ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India

FACULTY OF EDUCATION

DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE

B.Ed., SPECIAL EDUCATION (VISUAL IMPAIRMENT)

REGULATIONS AND SYLLABUS

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

DEPARTMENTOF SPECIAL EDUCATION AND REHABILITATION SCIENCE

B.Ed SPECIAL EDUCATION (VISUAL IMPAIRMENT)

REGULATIONS ANDSYLLABUS

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

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

Chairperson: Name: Dr. J. Sujathamalini Designation: Professor & Head Department: Department of Special Education & Rehabilitation Science University: Alagappa University TeachingExperience:15 Years ResearchExperience:15 Years Area of Research: Special Education & Psychology	
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	
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	
Indian Expert: Name: Dr. Manivannan, Designation: Professor & Chairperson Department: Faculty of Education University: Tamil Nadu Open University, Chennai. Teaching Experience:17 Years Research Experience: 17 Years Area of Research: Special Education, Education	
Industry Expert: Name: Dr. Sreepriya Designation: Lecturer in Special Education & Regional Director(i/c) Company name and address: Regional Centre, National Institute for Visually Handicapped. Chennai. Experience:15 years Area: Special Education – Visual Impairment	

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: Education Area of Research: Education & Psychology	
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 Area of Research: Education & Special Education - Intellectual Disabilities	

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: B.Ed Spl. Ed (Visual Impairment)

Programme of Level: B.Ed Spl. Ed (Visual Impairment)

Duration for the Course: Two Years- Full Time

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 opt an inter-disciplinary and intra-disciplinary course of 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/ practical training 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 completing the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory one credit is equal to two hours per week

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 members 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) 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	Acquire and apply the knowledge to provide education to the students with visual impairment
PO – 2 Problem Analysis	Identify the pedagogical needs of the students with visual impairment and formulate appropriate teaching strategies at special & inclusive schools
PO – 3 Design/Development Of Solution	Communicate effectively to establish rapport with the stakeholders to ensure effective teaching learning of the students with special needs
PO – 4 Investigations Conduct	Design innovative pedagogy through critical and creative thinking in classroom practices for problem solving to ensure education of the students with various disabilities.
PO – 5 Modern Tool Usage	Adapt modern methods and resources to meet the diversified needs of the students by using standardized and teacher made assessment tools

PO – 6 Society	Identify and integrate societal needs in pedagogy by collaborating with the stakeholders
PO- 7 Environmental Sustainability	Evolve as an innovative & inspiring teacher, good administrator and demonstrate effective citizenship
PO – 8 Ethics	Demonstrate core values, ethics and professional commitment to the field which they serve
PO - 9 Individual & Team Work	Function effectively as an individual , and as a member or leader in diverse teams in multidisciplinary settings
PO - 10 Lifelong Learning	Engage in life-long learning for holistic development

9. **Programme Specific Objectives - (PSO)**

PSO – 1	To develop knowledge and skills to promote human resource development in the field of visual impairment.
PSO – 2	To train competencies of teaching to the disability specialization; cross disability and inclusive education among students to promote them to be a better special educator
PSO – 3	To Assist potential special educators to exert leadership in advocating and meeting educational needs of children with visual impairment in various settings
PSO – 4	To identify the proper adaptive device for the children with visual impairment and provide the opportunity to develop specialized capacity for leadership in classroom management.
PSO - 5	To Enhance the community based education and community awareness for children with visual impairment.

10. Programme outcomes - (PO)

PO – 1 Knowledge	Acquire and apply the knowledge to provide education to the students with visual impairment
PO – 2 Problem analysis	Identify the pedagogical needs of the students with visual impairment and formulate appropriate teaching strategies at special & inclusive schools
PO – 3 Design/development of solution	Communicate effectively to establish rapport with the stakeholders to ensure effective teaching learning of the students with special needs
PO – 4 Investigations conduct	Design innovative pedagogy through critical and creative thinking in classroom practices for problem solving to ensure education of the students with various disabilities.
PO – 5 Modern tool usage	Adapt modern methods and resources to meet the diversified needs of the students by using standardized and teacher made assessment tools
PO – 6 society	Identify and integrate societal needs in pedagogy by collaborating with the stakeholders
PO- 7 Environmental sustainability	Evolve as an innovative & inspiring teacher, good administrator and demonstrate effective citizenship
PO – 8 ethics	Demonstrate core values, ethics and professional commitment to the field which they serve
PO -9 Individual & Team work	Function effectively as an individual , and as a member or leader in diverse teams in multidisciplinary settings
PO- 10 Lifelong learning	Engage in life-long learning for holistic development

11. Programme Specific Outcome - (PSO)

PSO – 1	To develop knowledge and skills to promote human resource development in the field of visual impairment.
PSO – 2	To train competencies of teaching to the disability specialization; cross disability and inclusive education among students to promote them to be a better special educator
PSO – 3	To Assist potential special educators to exert leadership in advocating and meeting educational needs of children with visual impairment in various settings
PSO – 4	To identify the proper adaptive device for the children with visual impairment and provide the opportunity to develop specialized capacity for leadership in classroom management.
PSO - 5	To Enhance the community based education and community awareness for children with visual impairment.

12. Eligibility for admission

The admission for the degree of B.Ed Special Education (VI) shall be open to:

A candidate who has successfully passed any Bachelor Degree of School Subjects from a recognized university

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

UG 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 UG 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. 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 be 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.

D. Practical / Internships (Maximum Marks: 800)

The duration of the internship and practical shall be a minimum of two months in the third and fourth semester

➢ Plan of work

Internship:

- General School (Mainstream Education)
- Specialization (Special School – Specific Disability)
- Cross Disabilities (Integrated Disability Education)
- Inclusion (SSA) (Inclusive Education)

14. Teaching methods

Lecture Methods, Demonstration, Activity based Teaching Learning and 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, analyzing, 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

S.No	Content	Marks
1.	Average marks oftwo CIAtest	15
2.	Seminar/groupdiscussion/quiz	5
3.	Assignment/fieldtrip report/casestudyreport	5
	Total	25

Practical -25 Marks

1	Teaching	10marks
2	Teaching Learning Materials	5 marks
3	Record Note	10marks
	Total	25Marks

Internship (assess by Guide/In charge/HOD/supervisor)

1	Teaching	10marks
2	Teaching Learning Materials	5 marks
3	Record Note	10marks
	Total	25Marks

B. 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.

C. Scheme of External Examination (Question Paper Pattern)

Theory - Maximum 75 Marks

Section A	10questions.Allquestionscarryequalmarks. (Objective type questions)	10 x1 = 10 Marks	10questions–2 each From every unit
Section B	5 questions Either / or type like 1.a(or)b. All questions carry equal marks	5 x5 = 25	5questions–1 each from every unit
Section C	5 questions Either / or type like 1.a(or)b.All questions carry equal marks	5 x8 =40	5 question – Should cover all units

17. 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

18. 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.

19. 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 formulate

GRADE POINT AVERAGE (GPA) = $\Sigma_i C_i\ G_i / \Sigma_i C_i$

GPA = <u>Sum of the multiplication of Grade Points by the credits of the courses</u>

Sum of the credits of the courses in a Semester

20. 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.

CUMULATIVE GRADE POINT AVERAGE (CGPA) = $\Sigma_n \Sigma_i C_{ni}\ G_{ni} / \Sigma_n \Sigma_i C_{ni}$

CGPA = <u>Sum of the multiplication of Grade Points by the credits of the entire Programme</u>

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.

22. 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.

23. Conferment of the Bachelor'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).

24. 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.

B.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	713101	Core 1	Human Growth and Development	T	4	4	25	75	100
2	713102	Core 2	Contemporary India and Education	T	4	4	25	75	100
3	713103	Core 3	Learning, Teaching and Assessment	T	4	4	25	75	100
4	713104 713105	Core 4	Pedagogy of Teaching Tamil or Pedagogy of Teaching English	T	4	4	25	75	100
5	713106 713107 713108 713109 713110	Core 5	Pedagogy of Teaching Special Tamil Pedagogy of Teaching Special English Pedagogy of Teaching Mathematics Pedagogy of Teaching Science Pedagogy of Teaching Social Science	T	4	4	25	75	100
6	713111	Core 6	Introduction to Sensory and Neuro Developmental Disabilities	T	2	2	25	75	100
7	713112	Core 7	Identification of Children with Visual Impairment and Assessment of Needs	T	4	4	25	75	100
8	713113	Core 8	Practical related to Cross Disability and Inclusion – E1	P	2	4	25	75	100
					28	30	200	600	800
II Semester									
9	713201	Core 9	Curriculum Adaptation and Strategies for Teaching Expanded Curriculum for Children with Visual Impairment	T	4	4	25	75	100
10	713202	Core 10	Intervention and Teaching Strategies for Children with Visual Impairment	T	4	4	25	75	100
11	713203	Core 11	Technology and Education of Children with Visual Impairment	T	4	4	25	75	100
12	713204	Core 12	Psycho Social and Family Issues of Children with Visual Impairment	T	4	4	25	75	100
13	713205	Core 13	Introduction to Locomotor Disabilities & Multiple Disabilites and Accessibility	T	2	2	25	75	100
14	713206	Core 14	Practical related to Disability Specialisation - E2	P	2	4	25	75	100
15	713207 713208 713209	DSE-1 Elective-1	Skill Based Course – I - Disability Specialization 1. Management of Learning Disability and Vocational Training for Transition & Job Placement 2.Orientation & Mobility and Augmentative & Alternative Communication 3.Communication Options: Oralism & Manual (Indian Sign Language)	T	2	2	25	75	100
16	712210	Value Added Course	NaiTalim	P	2	2	25	75	100
17	713211 713212		1.Value Education 2.Gender and Disability	T	2	2	25	75	100
			Library / Yoga/ counselling/Field trip			2			
18			Self-learning course (SLC) –MOOCs***		Extra credit				
					26	30	225	675	900
III Semester									
19	713301	Core 15	Basic Research & Basic Statistics and Action Resear	T	4	4	25	75	100
20	713302	Core 16	Practical related to Cross Disability and Inclusion – E1	P	4	8	25	75	100
21	713303	Core 17	Internship/ School Placement – General School	P	4	8	25	75	100
22	713304	Core 18	Internship/ School Placement –Special School	P	4	8	25	75	100

23	713305	DSE-2 Elective – 2	Skill Based Course – II– Cross Disability and Inclusion 1.Guidance & Counselling and Applied Behavior Analysis 2. Early Childhood Care & Education and Community Based Rehabilitation 3. Braille & Assistive Devices and Application of ICT in Classroom	T	2	2	25	75	100
24		Self-learning course (SLC) –MOOCs***			Extra credit				
					18	30	125	375	500
			IV Semester						
25	713401	Core 19	Inclusive Education	T	4	4	25	75	100
26	713402	Core 20	Reading & Reflecting on Texts (EPC) and Drama & Arts in Education (EPC)	T	2	2	25	75	100
27	713403	Core 21	Practical related to Disability Specialization – E2	P	4	8	25	75	100
28	713404	Core 22	Internship/ School Placement – Cross Disability	P	4	8	25	75	100
29	713405	Core 23	Internship/ School Placement – Inclusive School	P	4	8	25	75	100
					18		125	375	500
			Total		90 +	120	675	2025	2700

I-Semester					
Core	**Course Code: 713101**	**Human Growth and Development**	**T**	**Credits:4**	**Hours:4**

Unit-I		
Objective1	Explain the process of development with special focus on infancy, childhood and adolescence of cognitive, social and holistic development.	

