



ALAGAPPA UNIVERSITY

(A State University Established in 1985)
Karaikudi - 630003, Tamil Nadu, India



2017 Accredited with A+ Grade by NAAC (CGPA: 3.64)	2018 MHRD Govt. of India Graded as Category - 1 & Granted Autonomy UGC University Grants Commission	2018 MHRD GOVERNMENT OF INDIA Swachh Campus Rank : 4	2019 NATIONAL INSTITUTIONAL RANKING FRAMEWORK Rank : 25	2019 India Rank : 20 BRICS Rank : 104 Asia Rank : 216
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DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE



B.Ed., SPECIAL EDUCATION(VISUAL IMPAIRMENT)

[Choice Based Credit System (CBCS)]

[For the candidates admitted from the academic year 2019 -2020]

Curriculum Framework

Bachelor of Education - Special Education

B.Ed.Spl.Ed (Visual Impairment)

Norms, Regulations & Course Content

**Effective from Academic Session 2019-20
Two Years Duration**

Bachelor of Education - Special Education B.Ed. Spl.Ed.

B.Ed.Spl.Ed (Visual Impairment)

Programme General Objectives

The B.Ed. (Special Education) programme aims to develop teachers for children with disabilities for various settings. The B.Ed. (Special Education) course will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs.

Programme Specific Objectives

The B.Ed. (Special Education) programme aims to prepare the students for the following:

1. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
2. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
3. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
4. Enhance knowledge and skills for professional development.

Programme Outcome

On successful completion of the programme

1. The students will be able to acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
2. The student will be able to get knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities
3. The student will understand the conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.

II. NOMENCLATURE

Nomenclature of B. Ed. Special Education courses should be as per UGC Notification of 2009 and 2014 and the new nomenclature will be B.Ed.Spl.Ed such as for Mental Retardation the nomenclature will be B.Ed.Spl.Ed.(VI).

III. GENERAL FRAMEWORK OF THE COURSE

The course is planned on the Choice Based Credit System (CBCS). According to UGC guidelines one credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week. RCI also recommends practical work for each theory course besides these contact hours including self study, assignments, etc. That may involve same number of hours as are the contact hours specified for each course.

The Course structure has Four sets of courses:

1. Core courses in every semester
2. Skill Based Courses which can be chosen from pool of papers in order to:
 - a. Support the discipline of study
 - b. Provide an expanded scope
 - c. Exposure to some other discipline/domain (this will depend on the options available with the implementing university and institution)
 - d. Nurturing student proficiency/skills
3. Disability Specialisation courses
4. Value added Elective and Practical Papers

The University will follow the 10-point grading system following letter grades recommended by the RCI and UGC.

Table 1: Grades and Grade Points

Letter Grade	Grade Point
O (Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

Duration

The Course/programme will be of two years with 2 semesters in each year. Each semester will be of 16-18 weeks; 2 weeks in summer and 2 weeks in inter semester break will also be utilized for covering the courses. In this way, the following operational weeks will be available for transacting the course:

Year 1- 16-18 weeks for two semesters + 2 weeks in summer

Year 2- 16-18 weeks for two semesters + 2 weeks in inter-semester breaks.

This comes to 64-72 weeks + 6 weeks for field activities/skill development with 40 credits in each year.

Specialisation offered - Visual Impairment (Course Code 713)

CORE COURSES

713101	Human Growth & Development
713102	Contemporary India and Education
713103 713104	Pedagogy of Teaching (Special Reference to Disability) Any one Optional I : Pedagogy of Teaching Pedagogy of Teaching English
713105 713106 713107 713108 713109	Pedagogy of Teaching (Special Reference to Disability) Any one Optional II : Pedagogy of Teaching Special Tamil Pedagogy of Teaching Special English Pedagogy of Teaching Mathematics Pedagogy of Teaching Science Pedagogy of Teaching Social Science
713110	Introduction to Sensory and Neuro Developmental Disabilities
713201	Identification of Children with Visual Impairment and Assessment of Needs
713202	Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum of Children with Visual Impairment
713203	Intervention and Teaching Strategies for Children with Visual Impairment
713204	Introduction to Loco motor Disabilities and Inclusion & Accessibility
713301	Technology and Education of Children with Visual Impairment
713302	Learning, Teaching and Assessment
713303	Reading & Reflecting on Texts (EPC) & Drama & Art in Education (EPC)
713401	Inclusive Education
713402	Psycho Social and Family Issues of Children with Visual Impairment
713403	Basic Research & Basic Statistic and Action Research
713406	Nai Talim – Experiential Learning

E: PRACTICAL RELATED TO DISABILITY

713111	Practical related to Cross disability and Inclusion –E1
713205	Practical related to Disability Specialization – E2
713304	Practical related to Cross disability and Inclusion-E1
713404	Practical related to Disability Specialization – E2

F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

713112	General School Internship
713206	Disability Specialization Internship (Special School)
713305	Cross Disability Internship (Special School)
713405	Inclusion Internship (Inclusive School)

EC-I: Skill-based Elective Course (Disability Specialization) ANY ONE

713306	Management of Learning Disability & Vocational Rehabilitation for Intran Job Placement
713307	Orientation & Mobility and Augmentative and Alternative Communication
713308	Communication Options: Oralism & Manual (Indian Sign Language)

EC-II: Skill-based Elective Course (Cross Disability and Inclusion) ANY ONE

713407	Guidance & Counselling and Applied Behavior Analysis
713408	Early Childhood Care & Education and Community Based Rehabilitation
713409	Braille & Assistive Devices and Application of ICT in Classroom

EC -III Value Added Elective

713410	Value Education
713411	Gender and Disability

B.Ed Special Education (Visual Impairment) - Credit List

Semester	Course/Title	Course Code	Credit	Hours/Week	Marks		Total	
					Internal	External		
I	CC	Human Growth and Development	713101	4	4	25	75	100
		Contemporary India and Education	713102	4	4	25	75	100
		Pedagogy of Teaching Tamil	713103	4	4	25	75	100
		Pedagogy of Teaching English	713104					
		Pedagogy of Teaching Special Tamil	713105	4	4	25	75	100
		Pedagogy of Teaching Special English	713106					
		Pedagogy of Teaching Mathematics	713107					
		Pedagogy of Teaching Science	713108					
		Pedagogy of Teaching Social Science	713109					
		Introduction to Sensory and Neuro Developmental Disabilities	713110	2	2	25	75	100
		Practical related to Cross Disability and Inclusion – E1	713111	2	4	25	75	100
		Internship – General School	713112	4	8	25	75	100
		Total		24	30	-	-	700
II	CC	Identification of Children with Visual Impairment and Assessment of Needs	713201	4	4	25	75	100
		Curriculum Adaptation & Strategies for Teaching Expanded Curriculum for Children with Visual Impairment.	713202	4	4	25	75	100
		Intervention and Teaching Strategies for Children with Visual Impairment	713203	4	4	25	75	100
		Introduction to Locomotor Disabilities and Inclusion & Accessibility	713204	2	2	25	75	100
		Practical related to Disability Specialization – E2	713205	2	4	25	75	100
		Internship/ School Placement – Disability Specialization	713206	4	8	25	75	100
	NME		2	3	25	75	100	
	SLC	Self Learning Course	MOOCs	EC	-	-	-	-
	Library			1	-	-		
Total		22	30	-	-	700		
III	CC	Technology and Education of Children with Visual Impairment	713301	4	4	25	75	100
		Learning, Teaching and Assessment	713302	4	4	25	75	100
		Reading and Reflecting on Texts (EPC) & Drama and Art in Education (EPC)	713303	2	2	25	75	100
		Practical related to Cross Disability and Inclusion – E1	713304	4	8	25	75	100
		Internship/ School Placement - Cross Disability	713305	4	8	25	75	100
	EC-I	Skill Based Course – I - Disability Specialization		2	2	25	75	100
		1.Management of Learning Disability & Vocational Rehabilitation for Transition to Job Placement	713306					
		2.Orientation & Mobility and Augmentative and Alternative Communication	713307					
	3.Communication Options: Oralism & Manual (Indian Sign Language)	713308						
NME		2	2			100		
SLC	Self Learning Course	MOOCs	EC	-	-	-	-	
Total		22	30	-	-	700		
IV	CC	Inclusive Education	713401	2	2	25	75	100
		Psycho Social and Family Issues of Children with Visual Impairment	713402	4	4	25	75	100
		Basic Research & Basic Statistic and Action Research	713403	2	2	25	75	100
		Practical related to Disability Specialization – E2	713404	4	8	25	75	100
		Internship/ School Placement – Inclusive School	713405	4	8	25	75	100
		Nai Thalam	713406	2	2	100		100
	EC -II	Skill Based Course – II– Cross Disability and Inclusion		2	2	25	75	100
		1. Guidance & Counselling and Applied Behavior Analysis	713407					
		2. Early Childhood Care & Education and Community Based Rehabilitation	713408					
		3. Braille & Assistive Devices and Application of ICT in Classroom	713409					
	EC- III	1. Value Education	713410	2	2	25	75	100
2. Gender and Disability		731411						
Total		22	30			800		
Grand Total			90+ EC (Extra Credit)	120			2900	

Observations and Lessons should be on Primary and Secondary level of classes in all three areas, i.e., Disability Specialization, Other disability and in Special and Inclusive Settings.

1. Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.
2. Practical in Other disability should be for other than disability specialization.
3. Practical in Inclusive settings should be preferably with various disabilities.

V. Practicum Evaluation Procedure

Semester wise evaluation will be done by conducting Practical Examination after Internship in the particular semester in each year.

VI. QUESTION PATTERN

Internal 25 Marks and External 75 Marks

Internal- 25 – 15 Marks – Internal Test (Two Test Average will be Taken)

1. Five One Marks Question
2. Two Five Marks
3. One Ten Marks Question

10 Marks – Seminar, Assignment, Discussion (5 Marks) & Attendance (5 Marks) etc. Passing Minimum is 12.5 Marks.

External – Question Pattern

1. Ten One Mark questions
 2. Five Two Marks Questions
 3. Five questions out of Eight questions for 5 marks
 4. Two questions of either or choice for 15 marks
- Passing Minimum is 37.5 Overall Students has to get 50 marks for Passing.

VII. ADEQUACY OF THE SPECIAL EDUCATION SYLLABI

The syllabus prescribed for the B.Ed.Spl.Ed. is on the basis of minimum requirements and therefore, Universities and Colleges of Education/Institutes implementing the B.Ed course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

VIII. DURATION OF THE COURSE

The duration of the Course is two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

IX. WORKING DAYS & ATTENDANCE

The programme will be conducted for **at least 200 working** days each year exclusive of the period of examination and admission. The institution shall work for a minimum of thirty hours in a week during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of Student-Teachers shall have to be 75% for all course work, 90% for all practicum, and 100% for school internship (5% attendance may be condoned by the head of institution on genuine grounds).

X. ELIGIBILITY FOR ADMISSION

B.A. / B.Sc. / M.Com. or an equivalent degree at graduate level depending on the requirements of being the school subject for pedagogical courses and State Government Norms will be Adopted in the Admission Criteria.

XI. ADMISSION

Admission Procedure: as per University norms.

XII. PROGRAMME PATTERN

The programme has been developed on Semester basis.

XIII. PASSING MINIMUM

Minimum 50 % marks are essential in all courses for passing in the programme (Grace Marks as per University norms).

XIV. NATURE OF EVALUATION

Internal & External as per University norms; 75 External and 25 Internal Assessment

Internal Test = 15 Marks

Assignment/ Debate/Oral Discussion / Seminar/ PPT presentation and Attendance = 10 Marks

XV. TRANSITORY REGULATIONS

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ regulations. Candidates not appearing at the examinations or failing shall take the examinations subsequently according to the changed syllabus / regulations/ as per University norms.

XVI. FACULTY-STUDENT RATIO

The faculty-student ratio in the area of B.Ed.Spl.Ed. may be 1:10, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, **a minimum number of 20 and maximum of 30 students** may be admitted for the B.Ed.Spl.Ed. programme.

XVII. INFRASTRUCTURAL FACILITIES

It is desirable that institutions have their own building. The building & the plot should ideally be in the name of Institution / Society / Trust. In case of rented building, the institution must have a rent agreement for a period extending up to the date of completion of the proposed training program (whenever the training program is proposed to be started). However, in either case, the institution should have minimum 1000 sq. meters area and shall consist of 500 sq. meters built up area for the first proposed training program. For each additional course, 300 sq. meters additional built up area is required. For example, for one course 500 sq. meters built up area, for two courses (500+300) sq. meters and so on.

- Lecture Hall / Classrooms – 3 basic requirements (minimum one Additional classroom for each additional programme)
- Multipurpose Hall – 1
- Staff Room – 1
- Resource Room* – 1
- HOD / Principal Room – 1

- Administrative Room - 1
- Library – 1
- ICT - 1
- Disabled Friendly Disabled Friendly gender- wise washrooms

*Space for Resource Room- it should be large enough to include disability as well as health, physical education, yoga, drama, etc. with respect to children with disabilities.

XVIII. CERTIFICATION AS A REGISTERED PROFESSIONAL

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

The successful students will be registered as Special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.

XIX. AWARD OF DEGREE

The affiliating Universities will award degree in Bachelor of Education Special Education (Area of Specialisation). The areas of specialisation provided are Autism Spectrum Disorders (ASD), Hearing Impairment (HI) , Learning Disability (LD), Mental Retardation / Intellectual Disability (MR/ID), Multiple Disabilities (MD) and Visual Impairment (VI). For example in the area of Hearing Impairment the degree awarded will be B.Ed.Spl.Ed. (HI). While issuing degree certificate, the Universities are advised to clearly spell out the area of specialization and mention as a statement that the passed out can teach in all settings and other disabilities (cross disabilities)

XX. PRACTICING SCHOOLS

Special & Inclusive School - Own Special School / MoU with Special & Inclusive Schools, preferably up to senior secondary school level recognised by State Government for the main disability area and permission to carry out practical in other disability. Special Schools for ASD and LD is not an essential condition. With a precaution that students with disability should not be overstressed. Institutions offering more than one programme in Special Education must have own Special School and MoU with other Special/Inclusive School for school engagement and field experience.

Semester - I			
Course code: 713101		Human Growth And Development	Credits:4
			Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ Explain the process of development with special focus on infancy, childhood and adolescence. ➤ Critically analyze developmental variations among children. ➤ Comprehend adolescence as a period of transition and threshold of adulthood. ➤ Analyze different factors influencing child development. 		
Unit -I	Approaches to Human Development -Human development as a discipline from infancy to adulthood ,Concepts and Principles of development ,Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood) , Nature vs Nurture Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)		
Unit-II	Theoretical Approaches to Development - Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura), Psychosocial Theory (Erikson), Psychoanalytic Theory (Freud) , Ecological Theory (Bronfren, brenner), Holistic Theory of Development (Steiner)		
Unit III	The Early Years (Birth to Eight Years) -Prenatal development: Conception, stages and influences on prenatal development, Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development, Milestones and variations in Development, Environmental factors influencing early childhood development, Role of play in enhancing development		
Unit IV	Early Adolescence (From nine years to eighteen years) - Emerging capabilities across domains of physical and social emotional, Emerging capabilities across domains related to cognition – metacognition, creativity, ethics, Issues related to puberty , Gender and development, Influence of the environment (social, cultural, political) on the growing child		
Unit V	Transitions into Adulthood - Psychological well-being, Formation of identity and self-concept, Emerging roles and responsibilities, Life Skills and independent living , Career Choices		
Reference and Textbooks:-(APA Format)			
Berk, L. E. (2000). <i>Human Development</i> . Tata Mc.Graw Hill Company, New York.			
Brisbane, E. H. (2004). <i>The developing child</i> . Mc.Graw Hill, USA.			
Cobb, N. J. (2001). <i>The child infants, children and adolescents</i> . Mayfield Publishing Company, California.			
DSE(ASD) <i>Human Development and Psychology</i> Rehabilitation Council of India.			
Elizabeth B.Hurlock .(2017) <i>Developmental Psychology A life span approach</i> , 5 th Edition, Mc Graw Hill Education.			
Hurlocl, E. B. (2005). <i>Child growth and development</i> . Tata Mc.Graw Hill Publishing Company, New York.			
Hurlocl, E. B. (2006). <i>Developmental Psychology- A life span approach</i> . Tata Mc.Graw Hill Publishing Company, New Delhi.			
Meece, J. S., & Eccles J. L (Eds) (2010). <i>Handbook of Research on Schools,Schooling and Human Development</i> . New York: Routledge.			
Outcomes	<ul style="list-style-type: none"> ➤ Explain the process of development with special focus on infancy, childhood and adolescence. ➤ Critically analyze developmental variations among children. ➤ Comprehend adolescence as a period of transition and threshold of adulthood. ➤ Analyze different factors influencing child development. 		

