிழில் தலைப்பினைத் தேர்ந்தெடுத்து பவர்பாயிண்ட் தயாரித்தல்
- அகராதியைப் பயன்படுத்தி புதிய சொற்களை கண்டறிதல்

**பார்வை நூல்கள்**

- .தமிழ் மொழிக் கல்வி வளநூல்- தமிழ் நாட்டுப் பாட நூல் கழகம்- சென்னை.



<b>Course Code &amp; Title</b>	<b>Core V - PEDAGOGY OF TEACHING SPECIAL ENGLISH</b>		
<b>BSET23</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Explore theories of learning in language learning</li> <li>• Acquire techniques of teaching English - phonetics, grammar etc</li> <li>• Create and use instructional materials for teaching English</li> </ul>		

**UNIT-I: LANGUAGE LEARNING (12 Hours)**

Features of Language: Concept, Meaning, Nature and Function-Factors affecting Language Learning: Psychological factors, Social factors-Implications of theories in Language Learning: Vygotsky, Bruner and Chomsky's theory of Language Acquisition Device.

**UNIT-II: PHONETICS (12 Hours)**

Organs of Speech-Phonetics and Pronunciation-The sounds of English-Classification of Vowels and Consonants-Stress: Primary and Secondary-Intonation.

**UNIT-III: ENGLISH TEACHING METHODS (12 Hours)**

Translation method- Direct method-Structural Approach-Situational Approach-Group method-Substitution method & Play way method.

**UNIT- IV: TEACHING OF GRAMMAR (12 Hours)**

Methods of Teaching Grammar- Defects of Traditional School Grammar. Use of Tree diagrams in grammar-tree diagram for noun Phrase-tree diagram for verbal Phrase; School Grammar: Active Voice-Passive voice-Direct & Indirect speech- Degrees of comparison-Sentence and its Types- Tense, Prefix, Suffix, Question Tags-Articles-Preposition, Idioms.

**UNIT V: EQUIPMENT AND RESOURCES FOR TEACHING ENGLISH (12 Hours)**

Language Laboratory, Lingua Phone, Tape Recorder, Language Disc, Library, Talking Books, Radio, Television, Computer, Film and Slides, Text Book , English Reader, Flash Cards, Black Board, Chart and Models-Co-curricular activities.

**Activities:**

- Preparation of different types of vocabulary and phonetic exercises.
- Preparation of Tree diagrams for grammatical components.

**References:**

- V.K.Nanda (2006) Teaching of English. Anmol Publications Pvt .Ltd. New Delhi
- Shaikh Mowla(2012). Methods of Teaching English. Neelkamal Publications Pvt. Ltd. Hyderabad



<b>Course Code &amp; Title</b>	<b>Core V - PEDAGOGY OF TEACHING MATHEMATICS</b>		
<b>BSET23</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K6:</b> Create		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>Understand aims and objectives of teaching mathematics</li> <li>Develop lesson plan and implement instructional strategies to teach mathematics</li> <li>Design and use evaluation tools and techniques in teaching of mathematics</li> </ul>		

### **Unit 1: Nature of Mathematics**

**(12 Hours)**

- 1.1 Meaning, Nature, Importance and Value of Mathematics
- 1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics
- 1.3 Historical Development of Notations and Number Systems
- 1.4 Contribution of Mathematicians (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras)
- 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

### **Unit 2: Objectives and Instructional Planning in Mathematics**

**(12 Hours)**

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- 2.4 Unit Planning – Format of A Unit Plan
- 2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

### **Unit 3: Strategies for Learning and Teaching Mathematics**

**(12 Hours)**

- 3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
- 3.2 Learning By Exposition: Advanced Organizer Model
- 3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project
- 3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)
- 3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/ Contextual Learning

**Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities**  
**(12 Hours)**

- 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
- 4.2 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
- 4.3 Bulletin Boards and Mathematics Club
- 4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
- 4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

**Unit 5: Assessment and Evaluation for Mathematics Learning** **(12 Hours)**

- 5.1 Assessment and Evaluation- Concept, Importance and Purpose
- 5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures
- 5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
- 5.4 Preparation of Diagnostic and Achievement Test
- 5.5 Adaptations in Evaluation Procedure for Students With Disabilities

**Practical/ Field Engagement/ Project Work**

**Any one of the following**

- I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
- IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

**Transactions**

Lecture cum demonstration, Workshops and Seminars

**Essential Readings**

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching Mathematics*, Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Pregamon Press.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
- David, W. (1988). *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H. N., & Shankaran, V. (Ed.), (1984). *Content-Cum-Methodology of Teaching Mathematics*. NCERT, New Delhi.





<b>Course Code &amp; Title</b>	<b>Core V - PEDAGOGY OF TEACHING PHYSICAL SCIENCE</b>		
<b>BSET23</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K6:</b> Create		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand aims and objectives of teaching Physical Science</li> <li>• Develop lesson plan and implement instructional strategies to teach Physical Science</li> <li>• Design and use evaluation tools and techniques in teaching of Physical Science</li> </ul>		

### **Unit 1: Nature and Significance of Science**

**(12 Hours)**

- 1.1 Nature, Scope, Importance and Value of Science
- 1.2 Science As An Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society
- 1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- 1.5 Role of Science for Sustainable Development

### **Unit 2: Planning for Instruction**

**(12 Hours)**

- 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
- 2.4 Unit Planning – Format of A Unit Plan
- 2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

### **Unit 3: Approaches and Methods of Teaching Physical Sciences**

**(12 Hours)**

- 3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach
- 3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
- 3.3 Project Method and Heuristic Method
- 3.4 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
- 3.5 Constructivist Approach and its Use in Teaching Physical Science

**Unit 4: Learning Resources with reference to Children with Disabilities for Teaching  
Physical Science (12 Hours)**

- 4.1 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)
- 4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities
- 4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
- 4.4 Science teacher - qualification, special qualities, Characteristics with reference to Children with Disabilities - teachers diary - time table
- 4.5 Visit to Industries & Laboratories - Role in teaching Science/Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society

**Unit 5: Evaluation (12 Hours)**

- 5.1 Evaluation- Concept, Nature and Need
- 5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
- 5.3 Tools and Techniques for Formative and Summative Assessments
- 5.4 Preparation of Diagnostic Test and Achievement Test
- 5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

**Practical/ Field Engagement/Project Work**

**Any one of the following**

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- IV. Construction of a diagnostic test for unit along with a remedial plan.
- V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to students with disabilities.