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

Outcome 1	Acquire knowledge and Understand the process of development with Special focus on infancy, childhood and adolescence.	**K2**

Unit –II		
Objective 2	Critically analyze theoretical approaches to development.	

Theoretical Approaches to Development – Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)-Psychosocial Theory (Erikson)- Psychoanalytic Theory (Freud)-Ecological Theory (Bronfenbrenner) -Holistic Theory of Development (Steiner)

Outcome 2	Learn critically analyzed theoretical approaches to development	**K4**

Unit –III		
Objective 3	Enumerate the prenatal and childhood development aspects.	

The Early Years (Birth to Eight Years) - Prenatal development: Conception, stages and influences on prenatal development, 3.2 Birth and Neonatal development: Screening the newborn –APGAR Score-Reflexes and responses, neuro-perceptual development, Milestones and variations in Development-Environmental factors influencing early childhood development- Role of play in enhancing development

Outcome 3	Gain the knowledge of prenatal and childhood development aspects.	**K2**

Unit-IV		
Objective4	Comprehend early adolescence period of influencing of environment	

Early Adolescence (From nine years to eighteen years) – Emerging capabilities across domains of physical and social emotional- Emerging capabilities across domains related to cognition – meta cognition, creativity, ethics, Issues related to puberty- Gender and development- Influence of the environment (social, cultural, political) on the growing child.

Outcome 4	Learners Gain the knowledge of early adolescence development aspects.	**K3**

Unit-V		
Objective5	Analyze the transition period from adolescence to adulthood.	

Transitions into Adulthood – Psychological well-being- Formation of identity and self-concept -Emerging roles and responsibilities -Life Skills and independent living -Career Choices.

Outcome 5	Learners Describe the transition period from adolescent to adulthood.	**K4**

Suggested Readings

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

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

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

DSE (ASD) Human Development and Psychology Rehabilitation Council of India.

Elizabeth B.Hurlock . (2017) Developmental Psychology A life span approach, 5th Edition, Mc Graw Hill Education.

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

York.

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

Jean T.Nolan .(2009).Offshore Marine Aquaculture: Nova Science PubInc.

Khanna&Singh.(2012).ATextBookofFishBiologyandFisheries:NarendraPublication.Micha

el,K.(2007).FisheriesBiology,AssessmentandManagement:BlackwellPublishers.

Pillay,T.V.R&Kutty,M.N.(2005).Aquaculture:PrinciplesandPractices,(2ⁿᵈed.):WileyBlackwell.

Online resources
https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/hgdedition5.pdf
https://www.srcd.org/
https://dictionary.apa.org/developmental-psychology

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)
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)	S(3)	M(2)		L(1)	S(3)
CO2	S(3)	S(3)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	M(2)	M(2)
CO3	S(3)	S(3)		M(2)	M(2)	L(1)			L(1)	M(2)
CO4	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)	S(3)	S(3)	M(2)	S(3)
CO5	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
W.AV	3	3	1	2.4	2.2	2.2	1.8	1.2	1.8	2.6

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)	M(2)	L(2)	S(3)	L(1)
CO3	S(3)		L(2)		
CO4	S(3)			S(3)	
CO5	M(2)	M(2)			
W.AV	2.8	1.2	0.8	1.8	0.4

S–Strong (3),M-Medium(2),L-Low(1)

I-Semester					
Core	Course Code: 713102	**Contemporary India and Education**	T	Credits: 4	Hours: 4

Unit-I		
Objective1	Understand the history, nature and process and Philosophical foundations of education	
Philosophical Foundations of Education – Education: Concept, definition and scope- Agencies of Education: School, family, community and media- Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism- Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)- Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)		
Outcome 1	Explain the history, nature and process and Philosophical foundations of education	**K2**
Unit- II		
Objective2	Enumerate the concept of diversity	
Understanding Diversity – Concept of Diversity -Types of Diversity: Gender, linguistic, cultural, socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs- Diversity: Global Perspective		
Outcome 2	Learn the concept of diversity	**K1**
Unit-III		
Objective3	Understanding the contemporary issues and concerns in Education	
Contemporary Issues and Concerns – Universalization of School Education, Right to Education and Universal Access- Issues of a) Universal enrolment b) Universal retention c) Universal learning- Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system		
Outcome 3	Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context	**K3**
Unit-IV		
Objective 4	Explain the education commissions and policies related to education	
Education Commissions and Policy (School Education) – Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice- National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 - International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies		
Outcome 4	Learn critically analyse the education commissions and policies related to education	**K1**
Unit-V		
Objective 5	Comprehend issues and trends in Education	
Issues and Trends in Education – Challenges of education from preschool to senior secondary - Inclusive education as a rights-based model- Complementarities of inclusive and special schools- Language issues in education- Community participation and community-based education		
Outcome 5	Describe the issues and trends in Education	**K4**

Suggested Readings

Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.

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

Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.

Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.

Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.

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

National Policy on Education. (1986 & 92,2017). Ministry of Human Resource Development Government of India, New Delhi.

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

Roy,Nishant , Education in emerging Indian Society, Sonali Publication

Online Resource

http://unesdoc.unesco.org/images/0023/002322/232205e.pdf

http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.html

http://www.mkgandhi.org/speeches/speechMain.html

https://www.education.gov.in/

https://ncert.nic.in/

K-1 Remember	K-2 Understand	K-3 Apply		K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)			M(2)	L(1)	L(1)	M(2)		M(2)
CO2	S(3)	L(1)			S(3)	L(1)				
CO3	S(3)	L(1)		M(2)	M(2)	M(2)				
CO4	M(2)	L(1)		S(3)	S(3)		M(2)	S(3)		
CO5	L(1)	M(2)	S(3)	S(3)			L(1)	S(3)	M(2)	S(3)
W.AV	2.4	1.6	0.6	1.6	2	0.8	0.8	1.6	.4	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)	M(2)	S(3)	L(1)
CO2	S(3)	M(2)	L(1)	S(3)	L(1)
CO3	S(3)		L(1)		
CO4	S(3)			S(3)	
CO5	M(2)	M(2)			
W.AV	2.8	1.2	0.8	1.8	0.4

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester					
Core	**Course Code: 713103**	**Learning, Teaching and Assessment**	**T**	**Credits :4**	**Hours:4**

Unit-I

Objective1	Understand the theories of learning and intelligence and their applications for teaching children

Human Learning and Intelligence –Human learning: Meaning, definition and concept formation – Learning theories: -Behaviourism: Pavlov, Thorndike, Skinner -Cognitivism: Piaget, Bruner -Social Constructism: Vygotsky, Bandura. Intelligence: Concept and definition-Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)-Creativity: Concept, Definition and Characteristics – Implications for Classroom Teaching and Learning

Outcome1	Learn the comprehend the theories of learning and intelligence and their applications for teaching children	K2

Unit-II

Objective2	Critically Analyze the learning process, nature and theory of motivation

Learning Process and Motivation-Sensation: Definition and Sensory Process –Attention: Definition and Affecting Factors –Perception: Definition and Types –Memory, Thinking, and Problem Solving – Motivation: Nature, Definition and Maslow's Theory

Outcome 2	Understand the learning process, nature and theory of motivation	**K4**

Unit- III

Objective3	Explain the stages of teaching and learning and the role of teacher

Teaching Learning Process –Maxims of Teaching –Stages of Teaching: Plan, Implement, Evaluate, Reflect –Stages of Learning: Acquisition, Maintenance, Generalization-Learning Environment: Psychological and Physical –Leadership Role of Teacher in Classroom, School and Community

Outcome 3	Describe the stages of teaching and learning and the role of teacher	**K1**

Unit- IV

Objective 4	Learn about the overview of assessment and school system

Overview of Assessment and School System –Assessment: Conventional meaning and constructivist perspective –'Assessment of Learning' and 'Assessment for Learning': Meaning and difference - Comparing and contrasting assessment, evaluation, measurement, test and examination- Formative and summative evaluation, Curriculum Based Measurement – Revisiting key concepts in school evaluation: filtering learners, marks, credit, grading, choice, alternate certifications, transparency, internal-external proportion, improvement option

Outcome 4	Understand overview of assessment and school system.	**K3**

Unit-V

Objective 5	Critically Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Assessment: Strategies and Practices – Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure - Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level –Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions – Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations; - School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

Outcome 5	Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.	**K4**

Suggested Readings

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

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

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

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

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

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

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

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

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

Woolfolk, A., Misra, G., & Jha, A.K. (2012). Fundamentals of Educational Psychology, 11[th]edn, Pearson Publication, New Delhi.National Policy on Education. (1986 & 92,2017). Ministry of Human Resource Development Government of India, New Delhi.