Semester - I			
Course code: 713102	Contemporary India And Education	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ Explain the history, nature and process and Philosophy of education ➤ Analyse the role of educational system in the context of Modern Ethos ➤ Understand the concept of diversity ➤ Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context 		
Unit -I	Philosophical Foundations of Education - Education: Concept, definition and scope, Agencies of Education: School, family, community and media, Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism, Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan), Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)		
Unit-II	Understanding Diversity - Concept of Diversity, Types of Diversity: Gender, linguistic, cultural, socio-economic and disability, Diversity in learning and play , Addressing diverse learning needs, Diversity: Global Perspective		
Unit III	Contemporary Issues and Concerns - Universalisation of School Education, Right to Education and Universal Access, Issues of a) Universal enrolment b) Universal retention c) Universal learning, Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled 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 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 IV	Education Commissions and Policy (School Education) - Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice, National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012). Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009, International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies		
Unit V	Issues and Trends in Education - Challenges of education from preschool to senior secondary, Inclusive education as a rights based model, Complementarities of inclusive and special schools, Language issues in education, Community participation and community based education		
Reference and Textbooks:- (APA Format)			
Aggarwal. J. C. (1992). <i>Development and Planning of Modern Education</i> : New Delhi Vikas Publishing House Pvt. Ltd.			
Ain, L. C. (2010). <i>Civil Disobedience</i> , Book Review Literary Trust: New Delhi. Select chapters.			
Anand, S. P. (1993). <i>The Teacher & Education in Emerging Indian Society</i> , New Delhi: NCERT.			
Bhat. B. D. (1996). <i>Educational Documents in India</i> , New Delhi: Arya Book Depot.			
Bhatia, K. & Bhatia, B. (1997). <i>The Philosophical and Sociological Foundations</i> , New Delhi Doaba House.			
<i>National Education Commission</i> . (1964-66). Ministry of Education, Government of India, New Delhi			
<i>National Policy on Education</i> . (1986 & 92,2017). Ministry of Human Resource Development Government of India, New Delhi.			
<i>Right to Education Act</i> . (2009). Ministry of Human Resource Development, Government of India, New Delhi.			

Roy,Nishant , *Education in emerging Indian Society*, Sonali Publication
<http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
<http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
<http://www.mk gandhi.org/speeches/speechMain.htm>

Outcomes

- Explain the history, nature and process and Philosophy of education
- Analyse the role of educational system in the context of Modern Ethos
- Understand the concept of diversity
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context

Name of the Course Teacher

Semester - I			
Course code: 713103	PEDAGOGY OF TEACHING TAMIL விருப்பப்பாடம் - பொதுத்தமிழ்	Credits:4	Hours: 4
நோக்கங்கள்	<ul style="list-style-type: none"> • தாய்மொழி கற்றலின் நோக்கங்களை அறிதல் • பயிற்றலில் உள்ள திறன்களை வளர்த்தல் • சிறந்த மொழிப்பாட ஆசிரியர்களுக்கான பண்புகளை வளர்த்தல் • பாடத்திட்டம் - கற்பித்தல் பொது முறை திறனை அறிதல் • தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும் - நவீன தொழில் நுட்பச் சாதனங்களின் பயன்பாடுகளை அறிதல் • மதிப்பிடல் - மதிப்பிடுதலின் நோக்கமும் பயனும் அறிதல் 		
அலகு -1	<p>தாய்மொழி கற்பித்தலின் நோக்கம்மொழியின் தோற்றம் - மொழியின்இன்றியமையாமை - மொழிக்கற்பித்தலின் நோக்கங்கள் - பயன்கள் - பேசுதல் திறன் - நோக்கம் - முறைகள் - பயிற்சி - பயன்கள் கேட்டல்திறன் - நோக்கம் - முறைகள் - பயிற்சி - பயன்கள் படித்தல் திறன் - நோக்கம் - முறைகள்</p> <p>- பயிற்சி - பயன்கள் எழுதுதல் திறன் - நோக்கம் - முறைகள் - பயிற்சி - பயன்கள்</p>		
அலகு -2	<p>தமிழைப் பயிற்று முறைகள்: பண்டையோர் கண்ட பயிற்று முறை - வகைகள் சங்ககாலம் முதல் தற்காலம் வரையில்- விளையாட்டு முறை - நடிப்புமுறை - செயல்திட்டமுறை - தனிப்பயிற்சி முறை - மேற்பார்வை படிப்பு முறை - வகைகள் - நிறைகுறைகள் பாடநூல் - அமைப்பு முறை - உள்ளடக்கம் - வல்லுநர்களின் வழிகாட்டல் - தொடக்கநிலைஇ நடுநிலைஇ உயர்நிலைஇ மேல்நிலை வகுப்புகளின் மொழிப்பாடத் திட்ட நோக்கங்கள் - அவற்றின் மொழிப்பாடங்கள் - அமைப்பு முறை பற்றிய கருத்துக்கள் - உள்ளடக்கப்பகுப்பாய்வு - பயிற்றுச் சிக்கல்கள் - தீர்வுகள் (அனுபவம் மிக்க ஆசிரியர்களின் கருத்துக்களை கருத்தரங்குஇ கருத்துக்கோவை மற்றும் செயலரங்கு வழி அறிதல்)</p>		
அலகு -3	<p>பாடத்திட்டம் - கற்பித்தல் பொது முறைபுள்ளியின் கற்பித்தல் கோட்பாடுகள் - நுண்ணிலக்கற்பித்தல் - திறன்களில் பயிற்சி - பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்இ கிளர் வினாத் திறன் வலுவூட்டிகளைப் பயன்படுத்தும் திறனஇ உதாரணங்களை பயன்படுத்தும் திறன் மற்றும் இணைப்புப் பயிற்சி பாடத்திட்டம் விளக்கம் - பயன்கள் - பாடத்திட்டம் தயாரிக்கும்போது கவனிக்கப்பட வேண்டியவை - பாடத்திட்டம் தயாரிப்பின் இன்றியமையாமை - தொடக்கநிலை நடுநிலை உயர்நிலை பள்ளிப் பாடத்திட்டத்தின் குறிக்கோள்கள் - பாடக்குறிப்பு பாடத்திட்டம் வேறுபாடு செய்யுள் பயிற்று முறை - உரைநடை பயிற்று முறை - இலக்கணம் பயிற்று முறை - துணைப்பாடம் பயிற்று முறை - (மாதிரி வகுப்புகள் வழி பயிற்சி ஆசிரியர்களுக்கு விளக்கம் அளித்தல்) - மொழிப்பயிற்சியும் - கட்டுரை வரைதலும்</p>		

அலகு -4	<p>தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும்</p> <p>மொழிக்கற்பித்தலின் நுட்பக்கூறுகள் - துணைக் கருவிகளை பயன்படுத்துதல் - துணைக்கருவிகளின் பங்கு - வகைகள் - காட்சிக் கருவிகள், கேள்விக்கருவிகள் , காட்சிக் கேள்விக்கருவிகள் - பயன்கள் - கணிணி கற்றல் - திட்டமிட்டுக்கற்றல் - மொழிப்பயிற்றாய்வுக் கூடம் மொழிக் கற்பித்தலில் மக்கள் தொடர்புச்சாதனங்கள் (mass media languages techniques) கணிணி அடிப்படையில் கல்வி (Computer based Education)- கணிணி துணையுடன் கற்பித்தல் (Computer Assisted Instruction) - கணிணி மேலாண்மையில் கற்பித்தல் (computer managed Instruction) - கணிணி ஊடகக் கற்பித்தல் (உழுவிரவநச mediated communication)</p>
	கணிணியில் தமிழ் - மின் தமிழ் - இணையத்தில் இணைந்த தமிழ்.
அலகு -5	<p>மதிப்பீடு - தமிழ் கற்பித்தலின் விளைவுகளை மதிப்பிடல் - மதிப்பீடுதலின் நோக்கமும் பயனும் - பண்புகள் - நல்ல தேர்வின் இன்றியமையாத கூறுகள் - தேர்வு வகைகள் - வினா வங்கியின் பயன் - வினாத்தாள் வடிவமைப்பு - வினா வகைகள் -தொடர் மற்றும் முழுமையான மதிப்பீடு (ஊஊறு) - பயன்கள் - நோக்கம்</p>
<p>கற்றலுக்கான முக்கிய நூல்கள்:</p> <p>கோவிந்தராஜன் மு. (1990) “நற்றமிழ் பயிற்றலின் நோக்கமும் முறையும்” இ சரஸ்வதி பதிப்பகம் சென்னை. வேணுகோபால் இ.பா (1991) “பைந்தமிழ் கற்பிக்கும் முறைகள் சகுந்தலா வெளியீட்கம் வேலூர்.</p> <p>முனைவர் பழனிவேலு ஞா. “தமிழ் கற்பித்தலில் புதுமைப்போக்குகள்”.கபிலன் பதிப்பகம் 93 கணபதி வி. (2005) “நற்றமிழ் கற்பிக்கும் முறைகள்” சாந்தா பதிப்பகம் சென்னை -14</p>	
வெளிப்பாடு	<ul style="list-style-type: none"> ➤ தாய்மொழி கற்றலின் நோக்கங்களை அறிந்து கொள்கிறார் ➤ பயிற்றலில் உள்ள திறன்களை வளர்த்து கொள்கிறார் ➤ சிறந்த மொழிப்பாட ஆசிரியர்களுக்கான பண்புகளை வளர்த்து கொள்கிறார் ➤ பாடத்திட்டம் - கற்பித்தல் பொது முறை திறனை அறிந்து கொள்கிறார் ➤ தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும் - நவீன தொழில் நுட்பச் சாதனங்களின் பயன்பாடுகளை அறிந்து கொள்கிறார் ➤ மதிப்பிடல் - மதிப்பீடுதலின் நோக்கமும் பயனும் அறிந்து கொள்கிறார்

Name of the Course Teacher

Semester - I			
Course code: 713104	Pedagogy Of Teaching English	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ Explain the principles of language teaching, and evolution and trends in English literature. ➤ Prepare an instructional plan in English. ➤ Adapt various approaches and methods to teach English language. ➤ Use various techniques to evaluate the achievement of the learner in English. 		
Unit -I	Nature of English Language & Literature: Principles of Language Teaching, Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency(CALP), English Language in the school context: An Evolutionary Perspective , Current Trends in Modern English Literature in Indian context , Teaching as second language in Indian context.		
Unit-II	Instructional Planning: Aims and objectives of Teaching English at different stages of schooling, Instructional Planning: Need and Importance, Unit and lesson plan: Need and Importance, Procedure of Unit and Lesson Planning, Planning and adapting units and lessons for children with disabilities		
Unit III	Approaches and Methods of Teaching English: Difference between an approach and a method, Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach, Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method, Development of four basic language skills: Listening, Speaking, Reading, and Writing, Accommodation in approaches and techniques in teaching children with disabilities		
Unit IV	Instructional Materials: Importance of instructional material and their effective use, The use of the instructional aides for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation, Construction of a teacher made test for English proficiency , Teaching portfolio , Adaptations of teaching material for children with disabilities		
Unit V	Evaluation: Evaluation - Concept and Need, Testing Language skills and Language elements (Vocabulary, Grammar and Phonology), Adaptation of Evaluation Tools for Children with Disabilities, Individualized assessment for Children with Disabilities, Error analysis, Diagnostic tests and Enrichment measures		
Reference and Textbooks:-(APA Format)			
Bharthi, T., & Hariprasad, M. (2004). <i>Communicative English</i> , Neelkamal Publications, Hyderabad.			
Bhatia, K.K. (2006). <i>Teaching and Learning English as a Foreign Language</i> . Kalyani Publishers, New Delhi.			
IGNOU CTE – 02 <i>Certificate in Teaching of English</i> (1989). The Structure of English, IGNOU, New Delhi.			
IGNOU EEG – 02 <i>Elective Course in English</i> (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.			
Krishna Swamy (2003). <i>Teaching English: Approaches, Methods and Techniques</i> , Macmillan Publication, New Delhi.			
Sahu, B. K. (2004). <i>Teaching of English</i> . Ludhiana: Kalyani Publishers.			
Shaik, M. & Gosh, R.N. (2005). <i>Techniques of Teaching English</i> , Neelkamal Publications, Hyderabad.			
Sharma, P. (2011). <i>Teaching of English: Skill and Methods</i> . Delhi: Shipra Publication.			
Outcomes	➤ Explain the principles of language teaching, and evolution and trends in		

	<p>English literature.</p> <ul style="list-style-type: none">➤ Prepare an instructional plan in English.➤ Adapt various approaches and methods to teach English language.➤ Use various techniques to evaluate the achievement of the learner in English.
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Name of the Course Teacher