**Essential Readings**

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.

- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- 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.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- 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.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

### **Course Outcome:**

On successful completion of the course the student-teachers will be able to

CO1: Explain the role of science in day to day life and its relevance to modern society. **K2**

CO2: Describe the aims and objectives of teaching science at school level. **K3**

CO3: Demonstrate and apply skills to select and use different methods of teaching the content of sciences. **K6**

CO4: Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. **K6**

CO5: Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences. **K6**



<b>Course Code &amp; Title</b>	<b>Core V - PEDAGOGY OF TEACHING BIOLOGICAL SCIENCE</b>		
<b>BSET23</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K6:</b> Create		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand aims and objectives of teaching Biological Science</li> <li>• Develop lesson plan and implements instructional strategies to teach Biological Science</li> <li>• Design and use evaluation tools and techniques in teaching of Biological Science</li> </ul>		

**Unit 1: Nature and Significance of Science (12 Hours)**

- 1.1 Nature, Scope, Importance and Value of Science
- 1.2 Science As An Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society
- 1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament
- 1.5 Role of Science for Sustainable Development

**Unit 2: Planning for Instruction (12 Hours)**

- 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
- 2.4 Unit Planning – Format of A Unit Plan
- 2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

**Unit 3: Approaches and Methods of Teaching Biological Sciences (12 Hours)**

- 3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach
- 3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
- 3.3 Project Method and Heuristic Method
- 3.4 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
- 3.5 Constructivist Approach and its Use in Teaching Biological Science

**Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Biological Science (12 Hours)**

- 4.1 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)
- 4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities
- 4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
- 4.4 Aquarium, Vivarium – Role in Teaching with Setting & Maintaining
- 4.5 Museum, Botanical And Zoological Garden: Role In Teaching

**Unit 5: Evaluation (12 Hours)**

- 5.1 Evaluation- Concept, Nature and Need
- 5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
- 5.3 Tools and Techniques for Formative and Summative Assessments
- 5.4 Preparation of Diagnostic Test and Achievement Test
- 5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

**Practical/ Field Engagement/Project Work**

**Any one of the following**

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- IV. Construction of a diagnostic test for unit along with a remedial plan.
- V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to students with disabilities.

**Essential Readings**

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. New Delhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press, USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill

Publishing Company.

- 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.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- 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.

### **Suggested Readings**

- Gupta, S. K. (1983). Technology of Science Education, Delhi: Vikas Publishing House Pvt. Ltd.
- Mangal S. K., & Shubhra (2005). Teaching of Biological Sciences, Meerut: International Publishing House.
- Rao, V.K. (2004). Science Education, APH Publishing Corpn. New Delhi.

### **Course Outcome:**

On successful completion of the course the student-teachers will be able to

CO1: Explain the role of science in day to day life and its relevance to modern society. **K2**

CO2: Describe the aims and objectives of teaching science at school level. **K3**

CO3: Demonstrate and apply skills to select and use different methods of teaching the content of sciences. **K6**

CO4: Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. **K6**

CO5: Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences. **K6**





<b>Course Code &amp; Title</b>	<b>Core V - PEDAGOGY OF TEACHING COMPUTER SCIENCE</b>		
<b>BSET23</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K6: Create</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>Understand aims and objectives of teaching Computer Science</li> <li>Develop lesson plan and implements instructional strategies to teach Computer Science</li> <li>Design and use evaluation tools and techniques in teaching of Computer Science</li> </ul>		

**Unit 1: Introduction of Teaching of Computer Science (12 Hours)**

Computer - meaning - Definition - Characteristics of Computer - Parts of the computer - Types of Computers - Generations of Computers - Use of Computers in schools.

**Unit 2: Aims and Objectives of Teaching Computer Science (12 Hours)**

Aims of teaching Computer Science as a subject in the schools - Objectives of Teaching Computer Science - General Objectives and Specific Objectives - Blue Print - Importance of Computer Science Teaching - Computer Science teaching at different levels

**Unit 3: Micro Teaching (12 Hours)**

Micro teaching - Meaning & definition - Need & Importance - Phases of micro teaching - Micro teaching cycle - Teaching of relevant skills - Set Induction - Skill of Explaining - Skill of questioning - Skill of probing question - Skill of stimulus variation - Skill of reinforcement - Blackboard skills - Link lesson

**Unit 4: Lesson Plan and Unit Plan (12 Hours)**

Lesson plan - Meaning - Definition - Need of lesson planning - Herbartian steps in a lesson plan - Format of a typical lesson plan - G.I.O's and S.I.O's - teaching aids - Motivation - Presentation, application, recapitulation and assignment - unit plan - year plan

**Unit 5: Evaluation (12 Hours)**

Evaluation - Meaning & definition - difference between measurement & Evaluation - objectives of Evaluation - General approaches of Evaluation - Formative & Summative - Types of test: Diagnostic test - Achievement test - Preparation of blue print - Interpretation of test scores - Measures of central tendency - Mean, Median, Mode - Measures of variability, Range, Quartile deviation - Standard deviation - Correlation - rank correlation,

**Practical/ Field Engagement/Project Work**

**Any one of the following**

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.



<b>Course Code &amp; Title</b>	<b>Core V - PEDAGOGY OF TEACHING HOME SCIENCE - II</b>		
<b>BSET23</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K6:</b> Create		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Develop instructional planning and frames objectives</li> <li>• Develop approaches in teaching home science</li> <li>• Acquaint with learning resource in teaching Home Science</li> </ul>		

**Unit 1: Nature and Significance of Home Science (12 Hours)**

Nature, Scope, Importance and Value of Home Science - Home Science curriculum - objectives and characteristics - Principles of curriculum construction - components of curriculum design - criteria for the selection & organization of learning activities

**Unit 2: Planning for Instruction (12 Hours)**

Aims and Objectives of Teaching Home Science - Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms - Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences - Unit Planning – Format of A Unit Plan - Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

**Unit 3: Approaches and Methods of Teaching Home Science (12 Hours)**

Process Approach, Direct Experience Approach, Inductive-Deductive Approach - Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL) - Project Method and Heuristic Method - 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 - Constructivist learning