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

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http://unesdoc.unesco.org/images/0023/002322/232205e.pdf

Online Resource

https://www.iste.org/

https://getkahoot.com/

https://www.cast.org/

http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.html
http://www.mkgandhi.org/speeches/speechMain.html

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create
			Course designed by: Dr. J. SUJATHAMALINI		

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	S(3)		M(2)	M(2)	L(1)	L(1)	
CO2	S(3)	S(3)		M(2)			S(3)			
CO3	S(3)	L(1)	M(2)			S(3)		S(3)		S(3)
CO4	L(1)	S(3)					S(3)			S(3)
CO5	S(3)	L(1)	L(1)	M(2)	S(3)		S(3)			
W.AV	2.6	2.2	1	1.4	0.6	1	2.2	0.8	0.2	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)		S(3)	
CO2	S(3)		M(2)	L(1)	
CO3		S(3)		M(2)	L(1)
CO4	S(3)		M(2)		L(1)
CO5		M(2)	M(2)		S(3)
W.AV	1.8	1.6	1.2	1.2	1

S–Strong (3), M-Medium(2), L-Low (1)

I-Semester					
Core	**Course Code: 713104**	**PEDAGOGY OF TEACHING TAMIL** விருப்பப்பாடம் -பொதுத்தமிழ்	**T**	**Credits:4**	**Hours:4**

அலகு-1	
அலகு -1	தாய்மொழிகற்றலின் நோக்கங்களைஅறிதல்

தாய் மொழி கற்பித்தலின் நோக்கம் மொழியின் தோற்றம் - மொழியின் இன்றியமையாமை—மொழிக் கற்பித்தலின் நோக்கங்கள் - பயன்கள் - பேசுதல் திறன் - நோக்கம் - முறைகள் - பயிற்சி—பயன்கள் கேட்டல் திறன் - நோக்கம் - முறைகள் - பயிற்சி—பயன்கள் படித்தல் திறன் - நோக்கம் - முறைகள் - பயிற்சி—பயன்கள் எழுதுதல் திறன் - நோக்கம் - முறைகள் - பயிற்சி—பயன்கள

வெளிப்பாடு 1	தாய்மொழிகற்றலின் நோக்கங்களைஅறிந்துகொள்கிறார்	**மு1**

அலகு-2		
நோக்கங்கள் 2	பயிற்றலில் உள்ள திறன்களை வளர்த்தல்	

தமிழைப் பயிற்று முறைகள்: பண்டையோர் கண்டபயிற்று முறை— வகைகள் சங்ககாலம் முதல் தற்காலம் வரையில்- விளையாட்டுமுறை—நடிப்புமுறை—செயல்திட்டமுறை—தனிப்பயிற்சிமுறை—மேற்பார்வை படிப்பு முறை— வகைகள் - நிறை குறைகள் பாடநூல் - அமைப்பு முறை—உள்ளடக்கம் - வல்லுநர்களின் வழிகாட்டல் - தொடக்க நிலைஇ நடுநிலைஇ உயர்நிலைஇ மேல்நிலை வகுப்புகளின் மொழிப்பாடத் திட்ட நோக்கங்கள் - அவற்றின் மொழிப்பாடங்கள் - அமைப்பு முறை பற்றிய கருத்துக்கள் - உள்ளடக்கப் பகுப்பாய்வு—பயிற்றுச் சிக்கல்கள் - தீர்வுகள் (அனுபவம் மிக்க ஆசிரியர்களின் கருத்துக்களை கருத்தரங்குஇ கருத்துக் கோவை மற்றும் செயலரங்கு வழி அறிதல்)

வெளிப்பாடு 2	பயிற்றலில் உள்ள திறன்களை வளர்த்து கொள்கிறார்	**மு4**

அலகு-3		
நோக்கங்கள் 3	பாடத்திட்டம் - கற்பித்தல் பொது முறை திறனை அறிதல்	

பாடத்திட்டம் - கற்பித்தல் பொதுமுறை புளூமின் கற்பித்தல் கோட்பாடுகள் - நுண்ணிலக் கற்பித்தல் - திறன்களில் பயிற்சி—பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்இ கிளர் வினாத் திறன் இவலுவூட்டிகளைப் பயன்படுத்தும் திறனஇ உதாரணங்களை பயன்படுத்தும் திறன் மற்றும் இணைப்புப் பயிற்சி பாடத்திட்டம் விளக்கம் - பயன்கள் - பாடத்திட்டம் தயாரிக்கும் போது கவனிக்கப்பட வேண்டியவை—பாடத்திட்டம் தயாரிப்பின் இன்றியமையாமை—தொடக்கநிலை, நடுநிலை, உயர்நிலைபள்ளிப் பாடத்திட்டத்தின் குறிக்கோள்கள் - பாடக்குறிப்பு, பாடத்திட்டம் வேறுபாடு செய்யுள் பயிற்று முறை— உரைநடை பயிற்றுமுறை— இலக்கணம் பயிற்று முறை—துணைப்பாடம் பயிற்று முறை— (மாதிரிவகுப்புகள் வழி பயிற்சி ஆசிரியர்களுக்கு விளக்கம் அளித்தல்) —மொழிப்பயிற்சியும் - கட்டுரைவரைதலும்

வெளிப்பாடு 3	பாடத்திட்டம் - கற்பித்தல் பொது முறை திறனை அறிதல்	**மு3**

அலகு-4		
நோக்கங்கள் 4	தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும்—நவீனதொழில் நுட்பச் சாதனங்களின் பயன்பாடுகளை அறிதல	

தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும் - மொழிக்கற்பித்தலின் நுட்பக்கூறுகள் - துணைக் கருவிகளை பயன்படுத்துதல் - துணைக்கருவிகளின் பங்கு - வகைகள் - காட்சிக் கருவிகள் இகேள்விக்கருவிகள் இகாட்சிக் கேள்விக்கருவிகள் - பயன்கள் - கணிணிகற்றல் - திட்டமிட்டுக்கற்றல் - மொழிப்பயிற்றாய்வுக் கூடம் மொழிக் கற்பித்தலில் மக்கள் தொடர்புச்சாதனங்கள் (mass media languages techniques) கணிணிஅடிப்படையில் கல்வி (Computer based Education)—கணிணி துணையுடன் கற்பித்தல் (Computer AssistedInstruction) —கணிணி மேலாண்மையில் கற்பித்தல் (computer managed Instruction) —கணிணி ஊடகக் கற்பித்தல் (computer mediated communication) கணிணியில் தமிழ் - மின் தமிழ் - இணையத்தில் இணைந்ததமிழ்.

வெளிப்பாடு 4	தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும—நவீனதொழில் நுட்பச் சாதனங்களின் பயன்பாடுகளை அறிதல்.	**மு1**

அலகு-5		
நோக்கங்கள் 5	மதிப்பிடல் - மதிப்பிடுதலின் நோக்கமும் பயனும் அறிதல்	

மதிப்பீடு - தமிழ் கற்பித்தலின் விளைவுகளைமதிப்பிடல் - மதிப்பிடுதலின் நோக்கமும் பயனும் - பண்புகள் - நல்லதேர்வின் இன்றியமையாத கூறுகள் - தேர்வு வகைகள் - வினாவங்கியின் பயன் - வினாத்தாள் வடிவமைப்பு–வினா வகைகள் -தொடர் மற்றும் முழுமையானமதிப்பீடு (CCE) - பயன்கள் - நோக்கம்

| வெளிப்பாடு 5 | மதிப்பிடல் - மதிப்பிடுதலின் நோக்கமும் பயனும் அறிந்துகொள்கிறார் | மு6 |

கற்றலுக்கான முக்கிய நூல்கள்:

கோவிந்தராஜன் மு. (1990) "நற்றமிழ் பயிற்றழின் நோக்கமும் முறையும்"இசரஸ்வதிபதிப்பகம் சென்னை.

வேணுகோபால் இ.பா (1991) "பைந்தமிழ் கற்பிக்கும் முறைகள் சகுந்தலாவெளியீட்கம் வேலூர்.

முனைவர் பழனிவேலுஞா. "தமிழ் கற்பித்தழில் புதுமைப்போக்குகள்".கபிலன் பதிப்பகம் 93

கணபதி வி. (2005) "நற்றமிழ் கற்பிக்கும் முறைகள்"சாந்தாபதிப்பகம் சென்னை -14

Online Resource

Farrell, M. (2012). The special education handbook: an AZ guide. Routledge.

Farrell, M. (2007). Key issues in special education. Routledge.

Harry, B., & Klingner, J. (2014). Why are so many minority students in special education?. Teachers College Press.

Maanum, J. L. (2009). The general educator's guide to special education. Corwin Press.

Crockett, J. B., Billingsley, B., & Boscardin, M. L. (Eds.). (2012). Handbook of leadership and administration for special education. Routledge.

| K-1 Remember | K-2 Understand | K-3 Apply | K-4 Analyze | K-5 Evaluate | K-6 Create |

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(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

I-Semester					
Core	**Course Code: 713105**	**Pedagogy of Teaching English**	**T**	**Credits: 4**	**Hours: 4**

Unit-I	
Objective 1	Understand the nature of English language & Literature

Nature of English Language & Literature: Principles of Language Teaching, Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP), English Language in the school context: An Evolutionary Perspective, Current Trends in Modern English Literature in Indian context, Teaching as second language in Indian context

Outcome 1	**Understand the nature English language and literature.**	**K1**

Unit-II	
Objective2	Explain the aims and objectives of teaching English at different stages of schooling and instructional planning

Instructional Planning: Aims and objectives of Teaching English at different stages of schooling, Instructional Planning: Need and Importance, Unit and lesson plan: Need and Importance, Procedure of Unit and Lesson Planning, Planning and adapting units and lessons for children with disabilities

Outcome 2	Understand the aims and objectives of teaching English at different stages of schooling and instructional planning.	**K2**

Unit-III	
Objective 3	Acquire knowledge on approaches and methods of Teaching English

Approaches and Methods of Teaching English: Difference between an approach and a method, Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach, Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method, Development of four basic language skills: Listening, Speaking, Reading, and Writing, Accommodation in approaches and techniques in teaching children with disabilities

Outcome 3	Acquire knowledge on approaches and methods of Teaching English	**K1**

Unit-IV	
Objective 4	Adapt various instructional materials in teaching English language.