Semester - I			
Course code: 713105	Pedagogy of Teaching Special Tamil விருப்பப்பாடம் - சிறப்புத் தமிழ்	Credits:4	Hours: 4
நோக்கங்கள்	<ul style="list-style-type: none"> ➤ மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிதல் ➤ தமிழ் மொழியின் சிறப்பினை அறிதல் ➤ தமிழ்மொழியின் ஒலி அமைப்பு முறையை அறிதல் ➤ தமிழ் கற்பித்தலில் புதிய முறைகளை அறிதல் ➤ சமூகப் பின்னணியில் மொழியை வளர்த்தல் ➤ சமூகப் பின்னணியில் பண்பாட்டை வளர்த்தல் ➤ தமிழ் மொழியின் வளர்ச்சி நிலையினை அறிதல் 		
அலகு -1	<p>தமிழ் மொழி வரலாறு -மொழியின் பண்புகள் - மொழியின் தோற்றக்கொள்கை - மொழியின் வளர்ச்சி - தமிழ் மொழிவரலாறு - தமிழ் மொழியின் கிளை மொழிக் கொள்கைகள் - பேச்சு மொழியும் எழுத்து மொழியும் - சிறப்பு மொழி - பண்பு மொழிக்கொள்கை - தமிழ்மொழியின் தனித்தன்மைகள் மொழிவளர்ச்சியில் மொழிபெயர்ப்பின் பங்கு - மொழி பெயர்ப்பு ஒரு கலை - மூல மொழி - ஏற்பு மொழி - மொழி பெயர்ப்பின் வகைகள் - மொழியாக்கம் - கருத்தும் வெளிப்படும் - மொழி பெயர்ப்பாளரின் கல்வித்தகுதிகள்</p>		
அலகு -2	<p>மொழியியல்: ஒலி மொழியாதல் - தமிழ் ஒலிகளின் பிறப்பு - பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளும் - தமிழ் மொழியின் கிளை அமைப்பு - அடைப்பொலி இ உரசொலி இ முக்கொலி இ ஆடொலி இ மருங்கொலி இ ஒலியனியல் - ஒலியன்களை கண்டறியும் கொள்கைகள்.</p>		
அலகு -3	<p>கற்பித்தலில் புதிய அணுகுமுறைகள்: வார்தாக் கல்வி முறை - கிண்டர் கார்டன் முறை - டால்டன் திட்டம் - மாண்டிசோரி முறை - கண்டறி முறை - ஒப்படைவு முறை - இணையதளம் கற்றல் முறை - செயல் ஆராய்ச்சி முறை - படிகள். கலைத்திட்டம் - நோக்கம் - பயன்கள் - தேசியக்கல்விக் கொள்கையில் கலைத்திட்டம் - கலைத்திட்ட ஒருங்கிணைப்பு - கலைத்திட்ட கோட்பாடுகள் - மொழிப்பாடம் - கல்வியின் நோக்கங்கள். கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் - ஆரம்பஇ இடைஇ உயர்நிலைகளின் தேசியக் கல்வியின் குறிக்கோளும் பள்ளிக் கலைத்திட்டத்திற்குமுள்ள தொடர்பினைக் காணல்</p>		
அலகு -4	<p>மொழியின் சமூகப்பணிகள்: மொழியும் சமயமும் - இலக்கியம் - நலிவுற்ற பிரிவினருக்கு சுயவாய்ப்பு அளித்தல் - தேசியக் கல்விக் கொள்கையில் ஆசிரியரின் பங்கு - பெண்கல்வி - பெண்கள் சமத்துவம் - பெண்கள் நிலையில் அடிப்படை மாற்றம் ஏற்படக் கல்வி - பெண்களின் கல்வி முன்னேற்றத்தை விரிவுபடுத்த செயல்திட்டங்கள்</p>		

அலகு -5	<p>தமிழ் மொழி வளர்ச்சி நிலை - இயல் இசை நாடகத்தமிழ் :இலக்கிய வகைகள் - கவிதை - மேனாட்டர் மற்றும் தமிழறிஞர் விளக்கம் - கற்பனை - உணர்ச்சிஇ வடிவம் இ பாடுபொருள் - உள்ளூறை உவமம் - அணிஇ இறைச்சி மற்றும் சியப்பியல்புகள் - புதுக்கவிதை. இசையும் தமிழும் - மொழிக்கல்வியில் இசை - தொல்காப்பியத்தில்</p> <p>இசைக் கூறுகள் - பக்திப்பாடல்கள் இ நாட்டுப்புறப்பாடல்கள் தற்காலக்கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு</p> <p>-நாடகம்: தோற்றம் - சங்ககாலம் முதல் இக்காலம் வரை அமைப்பு வகைப்பாடு- எழுத்துஇ வனொலிஇ வட்டார மொழிஇ</p> <p>செய்யுள் நாடகங்கள் - நாடக உத்திகள்.. கணிப்பொறியும் தமிழும் - பல்லாடகமும் தமிழ் கற்பித்தலும் - தமிழ் இணையம் - தமிழ் ஆட்சிமொழியாவதில் ஏற்படும் சிக்கல்கள் - நீக்கும் வழிமுறைகள் -</p>
	செம்மொழித்தமிழ்.

கற்றலுக்கான முக்கிய நூல்கள்

முனைவர் ந. சுப்பு ரெட்டியர் (2005) “தமிழ் பயிற்றுமுறை”மாணிக்கவாசகர் பதிப்பகம்

சிதம்பரம் கணபதி .வி. (2005) “நற்றமிழ் கற்பிக்கும் முறைகள் “சென்னை. சாந்தா

பப்ளிஷர்ஸ்.

முனைவர் இ.பா வேணுகோபால் (2006) பைந்தமிழ் கற்பிக்கும் முறை சாரதா

பதிப்பகம் சென்னை. முனைவர் மு.வ (1996) “தமிழ் இலக்கிய வரலாறு”

சாகித்திய அகாடமி புதுதில்லி

முனைவர் சு. சக்திவேல் (1996) “தமிழ் மொழிவரலாறு” மணிவாகர் பதிப்பகம் சென்னை

முனைவர் மு் கோவிந்தராஜன் “மொழித்திறன்களும் சில சிக்கல்களும்”

தேன்மொழிபதிப்பகம் சென்னை முனைவர் சோமலே (1988) ‘வளரும் தமிழ்’ வானதி

பதிப்பகம் சென்னை

முனைவர் ஞா. பழனிவேலுஇ“தமிழ்கற்பித்தலில் புதுமைப் போக்குகள்” கபிலன் பதிப்பகம் ஓரத்தநாடு.

வெளிப்பாடு

➤ மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிந்து கொள்கிறார்.

➤ தமிழ் மொழியின் சிறப்பினை அறிந்து கொள்கிறார்.

➤ தமிழ்மொழியின் ஒலி அமைப்பு முறையை அறிந்து கொள்கிறார்.

➤ தமிழ் கற்பித்தலில் புதிய முறைகளை அறிந்து கொள்கிறார்.

➤ சமூகப் பின்னணியில் மொழியை வளர்த்துக் கொள்கிறார்.

➤ சமூகப் பின்னணியில் பண்பாட்டை வளர்த்துக்

கொள்கிறார். தமிழ் மொழியின் வளர்ச்சி நிலையினை

அறிந்து கொள்கிறார்.

Name of the Course Teacher

Semester - I			
Course code: 713106	Pedagogy Of Teaching Special English	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ Understand the nature of English and aims and Objectives of teaching English ➤ Describe the aims and objectives of teaching English at school level. ➤ Demonstrate and apply skills to select and use different methods of teaching English. ➤ Demonstrate competencies of planning for teaching English, designing pupil centered teaching learning experiences. ➤ Demonstrate skills to design and use various evaluation tools to measure learner achievement in English. 		
Unit -I	Description of Speech Sounds & Stress and Intonation :Difficulties of Spoken English - Its Varieties - Received Pronunciation - Organs of Speech - Cardinal Vowels - Classification of English Vowels - English Diphthongs - Classification of Consonants - Characteristics of a Good Classroom Speech – Teaching Difficult Sounds - Teaching Consonant Sounds - Pronunciation Drills. Primary and Secondary stresses - Strong and Weak Forms of certain Words - Rhythm in English Speech - Intonation - Falling Tone – Rising Tone - Rising Falling Tone - Falling Rising Tone - Phonic Drill - Assimilation - Elision - Phonetic Transcription - Pronunciation difficulties of Tamil Speaking Students of English.		
Unit-II	School Grammar: School Grammar- Active Voice and Passive Voice - Direct and Indirect Forms of Speech, Degrees of Comparison - Simple, Complex and Compound Sentences - Present Participles and Gerunds - Infinitives - Tenses and Modals - Question Tags – Different Types of Sentence Patterns.		
Unit III	Modern Grammar: Word formation – Patterns of Spelling – Phrasal verbs and prepositional phrases – Sentence connectors – devices for cohesion and coherence. Use of Tree Diagrams in Grammar-Tree Diagram for Noun Phrase - Tree Diagram for Verbal Group – Different Types of Sentences - Balanced - Sentences - Loose Sentences - Suspended Sentences - Mixed Sentences - Defects of Traditional School Grammar. Communicative Grammar - Expressing various Concepts - Commands - Instructions - Requests - Invitations - Suggestions - Prohibition - Permission - Probability - Likelihood - Possibility - Obligation and Necessity – Cause, Reason and Purpose - Condition and Contrast - Comparison - Concession - Supposition.		
Unit IV	Learning resources in English and Developing Study Skills : Practice in the Intensive and Extensive Reading – Practice in the efficient use of the Text Books - Practice in using the Library books - Preparation of Annotated Bibliographies on Different Aspects of English Language Teaching - Practice in Note - Taking, Note – Making and Summary Writing. Learning Resources in English- Subject Books, Grammar Books - Dictionaries – Thesaurus-Encyclopaedia, Lingua Phone - Language Discs and other Electronic Equipments for language Learning - Study Clubs - Debate – Group Techniques.		

Unit V	Developing Writing Skills : Practice in Higher Level Writing Skills - Practice in Different Types of Writing Such as Reports, Dialogues, Explanation Etc – Special Attention to Types of Writing required at the Higher Secondary School Level and Beyond - Preparations of Short Plays and Essays - Incorporating and Exemplifying the Grammatical Categories and Language Functions. Unity in Writing – Coherence in Writing – Use of Punctuation – Denotation and Connotation – Wounded Writing – Writing a Research Paper.
<p>Reference and Textbooks:-(APA Format)</p> <p>Bharthi, T., & Hariprasad, M. (2004). <i>Communicative English</i>, Neelkamal Publications, Hyderabad.</p> <p>Bhatia, K.K. (2006). <i>Teaching and Learning English as a Foreign Language</i>. Kalyani Publishers, New Delhi.</p> <p>IGNOU CTE – 02 <i>Certificate in Teaching of English</i> (1989). The Structure of English, IGNOU, New Delhi.</p> <p>IGNOU EEG – 02 <i>Elective Course in English</i> (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.</p> <p>Krishna Swamy (2003). <i>Teaching English: Approaches, Methods and Techniques</i>, Macmillan Publication, New Delhi.</p> <p>Sahu, B. K. (2004). <i>Teaching of English</i>. Ludhiana: Kalyani Publishers.</p> <p>Shaik, M. & Gosh, R.N. (2005). <i>Techniques of Teaching English</i>, Neelkamal Publications, Hyderabad.</p> <p>Sharma, P. (2011). <i>Teaching of English: Skill and Methods</i>. Delhi: Shipra Publication.</p> <p>M.E.S Elizabeth(2004) <i>Methods of Teaching English</i> DPH Publications.</p>	
Outcomes	<ul style="list-style-type: none"> ➤ Understand the nature of English and aims and Objectives of teaching English ➤ Describe the aims and objectives of teaching English at school level. ➤ Demonstrate and apply skills to select and use different methods of teaching English. ➤ Demonstrate competencies of planning for teaching English, designing pupil centered teaching learning experiences. ➤ Demonstrate skills to design and use various evaluation tools to measure learner achievement in English.

Name of the Course Teacher

Semester - I			
Course code: 713107	Pedagogy Of Teaching Mathematics	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ Explain the nature of Mathematics and its historical development with contribution of Mathematicians. ➤ Describe the aims and objectives of teaching Mathematics at school level. ➤ Demonstrate and apply skills to select and use different methods of teaching Mathematics. ➤ Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centred teaching learning experiences. ➤ Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics. 		
Unit -I	Nature of Mathematics: Meaning, Nature, Importance and Value of Mathematics ,Axioms, Postulates, Assumptions and Hypothesis in Mathematics, Historical Development of Notations and Number Systems, Contribution of Mathematicians (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras), Perspectives on Psychology of Teaching and Learning of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development		
Unit-II	Objectives and Instructional Planning in Mathematics: Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools, Bloom’s Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms, Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry , Unit Planning – Format of A Unit Plan, Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc		
Unit III	Strategies for Learning and Teaching Mathematics : Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts, Learning By Exposition: Advanced Organizer Model, Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project, Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI), Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/ Contextual Learning		
Unit IV	Teaching-Learning Resources in Mathematics for Students with Disabilities: Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory , 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, Bulletin Boards and Mathematics Club , Abacus, Cessionaries Rods, Fractional Discs, Napier Strips , Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities		
Unit V	Assessment and Evaluation for Mathematics Learning: Assessment and Evaluation- Concept, Importance and Purpose, Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures, Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics, Preparation of Diagnostic and Achievement Test, Adaptations in Evaluation Procedure for Students With Disabilities		
Reference and Textbooks:-(APA Format) Chambers, P. (2010). <i>Teaching Mathematics</i> , Sage Publication, New Delhi. David, A.H., Maggie, M.K., & Louann, H.L. (2007). <i>Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners</i> , Canada: Amazon Books.			

Kumar, S. (2009). *Teaching of Mathematics*, New Delhi: Anmol Publications.
 Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessment*, Canada: Sage Publications.
National Curriculum Framework. (2005). NCERT, New Delhi: NCERT.
National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.
Text Books of Mathematics for Class-VI to X.(2006). NCERT, New Delhi.
Teaching Aids in Mathematics Kanishka Publishers

Outcomes

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different methods of teaching Mathematics.
- Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

Name of the Course Teacher

Semester - I			
Course code: 713108	Pedagogy Of Teaching Science	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ Explain the role of science in day to day life and its relevance to modern society. ➤ Describe the aims and objectives of teaching science at school level. ➤ Demonstrate and apply skills to select and use different methods of teaching the content of sciences. ➤ Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences. ➤ Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences. 		
Unit -I	Nature and Significance of Science: Nature, Scope, Importance and Value of Science, Science As An Integrated Area of Study, Science and Modern Indian Society: Relationship of Science and Society, Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament, Role of Science for Sustainable Development		
Unit-II	Planning for Instruction: Aims and Objectives of Teaching Science in Elementary and Secondary School, 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 III	Approaches and Methods of Teaching Sciences: 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 Approach and its Use in Teaching Science		
Unit IV	Learning Resources with reference to Children with Disabilities for Teaching Science: 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, Science Text Books-Characteristics and Significance with reference to Children with Disabilities, The Science Laboratory- Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities, Aquarium, Vivarium – Role in Teaching with Setting & Maintaining, Museum, Botanical And Zoological Garden: Role In Teaching		
Unit V	Evaluation: Evaluation- Concept, Nature and Need, Norm Referenced & Criterion Re Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, S and Co-Scholastic Assessment, Tools and Techniques for Formative and Su Assessments, Preparation of Diagnostic Test and Achievement Test, Adaptations of EY Procedure With Reference To Children With Disabilities		
Reference and Textbooks:-(APA Format)			
Buxton, A. C. (2010). <i>Teaching Science in Elementary and Middle School</i> . NewDelhi: Sage Publications.			
Bybee, R. (2010b). <i>The teaching of science: 21st-century perspectives</i> . Arlington, VA: NSTA Press,USA.			

Gupta, S. K. (1983). *Technology of Science Education*, Delhi: Vikas Publishing House Pvt. Ltd.

Gupta, V. K. (1995). *Readings in Science and Mathematics Education*, Ambala: The Associated Press.

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

Mangal S. K., & Shubhra (2005). *Teaching of Biological Sciences*, Meerut: International Publishing House.

Mujibul Hasan Siddiqui(2018) *Teaching of Science* APH Publishing Corporation.

Rao, V.K. (2004). *Science Education*, APH Publishing Corpn. New Delhi.

Salil Tripathi(2017) *Teaching of Physical Science* Dominant Publishers.