**Unit 4: Resource for Teaching Home Science (12 Hours)**

Qualities of a good Home science textbook - Qualities of a Home Science teacher - Special program for Home Science teaching in rural area - Need of in-service teaching for teachers - Home Science Resource Centre - Community resources: Fieldtrips (farm, home and kitchen garden visits)

**Unit 5: Evaluation (12 Hours)**

Evaluation- Concept, Nature and Need - Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-



<b>Course Code &amp; Title</b>	<b>Core V - PEDAGOGY OF TEACHING COMMERCE AND ACCOUNTANCY - II</b>		
<b>BSET23</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K6:</b> Create		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Develop approaches and resources in teaching of Commerce and Accountancy</li> <li>• Develop aids and uses technology to teach Commerce and Accountancy</li> <li>• Design and use evaluation tools and techniques in teaching of Commerce and Accountancy</li> </ul>		

**Unit 1: Curriculum planning and approaches (12 Hours)**

Meaning, Definition, concept and inclusion of commerce in the curriculum- Different approaches in commerce curriculum- principles and types of curriculum, curriculum Vs syllabus- Evaluation of existing commerce curriculum in Tamil Nadu - Action research and curriculum revision

**Unit 2: Learning Resources (12 Hours)**

Need and Importance of Commerce Library - Setting up of commerce laboratory - Effective use of library - Commerce text book – qualities, text book, review - Periodicals - Journals - Community resources – meaning, significance – developing a link between school and community

**Unit 3: Equipments and aids in teaching Commerce (12 Hours)**

Instructional Aids-need uses and kinds –Audio visual aids and their merits - Visual Aids-Black board, charts, models, flannel board, magnetic board, collected forms and statements from bank, LIC and other financial institutions - Projective Aids : Film-strip, Films, OHP, Loop Projector, Epidascope, Micro-projector- Audio-Aids : Tape-recorder, Gramophone plates - Field-trips, organizing excursions, commerce club, museum, exhibition, school co-operative society etc.

**Unit 4: Technology in Commerce Education (12 Hours)**

Use of computer and internet in learning commerce - Web resources : Meaning, definition, need and importance - use of web resources in teaching commerce - World Wide Web - E- mail - E-commerce – concept, meaning and its impact on information technology - Computer aided instruction modules – interactive video / telelectures

**Unit 5: Methods of Evaluation (12 Hours)**

Evaluation – concept, meaning and Steps in evaluation- Principles of constructing different types of tests merits and demerits – diagnostic test, achievement test- Characteristics of good achievement test- Use of diagnostic tests for remedial teaching in Commerce and Accountancy -



<b>Course Code &amp; Title</b>	<b>Core V - PEDAGOGY OF TEACHING SOCIAL STUDIES</b>		
<b>BSET23</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K6:</b> Create		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand aims and objectives of teaching Social Studies</li> <li>• Develop lesson plan and implements instructional strategies to teach Social Studies</li> <li>• Design and use evaluation tools and techniques in teaching of Social Studies</li> </ul>		

**Unit 1: Nature and Scope of Social Studies (12 Hours)**

Nature and Scope of Social Studies - Need and Importance of Social Studies in the modern age - Social science and Social studies differentiated - relationship of Social studies with regard to the subjects like History, Geography, civics, Economics, Sociology, Politics etc.

**Unit 2: Aims, Values and Objectives of teaching Social Studies (12 Hours)**

Aims: General aims of teaching Social Studies - Specific aims of teaching Social Studies in primary, middle and secondary classes - values of teaching social studies: Practical ,intellectual, moral, social and cultural values - Objectives of teaching social studies.

**Unit 3: Teaching methods and learning strategies in social studies (12 Hours)**

Methods of teaching social Studies - Lecture method - Descriptive method - Story telling - source method - Problem solving - Project method  
Learning strategies - Oral - Written - assignment - map drawing - Atlas - Audio-visual aids - charts - Models - flannel board - bulletin board - film strips and slides - Use of instructional aids in social studies teaching - Library facilities in school and its uses - use of computers and internet in social studies teaching.

**Unit 4: Lesson Plan and Unit Plan (12 Hours)**

Bloom's taxonomy of Instructional Objectives: Cognitive Domain, Affective Domai, Psychomotor domain - writing instructional objectives: general and specific - Anderson (revised) cognitive objectives of teaching social studies  
Year Plan - Unit Plan - Lesson Plan - Importance of lesson plan - Criteria of a good lesson plan - Steps in writing lesson plan - Advantages of lesson plan.

**Unit 5: Evaluation in Social studies (12 Hours)**

Evaluation: Meaning and Definition - need and purpose of evaluation - importance of evaluation - Types of test - Diagnostic test - Achievement test - Preparation of Blue print - Interpretation of





<b>Course Code &amp; Title</b>	<b>CDI III - INCLUSIVE EDUCATION</b>		
<b>BSEC21</b>	<b>Semester II</b>	<b>Credits: 2</b>	<b>Hours: 30</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Explore policies and framework for inclusive education</li> <li>• Understand concepts of inclusive education</li> <li>• Acquire concepts and develop inclusive instructional strategies</li> <li>• Identify supports and collaboration for inclusive education</li> </ul>		

**Unit 1: Introduction to Inclusive Education (6 Hours)**

- 1.1 Marginalisation vs. Inclusion: Meaning & Definitions
- 1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
- 1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
- 1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- 1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

**Unit 2: Polices & Frameworks Facilitating Inclusive Education (6 Hours)**

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- 2.4 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)
- 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), RPWD Act, 2016, National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

**Unit 3: Adaptations Accommodations and Modifications (6 Hours)**

- 3.1 Meaning, Difference, Need & Steps
- 3.2 Specifics for Children with Sensory Disabilities
- 3.3 Specifics for Children with Neuro-Developmental Disabilities
- 3.4 Specifics for Children with Loco Motor & Multiple Disabilities
- 3.5 Engaging Gifted Children

**Unit 4: Inclusive Academic Instructions** (6 Hours)

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

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

4.3 Differentiated Instructions: Content, Process & Product

4.4 Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies

4.5 ICT for Instructions

**Unit 5: Supports and Collaborations for Inclusive Education** (6 Hours)

5.1 Stakeholders of Inclusive Education & Their Responsibilities

5.2 Advocacy & Leadership for Inclusion in Education

5.3 Family Support & Involvement for Inclusion

5.4 Community Involvement for Inclusion

5.5 Resource Mobilisation for Inclusive Education

**Practical & Field Engagement**

I. Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy

II. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities

III. Design a Poster on Inclusive Education

IV. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

**Suggested Readings**

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.



