



ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



FACULTY OF EDUCATION DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE



M.Ed., SPECIAL EDUCATION (VISUAL IMPAIRMENT)

REGULATIONS AND SYLLABUS

(For the candidates admitted from the
Academic Year 2022 - 2023)

ALAGAPPA UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION
SCIENCE

M.Ed. SPECIAL EDUCATION (VISUAL IMPAIRMENT)

REGULATIONS AND SYLLABUS

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ALAGAPPAUNIVERSITY

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in
the Third Cycle and Graded as Category-I University by MHRD-UGC)

Karaikudi -630003, Tamil Nadu

The Panel of Members - Broad Based Board of Studies

<p>Chairperson: Name: Dr. J. Sujathamalini Designation: Professor & Head Department: Department of Special Education & Rehabilitation Science University: Alagappa University, Tamil Nadu Teaching Experience: 15 Years Research Experience: 15 Years Area of Research: Special Education & Psychology</p>	
<p>Foreign Expert: Name: Dr. Madhyazhagan A/L Ganesan Designation: Senior Lecturer Department: Department of Educational Psychology & Counselling University: University of Malaysia Teaching Experience: Research Experience: Area of Research: Psychology, Special Education</p>	
<p>Indian Expert: Name: Dr. Jayanti Pujari Designation: Professor & Director Department: Amity Institute of Rehabilitation Sciences University: Amity University, Noida Teaching Experience: 15 Years Research Experience: 15 Years Area of Research: Special Education, Intellectual Disabilities</p>	
<p>Indian Expert: Name: Dr. Manivannan Designation: Professor Department: Department of Special Education University: Tamilnadu Open University, Chennai. Teaching Experience: 17 Years Research Experience: 17 Years Area of Research: Special Education, Education</p>	

<p>Industry Expert: Name: Dr. Sreepriya Ramamurthy Designation: Lecturer in education Company name and address: National Institute for Visually Handicapped Experience: 15 years Area: Special Education – Visual Impairment</p>	
<p>Members (All Department faculty) Name: Dr. K. Gunasekaran Designation: Assistant Professor Department: Department of Special Education and Rehabilitation Science University: Alagappa University Teaching Experience: Research Experience: Area of Research: Education & Psychology</p>	
<p>Name: Dr. M. Karuppasamy Designation: Assistant Professor in Special Education Department: Government Rehabilitation Institute for Intellectual Disabilities University: Government Rehabilitation Institute for Intellectual Disabilities Teaching Experience: 15 Years Research Experience: 15 Years Area of Research: Education & Special Education - Intellectual Disabilities</p>	

ALAGAPPA UNIVERSITY

DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE

Karaikudi-630003, Tamil Nadu

REGULATIONS AND SYLLABUS - (CBCS-University Department)

[For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department: Department of Special Education and Rehabilitation Science

Name of the Subject Discipline: M.Ed. Special Education (Visual Impairment)

Programme of Level: M.Ed. Special Education (Visual Impairment)

Duration for the Course: Full Time (Two Years)

1. Choice-Based Credit System

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. Students shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department committee. Students undergo additional courses and acquire more than the required number of credits. They can also adopt an inter-disciplinary and intra-disciplinary approach to learning, and make the best use of the expertise of available faculty.

2. Programme

“Programme” means a course of study leading to the award of a degree in a discipline.

3. Courses

‘Course’ is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures/ tutorials / laboratory / seminar / project / practical training / report writing / Viva-voce, etc or a combination of these, to meet effectively the teaching and learning needs.

4. Credits

The term “Credit” refers to the weight age given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures / tutorial / laboratory and other forms of learning required to complete the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory/field work one credit is equal to two hours.

5. Semesters

An Academic year is divided into two Semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 / 6 days a week.

6. Medium of Instruction

ENGLISH

7. Departmental committee

The Departmental Committee consists of the faculty of the Department. The Departmental Committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests, verification of records, admission, and evaluation. The Departmental Committee determines the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practical's, seminars etc. The courses (Core / Discipline Specific Elective / Non-Major Elective) are designed by teachers and approved by the Departmental Committees. Courses approved by the Departmental Committees shall be approved by the Board of Studies / Broad Based Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme, MOOCs coordinator and Internship Mentor are responsible for submitting the performance sheet to the Head of the department. The Head of the Department consolidates all such performance sheets of courses pertaining to the programmes offered by the department. Then forward the same to be Controller of Examinations.

8. Programme Objectives - (PO)

PO-1 Knowledge	Possess in-depth discipline knowledge and intellectual breadth of the subject area
PO-2 Problem solving	Apply problem solving, creative and critical thinking skills to meet educational needs of children with disabilities in various settings
PO-2 Investigation	Demonstrate core competencies to transform the student teachers as effective teachers through appropriate investigations to ensure quality service
PO-4 Design	Design innovative curriculum, pedagogy and resources to cater to the needs of the stakeholders
PO-5 tools	Evince skill in research methodologies, use of appropriate scientific tools to carry out research to enhance education of children with disabilities in all settings.
PO-6 society	Demonstrate higher order thinking skills to take up creative and innovative research methodologies to create better living conditions for the people with visual impairment
PO-7 Environmental sustainability	Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes to sustain the environmental changes

PO-8 Ethics	Demonstrate empathetic social concern, and the ability to act with an informed awareness of issues to uphold ethical practices
PO-9 Team work	Recognize different value systems, ethics and professional commitment of the concerned discipline and collaborate with other professionals and work in teams
PO-10 Lifelong learning	Be aspirant to take up new learning; well prepared for living, learning and working in a digital society

9. Programme Specific Objectives - (PSO)

PSO-1	To develop knowledge and skill to promote human resource development in the field of special education
PSO-2	To promote teaching competencies to the disability specialization and cross disability among students to promote them to be a better teacher educator
PSO-3	Assist potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings
PSO-4	Offer special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design
PSO-5	To promote higher order thinking skills to take up creative and innovative research methodologies

10. Programme Outcomes - (PO)

PO-1 Knowledge	Possess in-depth discipline knowledge and intellectual breadth of the subject area
PO-2 Problem solving	Apply problem solving, creative and critical thinking skills to meet educational needs of children with disabilities in various settings
PO-2 Investigation	Demonstrate core competencies to transform the student teachers as effective teachers through appropriate investigations to ensure quality service
PO-4 Design	Design innovative curriculum, pedagogy and resources to cater to the needs of the stakeholders
PO-5 tools	Evince skill in research methodologies, use of appropriate scientific tools to carry out research to enhance education of children with disabilities in all settings.
PO-6 society	Demonstrate higher order thinking skills to take up creative and innovative research methodologies to create better living conditions for the people with visual impairment
PO-7 Environmental sustainability	Acquire the ability to engage in independent and life-long learning in the broadest context socio-technological changes to sustain the environmental changes

PO-8 Ethics	Demonstrate empathetic social concern, and the ability to act with an informed awareness of issues to uphold ethical practices
PO-9 Team work	Recognize different value systems, ethics and professional commitment of the concerned discipline and collaborate with other professionals and work in teams
PO-10 Lifelong learning	Be aspirant to take up new learning; well prepared for living, learning and working in a digital society

11. Programme Specific Outcomes - (PSO)

PLO-1	Develops knowledge and skill to promote human resource development in the field of special education
PLO-2	Promotes teaching competencies to the disability specialization and cross disability among students to promote them to be a better teacher educator
PLO-3	Assists potential teacher educators to exert leadership in advocating and meeting educational needs of children with disabilities in various settings
PLO-4	Offers special teacher educators the opportunity to develop specialized capacity for leadership in curriculum, pedagogy and universal design
PLO-5	Promotes higher order thinking skills to take up creative and innovative research methodologies

12. Eligibility for Admission

B.Ed. Special Education (Visual Impairment)

13. Minimum Duration of programme

The programme is for a period of two years. Each year shall consist of two semesters' viz. Odd and Even semesters. Odd semesters shall be from June / July to October / November and even semesters shall be from November / December to April / May. Each semester there shall be 90 working days consisting of 6 teaching hours per working day (5 days/week).

14. Components

A PG programme consists of a number of courses. The term "course" is applied to indicate a logical part of the subject matter of the programme and is invariably equivalent to the subject matter of a "paper" in the conventional sense. The following are the various categories of the courses suggested for the PG programmes:

A. Core courses (CC) –

"Core Papers" means "the core courses" related to the programme concerned including practical's and project work offered under the programme and shall cover core competency, critical thinking, analytical reasoning, and research skill.

B. Discipline-Specific Electives (DSE) means the courses offered under the programme related to the major but are to be selected by the students, shall cover additional academic knowledge, critical thinking, and analytical reasoning.

C. Non-Major Electives (NME) - Exposure beyond the discipline

- Students have to undergo a total of two Non Major Elective courses with 2 credits offered by other departments (one in II Semester another in III Semester).
- A uniform time frame of 3 hours on a common day (Tuesday) shall be allocated for the Non-Major Electives.
- Non Major Elective courses offered by the departments pertaining to a semester should be announced before the end of previous semester.
- Registration process: Students have to register for the Non-Major Elective course within 15 days from the commencement of the semester either in the department or NME Portal (University website).

D. Self Learning Courses from MOOCs platforms.

- MOOCs shall be on voluntary for the students.
- Students have to undergo a total of 2 Self Learning Courses (MOOCs) one in II semester and another in III semester.
- The actual credits earned through MOOCs shall be transferred to the credit plan of programmes as extra credits. Otherwise 2 credits / course are given if the Self Learning Course MOOCs is without credit.
- While selecting the MOOCs, preference shall be given to the course related to employability skills.

E. Projects / Dissertation /Internships

The duration of the Project/Dissertation/internship shall be a minimum of three months in the fourth semester.

❖ **Plan of work**

Project/Dissertation

The candidate shall undergo Project/Dissertation Work during the final semester. The candidate should prepare a scheme of work for the dissertation/project and should get approval from the guide. The candidate, after completing the dissertation /project work, shall be allowed to submit it to the university departments at the end of the final semester. If the candidate is desirous of availing the facility from other departments/universities/laboratories/organizations they will be permitted only after getting approval from the guide and HOD. In such a case, the candidate shall acknowledge the same in their dissertation/project work.

Internship

The students who have opted for an Internship must undergo training in the reputed Colleges to accrue knowledge in the final semester. The student has to find Colleges related to their discipline

(Public limited/Private Limited/owner/NGOs etc.) in consultation with the faculty in charge/Mentor and get approval from the head of the department and Departmental Committee before going for an internship.

→ **No. of copies of the dissertation / project report / internship report**

The candidate should prepare three copies of the dissertation/project/report and submit the same for the evaluation of examiners. After evaluation, one copy will be retained in the department library, one copy will be retained by the guide and the student shall hold one copy.

➤ **Format to be followed for dissertation/project report**

The format /certificate for thesis to be followed by the student are given below

- Title page
- Certificate
- Acknowledgment

➤ Content as follows:

Chapter No	Content	Page number
1	Introduction	
2	Review of literature	
3	Methodology	
4	Analysis and Interpretation	
5	Findings, Discussion & Conclusion	
	References	

❖ **Format of the title page**

Title of Dissertation/Project work

Dissertation/Project submitted in partial fulfillment of the requirement for the degree of Master of Science to the Alagappa University, Karaikudi -630003.

By

(Student Name)

(Register Number)

University Logo

Department of -----

Alagappa University

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank- 216, QS BRICS Rank-104, QS India Rank-20)

Karaikudi - 630003 (Year)

❖ **Format of certificates**

Certificate -Guide

This is to certify that the Dissertation/Project entitled “-----
-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfillment for the degree of Master of Science in ----- by Mr./Miss -----(Reg. No) under my supervision. This is based on the results of studies carried out by him/her in the Department of-----, Alagappa University, Karaikudi-630 003. This dissertation/Project or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar titles or record of any University or Institution.

Place:

Date:

Research Supervisor

Certificate - (HOD)

This is to certify that the thesis entitled “-----” submitted by Mr./Miss -----(Reg. No: -----) to the Alagappa University, in partial fulfillment for the award of the degree of Master of -----in is a bonafide record of research work done under the supervision of Dr.-----, Assistant Professor, Department of , Alagappa University. This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place:

Date:

Head of the Department

Declaration (student)

I hereby declare that the dissertation entitled “-----” submitted to the Alagappa University for the award of the degree of Master of ----- in ----- has been carried out by me under the guidance of Dr. -----, Assistant Professor, Department of -----, Alagappa University, Karaikudi – 630 003. This is my original and independent work and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:

(-----)

Internship

➤ Format to be followed for Internship report

The format /certificate for internship report to be followed by the student are given below

❖ Title page - Format of the title page

Title of internship report

Internship report submitted in partial fulfillment of the requirement for the Master of degree in _____ to the Alagappa University, Karaikudi -630003.