Instructional Materials: Importance of instructional material and their effective use, The use of the instructional aides for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation, Construction of a teacher made test for English proficiency , Teaching portfolio , Adaptations of teaching material for children with disabilities

Outcome 4	Understand various instructional materials in teaching English language.	**K4**

Unit-V	
Objective 5	Use various techniques to evaluate the achievement of the learner in English

Evaluation: Evaluation - Concept and Need, Testing Language skills and Language elements (Vocabulary, Grammar and Phonology), Adaptation of Evaluation Tools for Children with Disabilities, Individualized assessment for Children with Disabilities, Error analysis, Diagnostic tests and Enrichment measures		
Outcome 5	Use various techniques to evaluate the achievement of the learner in English.	**K3**

Suggested Readings

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

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

IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.

IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.

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

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

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

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

Online Resource

https://avvaitamil.org/courses/

https://academy.tamilcube.com/

https://www.ciil.org/

https://www.nios.ac.in/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create
			Course designed by: Dr. J. SUJATHAMALINI		

(On what level the COs & POs correlated each other -based on that we have to give marks)

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)		S(3)		S(3)			
CO3	S(3)	M(2)	S(3)	M(2)				M(2)		
CO4	S(3)	S(3)		S(3)	M(2)		M(2)		M(2)	
CO5					S(3)		M(2)			S(3)
W.AV	1.2	1.6	1.4	1	1.4		1.4	0.4	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	S(3)		S(3)	M(2)	L(1)
CO2	M(2)	S(3)	M(2)	L(1)	L(1)
CO3	M(2)		S(3)	M(2)	S(3)
CO4	M(2)	S(3)	L(1)	S(3)	L(1)
CO5	S(3)		L(1)	S(3)	L(1)
W.AV	2.4	1.2	2	2.2	1.4

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester						
Core	Course Code: 713106	**PEDAGOGY OF TEACHING SPECIALTAMIL** விருப்பப் பாடம் - சிறப்புத் தமிழ்	T	Credits:4	Hours:4

அலகு-1	
அலகு -1	மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிதல். தமிழ் மொழியின் சிறப்பினை அறிதல்

தமிழ் மொழி வரலாறு -மொழியின் பண்புகள் - மொழியின் தோற்றக்கொள்கை—மொழியின் வளர்ச்சி—தமிழ் மொழி வரலாறு—தமிழ் மொழியின் கிளை மொழிக் கொள்கைகள் - பேச்சு மொழியும் எழுத்து மொழியும் - சிறப்பு மொழி—பண்புமொழிக்கொள்கை—தமிழ் மொழியின் தனித்தன்மைகள் மொழி வளர்ச்சியில் மொழி பெயர்ப்பின் பங்கு—மொழி பெயர்ப்பு ஒருகலை - மூல மொழி—ஏற்புமொழி—மொழி பெயர்ப்பின் வகைகள் - மொழியாக்கம் - கருத்தும் வெளிப்படும் - மொழி பெயர்ப்பாளரின் கல்வித்தகுதிகள்

வெளிப்பாடு 1	மொழியின் தோற்றமும் வளர்ச்சியும் பற்றி அறிந்து கொள்கிறார்.	K2

அலகு-2		
நோக்கங்கள் 2	தமிழ்மொழியின் ஒலி அமைப்பு முறையை அறிதல்	

மொழியியல்: ஒலி மொழியாதல் - தமிழ் ஒலிகளின் பிறப்பு—பேச்சுறுப்புகளும் அவற்றின் செயல்பாடுகளும் - தமிழ் மொழியின் கிளை அமைப்பு—
அடைப்பொலி,இஉரசொலி,இமூக்கொலி,இடொலி,இமருங்கொலி,இஒலியனியல் - ஒலியன்களை கண்டறியும் கொள்கைகள்.

வெளிப்பாடு 2	தமிழ்மொழியின் ஒலி அமைப்பு முறையை அறிதல்	மு3

அலகு-3		
Nehf;fq;fs;3	கற்பித்தலில் புதிய அணுகு முறைகள அறிந்து கொள்கிறார்.	

கற்பித்தலில் புதிய அணுகு முறைகள்: வார்தாக் கல்விமுறை—கிண்டர் கார்டன் முறை—டால்டன் திட்டம் - மாண்டிசோரி முறை—கண்டறிமுறை—ஒப்படைவுமுறை - இணையதளம் கற்றல் முறை—செயல் ஆராய்ச்சிமுறை—படிகள். கலைத்திட்டம் - நோக்கம் - பயன்கள் - தேசியக்கல்விக் கொள்கையில் கலைத்திட்டம் - கலைத்திட்ட ஒருங்கிணைப்பு—கலைத்திட்ட கோட்பாடுகள் - மொழிப்பாடம் - கல்வியின் நோக்கங்கள். கலைத்திட்டத்தில் தாய் மொழி பெறுமிடம் - ஆரம்ப,இடை,உயர்நிலைகளின் தேசியக் கல்வியின் குறிக்கோளும் பள்ளிக் கலைத்திட்டத்திற்குமுள்ள தொடர்பினைக்காணல்.

வெளிப்பாடு 3	கற்பித்தலில் புதிய அணுகு முறைகள அறிந்துகொள்கிறார்.	K2

அலகு-4		
நோக்கங்கள்4	மொழியின் சமூகப்பணிகள்: மொழியும் சமயமுமஅறிந்து கொள்கிறார்.	

மொழியின் சமூகப்பணிகள்: மொழியும் சமயமும் - இலக்கியம் - நலிவுற்ற பிரிவினருக்கு சுயவாய்ப்பு அளித்தல் - தேசியக் கல்விக் கொள்கையில் ஆசிரியரின் பங்கு—பெண்கல்வி—பெண்கள் சமத்துவம் - பெண்கள் நிலையில் அடிப்படைமாற்றம் ஏற்படக் கல்வி—பெண்களின் கல்வி முன்னேற்றத்தை விரிவுபடுத்த செயல் திட்டங்கள்

வெளிப்பாடு 4	மொழியின் சமூகப்பணிகள்:மொழியும் சமயமுமஅறிந்து கொள்கிறார்.	மு3

அலகு-5		
Nehf;fq;fs 5	தமிழ் மொழியின் வளர்ச்சி நிலையினை அறிதல	

தமிழ் மொழி வளர்ச்சி நிலை - இயல் இசை நாடகத்தமிழ : இலக்கிய வகைகள் - கவிதை—மேனாட்டர் மற்றும் தமிழறிஞர் விளக்கம் - கற்பனை—உணர்ச்சிஇவடிவம் இபாடுபொருள் - உள்ளுறை உவமம் - அணிஇ இறைச்சிமற்றும் சியப்பியல்புகள் - புதுக்கவிதை. இசையும் தமிழும் - மொழிகல்வியில் இசை—தொல்காப்பியத்தில் இசைக் கூறுகள் - பக்திப்பாடல்கள் இநாட்டுப் புறப்பாடல்கள் தற்காலக்கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு—நாடகம்: தோற்றம் - சங்ககாலம் முதல் இக்காலம்வரை அமைப்பு வகைப்பாடு- எழுத்துஇவனொலிஇவட்டாரமொழிஇசெய்யுள் நாடகங்கள் - நாடக உத்திகள். கணிப்பொறியும் தமிழும் - பல்லூடகமும் தமிழ் கற்பித்தலும் - தமிழ் இணையம் - தமிழ் ஆட்சி மொழியாவதில் ஏற்படும் சிக்கல்கள் - நீக்கும் வழிமுறைகள் - செம்மொழித்தமிழ்.

வெளிப்பாடு 5	தமிழ் மொழியின் வளர்ச்சிநிலையினை அறிந்து கொள்கிறார்.	K6

கற்றலுக்கான முக்கிய நூல்கள்

முனைவர் ந. சுப்புரெட்டியர் (2005) "தமிழ் பயிற்றுமுறை"மாணிக்கவாசகர் பதிப்பகம் சிதம்பரம்

கணபதி .வி. (2005) "நற்றமிழ் கற்பிக்கும் முறைகள் "சென்னை. சாந்தாபப்ளிஷர்ஸ்.

முனைவர் இ.பாவேணுகோபால் (2006) பைந்தமிழ் கற்பிக்கும் முறைசாரதாபதிப்பகம் சென்னை.

முனைவர் மு.வ (1996) "தமிழ் இலக்கியவரலாறு"சாகித்தியஅகாடமிபுதுதில்லி

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

முனைவர் மு் கோவிந்தராஜன் "மொழித்திறன்களும் சிலசிக்கல்களும" தேன்மொழிபதிப்பகம் சென்னை

முனைவர் சோமலே (1988) 'வளரும் தமிழ்' வானதிபதிப்பகம் சென்னை

முனைவர் ஞா. பழனிவேலுஇ"தமிழ்கற்பித்தலில் புதுமைப் போக்குகள்"கபிலன் பதிப்பகம் ஓரத்தநாடு

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https://academy.tamilcube.com/

https://www.ciil.org/

https://www.nios.ac.in/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	M(2)	L(1)			L(1)	L(1)	M(2)
CO2	S(3)	M(2)	S(3)	L(1)	L(1)					
CO3	S(3)	M(2)	S(3)	L(1)	L(1)		M(2)		M(2)	
CO4	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)				
CO5	S(3)	L(1)	L(1)	S(3)	L(1)	M(2)			M(2)	S(3)
W.AV	2.8	1.6	1.6	1.6	1	0.8	0.4	0.2	1	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)		S(3)	M(2)	L(1)
CO2	S(3)	M(2)	S(3)	L(1)	L(1)
CO3	S(3)		S(3)	L(1)	M(2)
CO4	M(2)	L(1)	L(1)	L(1)	L(1)
CO5	S(3)		L(1)		S(3)
W.AV	2.8	0.6	2.2	1	1.6

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester					
Core	**Course Code: 713107**	**Pedagogy of Teaching Special English**	**T**	**Credits: 4**	**Hours:4**

Unit-I		
Objective1	Understand the description of speech sounds and stress & Intonation	

Description of Speech Sounds & Stress and Intonation: Difficulties of Spoken English - Its Varieties - Received Pronunciation - Organs of Speech - Cardinal Vowels - Classification of English Vowels - English Diphthongs - Classification of Consonants - Characteristics of a Good Classroom Speech – Teaching Difficult Sounds - Teaching Consonant Sounds - Pronunciation Drills. Primary and Secondary stresses - Strong and Weak Forms of certain Words - Rhythm in English Speech - Intonation - Falling Tone – Rising Tone - Rising Falling Tone - Falling Rising Tone - Phonic Drill - Assimilation - Elision - Phonetic Transcription - Pronunciation difficulties of Tamil Speaking Students of English.