<b>Course Code &amp; Title</b>	<b>Spl II - CURRICULUM DESIGNING, ADAPTATION &amp; EVALUATION</b>		
<b>BSES21</b>	<b>Semester II</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Acquaint curriculum designing at various levels</li> <li>• Design curriculum at various levels and adapts to meet inclusive practices</li> <li>• Understands techniques of evaluation</li> </ul>		

**Unit 1: Curriculum Designing (12 Hours)**

- 1.1 Meaning, Definition, Concept and Principles of Curriculum
- 1.2 Types and Approaches of Curriculum Designing
- 1.3 Curriculum Domains - Personal, Social, Academics, Recreational and Community living
- 1.4. Steps in developing curriculum, challenges of developing curriculum for inclusion
- 1.5. Curriculum evaluation, Implementation in inclusion

**Unit 2: Curriculum at Pre-School and Primary School level (12 Hours)**

- 2.1 Significance of Early Childhood Education and School Readiness
- 2.2 Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas
- 2.3 Curriculum Domains for Early Childhood Education and Sensory Mechanism
- 2.4 Sensitization of family, involvement in pre-school and primary level
- 2.5 Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing

**Unit 3: Curriculum at Secondary, Pre-vocational and Vocational level (12 Hours)**

- 3.1 Curriculum domains at Secondary level
- 3.2 Curriculum domains at Pre- vocational level
- 3.3 Curriculum domains at Vocational level
- 3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)
- 3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

**Unit 4: Curriculum Adaptations (12 Hours)**

- 4.1 Need for Curricular Adaptation, Accommodation and Modification
- 4.2 Adaptation, Accommodation and Modification for Pre –academic Curriculum
- 4.3 Adaptation, Accommodation and Modification for Academics Curriculum
- 4.4 Adaptation, Accommodation and Modification for Co-Curriculum
- 4.5 Adaptation, Accommodation and Modification for School Subjects

**Unit5: Curriculum Evaluation (12 Hours)**

- 5.1 Concept, Meaning, Definition of Curriculum Evaluation
- 5.2 Types and Approaches of Evaluation
- 5.3 Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System
- 5.4 Differential evaluation of PwID in inclusive setup

## 5.5 Implications of evaluation for inclusion

### **Course Work/ Practical/ Field Engagement (Any One)**

#### **Special/ Inclusive schools**

To prepare need based curriculum for training in

- ADL Skills
- School Readiness
- Transition from School to Work
- Movement/Dance/Yoga/Sports skills
- Computer usage
- House Keeping/ Laundry
- Gardening / Horticulture
- Creative / Performing Arts

#### **Essential Readings**

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Bos, C.S. & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Boston: Allyn and Bacon.
- Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System.
- Luftig, R.L. (1949). Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies. Library of Congress Cataloging-in-publications data.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Myreddi, V. & Narayan, J. (2005) FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan, J. (2003) .Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V., & Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education and Applied Approach. New York McMillan.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall

#### **Suggested Readings**

- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
- Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Peshwaria, R. and Venkatesan. (1992) Behavioural retarded children A manual for



<b>Course Code &amp; Title</b>	<b>EPC II - FOUNDATIONS IN YOGA</b>		
<b>BSEF21</b>	<b>Semester II</b>	<b>Credits: 3</b>	<b>Hours: 45</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand the need for Health Education</li> <li>• Learns yoga and analyses yoga practices for healthy living</li> <li>• Understands relationship between Yoga and Health</li> </ul>		

**Unit I: Health Education (9 Hours)**

Meaning, Aims & Objectives, Scope of Health Education, Methods of imparting Health Education in Schools-(1)Health Instruction, (2) Health Services, (3) Health Supervision. Personal Hygiene: Role of Clothing, Importance of taking bath, Care of Face, Hands, Head, Hair and Feet-General Habits.

**Unit II: Physical Education (9 Hours)**

Definition and Meaning , Benefits , Physical fitness: Components- Strength, Power, Speed, Agility, Balance, Flexibility, Local Muscular Endurance, Cardio Vascular Endurance, Strength Endurance and Co-Ordination-Benefits of Physical Fitness.

**Unit III: Physical Exercise, Fatigue and Posture (9 Hours)**

Benefits of exercises, Rules Relating to exercise, Fatigue Cause, Measures for removing fatigue. Posture-Values of good posture-Important Postural Positions-Sitting, Standing, Walking and lying - common postural deformities - Round shoulders, Lordosis, Kyphosis, Scoliosis, Flat Foot and Knock Knee

**Unit IV: Introduction to Yoga (9 Hours)**

Yoga: Meaning, definitions - misconception about Yoga - Historical development of Yoga - Astanga Yoga - Stems of Yoga - Schools of Yoga: Raja Yoga and Hath Yoga - Introduction to Yogic texts - Classification of Yoga and Yogic texts - understanding astanga Yoga of Patanjali - Hathayogic Practices - Complementary between Patanjali Yoga and Hatha Yoga

**Unit V: Yoga and Health (9 Hours)**

Need of Yoga for Positive health - Role of mind in positive health as per ancient Yogic literature - Concept of health, healing and disease: Yogic perspectives - potential causes of ill health - Yogic principles of healthy living: agar, vicar, a char and vicar - integrated approach of yoga for management of health - stress management through yoga

### Suggested Reference Books

- Nash T.N. (2006). Health and Physical Education. Hyderabad: Nilkamal Publishers.
- Mangal, S.K.(2005). Health and Physical Education, Ludhiana: tandon Publication book market
- Aggarwal,J.C. (2013) Health and Physical Education.Shipra Publications, New Delhi
- Dr. Dharmendra Prakash Bhatt. (2006). Health Education. Khel Sahitya Kendra, New Delhi
- Dr. Amresh Kumar. (2007). Complete book of physical education, sports and health. Khel Sahitya Kendra, New Delhi
- Arul Jothi, D.L.Balaji, Jagdish Prasad Sharma(2011). Physical and Health Education. Centrum Press, New Delhi
- Nagarathna, R. (2005). Yoga Therapy in stress related ailments in Yoga - the science <http://icyer.com/documents/yoga-mind - body 2012> (accessed April 11, 2015)
- Nagendra, H.R. & Nagavathna, R.(1988). New perspectives in stress management: Kanyakumari: Vivekananda Kendra Yoga Anusandhana Samsthana.