By (Student Name)

(Register Number)

University Logo

Department of -----

Alagappa University

(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank- 216, QS BRICS Rank-104,

QS India Rank-20)

Karaikudi – 630003

(Year)

❖ Certificate - (Format of certificate – faculty in-charge)

This is to certify that the report entitled “-----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfillment for the Master of Science in -----by Mr./Miss----- (Reg. No) under my supervision. This is based on the work carried out by him/her in the organization M/S -----. This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Date:

Research Supervisor

Certificate (HOD)

This is to certify that the Internship report entitled “-----” submitted by Mr./Miss.----- (Reg. No) to the Alagappa University, in partial fulfillment for the award of the Master of Science in ----- is a bonafide record of Internship report done under the supervision of , Assistant Professor, Department of -----, Alagappa University and the work carried out by him/her in the organization M/S ----- . This is to further certify that the thesis or any part thereof has not formed the basis of the award to the student of any degree, diploma, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:

Head of the Department

❖ **Certificate - (Format of certificate – Company supervisor or Head of the Organization)**

This is to certify that the Internship report entitled “-----
----” submitted to Alagappa University, Karaikudi-630 003 in partial fulfillment for the Master of Science in -----by Mr. /Miss----- (Reg. No :-----) under my supervision. This is based on the work carried out by him/her in our organization M/S ----- for the period of three months or -----. This Internship report or any part of this work has not been submitted elsewhere for any other degree, diploma, fellowship, or any other similar record of any University or Institution.

Place:

Date:

Supervisor or in charge

Declaration (student)

I hereby declare that the Internship Report entitled “-----” submitted to the Alagappa University for the award of the Master of Science in has been carried out by me under the supervision of , Assistant Professor, Department of-----, Alagappa University, Karaikudi – 630 003. This is my original and independent work carried out by me in the organization M/S ----- for the period of three months or and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:

(-----)

- Acknowledgment
- Content as follows:

Chapter No	Title	Chapter No
1	Introduction	
2	Aim and objectives	
3	Organisation profile /details	
4	Methods / Work	
5	Observation and knowledge gained	
6	Summary and outcome of the Internship study	
7	References	

14. Teaching methods

Lecture Methods, Demonstration, Activity based Teaching Learning methods, Technology infused Teaching methods will be followed

15. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re- do the semester(s) after completion of the programme.

16. Examination

The examinations shall be conducted separately for theory and practical's to assess (remembering, understanding, applying, analysing, evaluating, and creating) the knowledge required during the study. There shall be two systems of examinations viz., internal and external examinations. The internal examinations shall be conducted as Continuous Internal Assessment tests I and II (CIA Test I & II).

A. Internal Assessment

The internal assessment shall comprise a maximum of 25 marks for each subject. The following procedure shall be followed for awarding internal marks.

Theory -25 marks

Sr.No	Content	Marks
1.	Average marks of two CIA test	15
2.	Seminar / group discussion / quiz	4
3.	Assignment /field trip report / case study report	4

Practical (assess by Guide/incharge/HOD/supervisor)

1	Disability Specialization E1	25 Marks
2	Cross Disability Specialization E2	25 Marks
3	Nai Talim – Experiential Learning – Poster Presentation/ Field Practice	100 Marks

Internship (assess by Guide/incharge/HOD/supervisor)

1	Teaching	25 Marks
	Total	25 Marks

Dissertation / Project report / Internship report Scheme of evaluation

Dissertation / Project report / Internship report	200 Marks
Vivo voce	
Research Proposal	100 Marks
Research Reporting & Presentation	25 Marks

External Examination

- There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.
- A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.
- A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.
- Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Dissertation Work /Project/ internship).

A. Scheme of External Examination (Question Paper Pattern)

Theory - Maximum 75 Marks

Section A	10 questions. All questions carry equal marks. (Objective type questions)	10 x 1 = 10 Marks	10 questions – 2 each from every unit
Section B	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x 5 = 25	5 questions – 1 each from every unit
Section C	5 questions Either / or type like 1.a (or) b. All questions carry equal marks	5 x 8 = 40	5 question –Should cover all units

Practical –Maximum 75 Marks

Section A	Teaching	50 Marks
Section B	Teaching Learning Materials	10 Marks
Section C	Record Note	5 Marks
Section D	Vivo voce	10 Marks
Total		75 Marks

i. Internship (assess by Guide/incharge/HOD/supervisor)

1	Teaching	75 Marks
	Total	75 Marks

ii. Dissertation / Project report / Internship report Scheme of evaluation

Dissertation / Project report / Internship report	150 Marks
Vivo voce	50 Marks
Total	200 Marks
Research Reporting & Presentation	75 arks

iii. Results

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website

iv. Passing minimum

- A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.
- The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.
- A candidate shall be declared to have passed in the Project / Dissertation / Internship if he /she gets not less than 40% in each of the Project / Dissertation / Internship Report and Viva-Voce and not less than 50% in the aggregate of both the marks for Project Report and Viva-Voce.
- A candidate who gets less than 50% in the Project / Dissertation / Internship Report must resubmit the thesis. Such candidates need to take again the Viva-Voce on the resubmitted Project report.

15. Grading of the Courses

The following table gives the marks, Grade points, Letter Grades and classifications meant to indicate the overall academic performance of the candidate.

Conversion of Marks to Grade Points and Letter Grade (Performance in Paper / Course)

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	9.0 – 10.0	O	Outstanding
80 - 89	8.0 – 8.9	D+	Excellent
75 - 79	7.5 – 7.9	D	Distinction
70 - 74	7.0 – 7.4	A+	Very Good
60 - 69	6.0 – 6.9	A	Good
50 - 59	5.0 – 5.9	B	Average
00 - 49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

- a) Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 – 100 shall be declared to have Outstanding (O).
- b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).
- c) Successful candidates passing the examinations and earning GPA between 7.5 – 7.9 and marks from 75 - 79 shall be declared to have Distinction (D).
- d) Successful candidates passing the examinations and earning GPA between 7.0 – 7.4 and marks from 70 - 74 shall be declared to have Very Good (A+).
- e) Successful candidates passing the examinations and earning GPA between 6.0 – 6.9 and marks from 60 - 69 shall be declared to have Good (A).
- f) Successful candidates passing the examinations and earning GPA between 5.0 – 5.9 and marks from 50 - 59 shall be declared to have Average (B).
- g) Candidates earning GPA between 0.0 and marks from 00 - 49 shall be declared to have Re-appear (U).
- h) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by **Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)**. These two are calculated by the following formulae

$$\text{GRADE POINT AVERAGE (GPA)} = \frac{\sum_i C_i G_i}{\sum_i C_i}$$

$$\text{GPA} = \frac{\text{Sum of the multiplication of Grade Points by the credits of the courses}}{\text{Sum of the credits of the courses in a Semester}}$$

16. Classification of the final result

CGPA	Grade	Classification of Final Result
9.5 – 10.0	O+	First Class – Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

The final result of the candidate shall be based only on the CGPA earned by the candidate.

- a) Successful candidates passing the examinations and earning CGPA between 9.5 and 10.0 shall be given Letter Grade (O+), those who earned CGPA between 9.0 and 9.4 shall be given Letter Grade (O) and declared to have First Class –Exemplary*.
- b) Successful candidates passing the examinations and earning CGPA between 7.5 and 7.9 shall be given Letter Grade (D), those who earned CGPA between 8.0 and 8.4 shall be given Letter Grade (D+), those who earned CGPA between 8.5 and 8.9 shall be given Letter Grade (D++) and declared to have First Class with Distinction*.
- c) Successful candidates passing the examinations and earning CGPA between 6.0 and 6.4 shall be given Letter Grade (A), those who earned CGPA between 6.5 and 6.9 shall be given Letter Grade (A+), and those who earned CGPA between 7.0 and 7.4 shall be given Letter Grade (A++) and declared to have First Class
- d) Successful candidates passing the examinations and earning CGPA between 5.0 and 5.4 shall be given Letter Grade (B), those who earned CGPA between 5.5 and 5.9 shall be given Letter Grade (B+) and declared to have passed in Second Class.
- i) Candidates those who earned CGPA between 0.0 and 4.9 shall be given Letter Grade (U) and declared to have Re-appear.
- e) Absence from an examination shall not be taken as an attempt.

$$\text{CUMULATIVE GRADE POINT AVERAGE (CGPA)} = \frac{\sum_n \sum_i C_{ni} \cdot G_{ni}}{\sum_n \sum_i C_{ni}}$$

CGPA = Sum of the multiplication of Grade Points by the credits of the entire Programme
Sum of the credits of the courses for the entire Programme

Where 'Ci' is the Credit earned for Course i in any semester; 'Gi' is the Grade Point obtained by the student for Course i and 'n' refers to the semester in which such courses were credited.

CGPA (Cumulative Grade Point Average) = Average Grade Point of all the Courses passed starting from the first semester to the current semester.

Note: * The candidates who have passed in the first appearance and within the prescribed Semesters of the PG Programme are alone eligible for this classification.

17. Maximum duration of the completion of the programme

The maximum period for completion of the programme shall not exceed eight semesters continuing from the first semester.

18. Conferment of the Master's Degree

A candidate shall be eligible for the conferment of the Degree only after he/ she has earned the minimum required credits for the Programme prescribed there for (i.e. 90 credits). Programme).

19. Village Extension Programme

The Sivaganga and Ramnad districts are very backward districts where a majority of people Lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit any one of the adopted villages within the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme, (1) Environmental awareness; (2) Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.

M.Ed Special Education (Visual Impairment)

Credit List

S. No	Paper Code	Title of the paper		T/P	Credits	Hours/Week	Marks		
							I	E	Total
I Semester									
1	743101	Core 1	Development in Education and Special Education	T	4	4	25	75	100
2	743102	Core 2	Psychology of Development and Learning	T	4	4	25	75	100
3	743103	Core 3	Research Methodology and Statistics	T	4	4	25	75	100
4	743104	Core 4	Identification and Assessment of needs of Children with Visual Impairment	T	4	4	25	75	100
5	743105	Core 5	Curriculum and Teaching Strategies for Children with Visual Impairment	T	4	4	25	75	100
6	743106	Core 6	Practical related to disability – E1	P	4	8	25	75	100
7		Library / Yoga/ counselling/Field trip				2			
					24	30	150	450	600
II Semester									
8	743201	Core 7	Curriculum Design and Development	T	4	4	25	75	100
9	743202	Core 8	Adulthood and Family Issues of Children with Visual Impairment	T	4	4	25	75	100
10	743203	Core 9	Application of Advanced Technology to Persons with Visual Impairment	T	4	4	25	75	100
11	743204	Core 10	Planning and Financing of Education	T	4	4	25	75	100
12	743205	Core 11	Field Engagement / Internship as a Teacher Trainer	P	4	8	25	75	100
13	743206	Core 12	Nai Talim – Experiential Learning – Field Practice	P	2	2	25	75	100
14		Non-Major Elective **			2	2	25	75	100
15		Library / Yoga/ counselling/Field trip				2			
16		Self-learning course (SLC) –MOOCs***					Extra credit		
					24	30	175	525	700
III Semester									
17	743301	Core 13	Perspectives in Teacher Education – In Service & Pre-Service	T	4	4	25	75	100
18	743302	Core 14	Inclusive Education	T	4	4	25	75	100
19	743303	Core 15	Practical related to disability- E2	P	4	8	25	75	100
20	743304 743305 743306	Discipline Specific Elective -1	Any one of the Following: 1. Educational Management 2. Educational Technology 3. Guidance and Counselling	T	2	2	25	75	100
21		Non-Major Elective **		T	2	2	25	75	100
22		Research Proposal Presentation		P	2	4	100	-	100
23		Library, Seminar, Soft Skill				6			
24		Self-learning course (SLC) –MOOCs***					Extra credit		
					18	30	225	375	600
IV Semester									
25	743401	Core 16	Educational Evaluation	T	4	4	25	75	100
26	743402	Core 17	Field Engagement/ Internship as a Teacher Educators	P	4	8	25	75	100
27	743403	Core 18	Dissertation	P	12	12	200	200	400

28	743404	Core 19	Research Reporting and presentation	P	2	2	25	75	100	
29	743405 743406	Discipline Specific Elective-2	Any one of the Following 1. Policy in Education 2. Distance Education	T	2	2	25	75	100	
30			Library, Seminar, Soft Skill			2				
Total						24	30	300	500	800
						90 +	120	850	1850	2700

Semester- I					
Core	Course Code: 743101	Development in Education and Special Education	T	Credits: 4	Hours: 4
Unit- I					
Objective 1	Over view the development of Education system				
An Overview of Development of Education System – Shaping of Education in Pre-Independence India, Shaping of Education in Post-Independence India, Emerging Education in India and in the Global Context, Perspectives of Education for the Persons with Disabilities, Constitutional Provisions and Directive Principles - Related to Education and Special Education.					
Outcome1	Understand the development of Education systems				K2
Unit- II					
Objective 2	Trace issues of general and special education system (PwDs) in India				
Issues in Indian Education with Special Reference to Persons with Disabilities –Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers-Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps, Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems-Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives , Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support					
Outcome2	Learned development of general and special education system (PwDs) in India.				K1
Unit- III					
Objective 3	Appreciate implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India.				
Policies and Legislations for Education & Special Education Development of Special Education in India - National Legislations (RCI Act 1992, PWD Act 1995, National Trust Act, Biwako Millennium Framework), International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM), National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities, Role of Governmental and non-governmental agencies in general and special education, Current issues Identifications, Labelling, cultural and linguistic diversity & advocacy.					
Outcome3	Acquired implications of recommendations made by the various Committees and Commissions for educational (General and Special) developments in India.				K4
Unit- IV					
Objective 4	Develop insight into the issues and challenges of present day education system. Understand important quality related issues which need to be taken into account for revision/ development of new education policy.				
Quality Issues in Education – Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment, Linking pedagogy with curriculum, contextual constructivism, Ensuring standards in Open & Distance Learning system - Non-formal education, face-to-face vs. Distance mode, Special and Inclusive education – Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up, Quality enhancement in service delivery and community rehabilitation.					
Outcome 4	Developed insight into the issues and challenges of present day education system.				K6
Unit- V					
Objective 5	Understood the important quality related issues which need to be taken into account for revision/ development of new education policy.				