Outcome 1	Understand the description of speech sounds and stress & Intonation	**K2**

Unit-II		
Objective2	Explain the school grammar and different types of sentence patterns	

School Grammar: School Grammar- Active Voice and Passive Voice - Direct and Indirect Forms of Speech, Degrees of Comparison - Simple, Complex and Compound Sentences - Present Participles and Gerunds - Infinitives - Tenses and Modals - Question Tags – Different Types of Sentence Patterns.

Outcome 2	Explain the school grammar and different types of sentence patterns	**K3**

Unit-III		
Objective 3	Acquire knowledge on modern grammar.	

Modern Grammar: Word formation – Patterns of Spelling – Phrasal verbs and prepositional phrases – Sentence connectors – devices for cohesion and coherence. Use of Tree Diagrams in Grammar-Tree Diagram for Noun Phrase - Tree Diagram for Verbal Group – Different Types of Sentences - Balanced - Sentences - Loose Sentences - Suspended Sentences - Mixed Sentences - Defects of Traditional School Grammar. Communicative Grammar - Expressing various Concepts - Commands - Instructions - Requests - Invitations - Suggestions - Prohibition - Permission - Probability - Likelihood - Possibility - Obligation and Necessity – Cause, Reason and Purpose - Condition and Contrast - Comparison - Concession - Supposition.

Outcome 3	Acquire knowledge on modern grammar.	**K3**

Unit-IV		
Objective 4	Demonstrate knowledge on learning resources in English and developing Study skills	

Learning resources in English and Developing Study Skills: Practice in the Intensive and Extensive Reading – Practice in the efficient use of the Text Books - Practice in using the Library books - Preparation of Annotated Bibliographies on Different Aspects of English Language Teaching - Practice in Note - Taking, Note – Making and Summary Writing. Learning Resources in English- Subject Books, Grammar Books - Dictionaries – Thesaurus- Encyclopaedia, Lingua Phone - Language Discs and other Electronic Equipment's for language Learning - Study Clubs - Debate – Group Techniques.

Outcome 4	Demonstrate knowledge on learning resources in English and developing Study skills	**K1**

Unit-V		
Objective 5	Demonstrate competence in writing skills	

Developing Writing Skills: Practice in Higher Level Writing Skills - Practice in Different Types of Writing Such as Reports, Dialogues, Explanation Etc – Special Attention to Types of Writing required at the Higher Secondary School Level and Beyond - Preparations of Short Plays and Essays - Incorporating and Exemplifying the Grammatical Categories and Language Functions. Unity in Writing – Coherence in Writing – Use of Punctuation – Denotation and Connotation – Wounded Writing – Writing a Research Paper.

Outcome 5	Demonstrate competence in writing skills	K5

Suggested Readings

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

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

IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.

IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.

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

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

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

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

M.E.S Elizabeth (2004) Methods of Teaching English DPH Publications.

Online Resource

https://tesol.org/

https://iatefl.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	M(2)	L(1)					
CO2	M(2)	M(2)	S(3)	L(1)	L(1)			S(3)		
CO3	M(2)	M(2)	S(3)	M(2)	S(3)			S(3)		
CO4	M(2)	L(1)	L(1)	S(3)	L(1)		M(2)	S(3)	L(1)	
CO5	M(2)	L(1)	L(1)	S(3)	L(1)			S(3)		S(3)
W.AV	2.2	1.6	1.6	2.2	1.4		0.4	2.4	0.2	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)	M	L(1)
CO2	M(2)	S(3)	M(2)	L(1)	L(1)
CO3	M(2)		S(3)	M(2)	S(3)
CO4	M(2)	S(3)	L(1)	S(3)	L(1)
CO5	S(3)		L(1)	S(3)	L L(1)
W.AV	2.4	1.2	2	2.2	1.4

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester					
Core	**Course Code: 713108**	**Pedagogy of Teaching Mathematics**	**T**	**Credits:4**	**Hours:4**

Unit-I	
Objective1	Explain the nature of Mathematics and its historical development with contribution of Mathematicians.

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

Outcome 1	Learn the nature of Mathematics and its historical development with contribution of Mathematicians.	**K3**

Unit-II	
Objective 2	Describe the aims and objectives of teaching Mathematics at school level.

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

Outcome 2	Describe the aims and objectives of teaching Mathematics at school level.	**K1**

Unit-III	
Objective 3	Demonstrate and apply skills to select and use different methods of teaching Mathematics.

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

Outcome 3	Gain the demonstrate skills and apply skills to select and use different methods of teaching Mathematics.	**K6**

Unit-IV	
Objective 4	Demonstrate competencies of preparing Teaching-Learning Resources in Mathematics for Students with Disabilities

Teaching-Learning Resources in Mathematics for Students with Disabilities: Mathematics Laboratory-Concept, Need, and Equipment for Setting Up a Mathematics Laboratory- Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials Surveying Instruments with Reference to Children with Disabilities - Bulletin Boards and Mathematics Club - Abacus, Cessionaries Rods, Fractional Discs, Napier Strips -Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances for Children with Disabilities

Outcome 4	Demonstrate competencies of preparing Teaching-Learning Resources in Mathematics for Students with Disabilities.	**K4**

Unit-V		
Objective 5	Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.	

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

Outcome 5	Analyze and demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.	**K4**

Suggested Readings

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

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

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

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

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

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

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

Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.

Teaching Aids in Mathematics Kanishka Publishers

Online Resource

https://www.nctm.org/

https://www.khanacademy.org/

https://www.mathsisfun.com/

https://www.youcubed.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)		M(2)	M(2)					
CO2	M(2)	M(2)						S(3)		
CO3	M(2)	M(2)					S(3)		L(1)	
CO4	L(1)	S(3)		S(3)		L(1)	S(3)	S(3)		
CO5	M(2)	L(1)	L(1)				S(3)	S(3)	M(2)	S(3)
W.AV	1.8	2.2	0.2	1	0.4	0.2	1.8	1.2	0.6	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)	L(1)		S(3)	M(2)
CO2	M(2)			M(2)	
CO3	S(3)	M(2)			
CO4	M(2)	S(3)		S(3)	
CO5	M(2)		L(1)		M(2)
W.AV	2.4	1.2	0.2	1.6	0.8

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester					
Core	**Course Code: 713109**	**Pedagogy of Teaching Science**	**T**	**Credits:4**	**Hours:4**

Unit-I		
Objective1	Explain the nature, significance and role of science for sustainable development	

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

Outcome 1	Explain the nature, significance and role of science for sustainable development	**K2**

Unit-II		
Objective 2	Demonstrate skill in planning for instruction in teaching science in elementary and secondary school level.	

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

Outcome 2	Demonstrate skill in planning for instruction in teaching science in elementary and secondary school level.	**K1**

Unit-III		
Objective 3	Demonstrate and apply skills to select and use different approaches and methods of teaching the content of sciences.	

Approaches and Methods of Teaching Sciences:-Process Approach, Direct Experience Approach, Inductive-Deductive Approach- Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)- Project Method and Heuristic Method- Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/ Contextual Learning with reference to Children with Disabilities- Constructivist Approach and its Use in Teaching Science

Outcome 3	Learn demonstrate and apply skills to select and use different approaches and methods of teaching the content of sciences.	**K3**

Unit-IV		
Objective 4	Demonstrate competencies of preparing learning resources with reference to Children with disabilities in teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.	

Learning Resources with reference to Children with Disabilities for Teaching Science: Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)- Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities- The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities -Aquarium, Vivarium – Role in Teaching with Setting & Maintaining-Museum, Botanical And Zoological Garden: Role In Teaching

Outcome 4	Demonstrate competencies of preparing learning resources with reference to Children with disabilities in teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning exper	**K4**

	Unit-V	
Objective 5	Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.	

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

Outcome 5	Analyze demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.	**K5**

Suggested Readings

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

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

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

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

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

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

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

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

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

Online Resource

https://www.nsta.org/
https://undsci.berkeley.edu/
https://www.aaas.org/
https://www.youtube.com/c/CrashCourse

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	S(3)	L(1)					
CO2	M(2)	M(2)						S(3)		
CO3	M(2)	M(2)			S(3)		S(3)	S(3)		
CO4	S(3)	S(3)		S(3)				S(3)		
CO5	L(1)	L(1)		S(3)			S(3)			S(3)
W.AV	2.2	2	0.6	1.6	0.8		1.2	1.8		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)	L(1)
CO2	M(2)	M(2)			
CO3	M(2)	S(3)	M(2)	S(3)	M(2)
CO4	S(3)	S(3)	M(2)	M(2)	
CO5	M(2)	S(3)	M(2)	S(3)	
W.AV	2.4	2.6	1.2	2	0.6

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester					
Core	**Course Code: 713110**	**Pedagogy of Teaching Social Science**	**T**	**Credits: 4**	**Hours: 4**

Unit-I		
Objective 1	Explain the concept, nature and scope of social science.	
Nature of Social Sciences: - Concept, scope and nature of social science -Difference between social sciences and social studies- Aims and objectives of teaching social science at school level,-Significance of social science as a core subject- Role of social science teacher for an egalitarian society		
Outcome 1	Understand the concept, nature and scope of social science.	**K2**

Unit-II		
Objective 2	Develop competencies for curriculum and instructional planning for social science teaching.	
Curriculum and Instructional Planning: - Organization of social science curriculum at school level- Instructional Planning: Concept, need and importance- Unit plan and Lesson plan: need and importance,- Procedure of Unit and Lesson Planning- Adaptation of unit and lesson plans for children with disabilities.		
Outcome 2	Develop competencies for curriculum and instructional planning for social science teaching.	**K3**

Unit-III		
Objective 3	Develop skills in approaches to teaching of social science	
Approaches to teaching of Social Science: - Curricular approaches: a) Coordination, b) Co relational, c) Concentric, d) Spiral, e) Integrated, f) Regressive- Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method- Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, storytelling, Role play, Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching and problem solving- Accommodations required in approaches for teaching children with disabilities,- Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, use of different types of Boards (Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation- Adaptations of material for teaching children with disabilities		
Outcome 3	Learn skills in using different approaches in teaching social science.	**K6**