### Course Outcomes

**On successful completion of the course the student trainees will be able to**

CO1: acquire knowledge about health education **K2**

CO2: understand benefits of Physical education **K2**

CO3: learn the posture position and deformities **K3**

CO4: explain principles and types of yoga **K4**

CO5:demonstrate some important asana and pranayama. **K3**

### Outcome Mapping

CO	PO							PSO						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	M	M	S	S	S	S	S	S	S
CO4	S	S	S	S	S	M	S	S	S	S	S	S	S	S
CO5	S	S	S	S	S	M	M	S	S	S	S	S	S	S



<b>Course Code &amp; Title</b>	<b>Spl III - INTERVENTION AND TEACHING STRATEGIES</b>		
<b>BSES31</b>	<b>Semester III</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand and apply intervention strategies in preparation of IEP</li> <li>• Develop IEP based on assessment</li> <li>• Understand about various therapeutic intervention and modalities used in it</li> </ul>		

**Unit 1: Intervention (12 Hours)**

- 1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention
- 1.2 Types of Early Intervention
- 1.3 Intervention Techniques
- 1.4 Record Maintenance and Documentation
- 1.5 Implication of Early Intervention for pre-school Inclusion

**Unit 2: Individualised Education Programme (12 Hours)**

- 2.1 Need, Importance and Historical Perspective of IEP
- 2.2 Steps and Components of IEP
- 2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
- 2.4 IFSP – Planning and writing
- 2.5 Application of IEP for Inclusion

**Unit 3: Teaching Strategies and TLM (12 Hours)**

- 3.1 Stages of Learning
- 3.2 Principles of Teaching
- 3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
- 3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
- 3.5 Development and Use of TLM for ID

**Unit 4: Intervention for Mal-adaptive Behaviour (12 Hours)**

- 4.1 Definition and types of Mal-adaptive behaviour
- 4.2 Identification of Mal-adaptive behaviour
- 4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)
- 4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community
- 4.5 Ethical Issues in behaviour management and implications for Inclusion

**Unit 5: Therapeutic Intervention (12 Hours)**

- 5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention

- 5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention
- 5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention, Communication aspects - AAC
- 5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention
- 5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

### **Course Work/ Practical/ Field Engagement (Any One)**

Special/ Inclusive Schools/ Institute

- To deliver Modular/ Thematic lecture on relevant topic
- To organise competitions for co-curricular activities at Local, District and State level
- To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

### **Essential Readings**

- Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future.
- Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
- Jacobs, K (1990). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.
- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
- Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.



<b>Course Code &amp; Title</b>	<b>Spl IV - TECHNOLOGY AND DISABILITY</b>		
<b>BSES32</b>	<b>Semester III</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze <b>K6:</b> Create		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Acquire knowledge about Educational technology</li> <li>• Apply ICT skills in teaching Children with Disabilities</li> <li>• Develop technology enabled lesson plan and employ adapted assistive devices</li> </ul>		

**Unit 1: Technology in Education and Instruction (12 Hours)**

- 1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
- 1.2 Educational Technology and Instructional Technology – Role and Recent Trends.
- 1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.
- 1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.
- 1.5 Implication of the above for inclusion.

**Unit 2: ICT (12 Hours)**

- 2.1 ICT – Meaning, Definition, Scope and Significance
- 2.2 Psychological bases for ICT among teachers and learners
- 2.3 Development of ICT – Stages, Requirement and Process
- 2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference
- 2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

**Unit 3: Use of Multimedia in Education (12 Hours)**

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

**Unit 4: Technology Based Instructions (12 Hours)**

- 4.1 Enhancing Technology Friendly Practices among Teachers.
- 4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites, Mobile Learning and Learning Apps
- 4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by

C-DAC

4.4 Developing Technology Integrated Lessons – Individual and Group

4.5 Implications of Technology based instruction in Inclusion

**Unit 5: Application of Technology**

**(12 Hours)**

5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation

5.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers

5.3 Application of Technology in Instruction – Individual, small group and large group

5.4 Advantages, merits and demerits

5.5 Implications for inclusion

**Course Work/ Practical/ Field Engagement (Any One)**

**Special/ Inclusive School/ Institute**

- To organize workshops for use ICT for disability friendly activities
- To develop technology supported lesson plans for PwID
- To use mass media/multi media for creating awareness on disability in rural areas

**Essential Readings**

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- 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.
- Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland,

**Suggested Readings**

- Cima M Yeole. (1991). Educational Technology. CimaMyeole.



<b>Course Code &amp; Title</b>	<b>Spl V - PSYCHO-SOCIAL AND FAMILY ISSUES</b>		
<b>BSES33</b>	<b>Semester III</b>	<b>Credits: 2</b>	<b>Hours: 30</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand role of family in rehabilitation of Children with Intellectual Disability</li> <li>• Develop knowledge about various psycho-social issues of Children with Intellectual Disability</li> <li>• Explore about CBR Programme for Persons with Intellectual Disabilities</li> </ul>		

**Unit 1: Family (6 Hours)**

- 1.1 Family – Concept, Definition and Characteristics
- 1.2 Types of family
- 1.3 Reaction and Impact of disability on family
- 1.4 Needs of family and counselling
- 1.5 Role of family in rehabilitation of PWID

**Unit 2: Psycho-Social Issues (6 Hours)**

- 2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers
- 2.2 Myths, misconception and social practices
- 2.3 Difference between Intellectual Disability and Mental Illness
- 2.4 Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse
- 2.5 Rights and Advocacy

**Unit 3: Involving Families (6 Hours)**

- 3.1 Training and involving families in the rehabilitation process
- 3.2 Parent professional relationship
- 3.3 Formation of Parent Self-Help Group
- 3.4 Parent Associations
- 3.5 Empowering Families

**Unit 4: Adolescent Issues (6 Hours)**

- 4.1 Physiological Changes; Implication in Emotional and Social Development
- 4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group
- 4.3 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling
- 4.4 Ethical Issues
- 4.5 Challenges and Implications

**Unit 5: CBR and CPP (Community People Participation) (6 Hours)**

- 5.1 Concept, Definition and Scope of CBR
- 5.2 Models of CBR – Advantages and Disadvantages
- 5.3 Types of Community Resources and their mobilization
- 5.4 Organizing services for PwID in the community
- 5.5 Role of Special Educator, Family, Community and PwID in CBR

## **Course Work/ Practical/ Field Engagement (Any One)**

### **Special/ Inclusive School/ Institute**

- To conduct workshops on formation of Parent Self Help Group, Sibling SHG
- To prepare and present a report on assessment of family needs
- To conduct survey on awareness of families about Govt. Schemes for PwID
- To study and submit a report on attitude of neighbours, teachers and non-teaching staff

### **Essential 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 Ovlendio: 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-Mifflin.
- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

### **Suggested Readings**

- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
- Dunst, C., Trivette~ C. & Deal, A. (1988)' Enabling and empowering families. Cambridge, MA: Brookline Books.
- Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.



- Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
- Mann, P.H. Suiter P.A. & Mc Laughlin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allyn & Bacon
- Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
- Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

### Course Outcomes

On successful completion of the course student-teachers will be able to

CO1: Realize importance and role of family in rehabilitation of children with ID. **K2**

CO2: Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach. **K4**

CO3: Realize importance of family involvement in rehabilitation process by forming parents self help group and parent association. **K4**

CO4: Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them. **K3**

CO5: Comprehend role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs. **K4**

### Outcome Mapping

CO	PO							PSO						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1	S	S	S	S	S	M	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	M	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	M	M	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	S	M	S	S	S	S	S

<b>Course Code &amp; Title</b>	<b>EPC III - READING AND REFLECTING ON TEXTS</b>		
<b>BSEF31</b>	<b>Semester III</b>	<b>Credits: 2</b>	<b>Hours: 30</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K6:</b> Create		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand about basic literacy skills</li> <li>• Reflect upon skills in reading and writing</li> <li>• Practice independent writing for self improvement</li> </ul>		

### **Unit 1: Reflections on Literacy (6 Hours)**

- 1.1 Literacy and Current University Graduates: Status and Concerns
- 1.2 Role of Literacy in Education, Career and Social Life
- 1.3 Literacy, Thinking and Self Esteem
- 1.4 Literacy of Second Language/ English: Need and Strategies
- 1.5 Basic Braille Literacy

### **Unit 2: Reflections on Reading Comprehension (6 Hours)**

- 2.1 Practicing Responses to Text: Personal, Creative and Critical
- 2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- 2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- 2.4 Basic Understanding of Reading Comprehension of Children with Disabilities

### **Unit 3: Skill Development in Responding to Text (6 Hours)**

- 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing
- 3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
- 3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- 3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

### **Unit 4: Reflecting Upon Writing as a Process and Product (6 Hours)**

- 4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)
- 4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
- 4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
- 4.4 Practicing Self Editing and Peer Editing of Sample Texts
- 4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

## **Unit 5: Practicing Independent Writing (6 Hours)**

5.1 Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories

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

5.3 Practicing Converting Written Information into Graphical Representation

5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists

5.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

### **Course Work/ Practical/ Field Engagement**

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

### **Essential Readings**

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- 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.
- 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.

### **Suggested Readings**

- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems*. (3rd) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). *Programmatic Research on Early Literacy: Several Key Findings*. *IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA)*.
- Frank, S. (1985). *Reading without Nonsense*. Teachers College Press, New York.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts*. Stenhouse Publishers



<b>Course Code &amp; Title</b>	<b>EPC IV - DRAMA AND ART IN EDUCATION</b>		
<b>BSEF32</b>	<b>Semester III</b>	<b>Credits: 2</b>	<b>Hours: 30</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand about art expression and art education</li> <li>• Acquaint and implement strategies for teaching performing and visual arts to students with disabilities</li> <li>• Develop Understanding about media and electronic arts</li> </ul>		

**Unit 1: Introduction to art Education (6 Hours)**

- 1.1 Art and art education: Meaning, scope and difference
- 1.2 Artistic expression: Meaning and strategies to facilitate
- 1.3 Art therapy: Concept and application to students with and without disabilities
- 1.4 Linking Art Education with Multiple Intelligences
- 1.5 Understanding emerging expression of art by students

**Unit 2: Performing Arts: Dance and Music (6 Hours)**

- 2.1 Range of art activities related to dance and music
- 2.2 Experiencing, responding and appreciating dance and music
- 2.3 Exposure to selective basic skills required for dance and music
- 2.4 Dance and Music: Facilitating interest among students: planning and implementing activities
- 2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

**Unit 3: Performing Arts: Drama (6 Hours)**

- 3.1 Range of art activities in drama
- 3.2 Experiencing, responding and appreciating drama
- 3.3 Exposure to selective basic skills required for drama
- 3.4 Drama: Facilitating interest among students: planning and implementing activities
- 3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

**Unit 4: Visual Arts (6 Hours)**

- 4.1 Range of art activities in visual arts
- 4.2 Experiencing, responding and appreciating visual art
- 4.3 Exposure to selective basic skills in visual art
- 4.4 Art education: Facilitating interest among students: planning and implementing activities
- 4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations

## **Unit 5: Media and Electronic Arts**

**(6 Hours)**

5.1 Range of art activities in media and electronic art forms

5.2 Experiencing, responding and appreciating media and electronic arts

5.3 Exposure to selective basic skills in media and electronic arts

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

5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

### **Course Work/ Practical/ Field Engagement**

- ‘hot seating’ activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

### **Essential Readings**

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- 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.