Current Trends and Future Perspective - Education as a development indicator, and enhancer of development indicators - Education for sustainable development & Right based approach, International curriculum framework in the light of changing priorities and international perspectives- Education for conservation of environment and social change-Education for individual and national development.

Outcome 5	Understood the important quality related issues which need to be taken into account for revision/ development of new education policy.	K2
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Suggested Readings

Anand, C.L. et.al. (1993). *Teacher and Education in Emerging Indian Society*, NCERT, New Delhi.

Compendium of Schemes (2014). *Department of Empowerment of Persons with Disabilities*, Ministry of Social Justice and Empowerment, Govt. of India.

Education Commission. (1964-1966). *Ministry of Education, Government of India*, New Delhi.

Julka, A. (2014). *Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs*. NCERT, New Delhi.

Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). *Including Children with Special Needs: Primary Stage*. NCERT, New Delhi.

Kumar, A. (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi.

Mohanty, J., (1986). *School Education in Emerging Society*, sterling Publishers. MacMillan, New Delhi.

National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.

National University of Educational Planning and Administration (2014). *Education for All Towards Quality with Equity: INDIA*. NUEPA, New Delhi.

Ozial, A.O. (1977). *Hand Book of School Administration and Management*. Macmillan, London.

Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.

Report of Core group on value orientation to education (1992). Planning commission, Govt of India.

Salamatullah, (1979). *Education in Social context*, NCERT, New Delhi.

School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi.

Seventh All India School Education Survey (2002). NCERT, New Delhi.

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UNDP (1996). *Human Development Reports*. Oxford University Press. New York.

UNESCO (2004). *Education for All: The Quality Imperative*. EFA Global Monitoring Report. Paris.

UNESCO (2009). *Report on Education for sustainable development*.

Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala*. In Kuldip Kumar (Ed.) *School effectiveness and learning achievement at primary stage: International perspectives*. NCERT. New Delhi.

Online Resources

Online Resources

<https://digitalpromise.org/learning/>

<https://www.special-education-degree.net/top-12-websites-children-learning-disabilities/>

<https://www.nclad.org/>

<https://exceptionalchildren.org/>

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
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Course designed by: DR. J. SUJATHAMALINI

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)								
CO2	M(2)	M(2)	M(2)	S(3)		M(2)	L(1)	M(2)		S(3)
CO3	S(3)	M(2)	M(2)	M(2)	S(3)	S(3)	M(2)	M(2)		L(1)
CO4	L(1)	M(2)			S(3)	S(3)		S(3)	M(2)	
CO5	S(3)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	M(2)	M(2)	M(2)
W.Av	2.4	2.2	1.6	0.6	1.6	2	1.4	1.8	0.8	1.2

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		M(2)	
CO2	S(3)	S(3)	L(1)	L(1)	M(2)
CO3	M(2)	M(2)		M(2)	L(1)
CO4	L(1)	S(3)		M(2)	S(3)
CO5	S(3)	M(2)		S(3)	S(3)
W.AV	2.4	2.4	0.2	2	1.8

S–Strong (3), M-Medium (2), L-Low (1)

Semester- I					
Core	Course Code: 743102	Psychology of Development and Learning	T	Credits:4	Hours:4
Unit-I					
Objective 1	Explain the psychological principles and their application in specific context of education and special education.				
Overview Educational Psychology - Nature and scope of educational psychology, Principles of educational psychology, Methods of Educational Psychology - Observation, Experimental method, Correlational, Clinical, Case Study. Applications of educational psychology to person with disabilities, Contemporary trends.					
Outcome 1	Understand the psychological principles and their application in specific context of education and special education.				K2
Unit-II					
Objective 2	Explain the principles and their implication for growth and development.				
Understanding the Development of the Learner: Concept of Growth and Development, Methods of studying development – (Longitudinal, Cross-sectional, Cohort sequence), Physical, social, emotional, moral development, play and language development - Cognitive Development: Piaget, Vygotsky and Kohlberg, Factors affecting- Growth and Development.					
Outcome 2	Applying the principles and their implication for growth and development.				K3
Unit-III					
Objective 3	Critically analyze the process from the point of view of cognitive psychology.				
Cognition and Information Processing: Sensation, Perception and Attention, Memory – (Nature and types, factors affecting memory), Thinking - (Concept Formation, Reasoning, Problem solving), Intelligence – (Nature, types, theories and assessment), Creativity, Individual differences and its educational implications for children with disabilities.					
Outcome 3	Critically analyse the process from the point of view of cognitive psychology.				K4
Unit-IV					
Objective 4	Using the role of motivation in learning, learning processes and theories of personality.				
Motivation, Learning and Personality: Concept, definition and theories of Motivation, Classical and Contemporary Learning Theories – (Behavioural, Cognitive and Social), Concept, definition and principles of personality development, Personality Theories- (Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic), (Assessment of Personality), Implications in teaching-learning with reference to children with disabilities.					
Outcome 4	Evaluate the role of motivation in learning, learning processes and theories of personality.				K5
Unit-V					
Objective 5	Apply Psychological aspects to teaching - learning situations.				
Psychological Aspects of Teaching: Individual differences in cognitive and affective areas and its educational Implications, Classroom climate, group dynamics, Peer tutoring, co-operative learning, self-regulated learning, Teacher effectiveness and competence, Guiding children with disabilities.					
Outcome 5	Developing psychological aspects to teaching - learning situations.				K6
Suggested Readings					
Agarwal, I.J.C (1994). <i>Essentials of Educational Psychology</i> . Vikas Publishing House, Pvt.Ltd., New Delhi.					
Bernard, H.W. (1972). <i>Psychology of Learning and Teaching</i> . Mc Grow Hill, New York.					
Chatterjee, S.K. (2000). <i>Advanced Educational Psychology</i> . Arunabhasen Books and ALLIED(P) Ltd.,					

Chauhan, S.S. (1996). *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.

DeCecco, J.P., & Crawford, W. (1977). *Psychology of Learning and Instruction*. Prentice Hall, New Delhi.

Driscoll, P.M. (1994). *Psychology of Learning for Instruction*. Allyn & Becon, Boston.

Freud, S (1935). *A general Introduction to psychoanalysis*. Live right, New York.

Hurlick, E.B. (1992). *Child Development*. Mc Grow Hill, New York.

Joyce, M., & Others (1992). *Models of Teaching*. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun

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Mangal, S.K. (1997). *Advanced Educational Psychology*. Prentice Hall of India Pvt., Ltd., New Delhi.

Maslow, A.M. (1954). *Motivation and Personality*. Harper Press, New York.

Mildred, C.R.F. (1978). *Infants, Children: Their Development and Learning*. Gran Hill, New York. (Indian Reprint).

Morgan, C.T. (1961). *Introduction to Psychology*. McGraw Hill, New York.

Mussen, P.H., Conger, J.J., & Kagan, J.(1969). *Child development and personality*. Harper & Row, New York.

Panda, K.C. (1997). *Elements of Child Development*. Kalyani Publishers, New Delhi.

Sharma, P. (1995). *Basics on Development and Growth of a Child*. Reliance Publication, New Delhi.

Slavin, E.R. (2003). *Educational Psychology: Theory and Practice* (7th ed.). Allyn & Becon, Boston.

Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). *Psychological Foundations of Learning and Teaching*. Mc Grand Hill, New York.

Online Resources

<https://www.srcd.org/>

<https://www.apa.org/>

<https://www.nichd.nih.gov/>

<https://www.wgbh.org/foundation/gbh-education>

<https://developingchild.harvard.edu/>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
Course designed by: DR. J. SUJATHAMALINI					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)		L(1)	L(1)	M(2)		L(1)	L(1)	L(1)
CO2	S(3)	M(2)	M(2)	L(1)			M(2)	L(1)		
CO3	M(2)	M(2)			L(1)	L(1)	L(1)		L(1)	
CO4	S(3)	M(2)	L(1)				M(2)	L(1)	L(1)	L(1)
CO5	M(2)	S(3)	S(3)	M(2)	L(1)	L(1)	L(1)	L(1)	L(1)	L(1)
W.AV	2.6	2.8	1.2	0.8	0.6	0.8	1.2	0.8	0.8	0.6

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	S(3)	L(1)
CO2	S(3)	L(1)		S(3)	M(2)
CO3	M(2)	L(1)		M(2)	M(2)
CO4	M(2)	L(1)	M(2)	M(2)	S(3)
CO5	M(2)	M(2)	M(2)	L(1)	M(2)
W.AV	2.4	1.4	1.2	2.2	2

S–Strong (3), M-Medium (2), L-Low (1)

Semester- I					
Core	Course Code: 743103	Research Methodology and Statistics	T	Credits:4	Hours:4
Unit-I					
Objective1	Know about a conceptual understanding of research, its need and ethical research practices.				
Nature of Research – Definition, Meaning – Need for Research – Research Methods – Criteria of Good Research – Research problem: Defining and Selecting the problem. Process of research.					
Outcome1	Understand the research, its need and ethical research practices.				K2
Unit-II					
Objective2	Understanding the types, methods and process of research.				
Types and Methods of research – Quantitative, Qualitative, Fundamental, Applied, Action – Methods of Research: Descriptive, Correlational, Ex-post facto, Experimental Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design; Variables – Types and threats -, Sampling; Types and selection process, Hypothesis – Definition – Types of Hypothesis – Tools: Tests, questionnaire, interview, observation schedule, rating scale – Standardization of research tools- Selection of items, reliability and validity and norms – Data collection and analysis					
Outcome2	Described the types, methods and process of research.				K1
Unit-III					
Objective3	Apply statistical techniques for analysis of data.				
Methods of Quantitative Analysis : Parametric and non-parametric tests: Concept and difference, Descriptive Statistics: - Measures of Central Tendency – Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis, Inferential statistics – Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors – Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test, Computer applications for analysis, Tabulation and graphic representation					
Outcome3	Applied statistical techniques for analysis of data.				K3
Unit-IV					
Objective4	Evaluate the methods and techniques of qualitative research.				
Qualitative Research Methods and Analysis: Grounded theory – Ethnography and case study – Narrative/discourse and visual methodologies – Mixed method – Themes, coding and presentation					
Outcome4	Explained the methods and techniques of qualitative research.				K2
Unit-V					
Objective5	Prepare research proposal and report.				
Preparing Research Proposal & Report: Components of research proposal – Presentation of proposal - Writing of thesis/dissertation - Writing technical paper for publication – Research management					
Outcome5	Learned to prepare research proposal and report.				K3
Suggested Readings					
Agarwal, A.N. (2002). <i>Quantitative Methods</i> . Vrinda Publishing, New Delhi.					
Best, J.W., & Kahn, J.V. (1996). <i>Research in Education</i> . Prentice-Hall, New Delhi.					
Cohen, J. (1988). <i>Statistical Power Analysis for the Behavioral Sciences</i> . Academic Press, New York.					
Desu, M.M., & Raghavarao, D. (1990) <i>Sample Size Methodology</i> . Academic Press, Boston.					
Dooley, D. (1997). <i>Social Research Methods</i> . Prentice-Hall, New Delhi.					
Gaur,A.S., & Gaur, S. S.(2009). <i>Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS</i> . Sage Publishers, New Delhi.					

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

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

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

Hegde, M. N. (2003). *Clinical research in communicative disorders*. PRO-ED: Austin, Texas

Khan, M.S. (2005). *Educational research*. Ashish Publishing House: New Delhi

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

Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.

Siegel, A., & Castellen, N.J. (1988). *Non Parametric statistics for Behavioural Sciences*. McGraw-Hill, New York.

Silverman, D. (2012). *Qualitative Research*. Sage Publication, London.