Outcomes	<ul style="list-style-type: none">➤ Explain the role of science in day to day life and its relevance to modern society.➤ Describe the aims and objectives of teaching science at school level.➤ Demonstrate and apply skills to select and use different methods of teaching the content of sciences.➤ Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centred teaching learning experiences.➤ Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.
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Name of the Course Teacher

Semester - I			
Course code: 713109	Pedagogy Of Teaching Social Science	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ Explain the concept, nature and scope of social science. ➤ Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching. ➤ Develop skills in preparation and use of support materials for effective social science teaching. ➤ Develop the ability to organize co-curricular activities and community resources for promoting social science learning. 		
Unit -I	Nature of Social Sciences: Concept, scope and nature of social science, Difference between social sciences and social studies, Aims and objectives of teaching social science at school level, Significance of social science as a core subject, Role of social science teacher for an egalitarian society		
Unit-II	Curriculum and Instructional Planning: Organization of social science curriculum at school level, Instructional Planning: Concept, need and importance, Unit plan and Lesson plan: need and importance, Procedure of Unit and Lesson Planning, Adaptation of unit and lesson plans for children with disabilities.		
Unit III	Approaches to teaching of Social Science: Curricular approaches: a) Coordination, b) Co relational, c) Concentric, d) Spiral, e) Integrated, f) Regressive, Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method, Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, storytelling, Role play, Group and self study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving, Accommodations required in approaches for teaching children with disabilities , Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation, Adaptations of material for teaching children with disabilities		
Unit IV	Evaluation of Learning in Social Science: Purpose of evaluation in social science , Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio, Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects, Construction of teacher made test, Diagnostic testing and enrichment techniques for children with disabilities		
Unit V	Social Science Teacher as a Reflective Practitioner: Being a reflective practitioner-use of action research, Developing an Action Research Plan for solving a problem in teaching-learning of Social science, Case study- Need and Importance for a School Teacher, Development of a Professional Portfolio/ Teaching Journal, Competencies for teaching Social science to children with disabilities		
Reference and Textbooks:- (APA Format)			
Aggarwal, J. C. (2008). <i>Principles, methods & techniques of teaching</i> . UP: Vikas Publishing House Pvt Ltd.			
Batra, P. (2010). <i>Social Science Learning in Schools Perspective and Challenges</i> , Sage Publications Pvt. Ltd; Pap/Com edition.			
Duplass, J. A. (2009). <i>Teaching elementary social studies</i> . New Delhi: Atlantic Publishers.			
George, A. M., & Madam, A. (2009). <i>Teaching Social Science in Schools: NCERT'SNew Textbook Initiative</i> .			
Mangal, S.K. (2004). <i>Teaching of Social Science</i> , Arya Book Depot, Delhi.			
Singh, Y.K. (2009). <i>Teaching of history: Modern methods</i> . New Delhi: APH Publishing			

<p>Corporation. Stone, R. (2008). <i>Best Practices for Teaching Social Studies: What Award Winning Classroom Teachers Do</i>, Corwin, CA.</p>	
<p>Outcomes</p>	<ul style="list-style-type: none"> ➤ Explain the concept, nature and scope of social science. ➤ Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching. ➤ Develop skills in preparation and use of support materials for effective social science teaching. ➤ Develop the ability to organize co-curricular activities and community resources for promoting social science learning.

Name of the Course Teacher

Semester - I			
Course code: 713110	Introduction To Sensory And Neuro Developmental Disabilities	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> ➤ Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss. ➤ Describe nature, characteristics & assessment of students with low vision & visual impairment. ➤ Explicate the impact of deaf-blindness & practices for functional development. ➤ Discuss the characteristics and types of learning disability. ➤ Describe the tools, areas of assessment and apply intervention strategies to enhance learning. ➤ Explain the characteristics and types of Intellectual disability. ➤ Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living. ➤ Explain the characteristics and types of Autism Spectrum Disorder. ➤ Describe the tools, areas of assessment and apply intervention strategies. 		
Unit -I	Hearing Impairment: Nature & Classification- Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)-Importance of hearing Process of hearing & its impediment leading to different types of hearing loss-Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped- Hearing and Speech disorders- Classroom management. Home training and role of Parents -Challenges arising due to congenital and acquired hearing loss		
Unit-II	Visual Impairment, Deaf Blindness-- Nature and Assessment: Process of Seeing and Common Eye Disorders in India, Blindness and Low Vision--Definition and Classification, Demographic Information--NSSO and Census 2011, Importance of Early Identification and Intervention, Functional Assessment Procedures, Definition, causes, classification, prevalence and characteristics of deaf-blindness, Effects and implications of deaf-blindness on activities of daily living & education, Screening, assessment, identification & interventional strategies of deaf-blindness, Fostering early communication development: Methods, assistive devices and practices including AAC, Addressing orientation, mobility & educational needs of students with deaf-blindness		
Unit III	Learning Disability: Nature, Needs and Intervention: Definition, Types and Characteristics, Tools and Areas of Assessment, Strategies for reading, Writing and Maths, Curricular Adaptation, IEP, Further Education, Transition Education, Life Long Education		
Unit IV	Intellectual Disability, Mental illness, Autism Spectrum Disorder: Nature, Needs and Intervention:- Definition, Types and Characteristics- Tools and Areas of Assessment -Instructional Approaches- Teaching Methods- Vocational Training and Career Opportunities		
Unit V	Chronic Neurological Conditions and Blood Disorders: Parkinson Disease Definition, Types and Characteristics - Thalassemia, Haemophilia, Sickle cell Anemia, Types and Characteristics- Effects and implications of Chronic Neurological Conditions and Blood Disorders on activities of daily living & education - Vocational Training and Career Opportunities		
Reference and Textbooks:-(APA Format) Allen, Elieen, (2008) <i>The Exceptional Child</i> Wadsworth Publishing Kirk, Samuel, (1993) <i>Education Exceptional Children</i> Houghton Mifflin Kumari, (2004) <i>Deaf Education</i> Sonali Publication Mahdi, Anjum, (2014) <i>Viual and Hearing Impairment</i> Alfa Publications Mahdi, Anjum, (2014) <i>Autism and Mental retardation</i> Alfa Publications Mahdi, Anjum, (2014) <i>Learning Disabilities</i> Alfa Publications			

Moshin, Muhammad, (2007) *Teachers handbook of exceptional children*, Animol Publication
Sharma, Kaushal(2006) *Aural Rehabilitation of Hearing impaired Children* Sarup & sons

Outcomes

- Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.
- Describe nature, characteristics & assessment of students with low vision & visual impairment.
- Explicate the impact of deaf-blindness & practices for functional development.
- Discuss the characteristics and types of learning disability.
- Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
- Explain the characteristics and types of Intellectual disability.
- Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
- Explain the characteristics and types of Autism Spectrum Disorder.
- Describe the tools, areas of assessment and apply intervention strategies.

Name of the Course Teacher

Semester - II			
Course code: 713201	Identification of Children With Visual Impairment and Assessment Of Needs	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> ➤ Describe the structure of eye and common eye defects. ➤ Explain the etiologic of visual impairment. ➤ Analyze the implications of visual impairment and identify their needs. ➤ Develop skills to identify and assess children with visual impairment. ➤ Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD). 		
Unit -I	Anatomy and Physiology of Human Eye: Structure and Function of human eye , Normal vision development and process of seeing, Principles of refraction and refractive errors, Concept and definitions of blindness and low vision, Concept of visual acuity, visual field, depth perception and contrast sensitivity		
Unit-II	Types of Visual Impairment and Common Eye Disorders: Loss of Visual acuity , Loss of Visual field , Colour vision defect and loss of contrast sensitivity , Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopic and Macular degeneration, Educational implications of different Eye disorders		
Unit III	Implications of Visual Impairment and Needs of Visually Impaired: Psychosocial implications of visual impairment, Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio economic status of the family, Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development, Educational needs of the visually impaired and need for expanded core curriculum, Implications of low vision and needs of children with low vision		
Unit IV	Identification and Assessment of Visual Impairment: Interpretation of clinical assessment of vision, Functional assessment of vision: Concept, need and methods, Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment, Tools for psychological assessment of the visually impaired: Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children, Report writing		
Unit V	Assessment of Learning Needs of Children with VIMD: Concept and definition of VIMD, Etiology of VIMD, Impact of VIMD on learning and development, Screening, identification, and assessment of Visually Impaired children with associated disabilities, Multidisciplinary assessment of Visually Impaired children with Associated Disabilities		
Reference and Textbooks:- (APA Format)			
Singh, T.B. (1986). <i>A short Scale I.Q Measure for the Visually Handicapped</i> . Dehradun: NIVH.			
Bright Hub Education (2012). <i>Identifying Students with Visual Impairment</i> .			
Retrieved from http://www.brighthouseeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/			
DSE(VI) <i>Manual Education of Children with low vision</i>			
Kundu, C.L. (2000). <i>Status of Disability in India</i> , New Delhi, RCI.			
National Institute for the Visually Handicapped (1990). <i>Handbook for Teachers of the Blind</i> , Dehradun: NIVH.			
Holbrook M. C. & Koenig A. J. (Eds.) (2000). <i>Foundations of Education, Vol I: History and</i>			

Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.

Singh, T.B. (1986). *Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped*. Dehradun: NIVH.

Singh, T.B. (1986). *Standardisation of Cornell Medical Index on Visually Handicapped children*. Dehradun: NIVH.

Singh, T.B & Sati, G. (1992). *Use of Blind Learning Aptitude Test as a performance measure for the assessment of Visually Handicapped Children in India*. Dehradun: NIVH.

Warren, D.H. (1983). *Blindness and Early Childhood Development*. New York: AFB Press.

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

Outcomes

- Describe the structure of eye and common eye defects.
- Explain the etiology of visual impairment.
- Analyze the implications of visual impairment and identify their needs.
- Develop skills to identify and assess children with visual impairment.
- Describe the needs and develop skills to assess children with visual impairment and multiple disabilities (VIMD).
- Describe the tools, areas of assessment and apply intervention strategies.

Name of the Course Teacher

Semester - II			
Course code: 713202	Curriculum Adaptation and Strategies For Teaching Expanded Curriculum For Children With Visual Impairment	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> • Define curriculum, its types and explain its importance. • Demonstrate techniques of teaching functional academic skills. • Explain importance and components of independent living skills. • Explain curricular adaptations with reasonable accommodations. • Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment. 		
Unit -I	Concept and Types of Curriculum: Concept, Meaning and Need for Curriculum, Curricular Approaches in Special Education – Developmental, Functional, Eclectic and Universal design for learning Approach, Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum, Curriculum Planning, Implementation and Evaluation; Role of Special teachers of the Visually Impaired, Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components		
Unit-II	Teaching Functional Academics Skills -Learning media assessment - Braille reading readiness - Techniques of teaching Braille - Techniques of Teaching print to children with low vision - Braille aids and devices, optical devices for print reading and writing		
Unit III	Teaching of Independent Living Skills - Independent living skills – Meaning, Importance, Components - Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids - Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills - Sensory efficiency – importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision - Techniques of teaching social interaction skills, leisure and recreation skills and self - determination		
Unit IV	Curricular Adaptation: Curricular adaptation – Need, Importance and Process - Reasonable accommodation – Need and Planning - Planning of lessons for teaching Expanded Core Curriculum – Individualized Education Program writing - Pedagogical Strategic – Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching - Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps		
Unit V	Curricular Activities: Curricular activities – Meaning and Need for Adaptation. - Adaptation of Physical education activities and Yoga - Adaptation of Games and Sports – both Indoor and Outdoor - Creative Arts for the children with visual impairment - Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India – Indian Blind Sports Association, Chess Federation of India, Para Olympic Committee of India, Abil Olympics, World Blind Cricket		
Reference and Textbooks:-(APA Format)			
Ashcroft, S. C., & Henderson, F. (1963). <i>Programmed Instruction in Braille</i> . Stanwick House, Pittsburgh.			
Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.) <i>Foundations of the education for blind and visually handicapped children and youth: Theory and Practice</i> . AFB Press, New York.			
Mangal, S. K. (2011) <i>Educating Exceptional Children: An Introduction to Special Education</i> . PHI Learning Pvt.Ltd., New Delhi.			
Mani, M. N. G. (1992). <i>Techniques of teaching blind children</i> . Sterling Publishers Pvt. Ltd., New Delhi.			
National Curriculum Framework .(2005). <i>Position paper National focus group in Education of</i>			

Children with Special needs. NCERT, New Delhi.

R.Ranganathan, Dr. Sujathamalini, (2018) *Training Children with Visual impairment*, Amazon Publishing

Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

Hodapp, R. M. (1998). *Developmental and disabilities: Intellectual, sensory and motor impairment.* Cambridge Uni. Press, New York.

The expanded Core Curriculum. (2013). Retrieved from [http:// www.afb.org](http://www.afb.org)

Wright, L. (2013). *The Skills of Blindness: What should students know and when students know.* Retrieved from [http:// www.lofob.org](http://www.lofob.org)

Outcomes

- Define curriculum, its types and explain its importance.
- Demonstrate techniques of teaching functional academic skills.
- Explain importance and components of independent living skills.
- Explain curricular adaptations with reasonable accommodations.
- Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.

Name of the Course Teacher

Semester - II			
Course code: 713203	Intervention and Teaching Strategies For Children With Visual Impairment	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> • Explain various theoretical perspectives related to intervention & teaching strategies. • Demonstrate techniques of teaching Mathematics to visually impaired children. • Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment. • Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment. • Describe the process of assessment visual efficiency and classroom management for children with low vision. 		
Unit -I	Theoretical Perspectives : Difference among Methods, Approaches and Strategies, Intervention – Concept, Scope and Importance, Intervention for lately blinded students – Role of Special teachers/educators, Mediated teaching-learning – Concept, Need and Procedure, Enriched teaching for Concept development: Converting visual concepts into accessible experiences		
Unit-II	Mathematics: Coping with Mathematics phobias, Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment, Preparation and Use of tactile materials, Mental arithmetic abilities – Concept, Importance and Application, Evaluation procedures with special reference to the Needs of Children with Visual Impairment		
Unit III	Science: Providing first-hand experience in the class and the school environment - Inclusive/collaborative learning for laboratory work, Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment, Problem solving and Learning by doing approach for Visually Impaired students, Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions		
Unit IV	Social Science: Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe, Procuring, adapting and use of different types of models, Organizing field trips, Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play, Evaluation of concepts and skills in social science with particular reference to Geography		
Unit V	Teaching of Children with Low Vision: Visual Stimulation: Concept and Procedure, Selection of an appropriate medium of reading and writing, Techniques and procedures for developing reading and writing skills, Orientation and Mobility for low vision children, Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast		
Reference and Textbooks:-(APA Format)			
Agrawal, S. (2004). <i>Teaching Mathematics to Blind Students through Programmed Learning Strategies</i> . Abhijeet Publication, Delhi.			
Hodapp, R. M. (1998). <i>Developmental Disabilities: Intellectual, Sensory and Motor Impairment</i> . Cambridge University Press, New York.			
Kelley, P., & Gale, G. (1998). <i>Towards Excellence: Effective Education for Students with Vision Impairments</i> . North Rocks Press, Sydney.			
Mangal, S. K. (2011) <i>Educating Exceptional Children: An Introduction to Special Education</i> . PHI Learning Pvt. Ltd., New Delhi.			
Mangold, S. S. (1981). <i>A teachers' Guide to the Special Education needs of Blind and Visually</i>			

handicapped Children. New York: AFB

Pandey, V. P. (2004). *Teaching of mathematics*. Sumit Publication, New Delhi.

R.Ranganathan, Dr. Sujathamalini, (2018) *Training Children with Visual impairment*, Amazon Publishing

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

Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.