### **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.



<b>Course Code &amp; Title</b>	<b>CDI IV - EARLY CHILDHOOD CARE AND EDUCATION</b>		
<b>BSEC41</b>	<b>Semester IV</b>	<b>Credits: 2</b>	<b>Hours: 30</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand about early years of development and early childhood education</li> <li>• Explore the need of early education of Children with Disabilities</li> <li>• Acquaint and implement inclusive early education practices</li> </ul>		

**Unit 1: The Early Years: An Overview (6 Hours)**

- 1.1 Facts about Early Childhood Learning & Development
- 1.2 Neural Plasticity
- 1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills
- 1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children
- 1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula

**Unit 2: Early childhood education: Concept and Issues (6 Hours)**

- 2.1 Concept, Scope and Significance of Early Childhood Education
- 2.2 Institutions for Early Childhood Care Education
- 2.3 Curriculum for young children
- 2.4 Program for Early Childhood Care Education – Planning, Methods of teaching, Activities, Evaluation, Overview on Response to Intervention
- 2.5 Technology, Research, Assessment, Early intervention and Ethics in Early Childhood Care Education

**Unit 3: Early Education of Children with Disabilities (6 Hours)**

- 3.1 Young Children at Risk & Child Tracking
- 3.2 Interdisciplinary Assessments & Intervention Plans
- 3.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)
- 3.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills
- 3.5 Evidenced Based Practices for Early Intervention

**Unit 4: Inclusive Early Childhood Educational (ECE) Practices (6 Hours)**

- 4.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)
- 4.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children
- 4.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities,



### Collaborative Planning

4.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)

4.5 School Readiness and Transitions

### **Unit 5: Roles & Responsibilities of Educators in Early Childhood Care Education(6 Hours)**

5.1 Interpersonal relationships and communication with parents and community

5.2 Observation, Documentation, Cooperation, Organization, Supervision and Leadership

5.3 Scope and Nature of Pre-service Teacher Education in Early Childhood Care Education

5.4 Active Teaching for Active Learning

5.5 Guiding young children's behavior – Appropriate strategies, Prevention of behavioral problems, Appropriate practices and Interventions

### **Practical/ Field Engagements**

I. Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years

II. Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs

### **Transactions**

Visits, Observations & Workshops.

### **Essential 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 Childhood Care and Education*. Delhi: Offset Printers.

### **Suggested Readings**

- 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.
- Dopyera, M.L., & Dopyera, J. (1977). *Becoming a Teacher of Young Children*. New York: Random House Publications.

- Gordon, I.J. (1972). *Early Childhood Education*. Chicago: Chicago University Press.
- Hamilton, D.S. & Flemming, (1990). *Resources for Creative Teaching in Early Childhood Education* (2nd Edition). Tokyo: Harcourt Brace Jovanovich.
- Hilderbrand, V. (1991). *Introduction to Early Childhood Education*. New York: MacMillan Publishing.
- Krogh, S.L., & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. London: Lawrence Erlbaum Associates Publishers.
- Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). *Aspects of Early Childhood Education. Theory to Research to Practice*. New York: Academic Press.
- Spodek, B., Saracho, O.N., & Davis, M.D. (1987). *Foundations of Early Childhood Education*. Englewood Cliffs, New Jersey: Prentice Hall,
- Wortham, S.C. (NK). *Measurement & Evaluation in Early Childhood Education* (2nd Eds.), Ohio: Merrill Prentice Hall

**Course Outcomes:**

On completion of the course the student-teachers will be able to

CO1: Explain the biological & sociological foundations of early childhood education. **K2**

CO2: Understand the concept and issues in Early childhood education **K2**

CO3: Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities. **K3**

CO4: Enumerate the inclusive early education pedagogical practices. **K4**

CO5: Understands role & responsibilities of Educators in Early Childhood Education **K4**

**Outcome Mapping**

CO	PO							PSO						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1	S	S	S	S	S	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	S	S	S	S	S	S	S	S	S	S
CO3	S	S	S	S	S	M	M	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	M	M	S	S	S	S	S	S
CO5	S	S	S	S	S	S	M	M	S	S	S	S	S	S

<b>Course Code &amp; Title</b>	<b>CDI V - APPLICATION OF ICT IN CLASSROOM</b>		
<b>BSEC42</b>	<b>Semester IV</b>	<b>Credits: 4</b>	<b>Hours: 60</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Understand about technology used for Children with Disability</li> <li>• Analyze application of appropriate technology in education of Children with Disabilities</li> <li>• Apply technology to create inclusive culture in educational environment</li> </ul>		

**Unit 1: Educational Technology (12 Hours)**

- 1.1 Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education
- 1.2 Role and types of audio - visual aids in teaching and application of multimedia in teaching and learning
- 1.3 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment
- 1.4 Application of Technology in Assistive Devices
- 1.5 Implications of Technology based instruction

**Unit 2: Information Communication Technology (ICT) and Special Education (12 Hours)**

- 2.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'
- 2.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)
- 2.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
- 2.4 Three As of ICT Application—Access, Availability, Affordability
- 2.5 Overview of WCAG (Web Content Access Guidelines)

**Unit 3: Using Media and Computers (12 Hours)**

- 3.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education
- 3.2 Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print
- 3.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources
- 3.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning
- 3.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

**Unit 4: Visualising Technology-Supported Learning Situations (12 Hours)**

- 4.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme
- 4.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions
- 4.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects
- 4.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing
- 4.5 Identifying and Applying Software for Managing Disability Specific Problems

**Unit 5: Application of ICT in Inclusion (12 Hours)**

- 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation in inclusive classroom
- 5.2 Developing Technology Integrated Lessons – Individual and Group
- 5.3 Integrating Technology in Planning Instruction for Children with Disabilities in inclusive classroom – Individual, small group and large group
- 5.4 Guidelines on application of technology in preparing TLM with reference to various disabilities
- 5.5 Implications of technology in inclusion

**Course Work/ Practical/ Field Engagement (any Two of the following)**

- I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
- II. Prepare a PPT by inserting photos and videos on a topic of your choice
- III. Create your email account as well as design a blog

**Essential Readings**

- Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.

**Suggested Readings**

- Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*. International Society for Technology in Education.