Online Resources

Online Resources

- <https://www.routledge.com/go/the-research-methods-hub>
- <https://www.scribbr.com/>
- <https://owl.purdue.edu/owl/index.html>
- <https://www.khanacademy.org/>
- <https://www.openintro.org/book/os/>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
Course designed by: DR. J. SUJATHAMALINI					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)	M(2)	L(1)	M(2)	M(2)	L(1)	L(1)	L(1)	L(1)
CO2	M(2)	L(1)			M(2)	M(2)				
CO3	M(2)	M(2)			M(2)	M(2)				
CO4	M(2)	L(1)			S(3)	S(3)				
CO5	M(2)	L(1)			S(3)	S(3)		L(1)		S(3)
W.AV	2.2	1.2	0.4	0.2	2.4	2.4	0.2	0.2	0.2	1

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)			L(1)
CO2	M(2)	L(1)		S(3)	S(3)
CO3	M(2)	L(1)	M(2)	S(3)	S(3)
CO4	L(1)	M(2)	L(1)	S(3)	S(3)
CO5	S(3)	L(1)	M(2)	S(3)	S(3)
W.AV	2.2	1.4	1	2.4	2.6

S-Strong (3), M-Medium (2), L-Low (1)

Semester- I					
Core	Course Code: 743104	Identification and Assessment of Needs of Children with Visual Impairment	T	Credits:4	Hours:4
Unit-I					
Objective 1	Trace the historical development of visual impairment and discuss the attitudinal change of society over time.				
Evolving Concept and Definition of Visual Impairment: History of visual impairment, Attitudinal and behavioural change of the society towards the persons with visual impairment – Paradigm shift from charity through medical and social to right based approach – Factors affecting changing societal attitude and policy perspectives with reference to persons with visual impairment – (Self-help movements, Service delivery organizations, Judiciary and quasi-judicial bodies, UN Bodies, and media) – Classification of visual Impairment: WHO, International Classification of Functioning – Disability and Health (ICF), and domestic legislations					
Outcome 1	Understand the historical development of visual impairment and discuss the attitudinal change of society over time.				K2
Unit-II					
Objective 2	Describe the causes and implications of different types of eye disorders.				
Eye Disorders: Etiology and Implications : Neurological causes of visual impairment: cortical visual impairment – Disorder related to refraction – (myopia, hyperopia, presbyopia, astigmatism) – Disorders related to receptive aspects of the eye – (retinal detachment, retinitis pigmentosa, Retinopathy of prematurity, optic atrophy, anididia, and macular degeneration, and albinism)-Muscular and related disorders –(nystagmus, strabismus, amblyopia)-Vitamin A deficiency, cataract, glaucoma, corneal ulcer, trachoma, and colour blindness					
Outcome 2	Knowledge about the causes and implications of different eye disorders				K1
Unit-III					
Objective 3	Critically examine the assessment procedures of children with blindness and low vision				
. Identification and Assessment Procedures of Children with Blindness and Low Vision : Methods and tools for assessment of children with blindness- (Functional Skills Inventory for the Blind – Oregon project for visually impaired and Pre-school, 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 on Visually Handicapped children), Identification of children with low vision and psychosocial implications of low vision –Functional vision assessment – (selection of methods and tools for functional vision assessment of persons with low vision: low vision assessment by Jill Keeffe, Lea Tests), Concept and methods of visual efficiency training , Preparation of teacher made tools for functional assessment of vision and skills.					
Outcome 3	Critically examine the assessment procedures of children with blindness and low vision				K5
Unit-IV					
Objective 4	Learned the skills to identify and assess children with blindness, low vision, and children with VIMD.				
Identification and Assessment Procedures of Children with Visual Impairment and associate Disabilities : Concept of VIMD – Role of multidisciplinary team of professionals in assessment of children with VIMD – Functional assessment methods and tools for VIMD-(physical, vision, hearing, tactual, and communication skills assessment)- Implications of vision loss in adapting available tools of assessment for persons with Visual impairment –Preparation of teacher made tools for functional assessment of VIMD.					

Outcome 4	Learned the skills to identify and assess children with blindness, low vision, and children with VIMD.	K1
Unit-V		
Objective 5	Develop skills to plan and implement vision efficiency training for children with low vision and vocational development. Understand the CBR and Community support	
Needs of Persons with Visual Impairment: Infancy and early childhood – (early stimulation and early intervention) – School age – (placement alternatives, collaboration of special and regular teacher)- Transition Period – (self-identity, self-esteem, and self-image), (Vocational Development – emerging job opportunities) –Adulthood issues – (sexuality and marriage, recreation and leisure; geriatric groups: disintegrating family system, social security, CBR and community support).		
Outcome 5	Develop skills to plan and implement vision efficiency training for children with low vision and vocational development. Understand the CBR and Community support	K2

Suggested Reading

- Barraga, N. C. (1980). *Sequences of Visual Development*. University of Texas. Austin.
- Bhan, S., & Swarup, S. (2010). *Functional skills inventory for the blind*. National association for the blind, Mumbai.
- Bhandari, R., & Narayan J. (2009). *Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness*. Voice and vision: India.
- Corn, A. L., & Koenig, A.J. 2000. *Foundation of Low Vision: Clinical & Functional Perspective*. AFB Press, New York.
- Dimri, A. (2002). *Preparation of Norms of WISC-R (Verbal) for the Visually Handicapped*. NIVH, Dehradun.
- Hyvarinen, L., & Jacob, N. (2011). *What and how does this child see: assessment of visual functioning for development and learning*. Vistest Ltd. Finland.
- Leat, S.J., Shute R.H., & Westall, C.A. (1999). *Assessing children's vision: A Handbook*. Butterworth-Heinemann: Oxford.
- Lueck, A. H. (2004). *Functional Vision- A practitioner guide to Evaluation & Intervention*, AFB Press. New York.
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- Mani, M.N.G. (1993). *Concept Development of Blind Children: A Research Study*. Shri Ramakrishna Mission Vidyalaya. Printing Press. Coimbatore.
- Mani, M.N.G. (2001). *Reading Preference Test (REPT) for Children with Low Vision*. Coimbatore: International Human Resource Development Centre for the Disabled.
- Mukhopadhyay, M., Jangira, N.K., Mani M.N.G., & RoyChoudary, M. (1988). *Source Book For Training Teachers Of Visually Impaired*. NCERT. New Delhi.
- Reynolds, C.R. , & Janzen, E.F. (Ed.)(2007). *Encyclopaedia of Special Education. Vol. I A-D*, John Wiley, Canada.
- Sacks. S. Z., & Silberman, R.K. (2005). *Educating Students who have Visual Impairments with other Disabilities*, Paul H Brookes, Maryland.
- Salvia, J., Ysselduke, J.E., & Bolt, S. (2007), *Assessment in Special & Inclusive Education*. Houghton Mifflin: USA.

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

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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*. NIVH Dehradun.

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Online Resources

Online Resources

<https://www.afb.org/>

<https://nfb.org/>

<https://www.aph.org/>

<https://www.classcentral.com/>

<https://deafandblindoutreach.org/guidance-documents>

<https://ncld.org/>

<https://www.understood.org/>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
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Course designed by: DR. J. SUJATHAMALINI

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)				M(2)				
CO2	S(3)	L(1)								
CO3	M(2)	M(2)	M(2)			S(3)				
CO4	M(2)	L(1)		L(1)		S(3)				
CO5	M(2)	M(2)			M(2)					S(3)
W.AV	2.4	1.6	0.4	0.2	0.4	1.6				0.6

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	(S)3	M(2)			
CO2	(S)3	M(2)	M(2)		L(1)
CO3	M(2)	M(2)	L(1)	L(1)	M(2)
CO4	(S)3	M(2)	M(2)	(S)3	L(1)
CO5	M(2)	M(2)	M(2)	(S)3	L(1)
W.AV	2.6	2	1.4	1.4	1

S-Strong (3), M-Medium (2), L-Low (1)

Semester- I					
Core	Course Code: 743105	Curriculum and Teaching Strategies for Children with Visual Impairment	T	Credits:4	Hours:4
Unit-I					
Objective 1	Appreciate the importance of various basics to curriculum areas and skills				
Basic Curriculum Areas and Skills: Curricular skills related to cognitive domain - curricular skills related to psychomotor domain - curricular skills related to affective domain - Core curriculum, collateral curriculum, and support curriculum - Curriculum adaptation: Need and principles.					
Outcome 1	Appreciate the importance of various basics to curriculum areas and skills				K1
Unit-II					
Objective 2	Acquire knowledge on expanded core curriculum for children with visual impairment on the basis of situational analysis.				
Introduction to Expanded Core Curriculum: From plus curriculum to expanded core curriculum and Introduction and Orientation to Unified English Braille - Philosophical basis - Psychological basis- Ethical considerations.					
Outcome 2	Skill in using expanded core curriculum for children with visual impairment on the basis of situational analysis.				K3
Unit-III					
Objective 3	Understand the steps in Expanded Core Curriculum Development and skill in implementation of the curriculum and its evaluation.				
Steps in Expanded Core Curriculum Development: Assessment of needs with reference to accessing school curriculum - Designing a need-based curriculum: situational analysis for selection of skills and method of teaching -Developing a collaborative curriculum -Implementation of the curriculum, Critical evaluation of the curriculum.					
Outcome 3	Understand the steps in Expanded Core Curriculum Development and skill in implementation of the curriculum and its evaluation.				K2
Unit-IV					
Objective 4	Demonstrate skill in using the Strategies for Teaching				
Strategies for Teaching : Specific teaching strategies (task analysis, co-activity, pre teaching, self-verbalization, direction giving, generalization, feature enhancement, and use of kinaesthetic movement)- Teaching reading to students with visual impairment – (Reading aloud, peer reading, organic reading, and whole language approach) -Strategies for writing skills – (guided and independent writing) - Strategies for teaching math – (concrete, experiential, role play, and origami) - Strategies for teaching use of ICT – (demonstration, verbal instruction, and peer tutoring).					
Outcome 4	Demonstrate the Skill in using the Strategies for Teaching				K5
Unit-V					
Objective 5	Critically examine approaches to curriculum development for VIAD.				
Approaches to Curriculum Development for VIAD: Ecological – Multisensory Thematic – Functional - Experiential					
Outcome 5	Critically examine approaches to curriculum development for VIAD.				K5
Suggested Readings					
Aggarwal, J.C. (2005). Curriculum development 2005. Shipra Pub. Delhi.					
Bhandari, R., & Narayan J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deaf-blindness. Voice and vision: India.					

Biwas, P.C. (2004). Education of children with Visual Impairment: in inclusive education. Abhijeet Publication, Delhi.

French, S., & Swain, J. (1997). From a different view point: the lives and experiences of visually impaired people. Jessica Kinsey Pub, London.

Grover , U., & Chaudhari. M. (2009). Curricular Strategies. Kanishka Publication, New Delhi.

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

Jain, P. (2006). Curriculum & teaching. Kanishka Publication, New Delhi.

Joyce, B., Weil, M., & Calhoun, E. (2009). Model of teaching. PHI learning Pvt. New Delhi.

Lowenfeld, B. (1973). The Visually Handicapped Child in School. John Day Company, New York.

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

Rao, V. (2009). Curriculum development. Saurabh Pub, New Delhi.

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

Sharma, R.A. (2011). Curriculum development and instruction. R. Lal Book Depot, Meerut.

Shrivastava, N. (2010). Blind and mentally handicapped children: problems and coping strategies. Ritu Publication, Jaipur.

Srivastava, H.S. (2011). Curriculum & method of teaching. Shipra Pub., Delhi.

Vijayan, P., & Victoria, G. (2009). Education of visually impaired children with additional disabilities. Kanishka Publication, New Delhi.

Online Resources

Online Resources

- <https://perkinselearning.org/>
- <https://www.teachingvisuallyimpaired.com/>
- <https://www.aph.org/>
- <https://ncld.org/>
- <https://www.loc.gov/nls/>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
Course designed by: DR. J. SUJATHAMALINI					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)				M(2)				
CO2	S(3)	L(1)								
CO3	M(2)	M(2)	M(2)			S(3)				
CO4	L(1)	L(1)		L(1)		S(3)				
CO5	L(1)	L(1)			M(2)					S(3)
W.AV	2	1.4	0.4	0.2	0.4	1.6				0.6

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	(M)2	(M)2			L(1)
CO2	(M)2	S(3)	(M)2	S(3)	S(3)
CO3	(M)2	(M)2	S(3)	S(3)	S(3)
CO4	L(1)	S(3)	S(3)	S(3)	S(3)
CO5	M(2)	(M)2	S(3)	S(3)	S(3)
W.AV	1.8	2.4	2.2	2.4	2.6

S–Strong (3), M-Medium (2), L-Low (1)

Semester- I

Core	Course Code: 743106	Practical Related to Disability- E1	P	Credits:4	Hours:8
• Learning of Unified English Braille (UEB) literary code and use of advance Braille Mathematics and Science Code.					

Semester- II					
Core	Course Code: 743201	Curriculum Design and Development	T	Credits:4	Hours:4
Unit-I					
Objective 1	Able to Define and identify different components of curriculum.				
Nature of Curriculum: Definition and scope of curriculum – Bases of Curriculum-(philosophical, sociological and psychological) – Principles of curriculum transaction –Fundamentals of curriculum development – (knowledge based, activity based, skill based and experience based) – Historical and contemporary evolution of curriculum.					
Outcome 1	Learned to define curriculum and the different components of curriculum.			K1	
Unit-II					
Objective 2	Understand and analyse various approaches and types of curriculum development.				
Approaches & Types of Curriculum Development: Developmental Approach – Functional Approach – Eclectic Approach, Ecological Approach – Expanded Core Curriculum, Hidden Curriculum.					
Outcome 2	Understand and analyse various approaches and types to curriculum development.			K2	
Unit-III					
Objective 3	Describe the principles of construction of curriculum				
Principles of Curriculum Construction: Curriculum & Ideology, Curriculum as a Social Construct – Differentiating between Curriculum Design and Curriculum development – Theories of Curriculum Development –Universal Design of Learning for Curriculum Development.					
Outcome 3	Described the principles of construction of curriculum			K1	
Unit-IV					
Objective 4	Explain and demonstrate curriculum differentiation, pedagogical theories and curriculum transaction. Skill in adaptations of materials and instructions and its assessment and evaluation				
Curriculum Development & Instructional Design: Differentiation of Curriculum –Pedagogical Theories and curriculum transaction – Material and Instructional Adaptations- Assessment and Evaluation.					
Outcome 4	Explain and demonstrate curriculum differentiation, pedagogical theories and curriculum transaction. Skill in adaptations of materials and instructions and its assessment and evaluation			K5	
Unit-V					
Objective 5	Analyze the critical issues in the curriculum				
Critical Issues in Curriculum: Organization of learning opportunities for diverse needs - Designing integrated and inter-disciplinary learning experiences – Collaborative curriculum – Alignment of curriculum and modes of assessment, Curricular trends					
Outcome 5	Skill in Analyzing the critical issues in the curriculum.			K4	
Suggested Readings					
Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.					
Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.					
Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.					

Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.

Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.

Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.

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CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET,NCERT, New Delhi.

Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.

Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.

Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.

Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.

Online Resources

Online Resources

- https://unesdoc.unesco.org/ark:/48223/pf0000222796_eng
- <https://www.ascd.org/el/articles/using-design-processes-to-customize-curriculum>
- <https://www.edutopia.org/>
- <https://learn.teachingchannel.com/videos>
- <https://www.nxueducation.org/nexus-curriculum-overview>
- https://static1.squarespace.com/static/577a258503596ed4b5ae632d/t/582bd12329687f2f17a79dc2/1479266650218/Wiggins_McTighe_Understanding+By+Design_Chpt1.pdf
- <https://www.oercommons.org/>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
Course designed by: DR. J. SUJATHAMALINI					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)								
CO2	M(2)	S(3)								
CO3	M(2)	M(2)				S(3)				
CO4	M(2)	S(3)				S(3)	S(3)	S(3)		
CO5	M(2)	S(3)							L(1)	
W.AV	2.2	2.6				1.2	0.6	0.6	0.2	

S-Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		L(1)	L(1)
CO2	S(3)	M(2)		M(2)	M(2)
CO3	S(3)	L(1)	S(3)	M(2)	M(2)
CO4	S(3)	M(2)	S(3)	M(2)	M(2)
CO5	L(1)	L(1)	S(3)	M(2)	M(2)
W.AV	2.6	1.6	1.8	1.8	1.8

S-Strong (3), M-Medium (2), L-Low (1)

Semester- II					
Core	Course Code: 743202	Adulthood and Family Issues of Children with Visual Impairment	T	Credits:4	Hours:4
Unit-I					
Objective 1	Understanding the role of family as a support system from birth to adulthood.				
Role of Family in the Continuum of Support System : Adjustment and accommodation to the birth of a special child -Organization and family functioning, - Family involvement in infancy and early childhood, - Family involvement in school age, - Family involvement in transition to adulthood:					
Outcome 1	Analyze the role of family as a support system from birth to adulthood.				K4
Unit-II					
Objective 2	Discuss the issues in Transition from education to work.				
Transition Issues :Transition from home to school- Transition from school to college - Transition from education to work- Meaning and Definition of Individualized Transition Plan (ITP) - Role of family in developing ITP					
Outcome2	Discuss the issues in Transition from education to work.				K6
Unit-III					
Objective 3	Understand the Family Issues in Adulthood				
Family Issues in Adulthood : Higher Education - Career Education - Life Skills Education - Marriage and home skill management - Rehabilitation of adventitious visually impaired					
Outcome 3	Understand the Family Issues in Adulthood				K5
Unit-IV					
Objective 4	Develop the skills to prepare an IFSP and Planning Family Support Services				
Planning Family Support Services: Concept and objectives of family support services- Components of family support services- Identifying family needs - Individualized Family Service Plan (IFSP) under PL 99-457- Preparing an IFSP in Indian context.					
Outcome4	Develop the skills to prepare an IFSP and Planning Family Support Services				K6
Unit-V					
Objective 5	Create a critical understanding of schemes for equal opportunities.				
Equal Opportunity Provisions: Schemes and Facilities :Schemes for education of children from pre-school to higher and tertiary education - Schemes and facilities for vocational training and skill development - Schemes and statutory provisions to promote employment - Self-employment, and livelihoods, Concessions for persons with visual impairment- Concept and types of parent family partnerships					
Outcome5	Develop a critical understanding of schemes for equal opportunities.				K6
Suggested Readings					
Bhandari, R., & Narayan, J. (2009).Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness. Voice and vision: India.					
Educational Concessions and Facilities for Blind Students. National Association for the Blind: Mumbai Foundation for the Blind.					
Kirk, S.A., Gallagher, J.J., & Anastasiow, N.J. (2000). Educating Exceptional Children. Houghton Mifflin Company: New York					

Lowenfeld, B. (1973). Visually Handicapped Child in School. American Foundation for the Blind. New York.

Lowenfeld, B. (1975). The Changing Status of the Blind from Separation to Integration. Charles C. Thomas, Springfield.

Narayan, J., & Riggio, M. (2005). Creating play environment for children. Hilton/Perkins: USA.

Patil, H.J. (2008). (5 Ed). Concession for the Blind. National Association for the Blind: Mumbai

Shah, A. (2008). Basics in guidance and Counselling. Global Vision Publishing House, New Delhi.

Smith, D. D. & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2 Ed). Allyn & Bacon, Boston.

Online Resources

Online Resources

<https://www.afb.org/>
<https://afb.org/blindness-and-low-vision/familyconnect>
<https://nfb.org/>
<https://visionservealliance.org/>
<https://www.aph.org/>

K1- Remember K2-Understand K3-Apply K4-Analyze K5-Evaluate K6-Create

Course designed by: DR. J. SUJATHAMALINI

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)	M(2)							
CO2	L(1)	S(3)						L(1)	L(1)	
CO3	M(2)	S(3)	L(1)							
CO4	M(2)	S(3)			S(3)	S(3)				
CO5	L(1)	S(3)	S(3)	M(2)						
W.AV	1.6	3	1.2	0.4	0.6	0.6		0.2	0.2	

S-Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S(3)	L(1)	L(1)	M(2)
CO2	L(1)	S(3)	M(2)		
CO3	M(2)	L(1)	M(2)	M(2)	M(2)
CO4	L(1)	M(2)	S(3)	M(2)	M(2)
CO5	S(3)	M(2)	S(3)	M(2)	M(2)
W.AV	1.8	2.2	2.2	1.4	1.6

S-Strong (3), M-Medium (2), L-Low (1)

Semester- II					
Core	Course Code: 743203	Application of Advanced Technology to Persons with Visual Impairment	T	Credits:4	Hours:4
Unit-I					
Objective 1	Explain the relevance of technology for persons with visual impairment.				
Introduction to Technology for the Visually Impaired: Historical perspective of assistive technology in the rehabilitation of persons with visual impairment, Concept, need and importance – assistive technology with specific reference to the Indian context, Types of Assistive Technologies, Special roles of technology for facilitating empowerment of persons with visual impairment, Hardware, software, cybernetics and systems, with special reference to persons with visual impairment- an overview					
Outcome1	Understand the relevance of technology for persons with visual impairment.				K2
Unit-II					
Objective 2	Illustrate various technological devices traditional and modern to facilitate the education of persons with visual impairment .				
Technological Devices– Traditional and Modern for the Education of the Visually Impaired : Writing Technologies – (Braille Slates of different types, Braille– mechanical and electrical, computers with screen readers and computer-based screen magnifiers and screen readers for Indian languages, Braille Note takers and Smart Braille), Reading Technologies : (Braille, Refreshable Braille Displays, Stand-Alone reading machines, OCR systems, scanner/ camera-based OCR systems, Indian languages scanning software and Text to Speech (TTS), screen readers for phones and tablets, Smart Phone and DAISY players), Technology for Mathematics and Science Education – (Abacus, Taylor Frame, Geo Kit, measuring tapes–strengths and limitations; softwares for accessing Mathematics and Science text, hardwares and softwares for making Science Lab accessible – Automatic Stir Station (hardware), Drop Counter(hardware), Sci-Voice (software), Talking Interferential Therapy Machine(hardware), Talking Lab Quest and Talking Logger) – Braille Production Technologies – (Stereo typing Machines–mechanical and electrical, Braille translation software with special reference to Indian languages, embossers and printers, Braille labeling systems, tactile diagrams and graphics production devices					
Outcome2	Illustrate various technological devices traditional and modern to facilitate the education of persons with visual impairment .				K1
Unit-III					
Objective 3	Describe various Technologies for Facilitating Independent Living for Persons with Visual Impairment				
Technologies for Facilitating Independent Living for Persons with Visual Impairment : Mobility Devices (canes – rigid, collapsible, folding and Smart Canes; Global Positioning Systems (GPS), ultrasonic devices, vibrating technologies), Fitness and Health – (Thermometer – tactile and audio, Talking Blood Glucose Meter, Talking Blood Pressure Device – Reminder devices: Talking Medcenter Pill Organizer System, Talking Pedometer, weighing machine- Braille and Talking) – Recreational Devices – (Chess Board, playing cards, adapted Ludo and Snakes and Ladders, adapted Scrabble, adapted puzzles, Talking Chess, audio Cricket Ball and audio Football, adapted Table Tennis/ Show Down, Goleball, adapted Volley Ball), Home management Devices – (audible/ vibratory Liquid Level Indicator, Talking Measuring Cup, Talking Food Thermometer, Talking Kitchen Scale, Talking Microwave Oven, Talking Timer, Braille and Talking Alarm Clocks and Watches, Needle Threader),					
Outcome3	Describe various Technologies for Facilitating Independent Living for Persons with Visual Impairment				K1

Unit-IV					
Objective 4	Critically analyse Employment-related Technologies for the Visually Impaired				
Employment-related Technologies for the Visually Impaired : Braille Shorthand Machine – Dictaphone, Dictation Software, Application of screen reading technologies – Promoting/ diversifying employment opportunities – Making workplaces and available workshop equipment – Accessible machines for persons with visual impairment– Guidelines and Principles					
Outcome4	Critically analyse Employment-related Technologies for the Visually Impaired				K4
Unit-V					
Objective 5	Discuss various Procurement and Assessment of Technological Devices for Persons with Visual Impairment.				
Procurement and Assessment of Technological Devices for Persons with Visual Impairment : Sources of availability and maintenance of technology devices- Resource mobilization for procurement of devices, ADIP scheme of the Government – India, Department of Empowerment of Persons with Disabilities – Parameters for assessing efficacy/ suitability of devices in the Indian context, Recent trends in research on technology for visually impaired:					
Outcome5	Discuss various Procurement and Assessment of Technological Devices for Persons with Visual Impairment.				K5
<p>Suggested Readings</p> <p>Fernandez, G., Koenig. C., Mani. M.N.G., & Tensi, S. (1999). See with the Blind. Books for Change, Bangalore.</p> <p>Mani. M.N.G. (1997). Amazing Abacus. S.R.K. Vidyalaya Colony, Coimbatore.</p> <p>Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). Asian Blind Union, New Delhi.</p> <p>Scheiman, M., Scheiman, M., & Whittaker, S.G. (2007). Low Vision Rehabilitation. SLACK Incorporated, New Jersey.</p> <p>Singh, J.P. (2003). Technology for the Blind- Concept and Context, Kanishka Publication, New Delhi.</p> <p>Taraporevala, S., & D’Sylva, C. (2014). Equip Your World: A Synoptic View of Access Technology for the Visually Challenged. Joint Publication of NIVH, Dehradun & XRCVC, Mumbai.</p> <p>Online Resources</p> <p>Online Resources</p> <p>http://shop.lighthouseguild.org</p> <p>http://shop.rnib.org.uk</p> <p>http://www.independentliving.com/products.asp?dept=141&deptname=New-Products</p> <p>https://www.afb.org/prodmain.asp</p> <p>https://www.coolblindtech.com/</p> <p>https://www.applevis.com/</p>					
K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
Course designed by: DR. J. SUJATHAMALINI					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	L(1)	L(1)	S(3)							
CO2	M(2)	M(2)		S(3)						
CO3	L(1)	L(1)	S(3)			S(3)		S(3)		
CO4	M(2)	S(3)					M(2)			
CO5	L(1)	M(2)	S(3)							
W.AV	1.4	1.8	1.8	0.6		0.6	0.4	0.6		

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)		L(1)	
CO2	M(2)	S(3)	M(2)	S(3)	M(2)
CO3	M(2)	S(3)	M(2)	L(1)	M(2)
CO4	L(1)	M(2)	M(2)	S(3)	S(3)
CO5	M(2)	M(2)	M(2)	S(3)	S(3)
W.AV	1.8	2.4	1.6	2.2	2

S–Strong (3), M-Medium (2), L-Low (1)

Semester- II					
Core	Course Code: 743204	Planning and Financing of Education	T	Credits:4	Hours:4
Unit-I					
Objective 1	Identify the Concept and nature of Educational planning - Need and importance of Educational planning				
Introduction To Educational Planning: Concept and nature of Educational planning - Need and importance of Educational planning - Types and function of Educational planning - Process of District level planning including Micro level planning exercise Institutional planning - Critical view of Educational planning in India					
Outcome 1	Identify the Concept and nature of Educational planning - Need and importance of Educational planning				K3
Unit-II					
Objective 2	Develop the Principles and Techniques of Educational Planning.				
Principles and Techniques of Educational Planning: Guiding principles of educational planning - Methods and techniques of planning - Approaches to Educational planning - Social demand approach, Man-power approach - Return of Investment approach:					
Outcome 2	Develop the Principles and Techniques of Educational Planning.				K5
Unit-III					
Objective 3	Explain the Perspective in planning at central, state and local levels : concepts of macro and micro planning				
Planning Mechanisms: Perspective planning at central, state and local levels : concepts of macro and micro planning - Priorities to be given at central and state levels - Perspective plan for education in the Five Year plan, District level planning - Recent initiatives in planning at district level - Institutional structures and function :NUEPA,SIEMATs, SCERTs and DIETs and Directorate of School Education (DSE).					
Outcome 3	Explain the Perspective planning at central, state and local levels : concepts of macro and micro planning				K5
Unit-IV					
Objective 4	Understand Institutional planning –Meaning and concept.				
Institutional Planning: Institutional planning –Meaning and concept - School mapping exercise - Data at Central, state and district level for planning - Five-year plans in institutional development - Impact and scenario changes-DISE for planning at schools.					
Outcome 4	Understand the Institutional planning –Meaning and concept.				K2
Unit-V					
Objective 5	Create the finance in educational planning				
Finance In Educational Planning: Concept, Need and significance of Educational Finance - Planning In Demand For Education - Constitutional responsibility in planning and providing education - Economic and social bases for allocation of resources in educational planning - Cost minimization and quality improvement in Education.					
Outcome 5	Learn to finance in educational planning				K1