Unit-IV		
Objective 4	Develop the ability to evaluate learning in social science	
Evaluation of Learning in Social Science:-Purpose of evaluation in social science-Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio- Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects- Construction of teacher made test- Diagnostic testing and enrichment techniques for children with disabilities		
Outcome 4	Grasp the ability to evaluate curricular and co-curricular subjects for promoting social science learning.	**K6**

Unit V		
Objective 5	Analyze and demonstrate skills for being a reflective practitioner in social sciences	
Social Science Teacher as a Reflective Practitioner: - Being a reflective practitioner- use of action research- Developing an Action Research Plan for solving a problem in teaching-learning of Social science- Case study- Need and Importance for a School Teacher- Development of a Professional Portfolio/ Teaching Journal- Competencies for teaching Social science to children with disabilities		
Outcome 5	Analyze and demonstrate skills for being a reflective practitioner in social sciences	**K4**

Suggested Readings

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

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

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

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

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

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

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

Online Resource

https://www.socialstudies.org/

https://www.icivics.org/

https://www.gilderlehrman.org/

https://teachinghistory.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)						S(3)		
CO2	M(2)	S(3)		S(3)			S(3)			S(3)
CO3	M(2)	S(3)		M(2)			S(3)			
CO4	M(2)	S(3)		M(2)			S(3)			
CO5	M(2)	S(3)			S(3)	S(3)			M(2)	
W.AV	2.2	2.6		1.4	0.6	0.6	1.8	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	S(3)	M(2)			
CO2	M(2)	S(3)		S(3)	
CO3	S(3)	S(3)		S(3)	M(2)
CO4	M(2)	M(2)	S(3)	M(2)	
CO5	M(2)	S(3)			S(3)
W.AV	2.4	2.6	0.6	1.6	1

S–Strong(3),M-Medium(2),L-Low(1)

		I-Semester			
Core	**Course Code: 713111**	**Introduction to Sensory and Neuro Developmental Disabilities**	**T**	**Credits: 2**	**Hours: 2**

	Unit-I	
Objective1	Understand the different types of hearing impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.	

Hearing Impairment: Nature & Classification-Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)-Importance of hearing- Process of hearing & its impediment leading to different types of hearing loss-Definition of hearing loss, Hearing and Speech disorders.

Outcome 1	Understand the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.	**K2**

	Unit-II	
Objective 2	Describe nature, characteristics & assessment of students with low vision & visual impairment and deaf-blindness & practices for functional development.	

Visual Impairment, Deaf Blindness-- Nature and Assessment: -Blindness and Low Vision-Definition and Classification-Causes, classification, prevalence and characteristics of Visual impairment, deaf-blindness-Importance of Early Identification and Intervention- Functional Assessment Procedures-Fostering early communication development: Methods, assistive devices and practices including AAC-Addressing orientation, mobility & educational needs of students with deaf-blindness

Outcome 2	Describe nature, characteristics & assessment of students with low vision & visual impairment and deaf-blindness & practices for functional development.	**K3**

	Unit-III	
Objective 3	Discuss the characteristics and types of learning disability.	

Learning Disability: Nature, Needs and Intervention: -Definition, Types and Characteristics- Tools and Areas of Assessment- Strategies for reading, Writing and Maths- Curricular Adaptation, IEP, Further Education- Transition Education, Life Long Education

Outcome 3	Learn the characteristics and types of learning disability	**K2**

	Unit-IV	
Objective 4	Discuss the characteristics and types of learning disability	

Intellectual Disability, Mental illness, autism spectrum disorder: Nature, Needs and Intervention: -Definition, Types and Characteristics- Tools and Areas of Assessment –Instructional Approaches-Teaching Methods- Vocational Training and Career Opportunities

Outcome 4	Discuss the characteristics and types of learning disability	**K5**

	Unit-V	
Objective 5	Explain and Understand the characteristics of chronic neurological conditions and blood disorder and assess the vocational training and career opportunities	

Chronic Neurological Conditions and Blood Disorders: -Parkinson Disease Definition, Types and Characteristics – Thalassemia, Haemophilia, Sickle cell Anemia, Types and Characteristics- Effects and implications of Chronic Neurological Conditions and Blood Disorders on activities of daily living & education – Vocational Training and Career Opportunities

Outcome 5	Explain and Understand the characteristics of chronic neurological conditions and blood disorder and assess the vocational training and career opportunities	**K5**

Suggested Readings

Allen, Elieen, (2008) The Exceptional Child Wadsworth Publishing

Kirk,Samuel,(1993) Education Exceptional Children Houghton Mifflin

Kumari, (2004) Deaf Education Sonali Publication

Mahdi, Anjum, (2014) Viual and Hearing Impairment Alfa Publications

Mahdi, Anjum, (2014) Autism and Mental retardation Alfa Publications

Mahdi, Anjum, (2014) Learning Disabilities Alfa Publications

Moshin, Muhammad, (2007) Teachers handbook of exceptional children, Animol Publication

Sharma, Kaushal (2006) Aural Rehabilitation of Hearing-impaired Children Sarup& sons

Online Resource

https://www.cdc.gov/ncbddd/developmentaldisabilities/index.html

https://www.nichd.nih.gov/health/topics/neuro/conditioninfo

https://chadd.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	M(2)	L(1)					
CO2	M(2)	S(3)			L(1)			S(3)		
CO3	L(1)	S(3)		M(2)						
CO4	S(3)	L(1)					S(3)		M(2)	M(2)
CO5	S(3)	M(2)			M(2)	M(2)	M(2)			
W.AV	2.4	2.2	0.6	0.8	0.8	0.4	1	0.6	0.4	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)	S(3)	M(2)	L(1)
CO2	S(3)	S(3)			
CO3		S(3)		S(3)	L(1)
CO4	S(3)	M(2)		S(3)	
CO5	S(3)				M(2)
W.AV	2.4	2	0.6	1.6	0.8

S–Strong(3),M-Medium(2),L-Low(1)

I-Semester					
Core	**Course Code: 713112**	**Identification of Children with Visual Impairment and Assessment of Needs**	**T**	**Credits: 4**	**Hours: 4**

Unit-I	
Objective1	Describe the structure of eye and principles of refraction and refractive errors.

Anatomy and Physiology of Human Eye: Structure and Function of human eye, - Normal vision development and process of seeing, - Principles of refraction and refractive errors, -Concept and definitions of blindness and low vision, -Concept of visual acuity, visual field, depth perception and contrast sensitivity

Outcome 1	Understand the structure of eye and principles of refraction and refractive errors	**K4**

Unit-II	
Objective 2	Explain the etiologic of visual impairment and Common Eye Disorders.

Types of Visual Impairment and Common Eye Disorders: Loss of Visual acuity, -Loss of Visual field, - Colour vision defect and loss of contrast sensitivity,- Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma, Albinism, Retinal detachment, Retinitis pigmentosa, Retinopathy of prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopic and Macular degeneration, - Educational implications of different Eye disorders.

Outcome 2	Enumerate types of visual impairment and various common eye disorders.	**K5**

Unit-III	
Objective 3	Analyze the implications of visual impairment and identify their needs.

Implications of Visual Impairment and Needs of Visually Impaired: Psychosocial implications of visual impairment, - Factors affecting implications of visual impairment: Age of onset, degree of vision, type of vision loss, prognosis, and socio-economic status of the family, -Effect of visual impairment on growth and development: Physical, Motor, Language, Socio-emotional, and Cognitive development, - Educational needs of the visually impaired and need for expanded core curriculum, - Implications of low vision and needs of children with low vision.

Outcome 3	Gain insight into the implication of visual impairment and their needs	**K5**

Unit-IV	
Objective 4	Analyze the implications of visual impairment and identify their needs

Identification and Assessment of Visual Impairment: Interpretation of clinical assessment of vision, - Functional assessment of vision: Concept, need and methods, -Tools of functional assessment of vision and skills: Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment, -Tools for psychological assessment of the visually impaired: VithobaPaknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, -Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children, Report writing

Outcome 4	Develop skills to identify and assess children with visual impairment and understand the intervention strategies.	**K3**

Unit-V	
Objective 5	Understand the concept of visual impairment and multiple disabilities (VIMD) and develop skills to assess children with the special needs.

Assessment of Learning Needs of Children with VIMD: Concept and definition of VIMD, - Etiology of VIMD, -Impact of VIMD on learning and development,- Screening, identification, and assessment of Visually Impaired children with associated disabilities,- Multidisciplinary assessment of Visually Impaired children with Associated Disabilities.

Outcome 5	Understand the concept of visual impairment and multiple disabilities (VIMD) and develop skills to assess children with the special needs.	K1

Suggested Readings

Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. Dehradun: NIVH.

Bright Hub Education (2012). Identifying Students with Visual Impairment.

Retrieved from http://www.brighthubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/

DSE(VI) Manual Education of Children with low vision

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

National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH.

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

Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handi

capped. Dehradun: NIVH.

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

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

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

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

Online Resource

https://www.aao.org/

https://nfb.org/

https://www.aph.org/

https://onlinecourses.swayam2.ac.in/cec23_ed18/preview

https://www.nei.nih.gov/

https://www.helenkeller.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	L(1)	M(2)				S(3)		
CO2	S(3)	M(2)	MM(2)	M(2)				S(3)		
CO3	M(2)	S(3)		M(2)			S(3)			M(2)
CO4	S(3)	M(2)			M(2)			S(3)		
CO5	M(2)	S(3)					S(3)			S(3)
W.AV	2.8	2.2	0.3	1.8	0.6		1.2	1..8		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)	S(3)	L(1)	M(2)	
CO2	M(2)	S(3)	M(2)	M(2)	
CO3	S(2)	M(2)		M(2)	
CO4	M(2)			S(3)	M(2)
CO5	M(2)	M(2)			S(3)
W.AV	2	1.8	0.6	1.8	1

S–Strong(3),M-Medium(2),L-Low(1)

<table>
<thead>
<tr><th colspan="6">I-Semester</th></tr>
<tr><th>Core</th><th>Course Code: 713113</th><th>Practical related to Cross Disability and Inclusion – E1</th><th>T</th><th>Credits: 2</th><th>Hours: 4</th></tr>
</thead>
</table>

S.No	Tasks for the Student Teachers	Disability Focus	Educational Settings	Specific Activities	Hrs (60)	Marks	Submissions
	1.Classroom observation	1. VI 2.Other than VI 3. Any Disability	1.Special School 2.Minimum three Special Schools 3. Inclusive Schools	1. Learners will observe Students in different Educational settings, curriculum transaction, classroom interaction in curricular and co-curricular areas and submit a report	10 10	25	
	Learning of Braille	VI and Deaf Blind	College	2. Introduction to Bharati Braille/Hindi or Regional Braille	30	25	

Programme Outcome Vs Course Outcome

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	S(3)		M(2)	M(2)	L(1)	L(1)	
W.AV	3	3	2	3		2	2	1	1	

Programme Specific Outcome Vs Course OutCome

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		M(2)	L(1)
	3	2		2	1

II-Semester					
Core	Course Code: 713201	Curriculum Adaptation and Strategies for Teaching Expanded Curriculum for Children with Visual Impairment	T	Credits:4	Hours:4

Unit-I	
Objective 1	Able to Define curriculum, its types and explain its importance. Understand the role of special teachers of the Visually impaired.