**Course Outcomes**

On successful completion of the course the student teacher will be able to

- CO1: Gauge the varying dimensions in respect of ICT and Applications in Special Education. **K3**
- CO2: Delineate the special roles of ICT Applications. **K2**
- CO3: Acquire Familiarity with Different Modes of Computer-Based Learning. **K4**
- CO4: Understands application of technology in accessing environment **K3**
- CO5: Applies ICT enable learning for Children with Disabilities **K3**

### Outcome Mapping

CO	PO							PSO						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
<b>CO1</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO2</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO3</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO4</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>CO5</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>

<b>Course Code &amp; Title</b>	<b>Spl VI - VOCATIONAL TRAINING, TRANSITION &amp; JOB PLACEMENT</b>		
<b>BSES41</b>	<b>Semester IV</b>	<b>Credits: 2</b>	<b>Hours: 30</b>
<b>Cognitive Level</b>	<b>K2:</b> Understand <b>K3:</b> Apply <b>K4:</b> Analyze <b>K6:</b> Create		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>Understand and formulate vocational transition with suitable curriculum</li> <li>Explain the process of vocational rehabilitation and placement</li> <li>Understand about offering sex education and Advocacy to Persons with Intellectual Disability</li> </ul>		

**Unit 1: Fundamentals & Assessment of Vocational Rehabilitation (6 Hours)**

- 1.1. Definition, meaning and scope of Vocational Education
- 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment
- 1.3. Approaches and models of Vocational training
- 1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools
- 1.5. Approaches & Principles of vocational assessment

**Unit 2: Vocational Transition & Curriculum Planning (6 Hours)**

- 2.1. Concept, meaning, importance of transition
- 2.2. Vocational transition models - Career Planning and Development
- 2.3. Transitional Planning at pre-vocational & post-vocational level
- 2.4. Development of Individualized Vocational Transitional Plan
- 2.5. Development of Vocational Curriculum

**Unit 3: Results of Transition (6 Hours)**

- 3.1 Creating employment avenues for PwDs - Criteria for identification of jobs: Types of jobs: rural, urban, domestic, skilled/semiskilled/unskilled
- 3.2 Selection of training sites, training, placement and follow up
- 3.3 Work behaviour assessment, types of work behaviour evaluation and record maintenance
- 3.4 Roles and responsibilities of core team in transition
- 3.5 Roles & Responsibilities of Employer in employing PwDs

**Unit 4: Process of Vocational Rehabilitation & Placement (6 Hours)**

- 4.1. Types of Employment Settings
- 4.2. Process of Job Placement & Creation of Need-based Employment Settings
- 4.3. Adaptations, Accommodation, Safety Skills and First Aid
- 4.4. Self Advocacy & Self Determination Skill Training
- 4.5. Equal opportunities and attitudes towards persons with disabilities

**Unit 5: Sex Education and Self Advocacy (6 Hours)**

- 5.1 Sex education: Definition, aims, sexuality and various stages of life
- 5.2 Responsibility of teachers and family members
- 5.3 Areas of sex education for adolescents with mental retardation

5.4 Self Advocacy: historical development, aims of promoting self advocacy among persons with Intellectual Disability

5.5 Recreation: Need, age appropriateness, individual and group situation

**Hands on Experience**

- Developing curriculum on any vocational skill
- Administering any vocational assessment tool
- Visit to any vocation Institution

**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

**Course Outcomes**

On successful completion of the course the student-teachers will be able to

CO1: Develop an understanding of vocational education & its relevance for PWD’s. **K2**

CO2: Carry out vocational assessment and make vocational training plan. **K6**

CO3: Plan for transition from School to job. **K3**

CO4: Identify various avenues for job placement. and Facilitate PWD’s in making choice of vocational trades. **K4**

CO5: Acquire the concept of independent living and empowerment. **K4**

**Outcome Mapping**

CO	PO							PSO						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
CO1	S	S	S	S	M	S	S	S	S	S	S	S	S	S
CO2	S	S	S	S	M	S	M	S	S	S	S	S	S	S
CO3	S	S	S	S	S	S	M	S	S	S	S	S	S	S
CO4	S	S	S	S	S	S	M	S	S	S	S	S	S	S
CO5	S	S	S	S	S	S	S	S	M	S	S	S	S	S

<b>Course Code &amp; Title</b>	<b>EPC V - BASIC RESEARCH AND STATISTICS</b>		
<b>BSEF41</b>	<b>Semester IV</b>	<b>Credits: 2</b>	<b>Hours: 30</b>
<b>Cognitive Level</b>	<b>K2: Understand</b> <b>K3: Apply+</b> <b>K4: Analyze</b>		
<b>Learning Objectives</b>	The Course aims to <ul style="list-style-type: none"> <li>• Acquire knowledge about the concept of research in education and special education</li> <li>• Understand about the process of research in special education</li> <li>• Acquaint about data organization and analysis</li> </ul>		

### **Unit 1: Introduction to Research**

**(6 Hours)**

- 1.1 Scientific Method
- 1.2 Research: Concept and Definition
- 1.3 Application of Scientific Method In Research
- 1.4 Purpose of Research
- 1.5 Research in Education and Special Education

### **Unit 2: Educational Research**

**(6 Hours)**

- 2.1 Definition, Need and Scope of Educational Research
- 2.2 Principles and Ethics of Research in Education
- 2.3 Qualities of a good researcher
- 2.4 Establishing reliability and validity measures
- 2.5 Problems Encountered by researchers in India

### **Unit 3: Types and Process of Research**

**(6 Hours)**

- 3.1 Types of Research
  - Basic/Fundamental
  - Applied
  - Action
- 3.2 Process of Research
  - Selection of Problem
  - Formulation of Hypothesis
  - Collection of Data
  - Analysis of Data & Conclusion
- 3.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 3.4 Action Research in Teaching Learning Environment
- 3.5 Professional Competencies for Research

### **Unit 4: Methods of Research**

**(6 Hours)**

- 4.1 Qualitative methods
- 4.2 Quantitative methods



- 4.3 Research methods to deal with small and heterogeneous groups
- 4.4 Use of technology in research
- 4.5 Research gap in special education

### **Unit 5: Measurement and Analysis of Data**

**(6 Hours)**

- 5.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio
- 5.2 Organization of data: Array, Grouped distribution
- 5.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
- 5.4 Correlation: Product Moment and Rank Order Correlation
- 5.5 Graphic representation of data

### **Practicum/ Field Engagement**

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

### **Essential Readings**

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- 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, Thiruvananthapuram.

### **Suggested Readings**

- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.

### **Course Outcomes**

On successful completion of the course student-teachers will be able to

CO1: Understand the concept of research and its scientific process **K2**

CO2: Describe the concept and relevance of research in education and special education. **K2**

CO3: Develop an understanding of the research process and acquire competencies for conducting a research. **K4**

CO4: Understand about methods of research in special education **K4**

CO5: Apply suitable measures for data organization and analysis. **K3**

### Outcome Mapping

CO	PO							PSO						
	1	2	3	4	5	6	7	1	2	3	4	5	6	7
<b>C01</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>C02</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>C03</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>S</b>
<b>C04</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>
<b>C05</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>M</b>	<b>M</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>