Outcomes

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

Name of the Course Teacher

Semester - II			
Course code: 713204	Introduction To Locomotor Disabilities and Inclusion & Accessibility	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities. • Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities. • Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary. • Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities. • Explain the construct of inclusiveness & the progression from segregation towards valuing & appreciating diversity in Society. • Explicate the national & key international policies & frameworks facilitating Accessible India Campaign • Enumerate the adapting areas of inclusion. 		
Unit -I	Cerebral Palsy (CP), Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy: CP: Nature, Types and Its Associated Conditions, Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits), Provision of Therapeutic Intervention and Referral of Children with CP, 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, Facilitating Teaching-Learning of Children with CP in School, IEP, Developing, TLM; Assistive Technology to Facilitate Learning and Functional Activities, Definition, Meaning and Classification of Amputees, Polio, Spinal Cord Injuries, Spina bifida and Muscular Dystrophy, Assessment of Functional Difficulties, Provision of Therapeutic Intervention and Referral, Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School, Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology		
Unit-II	Multiple Disabilities and Other Disabling Conditions: Multiple Disabilities: Meaning and Classifications, Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions, Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis, Multiple Sclerosis, Dwarfism and Acid attack Victims, Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School, Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology		
Unit III	Concept of Inclusion: Inclusion and Accessibility, Inclusion in Educational Setups, Barriers for Inclusion, Role of School and Community in Supporting Inclusion, Collaboration in School		
Unit IV	Inclusion in Employment & Resource Mobilisation at Community Level : Accessibility of Recruitment and Selection Practices, Accessibility of Career Development Programmes, Accessibility of Workplace		
Unit V	Accessible India Campaign: Built Environment Accessibility - accessible government building.-Transportation System Accessibility – Airport, Railway station, Public Transport -Information and Communication Eco-System Accessibility - accessible and usable public documents, the pool of sign language interpreters		
Reference and Textbooks:-(APA Format) <i>Assessable india Compaine</i> - www.accessibleindia.gov.in <i>Accessible India Empower India</i> , Department of Empowerment of Persons with Disabilities			

Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.

Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, (1995) Govt of India.

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

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

Training Module for In-Service Training and Sensitization of Key Functionaries of Central and State Governments, Local Bodies and other Service Providers, RCI

Outcomes

- Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.
- Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.
- Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.
- Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.
- Explain the construct of inclusiveness & the progression from segregation towards valuing & appreciating diversity in Society.
- Explicate the national & key international policies & frameworks facilitating Accessible India Campaign
- Enumerate the adapting areas of inclusion.

Name of the Course Teacher

Semester - III			
Course code: 713301	Technology and Education of Children With Visual Impairment	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> • Relate the concept and nature of educational technology and ICT to the education of children with visual impairment. • Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques. • Get familiar with technologies for print-access for children with visual impairment. • Describe and use different technologies for teaching low vision children as also various school subjects. • Demonstrate understanding of computer-based teaching-learning processes. 		
Unit -I	Introducing Educational and Information Communication Technology- Educational Technology-Concept, Importance, and Scope -Difference between Educational Technology and Technology in Education -Special Significance and Goals of Technology for the Education of children with Visual Impairment - Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired ICT and the UN Convention on the Rights of Persons with Disabilities.		
Unit-II	Adaptive Technologies- Concept and Purposes - Basic Considerations--Access, Affordability, and Availability - Addressing User's Perspectives in Developing Adaptive Technologies - Roles of IIT's and the Scientific Community; - Universal/Inclusive Design - Concept, Advantages, and Limitations.		
Unit III	Access to Print for the Visually Impaired- Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software. -Braille Notetakers and Stand-alone Reading Machines -Braille Translation Software with Particular reference to Indian Languages and Braille Embossers -On-Line Libraries and Bookshare -Daisy Books, Recordings, and Smart Phones.		
Unit IV	Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision- Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths. - Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science. -Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS -Low vision devices: Optical, Non-Optical and Projective -Thermoform and Swell Paper technology and Softwares for developing tactile diagrams		
Unit V	Computer-Aided Learning- Social Media-Creation of Blogs-Tele-Conferencing - Distance Learning and ICT e-Classroom: Concept and Adaptations for Children with Visual Impairment		
Reference and Textbooks:- (APA Format)			
Fatima, R. (2010). <i>Teaching aids in mathematics; a handbook for elementary teachers</i> . Kanishka Publication, New Delhi.			
Hersh, M.A., & Johnson, M. (2008). <i>Assistive Technology for Visually Impaired and Blind People</i> . Springer, London.			
Monica Chaudhry(2006) <i>low vision Aids</i> Jaypee Publication.			
Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). <i>Source Book for Training Teachers of Visually Impaired</i> . New Delhi: NCERT.			
Punani, B., & Rawal, N. (2000). <i>Handbook for Visually Impaired</i> . Blind Peoples' Association,			

Ahmedabad.

Scheiman, M., Scheiman, M., & Whittaker, S. (2006). *Low Vision Rehabilitation: a practical guide for occupational therapists*. Thorefore Slack Incorp, New Jersey.

Vijayan, P., & Gnaumi, V. (2010). *Education of Children with low Vision*. Kanishka Publication, New Delhi.

Sadao, K. C., & Robinson, N. B. (2010). *Assistive Technology for young children: creating inclusive learning environments*. Paul H Brooks, Baltimore.

Outcomes

- Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.
- Acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques.
- Get familiar with technologies for print-access for children with visual impairment.
- Describe and use different technologies for teaching low vision children as also various school subjects.
- Demonstrate understanding of computer-based teaching-learning processes. Enumerate the adapting areas of inclusion.

Name of the Course Teacher

Semester - III			
Course code: 713302	Learning, Teaching And Assessment	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> • Comprehend the theories of learning and intelligence and their applications for teaching children • Analyse the learning process, nature and theory of motivation • Describe the stages of teaching and learning and the role of teacher • Situate self in the teaching learning process • Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning. 		
Unit -I	Human Learning and Intelligence -Human learning: Meaning, definition and concept formation - Learning theories: -Behaviourism: Pavlov, Thorndike, Skinner - Cognitivism: Piaget, Bruner -Social Constructism: Vygotsky, Bandura Intelligence: Concept and definition-Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)- Creativity: Concept, Definition and Characteristics - Implications for Classroom Teaching and Learning		
Unit-II	Learning Process and Motivation -Sensation: Definition and Sensory Process - Attention: Definition and Affecting Factors -Perception: Definition and Types - Memory, Thinking, and Problem Solving -Motivation: Nature, Definition and Maslow's Theory		
Unit III	Teaching Learning Process -Maxims of Teaching -Stages of Teaching: Plan, Implement, Evaluate, Reflect -Stages of Learning: Acquisition, Maintenance, Generalization-Learning Environment: Psychological and Physical -Leadership Role of Teacher in Classroom, School and Community		
Unit IV	Overview of Assessment and School System -Assessment: Conventional meaning and constructivist perspective -'Assessment of Learning' and 'Assessment for Learning': Meaning and difference -Comparing and contrasting assessment, evaluation, measurement, test and examination-Formative and summative evaluation, Curriculum Based Measurement -Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option		
Unit V	Assessment: Strategies and Practices -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 -Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level - Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions - Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations; -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)		
Reference and Textbooks:-(APA Format) Chauhan, S.S. (2013). <i>Advanced Educational Psychology</i> . Jain Book Agency, Delhi. Geisinger, K.F. (2013). <i>APA Handbook of Testing and Assessment in Psychology</i> . Available at American Psychological Association, USA. Guskey, T. R., & Bailey. J (2000). <i>Grading and Reporting</i> . Thousand Oaks, CA: Corwin King. Howell, K. W., & Nolet, V. (2000). <i>Curriculum-Based Evaluation: Teaching and decision making</i> . Scarborough, Ontario, Canada, Wadsworth.			

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

Nevo, D. (1995). *School based Evaluation*. Pergamon Publishing, Kidlington, Oxford.

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

Salvia, J., & Ysseldyke. J.E.(1998). *Assessment*. (7th ed) Houghton Mifflin, Boston.

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

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

Outcomes	<ul style="list-style-type: none"> ➤ Comprehend the theories of learning and intelligence and their applications for teaching children ➤ Analyse the learning process, nature and theory of motivation ➤ Describe the stages of teaching and learning and the role of teacher ➤ Situate self in the teaching learning process ➤ Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.
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Name of the Course Teacher

Semester - III			
Course code: 713303	Reading & Reflecting on Texts (Epc) and Drama & Arts In Education (Epc)	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Reflect upon current level of literacy skills of the self. • Show interest and begin working upon basic skills required to be active readers in control of own comprehension. • Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content. • Prepare self to facilitate good reading writing in students across the ages. • Find reading writing as learning and recreational tools rather than a course task. • Exhibit Basic understanding in art appreciation, art expression and art education. • Plan and implement facilitating strategies for students with and without special needs. • Discuss the adaptive strategies of artistic expression. • Discuss how art can enhance learning. 		
Unit -I	<p>Reflections on Literacy & Reading Comprehension-Literacy and Current University Graduates: Status and Concerns -Role of Literacy in Education, Career and Social Life -Literacy, Thinking and Self Esteem -Literacy of Second Language/ English: Need and Strategies -Basic Braille Literacy -Practicing Responses to Text: Personal, Creative and Critical -Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making -Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies -Basic Understanding of Reading Comprehension of Children with Disabilities</p>		
Unit-II	<p>Skill Development in Responding to Text- Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing-Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description) -Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation) - Practicing Web Search, Rapid Reading and Comprehensive Reading</p>		
Unit III	<p>Reflecting Upon Writing as a Process and Product -Understanding writing as a Process: Content (Content, Audience, and Organisation) , Language (Grammar, Vocabulary, Spelling), Surface Mechanics (Handwriting, Neatness, Alignment and Spacing) -Practicing Self Editing and Peer Editing of Sample Texts -Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness -Practicing Independent Writing, Daily Living Writing , - Practicing Converting Written Information into Graphical Representation - Practicing Filling up Surveys, Forms, Feedback Responses, Checklists -Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self</p>		
Unit IV	<p>Introduction to Art Education -Art and art education: Meaning, scope and difference, Artistic expression: Meaning and strategies to facilitate, Art therapy: Concept and application to students with and without disabilities - Linking Art Education with Multiple Intelligences –Understanding emerging expression of art by students -Performing Arts : Dance & Music – Range of art activities related to dance and music – Experiencing, responding and appreciating dance and music – Exposure to selective basic skills required for dance and music – Dance and Music: Facilitating interest among students: planning and implementing activities – Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations -Performing Arts: Drama and Visual Arts :Drama - Range of art activities in drama - Experiencing, responding and appreciating drama - Exposure to selective basic skills required for drama - Facilitating interest among students: planning and implementing activities - Enhancing learning through</p>		

	drama for children with and without special needs: strategies and adaptations – Range of art activities in visual arts - Experiencing, responding and appreciating visual art - Exposure to selective basic skills in visual art - Art education: Facilitating interest among students: planning and implementing activities - Enhancing learning through visual arts for children with and without special needs: strategies and adaptations
Unit V	Media and Electronic Arts -Range of art activities in media and electronic art forms - Experiencing, responding and appreciating media and electronic arts -Exposure to selective basic skills in media and electronic arts -Media and electronic arts: Facilitating interest among students: planning and implementing activities -Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations
Reference and Textbooks:- (APA Format)	
<p>Baniel, A. (2012). <i>Kids beyond limits</i>. Perigee Trade: New York</p> <p>Efland, A. D. (1990). <i>A history of Art Education: Intellectual and social currents in teaching the visual arts</i>. New York, NY: Teachers College Press.</p> <p>Gallagher.K. (2004). <i>Deeper Reading: Comprehending Challenging Texts</i>. Stenhouse Publishers</p> <p>Greene, S., & Hogan, D. (2005).<i>Researching children's experience</i>. Sage Publication: London</p> <p>Nyman, L.& A. M. Jenkins (Eds.), <i>Issues and approaches to art for students with special needs</i>(pp. 142–154). Reston, VA: National Art Education Association.</p> <p>Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), <i>Disability and the teaching of writing: A critical sourcebook</i>. Boston, MA: Bedford/St. Martin's.</p> <p>McGregor, T. (2007). <i>Comprehension Connections: Bridges to Strategic Reading</i>. Heinemann Educational Books.</p> <p>Miller. D. (2002). <i>Reading With Meaning: Teaching Comprehension in the Primary Grades</i>.Stenhouse Publishers, New York.</p> <p>Shirley, Greenway. (2000). <i>Art, an A to Z guide</i>. Franklin Watts: USA</p> <p>Tovani, C., & Keene.E.O. (2000). <i>I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers</i>. Stenhouse Publishers</p> <p>Vaze, Pundalik. (1999). <i>How to Draw and Paint Nature</i>. Jyosna Prakashan: Mumbai</p> <p>Ward, Alan. (1993) <i>Sound and Music</i>. Franklin Watts: New York.</p> <p>Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). <i>Communicative language teaching in English</i>.Nityanutan Prakashan, Pune.</p>	
Outcomes	<ul style="list-style-type: none"> ➤ Reflect upon current level of literacy skills of the self. ➤ Show interest and begin working upon basic skills required to be active readers in control of own comprehension. ➤ Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content. ➤ Prepare self to facilitate good reading writing in students across the ages. ➤ Find reading writing as learning and recreational tools rather than a course task. ➤ Exhibit Basic understanding in art appreciation, art expression and art education. ➤ Plan and implement facilitating strategies for students with and without special needs. ➤ Discuss the adaptive strategies of artistic expression. ➤ Discuss how art can enhance learning.

Semester - III			
Course code: 713306	Management of Learning Disability and Vocational Training For Transition & Job Placement	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Explain the concept, causes and characteristics of learning disabilities. • Discuss different types of learning disabilities and its associated conditions. • Develop teacher made assessment test in curricular areas. • Plan appropriate teaching strategies as per the specific needs of children with learning disability. • Develop an understanding of vocational education & its relevance for PWD's. • Carry out vocational assessment and make vocational training plan. • Plan for transition from School to job. • Identify various avenues for job placement. • Facilitate PWD's in making choice of vocational trades. • Acquire the concept of independent living and empowerment. 		
Unit -I	Learning Disabilities: Types - Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.- Non-verbal learning disabilities-Language Disorders-Associated Conditions: ADHD & ADD - Emotional & Behavioral problems.		
Unit-II	Assessment of Basic Curricular Skills -Assessment of Readiness Skills - Assessment of Reading, Writing and Math skills - Teacher made test - Standardized Tests: Need, Types & Purpose - Interpretation of Test report - Intervention Strategies in Basic Skills of Learning - Language skills, Reading, Writing, Maths skills, Study skills		
Unit III	Fundamentals & Assessment of Vocational Rehabilitation - Definition, meaning and scope of Vocational Education - Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment -Approaches and models of Vocational training - Assessment, Evaluation of Generic skills & Specific job skills using various tools - Approaches & Principles of vocational assessment		
Unit IV	Vocational Transition & Curriculum Planning - Concept, meaning, importance of transition- Vocational transition models - Transitional Planning at pre-vocational & post-vocational level - Development of Individualized Vocational Transitional Plan - Development of Vocational Curriculum		
Unit V	Process of Vocational Rehabilitation & Placement - Types of Employment Settings -Process of Job Placement & Creation of Need-based Employment Settings- Adaptations, Accommodation, Safety Skills and First Aid - Self Advocacy & Self Determination Skill Training - Equal opportunities and attitudes towards persons with disabilities		
Reference and Textbooks:- (APA Format)			
Bauer, A. M., & Shea, T. M. (2003). <i>Parents and schools: creating a successful partnership for students with special needs</i> . Merrill Prentice Hall, New Jersey			
Brunswick, N. (2012). <i>Supporting dyslexic adults in higher education and the workplace</i> . . Wiley-Blackwell. Malden.			
Fitzgibbon, G., & O'Connor, B. (2002). <i>Adult Dyslexia:a guide for the workplace</i> .John Wiley & Sons,Ltd. London.			
JOE Rozario (2003) <i>Learning Disabilities in India</i> Sage Publications			
G.Lokanadha Reddy, R.Ramar, A.Kusuma(2002) <i>Learning Disabilities</i> .			
Gribben, M.(2012). <i>The study skills toolkit for students with dyslexia</i> . Sage Pub.London			
Martin, L, C.(2009). <i>Strategies for teaching students with learning disabilities</i> . Corwin Press,California			
Myklebust, H.(1983). <i>Progress in Learning Disabilities</i> , Guene and Stratton – NewYork.			
Prakash, P. (2008). <i>Education of exceptional children: challenges and strategies</i> . Kanishka publishers, New Delhi.			
Reid, K. (1988). <i>Teaching the Learning Disabled</i> , Allyn and Bacon, Baston			

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

Wong, B., & Butler, D. L. (2012). *Learning about learning disabilities*. (4th ed.) Amsterdam. Elsevier Academic Press.