Suggested Readings

- Ayyar , R.V. Vaidyanathan (1993).Educational planning and Administration in India: Retrospect and prospect. Journal of Educational Planning And Administration. VII(2).April.
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- Narayan , D . (2005) : Local Governancer Without Capacity Building: Ten Years Of Panchauat Raj. Economic And Political Weekly, June 25, Pp.2822-32
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- Psacharopolous, G/ (Ed) (1987): Economics Of Education: Research of Srudies: Oxford, Pergamon
- Scheerens,Jaap (2000): Improving School Effectiveness, Paris: International Institute For Educational Planning.
- Tilak, J.B.G (1992) .Education Planning At Grassroots. Ashish Publications. New Delhi.
- Tilak,J.B.G (1988). Cost Of Education In India:International Journal Of Educational Development

Online Resources

Online Resources

- <https://www.collegeboard.org/>
- <https://www.khanacademy.org/college-admissions>
- <https://studentaid.gov/>
- <https://studentaid.gov/>
- <https://bigfuture.collegeboard.org/>
- <https://www.finaid.org/>

K1- Remember

K2-Understand

K3-Apply

K4-Analyze

K5-Evaluate

K6-Create

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Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)								
CO2	M(2)	S(3)			L(1)	M(2)				
CO3	M(2)	M(2)	S(3)			S(3)				
CO4	S(3)	S(3)								
CO5	S(3)	M(2)				M(2)	L(1)	M(2)		
W.AV	2.4	2.6	0.6		0.2	1.4	0.2	0.4		

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)		M(2)	
CO2	L(1)	L(1)	M(2)	M(2)	S(3)
CO3	M(2)	L(1)	M(2)	L(1)	L(1)
CO4	M(2)	L(1)		S(3)	L(1)
CO5	M(2)	L(1)		L(1)	M(2)
W.AV	1.8	1.2	0.8	1.8	1.4

S–Strong (3), M-Medium (2), L-Low (1)

Semester- II					
Core	Course Code: 743205	Field Engagement/Internship as a Teacher Trainer	P	Credits:4	Hours:8
<p>One Month Internship</p> <ul style="list-style-type: none"> • Internship 15 days in B.ED special education(VI). <p>During this period the students will teach two lectures on core papers, 4 lectures in specialization papers and 2 lectures each in 2 pedagogy papers. (50 Marks each)</p> <ul style="list-style-type: none"> • Plan and demonstrate cooperative teaching strategy 7 lessons in inclusive School. -- (50 Marks each) • Submit a comprehensive report on challenges faced during internship and strategies followed to address them. 					

II –Semester					
Core	Course Code : 743206	Nai Talim – Experiential Learning	P	Credits:2	Hours 2
Unit-I					
Objective 1	To Understand the concept of Nai Talim and its evolution from Gandhian movement				
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 NaiTalim movement Educational Policies During 1947 -2017 Dealing with Nai Talim - - Educational Policies During 1947 -2017 Dealing with Nai Talim					
Outcome 1	Enumerate the concept of Nai Talim and its evolution from Gandhian Movement				K2
Unit-II					
Objective 2	Understand the issues related to the implementation of experiential education and linking activities to the stages of child development				
Issues Related to the Implementation of Experiential Education: All the educational committees and the praise of NaiTalim- Pre- Independence India: Success story in Gujarat- Pre- Independence India: the failure of NaiTalim in states other than Gujarat - Other organizational and social issues that retarded the growth of NaiTalim - Post –Independence scenario: Basic literacy (3Rs) is not in place - Major reasons for work – based education not taking off-possible solutions 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					
Outcome 2	Understand the issues related to the implementation of experiential education and linking activities to the stages of child development				K2
Unit-III					
Objective 3	Acquire knowledge on the needs for linking experiential learning with the academic dimensions. Able to generate experiential/work based learning/community engagement contexts				
Needs for Linking Experiential Learning With the Academic Dimensions Evaluation as a major issue- Could there be a ‘Pull-force’ at all?- Facilitating the emergence of the forces favoring ‘education for life campaign’ 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					
Outcome 3	Acquire knowledge on the needs for linking experiential learning with the academic dimensions. Able to generate experiential/work based learning/community engagement contexts				K3

Unit IV

Objective 4	Learn the process of Nai Talim Style of fast learning and make learning mathematics experiential learning.;
<p>Nai Talim Style of Fast Learning of English: Introduction- Recommendation of NCF 2005 on English.- Case study: ‘Engleasy’ –a NaiTalim approach for fast learning of English</p> <p>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</p>	
Outcome 4	Learn the process of Nai Talim Style of fast learning and make learning mathematics experiential learning.;
	K4

Unit-V

Objective 5	Understand the Nai talim style of value education and promote regionally relevant curriculum and able to link with a national reconstruction framework.
<p>Nai-Talim Style Of Value Education: Introduction - Experiential learning approach to value-education - Precautions needed while choosing curriculum content for value education</p> <p>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>	
Outcome 5	Understand the Nai talim style of value education and promote regionally relevant curriculum and able to link with a national reconstruction framework.
	K6

Suggested Readings

Alliman.P(1988) “ Gramsci, freier and Illich: Their contribution to education for socialism” in Tom lovet (ed) Radical Approched to Adult education A Reader. London. Routledge

Fried.P (1972) Pedagogy of Aspersed: Harmonds work Penguin.

Gandhiji’s Aims of Education.

Gramsci.A (1971) Selections from prison Notebook London.

readings from shanthiniketan and vishwabrathi.

Online Resources

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

K1- Remember	K2-Understand	K3-Apply	K4-Analyze	K5-Evaluate	K6-Create
Course designed by: Dr. J. SUJATHAMALINI					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	M (2)							M (2)	S (3)
CO2	S (3)	M (2)							M (2)	
CO3	S (3)	M (2)	M (2)						M (2)	
CO4	M (2)	M (2)	M (2)							
CO5	S (3)	L(1)				L (1)				
W.AV	2.8	2.1	0.8			0.2			1.2	0.6

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)			
CO2	S(3)	M(2)			M(2)
CO3	S(3)		L(1)		
CO4	M(2)	S(3)	M(2)	L(1)	
CO5	S(3)				M(2)
W.AV	2.8	1.6	0.6	0.2	0.8

S–Strong(3),M-Medium(2),L-Low(1)

Semester- III					
Core	Course Code: 743301	Perspectives in Teacher Education – In Service & Pre-Service	T	Credits:4	Hours:4
Unit-I					
Objective 1	Gain insight and understand development of Teacher Education, Concept, Aims and Objectives of TE				
Understanding Teacher Education (TE): Concept, Aims and Objectives of TE - Significance of TE in India and Types of TE - Pre-service and In-service; Continued development of Teacher as a Professional - Structure of TE in India and Organizations/Agencies involved - Factors influencing the practices in TE and quality					
Outcome 1	Gain insight and understand development of Teacher Education, Concept, Aims and Objectives of TE				K2
Unit-II					
Objective 2	Understand the Teacher Education and Education of Children with Disabilities				
Teacher Education and Education of Children with Disabilities: Early Initiatives in preparing teachers for children with disabilities in India- Establishment of various national institutes and development of TE in special education - Establishment of RCI as a statutory body in standardizing and promoting TE in special education - Changes in School Education for Children with Disabilities and its Impact on TE - Paradigm shift from Segregation to Inclusion Impacting TE					
Outcome 2	Understand the Teacher Education and Education of Children with Disabilities				K2
Unit-III					
Objective 3	Demonstrated Pre-service Teacher Education in Education of Children with Disabilities				
Pre-service Teacher Education in Education of Children with Disabilities : Changing scenario of teacher education curriculum and evolving priorities - Characteristics of TE framework developed by RCI - Structure and organization of different components of TE Curriculum, Components of Pre-service TE – (overview of courses at different levels, weight age of course work and evaluation) - Various components of TE curriculum and their transactional modalities - Organisation, transaction and evaluation of different components of TE curriculum including school based practicum, and internship					
Outcome 3	Demonstrated Pre-service Teacher Education in Education of Children with Disabilities				K5
Unit-IV					
Objective 4	Appreciate importance and Need and modalities for continuing professional development of a teacher				
Continued Teacher Development Program : Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE)Workshop, Seminar, Conferences, Projects, Exchange programmes) - Advantages and limitations, Structures and models of in-service teacher education- Sub-district, district, State, regional and national level organisations and their role, voluntary efforts, Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE- Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget) - Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines					
Outcome 4	Learned importance and Need and modalities for continuing professional development of a teacher				K1

Unit-V

Objective 5	Appraise the Issues and Challenges in Teacher Education for Education of Children with Disabilities				
Issues and Challenges in Teacher Education for Education of Children with Disabilities : Teacher motivation and working conditions - Opportunities for professional development - Organizing TE – (Conventional versus ODL), Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI - Single disability versus cross disability approach in TE - Addressing disability issues in general education curriculum, ICT and TE					
Outcome 5	Appraise the Issues and Challenges in Teacher Education for Education of Children with Disabilities				K2
Suggested Readings					
NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.					
Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.					
Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.					
Online Resources					
Online Resources					
https://www.nctq.org/					
https://journals.sagepub.com/home/jte					
https://www.aera.net/					
https://www.edutopia.org/					
<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
Course designed by: DR. J. SUJATHAMALINI					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)							
CO2	S(3)	S(3)								
CO3	M(2)	S(3)					L(1)			
CO4	S(3)	M(2)	M(2)		L(1)					
CO5	S(3)	M(2)		S(3)						L(1)
W.AV	2.8	2.4	1	0.6	0.2		0.2			0.2

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)			L(1)
CO2	M(2)	S(3)	L(1)	M(2)	
CO3	L(1)	M(2)	S(3)	M(2)	L(1)
CO4	L(1)	S(3)	S(3)	M(2)	M(2)
CO5	L(1)	L(1)	M(2)	M(2)	
W.AV	1.6	2.4	1.8	1.6	0.8

S–Strong (3), M-Medium (2), L-Low (1)

Semester - III				
Core	Course Code: 743302	Inclusive Education	T	Credits:4 Hours:4
Unit-I				
Objective1	Explain the Historical perspective of Inclusive education globally and in India.			
Perspectives in Inclusive Education : Historical perspective of Inclusive education globally and in India, Approaches to disability and service delivery models, Principles of inclusive education, Key debates in special and inclusive education, Research evidence on efficacy and best practices associated with inclusive education.				
Outcome1	Explain the Historical perspective of Inclusive education globally and in India.			K5
Unit-II				
Objective 2	Learn the Covenants and Policies Promoting Inclusive Education			
Covenants and Policies Promoting Inclusive Education- A Critique : International Declarations – (Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)), International Conventions – (Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012)), International Frameworks – Salamanca Framework (1994), National Commissions & Policies – (Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Policy on Education (2017), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006)), National Acts & Programs – (IEDC (1974), RCI Act (1992), PWD Act (1995), RPWD Act (2016) National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013).				
Outcome2	Learn the Covenants and Policies Promoting Inclusive Education Questions: Arrange, Choose, Define, Describe, Find, How, Label, List, Match, Name, Relate, Recall, Show, What, Why)			K1
Unit-III				
Objective 3	Develop Physical, Academic and Social Access, Leadership and Teachers as Change Agents			
Building Inclusive Schools: Identifying barriers to Inclusion- (Attitudinal, Systemic and Structural), Ensuring Physical, Academic and Social Access, Leadership and Teachers as Change Agents, Assistive Technology, and Whole School Development.				
Outcome3	Develop Physical, Academic and Social Access, Leadership and Teachers as Change Agents			K3
Unit-IV				
Objective 4	Develop the Classroom Management, Effective Communication, Promoting Positive Behaviour, Reflective Teaching			
Building Inclusive Learning Environments: Classroom Management, Effective Communication, Promoting Positive Behaviour, Reflective Teaching, Peer mediated instruction – (Peer tutoring, Co-operative learning).				
Outcome4	Develop the Classroom Management, Effective Communication, Promoting Positive Behaviour, Reflective Teaching			K3
Unit-V				
Objective5	Demonstrate the Planning for Including Diverse Learning Needs			

Planning for Including Diverse Learning Needs: Universal design of learning, Adaptations and accommodations for sensory impairments, Adaptations and accommodations for children with multiple disabilities, Adaptations and accommodations for children with neuro-developmental disabilities, Adaptations and accommodations for children with intellectual impairment, Adaptations and accommodations for gifted children.

Outcome5 Demonstrate the Planning for Including Diverse Learning Needs

K6

Suggested Readings

Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.

Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.

Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.

Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCe, University of New Hampshire

Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.

Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.

Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.

Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.

Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersey.

Online Resources

Online Resources

- <https://inclusiveschools.org/>
- <https://www.nclld.org/>
- <https://www.understood.org/>
- <https://www.cast.org/>
- <http://udlcenter.org/>
- <https://iris.peabody.vanderbilt.edu/>

K1- Remember

K2-Understand

K3-Apply

K4-Analyze

K5-Evaluate

K6-Create

Course designed by: DR. J. SUJATHAMALINI

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)				L(1)				
CO2	S(3)	M(2)					L(1)			
CO3	M(2)	S(3)			M(2)	M(2)				
CO4	M(2)	M(2)	S(3)			M(2)		M(2)		
CO5	M(2)	S(3)			M(2)	M(2)			L(1)	
W.AV	2.2	2.6	0.6		0.8	1.4	0.2	0.4	0.2	

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)			L(1)
CO2	S(3)	M(2)		L(1)	M(2)
CO3	M(2)	S(3)	M(2)	M(2)	M(2)
CO4	M(2)	M(2)	S(3)	M(2)	M(2)
CO5	M(2)	M(2)	S(3)	S(3)	M(2)
W.AV	2.4	2.2	1.6	1.6	1.8

S–Strong (3), M-Medium (2), L-Low (1)

SEMESTER III

Core	Course Code: 743303	Practical Related to Disability-E2	P	Credits:2	Hours:4
<ul style="list-style-type: none">• 5 lectures with B.Ed. students (1 in pedagogy subject, 1 in inclusive education, and 3 in specialization papers) -- 50 Marks (@ 10)• Teaching of ICT to B.Ed. students 5 classes -- 50 marks					

Semester- III					
DSE	Course Code: 743304	Educational Management	T	Credits:2	Hours:2
Unit-I					
Objective 1	Explain the basic fundamental areas of educational management.				
Foundations in Educational Management: Definition & Concept – (Management as an art, science, organization, person & discipline) – Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach – Principles & processes of management – Styles of management – (autocratic, laissez-faire, transactional, contingency) – Leader vs. Manager; role competencies					
Outcome1	Understand the basic fundamental areas of educational management.				K2
Unit-II					
Objective 2	Describe the Concept and Quality issues in Total Quality management of educational institutes				
Total Quality Management in Education: Concept and Quality issues in Quality management of educational institutes – Educational applications – Assessment of educational institutions – Strategic planning & Sustainable development – Implementing TQM.					
Outcome2	Describe the Concept and Quality issues in Total Quality management of educational institutes				K1
Unit-III					
Objective 3	Enumerate the Manpower planning, talent acquisition & management				
Human Resource Management: Manpower planning, talent acquisition & management- Employee benefits, welfare & Performance appraisals systems – 360-degree approach, Training, development & capacity building of organization – Organisational behavior; climate & culture, Individual & group dynamics – Conflict management & negotiations of organizational behavior					
Outcome3	Enumerate the Manpower planning, talent acquisition & management.				K3
Unit-IV					
Objective 4	Explain the Need, relevance and National agencies for EMIS.				
Educational Management Information Systems (EMIS): Need, relevance and National agencies for EMIS- Internal & external stakeholders of EMIS – Tools & process of EMIS – Collecting and disseminating data & using information constituting indicators – Data monitoring plans, Dissemination, distribution & publication of data.					
Outcome4	Explain the Need, relevance and National agencies for EMIS.				K4
Unit-V					
Objective 5	Understand the Need &Importance of financial management in educational institute				
Financial Management: Need &Importance of financial management in educational institute – Basic concepts in accounting – Importance & types of budgeting – Resource mobilization & allocation – Proposal writing for funding in educational institutes					
Outcome5	Understand the Need &Importance of financial management in educational institute.				K1
Suggested Readings					
Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.					
Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A					

Sage Publications Company, London.

- Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.
- Deshmukh, A.V., & Naik. A. P. (2010). Educational Management. Himalaya Publishing House Pvt. Ltd., Mumbai.
- Dessler, G. (2012). Human Resource Management. Prentice Hall, London.
- Dimmock, C. (2012). Leadership in Education: Concept, Themes and Impact. Routledge, New York.
- Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.
- Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.
- Mathis, R. L., & Jackson, J. H. (2010). Human resource management (13th ed.).
- Mukhopadhyaya, M. (2011). Total Quality Management in Education. Sage publications India Pvt. Ltd. New Delhi.
- Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). Human resource management applications: Cases, exercises, and skill builders (7th ed.).
- Pande, S., & Basak, S. (2012). Human Resource Management. Text and Cases. Amazon Digital South Asia Services, Inc.
- Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications Ltd. London.
- Senge, P. (2007). A Fifth discipline Resource. Schools that lead: Nicholas Brealey Publishing, London.
- Senge, P.M. (1994). The fifth Discipline; The Art & Practice of The Learning Organization. Currency Doubleday, New York.
- Shapi, J. (N.K). Writing a Funding Proposal.
- Ulrich, D., & Brockbank, W. (2005). TheHR Value Proposition. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

Online Resources

Online Resources

- <https://www.asahq.org/>
- <https://www.nassp.org/>
- <https://www.nsba.org/>
- <https://www.edutopia.org/>
- <https://www.cultofpedagogy.com/>
- <https://www.gse.harvard.edu/>

K1- Remember

K2-Understand

K3-Apply

K4-Analyze

K5-Evaluate

K6-Create

Course designed by: DR. J. SUJATHAMALINI

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)								
CO2	M(2)	S(3)			M(2)	M(2)				
CO3	M(2)	M(2)			S(3)	S(3)				
CO4	M(2)	M(2)	S(3)		S(3)	M(2)		S(3)		
CO5	S(3)	M(2)						M(2)		
W.AV	2.4	2.2	0.6		1.6	1.4		1		

S-Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)			
CO2	L(1)	M(2)	M(2)		
CO3	S(3)	M(2)	M(2)		L(1)
CO4	M(2)	M(2)	M(2)	L(1)	L(1)
CO5	M(2)	L(1)	M(2)	L(1)	L(1)
W.AV	2	1.8	1.6	0.4	0.6

S-Strong (3), M-Medium (2), L-Low (1)

Semester- III					
Core	Course Code: 743305	Educational Technology	T	Credits:2	Hours:2
Unit-I					
Objective 1	Discuss roles of Educational Technologists in various contexts.				
Educational Technology: Concept, Definition and Scope of Educational Technology - Need and Role of Educational Technologists in India - Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 ... - Systems Approach; Meaning, Scope and Components - (Communication Process), Meaning and components - Models of communication: Simple, Osgood and Schramm, Gerbner's mode Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System					
Outcome1	Understand the roles of Educational Technologists in various contexts.				K2
Unit-II					
Objective 2	Apply appropriate instructional Technology strategies.				
Instructional Technology : Concept and Definition of Instructional Technology - Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason, Steps in developing Instructional design –(Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test - Selection of method, Selection of media, Development of material, Tryout, Formative and summative evaluation - Methods & Models Instructional designs for Large Group and Individual Instructions - Co-operative and Individual Learning Strategies for children with disabilities					
Outcome 2	Learned appropriate instructional Technology strategies.				K1
Unit-III					
Objective 3	Develop appropriate Instructional and Interactive Learning				
Instructional and Interactive Learning: Interactive learning: concept, need and components, Instructional Media for children with Special needs, Interactive learning Material for children with disabilities, Development of Interactive learning Material, Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc).					
Outcome3	Develop appropriate Instructional and Interactive Learning				K4
Unit-IV					
Objective 4	Integrate suitable ICT For Inclusion				
ICT For Inclusion: ICT for 21 st century learning, Dilemmas and Realities about applications in ICT in inclusive education, Potentials of ICT in inclusive education - ICT-Access, equity, participation, Skill development and life- long learning, ICT for teaching-learning - Role of ICT in curriculum transaction					
Outcome4	Integrate suitable ICT For Inclusion.				K6
Unit-V					
Objective 5	Acquired the knowledge the Online Learning - Blended Learning, M-Learning - MOOC				
Recent Trends in Technology: Online Learning - Blended Learning, M-Learning -MOOC – OER, Machine learning, Artificial intelligence.					
Outcome5	Acquired the knowledge the Online Learning - Blended Learning, M-Learning -MOOC				K1

Suggested Readings

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Online Resources

Online Resources

<https://www.iste.org/>

<https://www.edsurge.com/>

<https://www.commonsemmedia.org/>

K1- Remember

K2-Understand

K3-Apply

K4-Analyze

K5-Evaluate

K6-Create

Course designed by: DR. J. SUJATHAMALINI

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)		M(2)						
CO2	S(3)	M(2)								
CO3	M(2)	L(1)	S(3)							
CO4	M(2)	M(2)	S(3)			S(3)		M(2)		
CO5	S(3)	M(2)					L(1)			
W.AV	2.6	1.8	1.2	0.4		0.6	0.2	0.4		

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)			
CO2	M(2)	M(2)	L(1)	M(2)	L(1)
CO3	L(1)	M(2)	L(1)	S(3)	M(2)
CO4	L(1)	M(2)	L(1)	S(3)	M(2)
CO5	L(1)	L(1)		S(3)	M(2)
W.AV	1.6	1.8	0.6	2.2	1.4

S-Strong (3), M-Medium (2), L-Low (1)

Semester- III					
Core	Course Code: 743306	Guidance and Counselling	T	Credits:2	Hours:2
Unit-I					
Objective 1	State the basic Concept, principles, Objectives in Guidance & Counselling.				
Education and Career Guidance: Concept, principles, Objectives and need for guidance at various educational level – Types of Guidance – Individual and group, Personal, Educational and Vocational Career Development needs of students – Changing scenarios in a global world, Tests and Techniques for Guidance: Testing techniques –Aptitude, Interest, Achievement & Personality – Non-testing techniques-Interview, Case study, observation, Diary, anecdotal and commutative record – Essential services in a school guidance program					
Outcome1	Understand the basic Concept, principles, Objectives in Guidance & Counselling..				K2
Unit-II					
Objective 2	Discuss the Vocational Guidance.				
Vocational Guidance: Factors influencing choice of career – Theories – Vocational Choice – Vocational development and Career development theories – Assessment of Vocational maturity, Occupational information in Guidance – Guidance for students with disabilities.					
Outcome2	Learned about Vocational Guidance.				K1
Unit-III					
Objective 3	Describe the Concept, fundamentals and nature of counseling				
Fundamentals of Counselling: Concept and nature of counseling – Scope and objectives of counseling – Stages of the counselor process – Counselling techniques – Ethical principles and issues					
Outcome3	Describe the Concept, fundamentals and nature of counseling.				K5
Unit-IV					
Objective 4	Analyze the Group approaches in Vocational Counselling and Guidance				
Group approaches in Vocational Counselling and Guidance: Types, areas and approaches of Counselling – Steps and skills in the counselor process, Advantages and Disadvantages of Group Guidance techniques – Essential services in school and community based guidance programs, Placement, research, evaluation services – Essential services of Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction.					
Outcome4	Analyze the Group approaches in Vocational Counselling and Guidance				K4
Unit-V					
Objective 5	Discuss the Assessment in Educational and Vocational Guidance and Counselling				
Assessment in Educational and Vocational Guidance and Counselling: Assessment of underachievement and challenges – Assessment of giftedness and special strengths – Career test construction, administration, scoring and interpretation, Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse – Role of counselor in the contemporary context					
Outcome5	Discuss the Assessment in Educational and Vocational Guidance and Counselling				K5

Suggested Readings

- Naik, P.S. (2013). *Counselling Skills for Educationists*. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). *Guidance and Counselling*. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). *Academic Environment: Advice, Counsel and Activities*. Soujanya Books, New Delhi.
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- Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. Soujanya Books, New Delhi.