Concept and Types of Curriculum: Concept, Meaning and Need for Curriculum, -Curricular Approaches in Special Education -Developmental, Functional, Eclectic and Universal design for learning Approach, -Types of Curriculum – need based, knowledge based, activity based, skill based and hidden curriculum, Curriculum Planning, Implementation and Evaluation; -Role of Special teachers of the Visually Impaired, Core Curriculum and Expanded Core Curriculum- Meaning, Need and Components

Outcome 1	Understand the meaning of curriculum, its types and explain its importance. Understand the role of special teachers of the Visually impaired.	K2

Unit-II	
Objective 2	Demonstrate techniques of teaching functional academic skills.

Teaching Functional Academics Skills: Learning media assessment - Braille reading readiness - Techniques of teaching Braille - Techniques of Teaching print to children with low vision - Braille aids and devices, optical devices for print reading and writing

Outcome 2	Learn the concept of techniques of teaching functional academic skills.	K3

Unit-III	
Objective 3	Explain importance of teaching independent living skills and components of independent living skills.

Teaching of Independent Living Skills: Independent living skills – Meaning, Importance, Components - Orientation and Mobility – need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids - Daily living skills – assessment of needs and techniques of teaching age appropriate daily living skills - Sensory efficiency – Importance and Procedures for training auditory, tactile, olfactory, gustatory, kinesthetic senses and residual vision -Techniques of teaching social interaction skills, leisure and recreation skills and self - determination

Outcome 3	Understand the importance of Independent living skills and components of independent living skills.	K2

Unit-IV	
Objective 4	Understand the concept of curricular adaptations, need and planning for curricular adaptations and accommodations.

Curricular Adaptation: Curricular adaptation – Need, Importance and Process - Reasonable accommodation – Need and Planning - Planning of lessons for teaching Expanded Core Curriculum - Individualized Education Program writing - Pedagogical Strategic -Cooperative learning, Peer tutoring, reflective teaching, multisensory teaching -Preparation of Teaching Learning Material for ECC – Reading Readiness kit, Flash Cards, Sensory Kits, and Mobility Maps

Outcome 4	Understand the concept of curricular adaptations, need and planning for curricular adaptations and accommodations.	K6

	Unit-V	
Objective 5	Illustrate how physical education and creative arts activities can be adapted for the children with visual impairment.	

Curricular Activities: Curricular activities – Meaning and Need for Adaptation. - Adaptation of Physical education activities and Yoga -Adaptation of Games and Sports – both Indoor and Outdoor - Creative Arts for the children with visual impairment - Agencies/Organisations promoting – Sports, Culture and Recreation activities for the Visually Impaired in India - Indian Blind Sports Association, Chess Federation of India, Para Olympic Committee of India, Abil Olympics, World Blind Cricket

Outcome 5	Skills in imparting the physical education and creative arts activities adapted for the children with visual impairment.	**K6**

Suggested Readings

Ashcroft, S. C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwick House, Pittsburgh.

Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Scholl (ed.) Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.

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

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

National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi.

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

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

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

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

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

Online Resource

https://afb.org/

https://www.perkins.org/

https://nfb.org/

https://www.teachingvisuallyimpaired.com/

https://aabe.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

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)**			S(3)		
CO2	**S(3)**	M(2)	M(2)		**L(1)**	L(1)	**M(2)**	**S(3)**		
CO3	**S(3)**	L(1)	S(3)		**L(1)**			**S(3)**		
CO4	L(1)	L(1)	**L(1)**	**S(3)**				L(1)		
CO5	S(3)	M(2)	**L(1)**	**S(3)**	L(1)		M(2)	S(3)		
W.AV	2.6	1.4	**1.4**	**1.6**	**0.8**	**0.2**	**0.8**	2.6		

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)	L(1)
CO2	M(2)	S(3)	M(2)		M(2)
CO3	S(3)		S(3)		M(2)
CO4	S(3)		L(1)	S(3)	
CO5		M(2)	M(2)	M(2)	S(3)
W.AV	2.2	1	1.6	1.4	1.6

S–Strong (3), M-Medium (2), L-Low (1)

		II-Semester			
Core	Course Code: 713202	Intervention and Teaching Strategies For Children with Visual impairment	T	Credits: 4	Hours:4

	Unit-I	
Objective 1	Explain various theoretical perspectives related to intervention & teaching strategies.	

Theoretical Perspectives: Difference among Methods, Approaches and Strategies- Intervention – Concept, Scope and Importance- Intervention for lately blinded students - Role of Special teachers/educators, Mediated teaching-learning – Concept, Need and Procedure - Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Outcome 1	Understand various theoretical perspectives related to intervention & teaching strategies.	**K2**

	Unit-II	
Objective 2	Demonstrate techniques of teaching Mathematics to visually impaired children.	

Mathematics: Coping with Mathematics phobias, Conceptualization of Mathematical ideas -Processes and Challenges for Children with Visual Impairment - Preparation and Use of tactile materials - Mental arithmetic abilities – Concept, Importance and Application - Evaluation procedures with special reference to the Needs of Children with Visual Impairment

Outcome 2	Learned the techniques of teaching Mathematics to visually impaired children.	**K3**

	Unit-III	
Objective 3	Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.	

Science: Providing first-hand experience in the class and the school environment -Inclusive/collaborative learning for laboratory work, Science Teaching Learning -Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment- Problem solving and Learning by doing approach for Visually Impaired students,- Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

Outcome 3	Acquired the necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.	**K5**

	Unit-IV	
Objective 4	Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment	

Social Science: Techniques of preparation and presentation of adapted Tactile maps, Diagrams, and Globe, Procuring, - adapting and use of different types of models, - organizing field trips, - Teaching Skills: Dramatization, Narration, Explanation, Story-telling, and Role play, - Evaluation of concepts and skills in social science with particular reference to Geography

Outcome 4	Learned necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.	**K4**

	Unit-V
Objective 5	Describe the process of assessment of visual efficiency and classroom management for children with low vision.

Teaching of Children with Low Vision: Visual Stimulation: Concept and Procedure - Selection of an appropriate medium of reading and writing - Techniques and procedures for developing reading and writing skills - Orientation and Mobility for low vision children, Classroom management -Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

Outcome 5	Understand the process of assessment visual efficiency and classroom management for children with low vision.	**K2**

Suggested Readings

Agrawal, S. (2004). Teaching Mathematics to Blind Students through Programmed Learning Strategies. Abhijeet Publication, Delhi.

Hodapp, R. M. (1998). Developmental Disabilities: Intellectual, Sensory and Motor Impairment. Cambridge University Press, New York.

Kelley, P., & Gale, G. (1998). Towards Excellence: Effective Education for Students with Vision Impairments.North Rocks Press, Sydney.

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

Mangold, S. S. (1981). A teachers' Guide to the Special Education needs of Blind and Visually handicapped Children. New York: AFB

Pandey, V. P. (2004). Teaching of mathematics.SumitPubliication, New Delhi.

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

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

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

Online Resource

https://afb.org/

https://www.teachingvisuallyimpaired.com/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create
					Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

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)	L(1)		**M(2)**	M(2)					
CO5	M(2)	L(1)		L(1)	**M(2)**		M(2)			
W.AV	**2**	**1.6**		**1**	**0.8**		**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)	L(1)		
CO2	**M(2)**	**S(3)**		**S(3)**	
CO3	**S(3)**	**M(2)**		**S(3)**	**M(2)**
CO4	**S(3)**			**M(2)**	**M(2)**
CO5	**S(3)**	M(2)		**L(1)**	**M(2)**
W.AV	**2.8**	**1.8**	**0.2**	**1.8**	**1.2**

S–Strong(3),M-Medium(2),L-Low(1)

	II-Semester				
Core	**Course Code: 713203**	**Technology and Education of Children with Visual Impairment**	**T**	**Credits:4**	**Hours:4**
		Unit-I			

Objective 1	Relate the concept and nature of educational technology and ICT to the education of children with visual impairment.	

Introducing Educational and Information Communication Technology: Educational Technology-Concept, Importance, and Scope - Difference between Educational Technology and Technology in Education - Special Significance and Goals of Technology for the Education of children with Visual Impairment - Information and Communication Technology (ICT) - Concept and Special Significance for teaching-learning of the visually impaired ICT and the UN Convention on the Rights of Persons with Disabilities.

Outcome 1	Known the concept and nature of educational technology and ICT to the education of children with visual impairment.	**K1**

	Unit-II	

Objective 2	Acquire knowledge on the concept and nature of adaptive technology and explain underlying principles and techniques.	

Adaptive Technologies: Concept and Purposes - Basic Considerations-Access, Affordability, and Availability - Addressing User's Perspectives in Developing Adaptive Technologies - Roles of IIT's and the Scientific Community - Universal/Inclusive Design - Concept, Advantages, and Limitations.

Outcome 2	Acquire knowledge about the concept and nature of adaptive technology and explain underlying principles and techniques.	**K2**

	Unit-III	

Objective 3	Get familiar with technologies for print-access for children with visual impairment	

Access to Print for the Visually Impaired: Screen Readers with Special Reference to Indian Languages; Magnifying Software, and Open Source Software. - Braille Notetakers and Stand-alone Reading Machines - Braille Translation Software with Particular reference to Indian Languages and Braille Embossers - On-Line Libraries and Bookshare - Daisy Books, Recordings, and Smart Phones.