Outcomes

- Explain the concept, causes and characteristics of learning disabilities.
- Discuss different types of learning disabilities and its associated conditions.
- Develop teacher made assessment test in curricular areas.
- Plan appropriate teaching strategies as per the specific needs of children with learning disability.
- Develop an understanding of vocational education & its relevance for PWD's.
- Carry out vocational assessment and make vocational training plan.
- Plan for transition from School to job.
- Identify various avenues for job placement.
- Facilitate PWD's in making choice of vocational trades.
- Acquire the concept of independent living and empowerment.

Name of the Course Teacher

Semester - III			
Course code: 713307	Orientation & Mobility and Augmentative, Alternative Communication	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher. • Acquire basic knowledge of human guide techniques. • Describe pre-cane and cane travel skills and devices. • Get acquainted with the importance and skills of training in independent living for the visually impaired. 		
Unit -I	Introduction to Orientation and Mobility - Orientation and Mobility -- Definition, Importance and Scope - Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow- Roles of Other Senses in O&M Training - Special Responsibilities of Special Teacher/Educator with reference to O&M Training - Blindfold -- Rationale and Uses for the Teacher - Human/ Sighted Guide Technique- Grip, Stance, Hand Position, Speed Control - Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths		
Unit-II	Pre-Cane Skills - Upper and Lower Body protection - Room Familiarization - Using Oral Description for Orientation - Search Patterns, Building Map Reading Skills - Canes -- Types, Parts, Six Considerations- Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique - Use of Public Transport, Asking for Help: When and How - Electronic Devices, Tactile and Auditory Maps -- Description and Uses		
Unit III	Training In Independent Living Skills -Self Care, Gait and Posture- Personal Grooming- Eating Skills and Etiquette - Identification of Coins and Currency Notes - Basics of Signature Writing		
Unit IV	Organizational frame work for Communication:- Normal development of speech, language and communication- Factors that influence communication, speech and language in relation to each other- Levels of communication in children - Functional (Emergent) Situational (Context Dependent). Independent (Creative)		
Unit V	Basic principles of AAC interventions:- Child - Child capacity, Child capacity and context - Working towards symbolic expression - Communication skills and Functions - Areas of AAC Assessment - Sensory areas, Cognition , communication and language - Posture and positioning. Motor planning and control - Scanning Environment, Interaction & Symbols- Introduction to communication tools and Access Mode -Types of AAC devices and systems, No Technology, Low Technology, High Technology- Access to communication charts - hand, finger, eye point - Access to devices: Switches - hand switch , blow switch, infrared devices, Software -scan mode combined with a switch-Selection of AAC - Child competency and environment, Design, Access, Motor, Devices- Challenges in the development of AAC and Literacy, Grammar ; spelling - Building Vocabulary: and richness of language. Motor expression - Context of Communication: Linguistic, Operational, Social, Strategic Competence		
Reference and Textbooks:- (APA Format)			
<p>Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). <i>Foundations of Orientation and Mobility</i> (2nd ed.). New York: AFB Press.</p> <p>Dodds, Allan (1986). <i>Mobility Training for Visually Handicapped People</i>. London: Croom Helm.</p> <p>Fazzi, D.L. & Petersmeyer, B.A. (2001). <i>Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired.:</i> AFB Press, New York.</p> <p>Hill, Everett and Ponder, Purvis (1976). <i>Orientation and Mobility Techniques</i>. AFB, New York.</p> <p>Jacobson, W.H. (1993). <i>The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments</i>. AFB Press, New York.</p> <p>Knott, N.I. (2002). <i>Teaching Orientation and Mobility in the Schools: An Instructor's Companion</i>. AFB Press, New York.</p>			

Singh, J.P. (2003). *Technology for the Blind*. Kanishka Publication. New Delhi

Outcomes

- Describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher.
- Acquire basic knowledge of human guide techniques.
- Describe pre-cane and cane travel skills and devices.
- Get acquainted with the importance and skills of training in independent living for the visually impaired.

Name of the Course Teacher

Semester - III			
Course code: 713308	Communication Options: Oralism, Manual (Indian Sign Language)	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India. • Discuss the relevant issues like literacy, inclusion and training with reference to Oralism / Oral Rehabilitation. • Exhibit beginner level hands on skills in using these options. • Motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses. • Discuss the two manual options with reference to Indian special schools. • Discuss the relevant issues like literacy, inclusion and training with reference to manual options. • Describe manual options in the light of issues like language, culture and identify. • Exhibit beginner level hands on skills in using manual options. • Motivate self to learn and practice more skills leading to linguistic adequacy and fluency. 		
Unit -I	<p>Understanding Hearing Loss in Real Life Context: Basic Awareness on Paradigms of D/Deafness (Medical and Social) Deafness and Communicative Access: Challenges and Concerns, Autonomy, Inclusion and Identity with reference to Oral Options - Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers- Importance of Neural Plasticity and Early Listening Opportunities- Advance Understanding of Oral Options- Difference Between Uni Sensory and Multi Sensory Approach in Oralism -Oracy To Literacy: Why and How - Speech Reading: Need, Role and Strategies in All Communication Options - Training and Guidance on Aural Oral Practices for Families and Tuning Home - Environment: Current Scenario, Importance And Strategies - Tuning Mainstream Schools/Classrooms for Aural Oral Communication: Do's and Don'ts</p>		
Unit-II	<p>Skill Development Required for Oralism: Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills- Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact- Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading - Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes - Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)</p>		
Unit III	<p>Skill Development Auditory Verbal (AV) Approach - AV Approach: Meaning, Misconcepts and Justification - Stages of Auditory Hierarchy - Understanding Listening Strategies, Techniques of AV Approach and Their Relation -to Listening Environment - Reading Model Plans and Observing a Few Weekly Individual Sessions - Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition - Implementing Oralism and AV Approach in Indian Special Schools & Summingup, Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites- Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)- Reflections On The Course: From Theory to Practice to Initiating Change</p>		
Unit IV	<p>Advance Understanding of Manual Options and Indian Scenario - Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario - Challenges, Prerequisites and Fulfilling Prerequisites- Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode - Training and Guidance for</p>		

	Families and Tuning Home Environment: Current Scenario and Strategies, Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts
Unit V	ISL Skill Development: Middle Order Receptive and Expressive Skills - Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact - Practicing Natural Signing in Short Common Conversations, Stories/Poems/Narrations/Jokes, Discussing Emotions, Expansion of Ideas and Current Affairs, Practicing Group Dynamics - ISL Skill Development: Towards Higher Order Receptive and Expressive Skills - Learning to Express Gender, Number, Person, Tense, Aspect- Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization , Simple, Complex, Compound- Observing Using ISL in Classrooms – Social Science, Science / Mathematics- Practicing Markers (Local Language) Practicing Syntax in Conversations and discussions, Observing Using ISS/ISL in Classrooms for School Subjects-Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising) Reflections on the Course: From Theory to Practice to Initiating Change
Reference and Textbooks:- (APA Format) Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). <i>Speech Science Primer</i> (4th) Lippincott Williams and Wilkins: Philadelphia. <i>Communication Options And Students With Deafness.</i> (2010). Rehabilitation Council of India , New Delhi. Cole, E., & Flexer, C. (2010). <i>Children with Hearing Loss: Developing Listening and Talking, Birth to Six.</i> (2nd Ed.). Plural Publishing Inc, San Diego, CA. Dhvani (Marathi). <i>Balvidyalaya</i> – Cym Publication Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai. <i>Dhvani</i> (English). Balvidyalaya Publication: Chennai. Estabrooks, W., & Marlowe J, (2000). <i>The Baby is Listening</i> , A. G. Bell Association, Washington D.C. Heller, R. (1999). <i>Managing Change.</i> Dk Publishing: New York. Ling, D. (1990). <i>Acoustics, Audition And Speech Reception.</i> (Cd) Alexandria, Auditory Verbal International. Ling, D., & Ling, A.H. (1985). <i>Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children.</i> A.G. Bell Association, Washington D.C.	
Outcomes	<ul style="list-style-type: none"> ➤ Discuss the relevant issues like literacy, inclusion and training with reference to Oralism / Oral Rehabilitation. ➤ Exhibit beginner level hands on skills in using these options. ➤ Motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses. ➤ Discuss the two manual options with reference to Indian special schools. ➤ Discuss the relevant issues like literacy, inclusion and training with reference to manual options. ➤ Describe manual options in the light of issues like language, culture and identify. ➤ Exhibit beginner level hands on skills in using manual options. ➤ Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

Name of the Course Teacher

Semester - IV			
Course code: 713401	Inclusive Education	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education. • Explicate the national & key international policies & frameworks facilitating inclusive education. • Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms. • Describe the inclusive pedagogical practices & its relation to good teaching. • Expound strategies for collaborative working and stakeholders support in implementing inclusive education. 		
Unit -I	Introduction to Inclusive Education : Marginalisation vs. Inclusion: Meaning & Definitions- Changing Practices in Education of Children with Disabilities: Segregation,-Integration & Inclusion- Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity- Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment - Barriers to Inclusive Education: Attitudinal, Physical & Instructional		
Unit-II	Policies & Frameworks Facilitating Inclusive Education : International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002) 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), National Education Policy (2017) National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013) RPWD Act (2016)		
Unit III	Adaptations Accommodations and Modifications: Meaning, Difference, Need & Steps- Specifics for Children with Sensory Disabilities- Specifics for Children with Neuro-Developmental Disabilities- Specifics for Children with Loco Motor & Multiple Disabilities-Engaging Gifted Children		
Unit IV	Inclusive Academic Instructions - Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment- Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching- Differentiated Instructions: Content, Process & Product- Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies- ICT for Instructions		
Unit V	Supports and Collaborations for Inclusive Education - Stakeholders of Inclusive Education & Their Responsibilities- Advocacy & Leadership for Inclusion in Education- Family Support & Involvement for Inclusion- Community Involvement for Inclusion- Resource Mobilisation for Inclusive Education		
Reference and Textbooks:- (APA Format) Bartlett, L. D., & Weisentein, G. R. (2003). <i>Successful Inclusion for Educational Leaders</i> . New Jersey: Prentice Hall. Giuliani, G.A. & Pierangelo, R. (2007). <i>Understanding, Developing and Writing IEPs</i> . Corwin press: Sage Publishers. Gore, M.C. (2004) . <i>Successful Inclusion Strategies for Secondary and Middle School Teachers</i> , Crowin Press, Sage Publications. Mahdi, Anjum (2014) <i>Inclusive Education</i> Alfa Publication <i>Needs - Strategies for the Regular Classroom</i> . 4th Edition, London Routledge Falmer: Taylor			

<p>&Francis Group. Sharma, Yogen (2014) <i>Inclusive education: Conceptual framework, Approaches and facilitators</i> Kanishka Publishers Sharma, Kaushal (2014) <i>Inclusive Education: perspectives and paradigm in professional practices</i> Rayner, S. (2007). <i>Managing Special and Inclusive Education</i>, Sage Publications.</p>	
Outcomes	<ul style="list-style-type: none"> ➤ Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education. ➤ Explicate the national & key international policies & frameworks facilitating inclusive education. ➤ Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms. ➤ Describe the inclusive pedagogical practices & its relation to good teaching. ➤ Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Name of the Course Teacher

Semester - IV			
Course code: 713402	Psycho Social And Family Issues Of Children With Visual Impairment	Credits:4	Hours: 4
Objectives	<ul style="list-style-type: none"> • Describe the effect of birth of a child with visual impairment on the family. • Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood. • Explain the role of parent community partnership in the rehabilitation of a person with visual impairment. • Develop different skills to empower families in meeting the challenges of having a child with visual impairment. 		
Unit -I	Family of a Child with Visual Impairment -Birth of a child with visual impairment and its effect on parents and family dynamics -Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting -Stereotypic attitudes related to visual impairment and attitude modification -Role of family in Early stimulation, Concept development and Early intervention -Role of siblings and extended family		
Unit-II	Parental Issues and Concerns -Choosing an educational setting -Gender and disability -Transition to adulthood: sexuality, marriage, and employment -Parent support groups -Attitude of professionals in involving parents in IEP and IFSP		
Unit III	Rehabilitation of Children with Visual Impairment: Concept of rehabilitation and rehabilitation - Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR) - Legal provisions, concessions and advocacy -Vocational rehabilitation: need and challenges -Issues and challenges in rural settings		
Unit IV	Meeting the Challenges of Children with Visual Impairment: Enhancing prosocial behaviour - Stress and coping strategies - Recreation and leisure time management - Challenges of adventitious visual impairment -Soft skills and social skills training		
Reference and Textbooks:- (APA Format)			
<p>Bhandari, R., & Narayan, J. (2009). <i>Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness</i>. India: Voice and vision.</p> <p>Bhan, S. (2014). <i>Understanding learners-A handbook for teachers</i>. Prasad Psycho Corporation, New Delhi.</p> <p><i>Early Support for children, young people and families</i> (2012). Information about Visual Impairment, Retrieved from</p> <p>Kundu, C. L. (2000). <i>Status of Disability in India</i>. New Delhi: RCI http://www.ncb.org.uk/media/875236/earlysupportvisimppart1final.pdf</p> <p>Hansen, J. C., Rossberg, R.H., & Cramer, S.H. (1994). <i>Counselling Theory and Process</i>. Allyn and Bacon: USA</p> <p>Lowenfeld, B. (1971). <i>Psychological problems of children with impaired vision</i>, Prentice Hall.</p> <p>Narayan, J., & Riggio, M. (2005). <i>Creating play environment for children</i>. USA: Hilton/ Perkins.</p> <p>Shah, A. (2008). <i>Basics in guidance and Counselling</i>. New Delhi: Global Vision Publishing House.</p>			
Outcomes	<ul style="list-style-type: none"> ➤ Describe the effect of birth of a child with visual impairment on the family. ➤ Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood. ➤ Explain the role of parent community partnership in the rehabilitation of a person with visual impairment. ➤ Develop different skills to empower families in meeting the challenges of having a child with visual impairment. 		