Online Resources

Online Resources

- <https://www.schoolcounselor.org/>
- <https://www.nbcc.org/>
- <https://www.counseling.org/>
- <https://www.psychologytoday.com/us/therapists>
- <https://mentalhealthtx.org/>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
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Course designed by: DR. J. SUJATHAMALINI

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)								
CO2	S(3)	M(2)								
CO3	S(3)	M(2)		M(2)						
CO4	M(2)	S(3)	M(2)	L(1)		L(1)			L(1)	
CO5	S(3)	M(2)								
W.AV	2.8	2.2	0.4	0.6		0.2			0.2	

S-Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)			
CO2	S(3)	L(1)	L(1)		L(1)
CO3	M(2)	L(1)	M(2)	S(3)	M(2)
CO4	M(2)	M(2)	M(2)	S(3)	M(2)
CO5	L(1)	M(2)	M(2)	S(3)	M(2)
W.AV	2.2	1.4	1.4	1.8	1.4

S-Strong (3), M-Medium (2), L-Low (1)

SEMESTER III

Core	Course Code: 743307	Practical related to disability- E2	P	Credits:2	Hours:4
Research Proposal presentation on the Dissertation topic for 100 Marks					

Semester- IV					
Core	Course Code: 743401	Educational Evaluation	T	Credits:4	Hours:4
Unit-I					
Objective 1	Explain Concept of testing, measurement, assessment and evaluation.				
Foundations in Evaluation: Concept of testing, measurement, assessment and evaluation – Difference between investigation, auditing, monitoring & evaluation –Principles of Evaluation, Areas of Evaluation, The evolution of the evaluation function Measurement/ comparison, Transparency, accountability – Evaluation function Understanding/ learning/ decision making/ positive accountability					
Outcome 1	Explain Concept of testing, measurement, assessment and evaluation.				K5
Unit-II					
Objective 2	Describe the scope of evaluation in education.				
Scope of Evaluation: Problem-solving and decision-making – Positive accountability and excellence in education – Knowledge construction and capacity building of learners –Organizational learning and change, and Strategic planning, Advocacy & communication					
Outcome2	Described the scope of evaluation in education.				K6
Unit-III					
Objective 3	Describe the Need & Nature Tools for teaching – learning and evaluation.				
Teaching-learning and Evaluation: Evaluation of learning, for learning and in learning- Contexts – Need & Nature Tools for evaluation – Process of standardization, Equity – Fairness in evaluation including adaptations & Accommodations – Report writing: Format, Content & Mechanics, Mastery Level Learning.					
Outcome3	Describe the Need & Nature Tools for teaching – learning and evaluation..				K5
Unit-IV					
Objective 4	Describe the Concept, need, goals and tools – Evaluation of instructional programmes				
Programme Evaluation & Review: Concept, need, goals and tools – Evaluation of instructional programmes –Techniques of programme evaluation, Reliability, validity - Sensitivity in programme evaluation – Reviewing outcomes.					
Outcome4	Describe the Concept, need, goals and tools – Evaluation of instructional programmes.				K2
Unit-V					
Objective 5	Explain the Performance Based Evaluation –Role play, Concept maps.				
Current Trends in Evaluation: Knowledge based evaluation – Performance Based Evaluation –Role play, Concept maps – Authentic Evaluation – Interviews, Writing samples, Projects, Exhibitions, Reflective Journals – Self-evaluation – Rubrics & Rating scales – Exams – Online, On-demand, Take-home Power Tests & Open book					
Outcome 5	Explain the Performance Based Evaluation –Role play, Concept maps.				K5

Suggested Readings

- Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
- American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
- American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
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- Gronlund, N.E., & Linn, R. (1990). Measurement and evaluation in teaching (6th Edition). Macmillan, New York.
- Hamayan, (1995). Approaches to alternative assessment. "Annual Review of Applied Linguistics," 15, 212-226.
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- Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-technique-pert.html> on 10.4.2015
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- School self-evaluation. Retrieved from http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015
- UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_Evaluation.pdf on 16.4.2015
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Online Resources

Online Resources

<https://wmich.edu/evaluation>

<https://www.eval.org/>

<https://www.cdc.gov/eval/index.htm>

<https://onlinelibrary.wiley.com/journal/1534875x>
<https://ies.ed.gov/ncee/wwc/>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
Course designed by: DR. J. SUJATHAMALINI					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)	S(3)							
CO2	L(1)	M(2)	S(3)						M(2)	
CO3	M(2)	L(1)			S(3)					
CO4	L(1)	S(3)		M(2)				L(1)		
CO5	M(2)	M(2)	S(3)			S(3)			M(2)	L(1)
W.AV	1.6	2	1.8	0.4	0.6	0.6		0.2	0.8	0.2

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)			
CO2	S(3)	M(2)	L(1)		
CO3	S(3)	M(2)	L(1)	M(2)	M(2)
CO4	M(2)	M(2)	M(2)	M(2)	M(2)
CO5	M(2)	M(2)	M(2)	M(2)	
W.AV	2.6	1.8	1.2	1.2	0.8

S–Strong (3), M-Medium (2), L-Low (1)

SEMESTER IV

Core	Course Code: 743402	Field Engagement/Internship as a Teacher Educators	P	Credits:4	Hours:8
Field engagement					
<ul style="list-style-type: none">• Prepare community participatory programme (workshops for awareness programmes for public using multimedia/charts/street plays etc.) -- (50 Marks)• conduct seminar on ICT -- (25 Marks)• Guide and observe B.Ed. trainees in their practice lessons (at least 5 lessons) – (25 Marks @ 5) OR					
Work out a critical study of the teachers’ training institute on quality management, resources, time table, etc. – (25 Marks)					
<ul style="list-style-type: none">• Prepare a Report					

SEMESTER IV

Core	Course Code: 743403	DISSERTATION	P	Credits:12	Hours:12
<p>Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD/Principal of the Department/ College.</p> <p>Students are expected to complete the Dissertation work in four phases in four semesters.</p> <p>Phase 1: Synopsis Submission In the first semester the students have to develop the Research proposal (Synopsis) and present the same in the Faculty Seminar at the end of the first semester.</p> <p>Phase 2: Review of Literature and Development of Tools During the Second Semester the student has to conduct review of literature and develop relevant tools for their research projects. Students have to present a seminar on collected review of literature and tools developed in the faculty seminar and seek feedback and incorporate suggestions given by the faculty.</p> <p>Phase 3: Data collection In phase three, students must complete data collection and data analysis.</p> <p>Phase 4: Data analysis, Results Discussion and Thesis Submission In phase four students must complete Data analysis, Results and Discussion and report writing and submit the final report at the end of fourth semester.</p> <p>The students have to submit three typed copies of Dissertation to the Department/ College by the end of IV Semester.</p> <p>The viva-voce will be held on a date to be fixed by the University. Dissertation and viva-voce will be evaluated jointly by external and internal examiners.</p>					

SEMESTER IV

SEMESTER IV					
Core	Course Code: 743404	Research Reporting and Presentation	P	Credits:2	Hours:2

Semester- IV					
DSE	Course Code: 743405	Policy in Education	T	Credits:2	Hours:2
Unit-I					
Objective 1	Understand the types of educational policy and its classifications				
Formulation of Educational Policy: Need and Importance of Educational Policy, Objectives determinants of educational policy - Types of education policy, National, state and institutional level – short – term. Long –term polices, Preparation of discussion document - State level and national consultations, consultations with all stakeholders - Constitution of steering committee and task forces - Presentation of draft document in CABE and parliament education policy vis -a-vis development policy, school development policy					
Outcome 1	Understand the types of educational policy and its classifications				K2
Unit-II					
Objective 2	Aware about the need and importance, objectives and determinant of educational policy				
Implementation of Policy: Formulation of plan of action-policy parameters for formulation of programmes and strategies - Identification of implementation agencies- centre – state partnership in policy implementation - Public private partnership in implementation of educational policy - Role of civil society and NGO in policy implementation - Issues involved in implementation of educational policy					
Outcome 2	Known about the need and importance, objectives and determinant of educational policy				K1
Unit-III					
Objective 3	Understand the monitoring and evaluation of educational policy				
Monitoring and Evaluation of Policy Implementation: Issues and strategies in evaluation of educational policies - Issues of the evaluation and monitory policy implementation - Evaluation criteria to be followed in the educational policies, Monitoring and evaluation agencies of educational policies at state , central land local level - National policies for education of marginalized, weaker and differently able groups.					
Outcome 3	Understand the monitoring and evaluation of educational policy				K2
Unit-IV					
Objective 4	Aware about the concept of policy research and analysis of the document of the educational policies				
Policy Research: Concept of policy research - Analysis of the documents of the education policy - Research methods of the educational policies - Process and impact of educational studies - Funding agencies for the research of educational policy.					
Outcome 4	Aware about the concept of policy research and analysis of the document of the educational policies				K5
Unit-V					
Objective 5	Understand the linkage between education policy and education in the concurrent list				

Linkage Between Education Policy And National Development Policy: Linkage between education policy ; National development policy; Fruitful effect on the linkage of their policies; Role of government in correlation of these policies; Education in the concurrent list.

Outcome 5

Understand the linkage between education policy and education in the concurrent list

K2

Suggested Readings

Blackmore, c, and lauder, H (2004): Researching policy, in somekh, B., and lewkin, c.(2004).Ed. research methods in the social sciences. Pp.97-104.

Freeman, A.M, III (1993): the measurement of environmental and resource Values: Theory and methods. Washington,D.C.

Govt. of India, MHRD (1982) NPE and its POA (1986/1992)

Mitchell, R.C and R,T Carson (1989): using surveys to value public Goods: The contingent valuation method, washiongton ,D.C.:

Nagel , s., and Neef , M (1979): policy Analysis in social science Research, London: sage publications. Pp 9-14

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Nordhaus, W.D (1998) : Economic and policy Issues in climate change. Washington, D.C.

Trow, M. (1988) : policy Analysis, in Keevs, J.P. (ed) ‘Educational Research Methodology and Measurement : An international Handbook’. Pergamon press plc. Pp 197-202

Wildavsky , A.(1979) : The Art and Craft of policy Analysis’. London : Macmillian press Ltd. Pp 3-21

Online Resources

Online Resources

- https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English.pdf
- <https://educationnext.org/>
- <https://www.edweek.org/>
- <https://hechingerreport.org/>
- <https://eric.ed.gov/>

K1- Remember

K2-Understand

K3-Apply

K4-Analyze

K5-Evaluate

K6-Create

Course designed by: DR. J. SUJATHAMALINI

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)					M(2)		M(2)	
CO2	S(3)	L(1)		L(1)		L(1)			M(2)	
CO3	S(3)	L(1)					M(2)			
CO4	S(3)	M(2)	M(2)							
CO5	S(3)	L(1)					M(2)			
W.AV	3	1.6	0.4	0.2		0.2	1.2		0.8	

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)			
CO2	M(2)	L(1)		L(1)	
CO3	S(3)	L(1)		M(2)	
CO4	M(2)	M(2)		M(2)	
CO5	S(3)	L(1)	L(1)	M(2)	M(2)
W.AV	2.6	1.2	0.2	1.4	0.4

S–Strong (3), M-Medium (2), L-Low (1)

Semester- IV					
DSE	Course Code: 743406	Distance Education	T	Credits:2	Hours:2
Unit-I					
Objective1	Understand the nature and need of distance education in the present day Indian Society				
Distance Education – An Introduction: Distance Education – Definition, meaning and concept – Distance education and correspondence course – Distance learning and open learning – Distance education need of the hour – Growth and Development of distance education Distance education in India, Distance education in the global context					
Outcome 1	Understand the nature and need of distance education in the present day Indian Society				K5
Unit-II					
Objective 2	Acquire knowledge on intervention strategies at a distance and application of information and communication technologies				
Intervention Strategies at a distance: Information and communication technologies - Application in Distance education – Designing and preparing self-instructional materials – Electronic media for distance education – Intervention strategies for admission , classes , examination and evaluation					
Outcome 2	Acquire knowledge on intervention strategies at a distance and application of information and communication technologies				K2
Unit-III					
Objective 3	Understand various modes of student support services (SSS) and develop in them skills to manage such services for various kinds of program through distance education				
Learning at a Distance: Student Support Services (SSS) in distance education and their management – Technical and vocational programmes through distance education – Program for women through distance education – Distance education and Rural Development – Skill development through distance education, Obstacles in distance education					
Outcome 3	Understand various modes of student support services (SSS) and develop in them skills to manage such services for various kinds of program through distance education				K4
Unit-IV					
Objective 4	Evaluate the Quality enhancement and Program				
Quality enhancement and Program Evaluation: Quality assurance of distance education – Mechanisms for maintenance of standards in distance education – Program evaluation – Cost analysis in Distance education – New Dimensions in distance education					
Outcome 4	Evaluate the Quality enhancement and Program				K5
Unit-V					
Objective 5	Acquire knowledge on the agencies in distance education and role of DE and learning centers in distance education				
Agencies in Distance Education: Agencies and Recognition in Distance education – Distance education Bureau (DEB) – Role of UGC in distance education – Role DEC – IGNOU – TNOU – Role of learning centers in distance education.					

Outcome 5	Acquire knowledge on the agencies in distance education and role of DE and learning centres in distance education	K6
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Suggested Readings

American Association of University Professors (1999) Statement on Distance Education June 1999. <http://www.aaup.org/I/Redboo.StDistEd.htm>

Aragon, S.R. (2003) Creating Social presence in online environments. *New Directions for Adult and Continuing Education*, 100, 57-68

Ayers, E.L. (2004) The Academic and IT Culture: Their effect on teaching and Scholarship, *EDUCAUSE*, 39, 48-62

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Iien, I.A & Seaman, J. (2003). *Sizing the opportunity: The quality and extent of online education in the United States, 2002 and 2003*. The Sloan Consortium. <http://www.sloan-c.org/publications/book/survey .asp>

Online Resources

Online Resources

<https://onlinelearningconsortium.org/>

<https://www.qualitymatters.org/>

<https://www.oeconsortium.org/>

<https://merlot.org/>

<i>K1- Remember</i>	<i>K2-Understand</i>	<i>K3-Apply</i>	<i>K4-Analyze</i>	<i>K5-Evaluate</i>	<i>K6-Create</i>
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Course designed by: DR. J. SUJATHAMALINI

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)				M(2)				
CO2	S(3)	L(1)	S(3)							
CO3	S(3)	M(2)			M(2)	M(2)				
CO4	S(3)	M(2)	M(2)				S(3)			L(1)
CO5	M(2)	L(1)	S(3)			M(2)		S(3)		
W.AV	2.8	1.6	1.6		0.4	1.2	0.6	0.6		0.2

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)			
CO2	L(1)	M(2)	M(2)	S(3)	S(3)
CO3	M(2)	S(3)		S(3)	S(3)
CO4	L(1)	M(2)	M(2)	S(3)	M(2)
CO5	M(2)	M(2)	M(2)	S(3)	M(2)
W.AV	1.8	2	1.2	2.4	2

S–Strong (3), M-Medium (2), L-Low (1)



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