Name of the Course Teacher

Semester - IV			
Course code: 713403	Basic Research & Basic Statistics and Action Research	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Describe the concept and relevance of research in education and special education. • Develop an understanding of the research process and acquire competencies for conducting a research. • Apply suitable measures for data organization and analysis. • Understand the basics of action research • Understanding the types and process of action research 		
Unit -I	Introduction to Research -Scientific Method -Research: Concept and Definition - Application of Scientific Method In Research -Purpose of Research -Research in Education and Special Education		
Unit-II	Types and Process of Research -Types of Research – Basic, Fundamental, Applied, Action-Process of Research - Selection of Problem , Formulation of Hypothesis, - Collection of Data , Analysis of Data & Conclusion -Tools of Research: Tests, Questionnaire, Checklist and Rating Scale -Professional Competencies for Research		
Unit III	Measurement and Analysis of Data -Scale for measurement: Nominal, Ordinal, Interval and Ratio -Organization of data: Array, Grouped distribution-Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation -Correlation: Product Moment and Rank Order Correlation-Graphic representation of data		
Unit IV	Basics of Action Research - Meaning, principles, Uses and Limitations of Action Research- Difference between Fundamental and Action Research- Action Research for the professional growth of teachers. - Qualitative and Mixed Research		
Unit V	Process of Action Research -Types of Action Research –Individual teacher action research and Collaborative action research (Meaning, Rationale, uses and limitations) Cycles of Action Research –Stephen Kemmi’s Action Cycle, Kurt Lewin’s-Force Field - Concept and types of validation - Self, Peer and Learner- Approaches, Methods and Tools for data collection in Action Research -Planning, Conducting, and Reporting Action Research		
Reference and Textbooks:- (APA Format) Best, J. W., & Kahn, J. V. (1996). <i>Research in Education</i> Prentice-Hall of India New Delhi. Field (2012) <i>Discovering statistic</i> , Sage Publication FieldA (2013) <i>Discovering Statistics using IBM SPSS</i> , Sage Publication Koul, L. (1996). <i>Methodology of Educational Research</i> . Vikas Publishing House, New Delhi. Potti, L.R. (2004). <i>Research Methodology</i> . Yamuna Publications, Thiruvananthapuram.			
Outcomes	<ul style="list-style-type: none"> ➤ Describe the concept and relevance of research in education and special education. ➤ Develop an understanding of the research process and acquire competencies for conducting a research. ➤ Apply suitable measures for data organization and analysis. ➤ Able to understand the basics of action research ➤ Undertake a minor Action Research and find out a solution to a problem. 		

Name of the Course Teacher

Semester - IV			
Course code: 713406	Nai Talim – Experiential Learning	Credits:2	Hours: 1
Objectives	<ul style="list-style-type: none"> • Understand the concept of local community engagement in teacher education • Understand the context of the child from various backgrounds and occupations • Know the school education program and policies which have local community engagement aspects • Learn the process of connecting the text with the Child/learner within the local context • Distinguish traditional from constructive approaches of local community engagement 		
Unit -I	Nai Talim as A Globally Accepted Concept - Education for life - Revolt against the ‘bookish’ education in the west - What Gandhiji rebelled against? - What Gandhiji proposed?-Role of MGNCRE in the Nai Talim movement		
Unit-II	Educational Policies During 1947 -2017 Dealing With Nai Talim		
Unit III	Issues Related to the Implementation of Experiential Education -All the educational committees and the praise of Nai Talim- Pre- Independence India: Success story in Gujarat- Pre- Independence India: the failure of Nai Talim in states other than Gujarat - Other organizational and social issues that retarded the growth of Nai Talim - Post –Independence scenario: Basic literacy (3Rs) is not in place - Major reasons for work – based education not taking off-possible solutions		
Unit IV	Linking Activities to the Stages of Child Development - Piaget’s theory on child development- Defining stage to link human-development with learning- Relating the ‘4-Pillars frame- works to the 4H framework- Linking the 6-stages through an innovation ‘4H-Matrix for Experiential Education		
Unit V	Needs for Linking Experiential Learning With the Academic Dimensions. -5.1 Evaluation as a major issue- Could there be a ‘Pull-force’ at all?- Facilitating the emergence of the forces favoring ‘education for life campaign’		
Unit VI	Generating Experiential/ Work –Based Learning / Community Engagement Contexts. Associating the 4-H’s with the academic subjects - Making Experiential & work-based learning method into a doable, enjoyable & useful process		
Unit VII	Nai Talim Style of Fast Learning of English – Introduction- Recommendation of NCF 2005 on English.- Case study: ‘Engleasy’ –a Nai Talim approach for fast learning of English		
Unit VIII	Experiential Learning Can Make Mathematics Teaching Easy - Introduction: why today’s children cannot add or multiply?- Identification of learning difficulties - How a failsafe learning method could be attempted through the E-learning method		
Unit IX	Nai-Talim Style Of Value Education - Introduction - Experiential learning approach to value-education - Precautions needed while choosing curriculum content for value education		
Unit X	Regionally Relevant Curriculum Through A 3-Window Approach Involving Ncert, Scert And Diet - Three windows - Illustration: Madhya Pradesh - Example showing the roles of the 3-windows: Languages & social sciences - Linking with a		

	national reconstruction framework
<p>Reference and Textbooks:-(APA Format)</p> <ul style="list-style-type: none"> • Alliman.P(1988) “ <i>Gramsci, freier and Illich: Their contribution to education for socialism</i>” in Tom lovet (ed) <i>Radical Approched to Adult education A Reader</i>. London. Routledge • Fried.P (1972) <i>Pedagogy of Aspersed</i>: Harmonds work Penguin. • Gandhiji’s <i>Aims of Education</i>. • Gramsci.A (1971) <i>Selections from prison Notebook</i> London. • readings from <i>shanthiniketan and vishwabrathi</i>. • www.en.wikipedia.org/wiki/participatory_action_research • www.en.wikipedia.org/wiki/participatory_rural_appraisal • www.equality-ne.co.uk/downloads/856_toolkit-community_engagement.pdf • www.mainstreamweekly.net/article4913.html • www.mhrd.gov.in/schemes.school • www.thehindu.com/opinion/op.ed/dealing with first generation-school groups. • www.urban.gov.in/download/for.pdf 	
Outcomes	<ul style="list-style-type: none"> ➤ Understand the concept of local community engagement in teacher education ➤ Understand the context of the child from various backgrounds and occupations ➤ Know the school education program and policies which have local community engagement aspects ➤ Learn the process of connecting the text with the Child/learner within the local context ➤ Distinguish traditional from constructive approaches of local community engagement

Name of the Course Teacher

Semester - IV			
Course code: 713407	Guidance & Counselling and Applied Behaviour Analysis	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Apply the skills of guidance and counselling in classroom situations. • Describe the process of development of self-image and self-esteem. • Appreciate the types and issues of counselling and guidance in inclusive settings. • Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA). • Use various measures of behavioural assessment. • Apply methods of ABA in teaching and learning environments. • Integrate techniques of ABA in teaching programs. • Select suitable strategies for managing challenging behaviours. 		
Unit -I	Introduction to Guidance and Counselling - Guidance and Counselling: Definition and Aims- Areas of Guidance and Counselling- Core Conditions in Counselling- Skills and Competencies of a Counsellor- Role of Teacher in Guiding and Counselling Students with Special Needs		
Unit-II	Enhancing Self Image and Self Esteem - Concept of Self as Human- Understanding of Feelings and Changes- Growth to Autonomy- Personality Development- Role of Teacher in Developing Self-Esteem in Children- Guidance and Counselling in Inclusive Education		
Unit III	Introduction to Applied Behaviour Analysis (ABA) - Principles of Behavioural Approach- ABA - Concept and Definition- Assumptions of ABA – Classical and Operant Conditioning- Behaviour- Definition and Feature- Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems		
Unit IV	Strategies for Positive Behaviour Support - Selection of Behavioural Goals - Reinforcement- Types: Positive and Negative, Primary and Secondary- Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval- Discrete Trial Teaching - Discriminative Stimulus – Characteristics - Response- Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal - Consequence – Characteristics - Inter-Trial Interval-Application of ABA in Group Setting - Negotiation and contract - Token economy- Response cost- Pairing and fading- Leadership role of teacher in promoting positive behaviour		
Unit V	Management of Challenging Behaviour - Differential Reinforcements of Behaviour- Extinction and Time Out- Response Cost and Overcorrection- Maintenance- Generalization and Fading		
Reference and Textbooks:- (APA Format)			
Aune, B., Burt, B., & Gennaro, P. (2013). <i>Behaviour Solutions for the Inclusive Classroom</i> . Future Horizons Inc, Texas.			
Kapunan, R.R. (2004). <i>Fundamentals of Guidance and Counselling</i> . Rex Printing Company, Phillipines.			
Naik, P.S. (2013). <i>Counselling Skills for Educationists</i> . Soujanya Books, New Delhi.			
Nayak, A.K. (1997). <i>Guidance and Counselling</i> . APH Publishing, Delhi.			
Pal, O.B. (2011). <i>Educational and Vocational Guidance and Counselling</i> . Soujanya Books, New Delhi.			
Shah, A. (2008). <i>Basics in Guidance and Counselling</i> . Global Vision Publishing House.			
Moyes, R.A. (2002). <i>Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom</i> . Jessica Kingsley Publishers London			
Outcomes	<ul style="list-style-type: none"> ➤ Apply the skills of guidance and counselling in classroom situations. ➤ Describe the process of development of self-image and self-esteem. ➤ Appreciate the types and issues of counselling and guidance in inclusive settings. ➤ Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA). ➤ Use various measures of behavioural assessment. ➤ Apply methods of ABA in teaching and learning environments. 		

	<ul style="list-style-type: none">➤ Integrate techniques of ABA in teaching programs.➤ Select suitable strategies for managing challenging behaviours.
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Name of the Course Teacher

Semester - IV			
Course code: 713408	Early Childhood Care & Education and Community Based Rehabilitation	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Explain the biological & sociological foundations of early childhood education. • Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities. • Enumerate the inclusive early education pedagogical practices. • Explain the concept, principles and scope of community based rehabilitation. • Learn the strategies for promoting public participation in CBR. • Apply suitable methods for preparing persons with disability for rehabilitation within the community. • Provide need-based training to persons with disabilities. • Develop an understanding of the role of government and global agencies in CBR. 		
Unit -I	The Early Years: An Overview- Facts about Early Childhood Learning & Development- Neural Plasticity- Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills- Sensitive Periods of Learning: Maria Montessori's Framework & Windows of-Opportunity & Learning Timelines of Development in Young Children- Integrating Theories of Development & Learning for Early Childhood Education-Curricula		
Unit-II	Early Education of Children with Disabilities - Young Children at Risk & Child Tracking- Interdisciplinary Assessments & Intervention Plans - Developmental Systems Model for Early Intervention (Ofguralnick, 2001) - Curricular Activities for Development of Skills of: Imagination, Joy, Creativity,-Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills- Evidenced Based Practices for Early Intervention		
Unit III	Inclusive Early Childhood Educational (ECE) Practices - Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)- Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children - Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning - Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP) - School Readiness and Transitions -Systems		
Unit IV	Introduction to Community Based Rehabilitation (CBR) - Concept and Definition of CBR - Principles of CBR - Difference between CBR and Institutional Living - Socio-cultural and Economic Contexts of CBR - Scope and Inclusion of CBR in Government Policies and Programs		
Unit V	Preparing Community and Preparing Persons with Disability for CBR - Awareness Program-Types and Methods- Advocacy - Citizen and Self - Focus Group Discussion - Family Counselling and Family Support Groups - CBR and Corporate Social Responsibility - School Education: Person Centred Planning, and Peer Group Support - Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills - Community Related Vocational Training - Skill Training for Living within Community - Community Based Employment and Higher Education		
Reference and Textbooks:- (APA Format) Costello, P.M. (2000). <i>Thinking Skills & Early Childhood Education</i> . London: David Fulton Publishers. Dunn, S.G., & Dunn, K. (1992). <i>Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6</i> . Massachusetts: Allyn & Bacon. Loveday, M. (2006). <i>The HELP Guide for Community Based Rehabilitation Workers: A Training Manual</i> . Global-HELP Publications, California.			

Mohanty, J., & Mohanty, B. (1999). *Early Childhood Care and Education*. Delhi: Offset Printers.
 McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
 Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model*. Campus Press Inc. York University.

Outcomes	<ul style="list-style-type: none"> ➤ Explain the biological & sociological foundations of early childhood education. ➤ Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities. ➤ Enumerate the inclusive early education pedagogical practices. ➤ Explain the concept, principles and scope of community based rehabilitation. ➤ Learn the strategies for promoting public participation in CBR. ➤ Apply suitable methods for preparing persons with disability for rehabilitation within the community. ➤ Provide need-based training to persons with disabilities. ➤ Develop an understanding of the role of government and global agencies in CBR.
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Name of the Course Teacher

Semester - IV			
Course code: 713409	Braille & Assistive Devices and Application Of Ict In Classroom	Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Acquire basic information about Braille, its relevance and some important functional aspects. • Get basic information on types and significance of different Braille devices. • Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability. • Gauge the varying dimensions in respect of ICT and Applications in Special Education. • Delineate the special roles of ICT Applications. • Acquire Familiarity with Different Modes of Computer-Based Learning. 		
Unit -I	Braille- Louis Braille and the Evolution of Braille- Continuing Relevance of Braille vis-a-vis Audio Material- Braille Signs, Contractions and Abbreviations--English Braille, Tamil Language Reading and Writing Processes		
Unit-II	Braille Devices -- Types, Description, Relevance - Slate and Stylus, Braille Writer -3 Electronic Devices— Note takers and Refreshable Braille Displays - Braille Embossers, Braille Translation Software - Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types, Geography: Maps--Relief, Embossed, Models, Science Material - Low Vision Aids--Optical, Non-Optical, Vision Training Material - Schemes and Sources of Availability		
Unit III	Information Communication Technology (ICT) and Special Education - Meaning and Scope of ICT and Its Role in 'Construction of Knowledge - Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers) - Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy - Three as of ICT Application—Access, Availability, Affordability 3.5 Overview of WCAG (Web Content Access Guidelines)		
Unit IV	Using Media and Computers - Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television -and Video in Education, Importance of Newspaper in Education- Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print- 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- Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning- E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities		
Unit V	Visualizing Technology-Supported Learning Situations - Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme - Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions - Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects - Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing - Identifying and Applying Software for Managing Disability Specific Problems		
Reference and Textbooks:-(APA Format)			
<p><i>A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System</i> (1971). London: The Royal National Institute for the Blind.</p> <p>Ashkroft, S.C., & Henderson, F. (1963). <i>Programmed Instruction in Braille</i>. Pittsburgh: Stanwick House.</p> <p>Hampshire, B. (1981). <i>Working with Braille - A Study of Braille as a Medium of Communication</i>.</p>			

Geneva: UNESCO.

Kusanjima, T. (1974). *Visual Reading and Braille Reading*. New York: AFB.

Lowenfeld, B. (1969). *Blind Children Learn to Read*. Springfield: Charles C. Thomas.

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

Mellor, M. C. (2006). *Louis Braille A Touch of Genius*. Boston: National Braille Press.

Mani, M.N.G. (1997). *Amazing Abacus*. Coimbatore: SRVK Vidyalaya.

Manual on Bharti Braille (1980). Dehradun: NIVH

Outcomes

- Acquire basic information about Braille, its relevance and some important functional aspects.
- Get basic information on types and significance of different Braille devices.
- Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low Vision as also on sources of their availability.
- Gauge the varying dimensions in respect of ICT and Applications in Special Education.
- Delineate the special roles of ICT Applications.
- Acquire Familiarity with Different Modes of Computer-Based Learning

Name of the Course Teacher

Semester - IV				
Course code: 713410	Value Education		Credits:2	Hours: 2
Objectives	<ul style="list-style-type: none"> • Understand the need of values and its classification in contemporary society. • Appreciate the values needed for peaceful society like democratic, secular, and socialist etc. • Become aware of role of education in building value as dynamic social reality. • Know the importance of value education towards personal, national and global development. 			
Unit -I	Education and Values -Definition, Concept, Classification, Theory, Criteria and Sources of values - Aims and objectives of value education - Role and Need for value education in the contemporary society - Role of education in transformation of values in society- Role of parents, teachers, society, peer group and mass media in fostering values- Teaching approaches and strategies to inculcate values through curricular and co-curricular activities			
Unit-II	Value Education and Personal Development -Human Values: Truthfulness, Constructivity, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life. -Character Formation towards Positive Personality -Modern challenges of adolescent: emotions and behavior -Self-analysis and introspection: sensitization towards gender equality, physically challenged, Intellectually challenged, Respect to - age, experience, maturity, family members, neighbors, co-workers.			
Unit III	Value Education towards National and Global Development - Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, Fraternity -Social Values: Pity and Probity, Self-Control, Universal Brotherhood. -Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality.			
Unit IV	Religious and Moral Values - Faith- Religious and Moral Values- Tolerance, Wisdom, character. -Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same. -Environmental Ethical Values -National Integration and international understanding. - Need of Humanistic value for espouse peace in the society -Conflict of cross-cultural influences, cross-border education.			
Unit V	Therapeutic Measures: Control of the mind through-. Simplified physical exercise- Meditation – Objectives, types, effect on body, mind and soul- Yoga – Objectives, Types, Asanas- Activities: Moralization of Desires, Neutralization of Anger, Eradication of Worries, Benefits of Blessings			
Reference and Textbooks:- (APA Format) Chitakra, M.G.: <i>Education and Human Values</i> , A.P.H. Publishing Corporation, New Delhi. 2003. Kiruba Charles & V. Arul Selvi. <i>Value Education</i> : Neelkamal Publications, New Delhi, 2012. Monica J. Taylor. <i>Values in Education and Education in Value</i> . Routledge. 1996. Neil Postman. <i>The End of Education: Redefining the Value of School</i> . Vintage publisher. 1996. Passi, B.K. and Singh, P. <i>Value Education</i> . National Psychological Corporation, Agra. 2004. Sharma, S.P. <i>Moral and Value Education; Principles and Practices</i> , Kanishka publishers, 2013. http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework\ http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf				
Outcomes	<ul style="list-style-type: none"> ➤ Understand the need of values and its classification in contemporary society. ➤ Appreciate the values needed for peaceful society like democratic, secular, and socialist etc. ➤ Become aware of role of education in building value as dynamic social reality. ➤ Know the importance of value education towards personal, national and global development. 			

Semester - IV			
Course code: 713411	Gender and Disability		Credits:2 Hours: 2
Objectives	<ul style="list-style-type: none"> • Develop an understanding of human rights based approach in context of disability. • Explain the impact of gender on disability. • Describe the personal and demographic perspectives of gender and disability. • Analyse the issues related to disabled women and girl children. 		
Unit -I	The concept of Gender studies : Need and Scope of Gender studies -Gender studies as an academic discipline -Women's studies / Gender studies -Gender theories		
Unit-II	Girl child in Society: Child labours - Child abuse - Changing role of women - marriage - Women's Issues - Motherhood - Single parent – Widows- Multiple Roles of Women- Role conflict, Role change – Gender and women.		
Unit III	Gender and Disability - Sex & Gender: Concept & Difference- Impairment & Disability: Concept & Difference - Gendered Experience of Disability- Public Domain: School and Outside School- Private and Familial Domain- Normalization and Social Role ValorisationGender and Disability Analysis: Techniques and Strategies- Psyche and Gender: Implications for Teaching		
Unit IV	Women and Girl Child with Disability:- Inclusive Equality- Access to Family Life- Access to Education, Vocational Training and Employment- Access to Political Participation- Factors Contributing to Disability- Gender-Based Violence in School and Within Family- Traditional Practices- Sexual and Reproductive Health- Teacher's Role in Promoting Gender Equality-Gender Critique of Legislation, Government Policy and Schemes		
Unit V	Human Right-based Approach and Disability : 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- Legal Framework- Institutions- Development Policies & Programs- Public Awareness- Civil Society- Advantage of Human Rights-Based Approach- Implications for Disability- Empowerment- Enforceability- Indivisibility- Participations		
Reference and Textbooks:- (APA Format) Habib, L. A. (1997). <i>Gender and Disability: Women's Experiences in the Middle East</i> . Oxfam, UK. Hans, A. (2015). <i>Disability, Gender and the Trajectories of Power</i> . Sage Publications Pvt. Ltd. Meekosha, H. (2004). <i>Gender and Disability</i> . Sage Encyclopaedia of Disability. Ridgeway, C. L. (2011). <i>Framed by Gender: How Gender Inequality Persists in the Modern World</i> . Oxford University Press.			
Outcomes	<ul style="list-style-type: none"> ➤ Develop an understanding of human rights based approach in context of disability. ➤ Explain the impact of gender on disability. ➤ Describe the personal and demographic perspectives of gender and disability. ➤ Analyse the issues related to disabled women and girl children. 		

Name of the Course teacher

Non Major Elective Papers

1. Nature and Needs of Children with Disabilities – II Semester
2. Understanding the Children with Disabilities - III Semester

Non Major Elective			
Course code:	Nature and Needs of Children with Disabilities	Credits:2	Hours: 3
Objectives	<ul style="list-style-type: none"> ➤ Understand the differences between impairment, disability, and handicap. ➤ Enumerate the educational needs of various categories of persons with disabilities. ➤ Know the common causes and preventive aspects of the common causes for different kinds of disabilities ➤ Describe the general methods to be adopted for early identification and intervention strategies in the case of children with disabilities ➤ Understand the importance Adaptations and Accommodations in the disability sector. 		
Unit -I	Act and Policies: Concept and Definition of Impairment, Disability and Handicap, Historical and National developments and Constitutional obligations for children with disabilities, Categories of Disability as per the PWD Act 1995,RPWD Act 2016 & UNCRPD, Prevalence and Incidence in India, Social and Educational needs of children with disability.		
Unit-II	Definition, Types and Characteristics : Hearing Impairment: Definition, types and characteristics, Visual Impairment: Definition, types and characteristics. Intellectual Disabilities : Definition, types and characteristics, Neuro–muscular and Locomotor Disabilities (CP): Definition, types and characteristics, Autism, Learning disability, Mental Illness and Multiple Disabilities: Definition, types and characteristics.		
Unit III	Causes and Prevention : Causes: Pre-natal, Natal, Post-natal, Prevention: Primary, Secondary, Tertiary, Immunization, Nursing care and First aid, Hygiene, Nutrition, Diet and Childhood diseases, Genetic Counselling.		
Unit IV	Identification and Early Intervention: Need for early Identification and Intervention, Tools for Screening and assessment procedures for educational placement, Intervention of late identified children, Early Intervention strategies, Differential Diagnosis and Referrals.		
Unit V	Adaptation and Accommodation: Bharathi Braille, Nemeth Code & Scientific Notation, Abacus, Taylor Frame, Orientation & Mobility, Optical & Non Optical Devices, Electronic Devices— Note takers and Refreshable Braille Displays, Screen Reading Software , Braille Embossers, Braille Translation Software, Indian Sign language, Speech Therapy, Hearing Aids – Types and Maintenance IEP, Multisensory Training Approach, Task Analysis, Behaviour Modification Techniques for Children with Intellectual and Neuro developmental Disabilities, Universal Design, Accessible India Campaign, Recent Trends in Special Education		
Reference and Textbooks:-(APA Format) Hegarty S. (2002). <i>Education and Children with Special Needs in India</i> : Sage Publications, India Pvt. Ltd.			

Panda, KC (1997) *Education and Exceptional Children*, Vikas Publishing House, New Delhi
 S.S. Chauhan (2002) *Education of Exceptional Children*
 Smith, D.D, and Luckasan, R.(1992), *Introduction to Special Education*, Allyn and Bacon, Boston
 42 42
 Vicki L. Schwean, Donald H. Saklofske (1999) *Handbook of Psychosocial Characteristics of
 Exceptional Children*

Outcomes	<ul style="list-style-type: none"> ➤ The student will be able to differentiate different terms – Impairment, Disability and Handicap ➤ The student will be able identify different types of disabilities as mandated by RPwD 2016 and from Educational Perspectives ➤ The student will be able to understand the characteristics and causes of different disabilities ➤ The student will be able to understand the assessment procedures ➤ The student will be able to understand curricular and co-curricular accommodations and adaptations for children with different disabilities
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Name of the Course Teacher

Non Major Elective			
Course code:	Understanding Children with Disabilities	Credits:2	Hours: 3
Objectives	<ul style="list-style-type: none"> ➤ The student will be able to understand different terms – Impairment, Disability and Handicap ➤ The student will be able to understand different types of disabilities as mandated by RPwD 2016 and from Educational Perspectives ➤ The student will be able to understand the characteristics and causes of different disabilities ➤ The student will be able to understand the identification and assessment procedures ➤ The student will be able to understand curricular and co-curricular accommodations and adaptations for children with different disabilities 		
Unit -I	Understanding Disability as mandated by RPwDA 2016: Physical Disabilities, Intellectual Disabilities including ASD and LD, Mental Behaviour, Disabilities due to Neurological Chronic Disorders, Multiple Disabilities including Deafblind		
Unit-II	Understanding RPwDA from Educational Perspectives: Overview of RPwDA and harmonization with UNCRPD, Sections under Education and HRD, Rights, Entitlements and Grievance redressal mechanisms, Rules for Enactment of RPWDA Barriers to Inclusion of PwD's		
Unit III	Understanding Identification and Assessment: Scholastic, Co-Scholastic, Plus Curriculum and Expanded Core Curriculum, Functional Assessment, Assessment of needs of High-Support learners		
Unit IV	Understanding Curriculum: Introduction to mainstream curriculum, Understanding NCF from Inclusive perspective, Accommodation, Adaptation and Modification – Braille, Abacus, Taylor Frame, Audio books, Optical and Non Optical Devices, Auditory devices, Hearing Aids, Embossed materials, Adapted Teaching Learning Materials, Individual Accommodation and Adaptations – Assistive and Adaptive devices – Educational devices, supplementary Physical (Artificial Limb, Callipers & Splints, Assistive and adaptive Learning devices, Disability Specific Accommodations and Adaptations		
Unit V	Understanding the Curricular and Co- Curricular Accommodations and Adaptations: Accommodations and Adaptations for curricular and co-curricular Activities for facilitating learning, Assembly and Recess Time, Games, Sports and Physical Activities – Paralympics and Special Olympics, Visual and Performing Arts Unified Events, Outdoor Activities and Work Education – Assistive Technologies		
Reference and Textbooks:- (APA Format)			
Barber. (2010). <i>Different Speeds and Different Needs: How to teach sports to every Kid</i> . Paul K Brooks Publishing Company.			
Cure our Children, (2010) <i>Sports and Recreational Activities for Children with Physical Disabilities</i> : Retrieved from: The Cure Our Children Foundation, http://www.cureourchildren.org/ On 24th August, 2017.			
Disability affairs, (Dec 27, 2016), <i>THE RIGHTS OF PERSONS WITH DISABILITIES ACT, 2016</i> , Retrieved from, www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf			
Hallahan & Kauffman <i>Exceptional Learners –Introduction to Special Education</i> , Eighth Edition, pearson.			
National Council of Educational Research and Training, (First Edition May 2015), <i>including Children With Special Needs Upper Primary Stage</i> , Retrieved from http://www.ncert.nic.in/gpPDF/pdf/tiicsnups101.pdf			
Outcomes	<ul style="list-style-type: none"> ➤ The student will be able to differentiate different terms – Impairment, Disability and Handicap ➤ The student will be able identify different types of disabilities as mandated 		

	<p>by RPwD 2016 and from Educational Perspectives</p> <ul style="list-style-type: none">➤ The student will be able to understand the characteristics and causes of different disabilities➤ The student will be able to understand the assessment procedures➤ The student will be able to understand curricular and co-curricular accommodations and adaptations for children with different disabilities
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Name of the Course Teacher

Broad Based Board of Studies Members

1. Dr.J.Sujathamalini
Associate Professor & Head i/c
Department of Special Education and Rehabilitation Science
Alagappa University
Karaikudi
Convener
 2. Dr.K.Gunasekaran
Assistant Professor
Department of Special Education and Rehabilitation Science
Alagappa University
Karaikudi
Member
 3. Dr.Richard Urban
Department of Personality and Health Psychology
Edvos Lorard University
Hungary
Member
 4. Dr. R.Ranganathan
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Department of Special Education
Andhra University (NIRF Rank – 36)
Vishkhapatnam
Member
 5. Dr.Jayanthi Pujari
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Sector-125, Noida - 201313 (U.P.)
Member
 6. Mr.G.Ramesh (**Expert in SchoolPlacement Level**)
Principal
Chettinad Public School
Managiri
Karaikudi
Member
 7. Dr.Bala Baskar (**Expert in Teacher Education Level**)
Assistant Professor
National Institute for the Empowerment of Persons with Multiple Disabilities
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Member
- Alumni**
8. Mr.P.Prabhu, M.Ed Scholar 2015- 17 Batch
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Educational qualification:

- M.A - Psychology
- M.Sc - Physics

Professional experience:

- M.Ed – Special Education
- Ph.D – Special Education

Honours and Awards:

- Received Twice Norwegian Government Scholarship
- Received Twice Erasmus Mundus Fellowship
- Alagappa University Research Excellence Award
- Out standing Women Achiever Award

Recent publications:

- Effective Practices in Inclusive Practices, 2016
- Universal Design for Learning, 2019

Total Citation: 24

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Educational qualification:

- M.Com
- M.Ed
- M.Phil
- Ph.D

Professional experience:

- Principal, Kummangudi College of Education
- Prinicipal, Tamilnadu College of Education

Honours and Awards:

- Best Teacher Award

Recent publications:

- Universal Design for Learning, International Journal of Scientific Research, Vol.8. Issue-1,January, 2019.



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Educational qualification:

- Ph.D

Professional experience:

Professor of psychology at the Institute of Psychology, Eötvös Loránd University, Budapest, Hungary.

Recent Publications

An Empirically Based Typology of Alcohol Users in a Community Sample Using Latent Class Analysis

European Addiction Research, August 2019.

A path analytic review of the association between psychiatric symptoms and celebrity worship: The mediating role of maladaptive daydreaming and desire for fame. *Personality and Individual Differences*, July 2019

Morningness-eveningness and caffeine consumption: A largescale path-analysis study *Morningness-eveningness and caffeine consumption: A largescale path-analysis study. Chronobiology International*, June 2019.

Citations: 2,132

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- Ph.D

Professional experience:

- Served as Principal, Institute of Advanced Studies in Education
- Dean, Faculty of Education

Honors and Awards

- UNICEF Consultant to Royal Government of Bhutan
- Member of Rehabilitation Council of India

Recent publications: Training Children with Visual Impairment, Kindle Publication, 2018

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Educational qualification:

- M.A
- M.Ed
- Ph.D

Professional experience:

- Dean , Faculty of Rehabilitation Sciences

Recent publications:

- Sexuality And Persons With Disability, Volume-Vii, International Interdisciplinary Research Journal, 2017.
- Awareness About Efficacy Of Gentle Teaching Approach For Children With Special Needs; Trained Special Educators Perspective, Vol-07, Issue 01, International Journal Of Developmental Research, 2017.
- Perspective Of Trained Rehabilitation Professional On The Effectiveness Of Aba For Individuals With Special Needs, Volume-Iv, No. 2, Anweshan Journal Of Education, 2017.
- Impact Of Extensive Reading Training On Development Of Reading Comprehension Of Learners With Learning Disability, Volume-Vii, Sr Publishing House, 2017.
- Use Of Ict In The Acquisition Of Cognitive Skills Among Children With Intellectual Disability, Volume-Vii, Sr Publishing House, 2017.

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Educational qualification:

- M.Sc Psychology
- Ph.D Psychology

Professional experience:

- Psychologist

Honors and Awards

- Member of Rehabilitation Council of India
- Cleared UGC – NET Psychology

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Educational qualification:

- M.Sc Maths
- M.Ed

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- Served as Principal, Chettinad Public School

Honors and Awards

- Member of Rehabilitation Council of India

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Educational qualification:

- MA
- M.Ed

Professional experience:

- Served as Research Associate
- Served as Teaching Assistant

Honors and Awards

- Cleared NTA – NET Exam