Outcome 3	Understand the technologies for print-access for children with visual impairment.	**K2**

	Unit-IV	

Objective 4	Describe and use different assistive technologies for teaching low vision children as also various school subjects.	

Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision-Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Maths Types, Measuring Tapes, Scales, and Soft-wares for teaching Maths. - Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science.- Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, talking compass, and GPS - Low vision devices: Optical, Non-Optical and Projective - Thermoform and Swell Paper technology and Software's for developing tactile diagrams

Outcome 4	Described well the use of different assistive technologies for teaching low vision children various school subjects.	**K1**

Unit-V	
Objective 5	Demonstrate understanding of computer-based teaching-learning processes.

Computer-Aided Learning- Social Media-Creation of Blogs- Tele-Conferencing - Distance Learning – Concept-ICT e-Classroom – Concept - Adaptations of distance learning and ICT e classroom for Children with Visual Impairment

Outcome 5	Understand of computer-based teaching-learning processes. Enumerate the adapting areas of inclusion.	**K3**

Suggested Readings

Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers. Kanishka Publication, New Delhi.

Hersh, M.A., & Johnson, M. (2008). Assistive Technology for Visually Impaired and Blind People. Springer, London.

Monica Chaudhry (2006) low vision Aids Jaypee Publication.

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

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

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

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

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

Online Resource
https://afb.org/
https://www.perkins.org/
https://nfb.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create
				Course designed by: Dr. J. SUJATHAMALINI	

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)		M(2)	M(2)					
CO2	S(3)	M(2)			M(2)					
CO3	S(3)	M(2)		M(2)	M(2)					
CO4	M(2)	L(1)	M(2)		M(2)					
CO5	S(3)	L(1)			M(2)					
W.AV	2.8	1.4	0.4	0.8	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	M(2)	S(3)		S(3)	
CO3	S(3)	M(2)		S(3)	M(2)
CO4	S(3)			M(2)	M(2)
CO5	S(3)	M(2)		L(1)	M(2)
W.AV	2.8	1.8	0.2	1.8	1.2

S–Strong(3),M-Medium(2),L-Low(1)

II-Semester						
Core	**Course Code: 713204**	**Psycho Social and Family Issues of Children with Visual Impairment**	**T**	**Credits:4**	**Hours:4**	

Unit-I	
Objective 1	Develop different skills to empower families in meeting the challenges of having a child with visual impairment.

Family of a Child with Visual Impairment: Birth of a child with visual impairment and its effect on parents and family dynamics -Parenting styles: Overprotective, Authoritative, Authoritarian and Neglecting -Stereotypic attitudes related to visual impairment and attitude modification - Role of family in Early stimulation, Concept development and Early intervention - Role of siblings and extended family

Outcome1	Understand the effect of birth of a child with visual impairment on the family.	**K2**

Unit-II	
Objective 2	Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.

Parental Issues and Concerns: Choosing an educational setting - Gender and disability - Transition to adulthood: sexuality, marriage, and employment - Parent support groups - Attitude of professionals in involving parents in IEP and IFSP

Outcome2	Critically analyzed the role of family and parental concerns related to their child with visual impairment from birth to adulthood.	**K4**

Unit-III	
Objective 3	Explain the rehabilitation of a person with visual impairment.

Rehabilitation of Children with Visual Impairment: Concept of rehabilitation and rehabilitation - Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR) - Legal provisions, concessions and advocacy - Vocational rehabilitation: need and challenges - Issues and challenges in rural settings

Outcome 3	Exposed the concept of rehabilitation of a person with visual impairment.	**K2**

Unit-IV	
Objective 4	Develop different skills to promote community participatory rehabilitation and legal provisions, concession and advocacy

Rehabilitation of Children with Visual Impairment: Concept of rehabilitation and rehabilitation - Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR) - Legal provisions, concessions and advocacy - Vocational rehabilitation: need and challenges - Issues and challenges in rural settings

Outcome4	Develop different skills to promote community participatory rehabilitation and legal provisions, concession and advocacy	**K3**

Suggested Readings

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

Bhan, S. (2014). Understanding learners-A handbook for teachers. Prasad Psycho Corporation, New Delhi.

Early Support for children, young people and families (2012). Information about Visual Impairment, Retrievedfrom

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

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Hansen, J. C., Rossberg, R.H., &Cramer,S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA

Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice Hall.

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

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

Online Resource

https://afb.org/

https://nfb.org/

https://onlinecourses.swayam2.ac.in/cec23_ed20/preview

https://www.nasponline.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)								
CO2	S(3)	S(3)				M(2)	L(1)			
CO3	L(1)	M(2)	M(2)			S(3)	M(2)		M(2)	
CO4	S(3)	L(1)				M(2)				
CO5	S(3)	L(1)				M(2)				M(2)
W.AV	2.6	1.8	0.4			1.8	0.6		0.4	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)	L(1)	L(1)	M(2)	M(2)
CO2	S(3)	S(3)	L(1)		
CO3	S(3)		S(3)	L(1)	
CO4	S(3)		M(2)		
CO5	S(3)		M(2)		S(3)
W.AV	3	0.6	1..8	0.6	1

S–Strong(3),M-Medium(2),L-Low(1)

II-Semester					
Core	**Course Code: 713205**	**Introduction to Locomotor Disabilities & Multiple Disabilities and Accessibility**	**T**	**Credits:2**	**Hours:2**

Unit-I		
Objective 1	Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.	

Cerebral Palsy (CP):- CP: Nature, Types and Its Associated Conditions: Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)- Provision of Therapeutic Intervention and Referral of Children with CP-Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School- Facilitating Teaching-Learning of Children with CP in School, IEP, Developing, TLM; Assistive Technology to Facilitate Learning and Functional Activities.

Outcome 1	Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.	**K3**

Unit-II		
Objective 2	Plan an effective therapeutic programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.	

Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy:Definition, Meaning and Classification of Amputees, Polio, Spinal Cord Injuries, Spina bifida and Muscular Dystrophy-Assessment of Functional Difficulties-Provision of Therapeutic Intervention and Referral-Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School-Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Outcome 2	Plan an effective therapeurtic programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.	**K6**

Unit-III		
Objective 3	Plan an effective therapeutic programme for the persons with multiple disabilities and to refer for medical intervention if necessary and Plan an effective educational programme and functional activities for the persons with Multiple disabilities.	

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

Outcome 3	Plan an effective therapeutic programme for the persons with multiple disabilities and to refer for medical intervention if necessary and Plan an effective educational programme and functional activities for the persons with Multiple disabilities.	**K5**

Unit-IV	
Objective 4	Demonstrate knowledge on Universal Design for Learning
Universal Design for Learning (UDL): UDL: Concept, Scope, Nature -UDL Principle: Representation, Action & Expression, Engagement- UDL curriculum & UDL Lesson Plan- Technology and Universal Design for Learning- Implementation and Evaluation, Role of Special teachers of UDL	
Outcome 4	Demonstrate knowledge on Universal Design for Learning.	**K4**

Unit-V	
Objective 5	Acquire knowledge on Accessible India Campaign and Enumerate the adapting areas of inclusion.
Accessible India Campaign: Built Environment Accessibility - accessible government building. - Transportation System Accessibility – Airport, Railway station, Public -Information and Communication Eco-System Accessibility -Accessible and usable public documents- The pool of sign language interpreters	
Outcome 5	Acquire knowledge on Accessible India Campaign and Enumerate the adapting areas of inclusion.	**K5**

Suggested Readings

Assessable indiaCompaine -www,accessibleindia.gov.in

Accessible India Empower India, Department of Empowerment of Persons with Disabilities

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

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

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

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

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

Online Resource

https://aem.cast.org/

https://www.ndrn.org/

https://adata.org/

http://idea.ap.buffalo.edu/

https://alison.com/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create
			Course designed by: Dr. J. SUJATHAMALINI		

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)					M(2)			
CO2	S(3)	M(2)		L(1)		L(1)				
CO3	S(3)	M(2)						M(2)		
CO4	M(2)	L(1)	S(3)			L(1)	M(2)		L(2)	
CO5	L(1)	L(1)					S(3)	S(3)		
W.AV	2.2	1.8	0.4	0.2		0.4	1.4	1	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)	L(1)
CO3	S(3)	M(2)		M(2)	L(1)
CO4				L(1)	M(2)
CO5				M(2)	M(2)
W.AV	1.2	1.6	0.8	1.2	1.2

S–Strong(3),M-Medium(2),L-Low(1)

	II-Semester				
Core	**Course Code: 713206**	**Practical related to Disability Specialisation – E2**	**P**	**Credits: 2**	**Hours: 4**
		Unit-I			

S.No	Tasks for the Student Teachers	Disability Focus	Educational Settings	Specific Activities	Hrs (60)	Marks	Submissions
	1.Learning of Braille	College	VI	1. Bharati Braille 2.B raille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	30 15	25 25	
	Learning the use of Assistive Devices	College	VI	Taylor Frame: Basic Operation using arithmetic and algebric types	15		

Programme Outcome Vs Course Outcome

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	M(2)	M(2)		M(2)	M(2)	L(1)	L(1)	
W.AV	3	2	2	2		2	2	1	1	

Programme Specific Outcome Vs Course OutCome

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)		M(2)	L(1)
	2	2		2	1

II-Semester					
DSE – 1 Elective - 1	Course Code: 713207	Management of Learning Disability and Vocational Training for Transition & Job Placement	T	Credits: 2	Hours:2

Unit-I	
Objective1	Explain the concept, causes and characteristics of learning disabilities and its associated conditions

Learning Disabilities: Types -Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia- Non-verbal learning disabilities-Language Disorders-Associated Conditions: ADHD & ADD- Emotional & Behavioral problems.

Outcome 1	Learned the concept, causes and characteristics of learning disabilities and its associated conditions.	K2

Unit-II	
Objective 2	Develop appropriate teaching strategies as per the specific needs of children with learning disability and teacher made assessment test in curricular areas.

Assessment of Basic Curricular Skills: -**Assessment of Readiness Skills - Assessment of Reading, Writing and Math skills - Teacher made test - Standardized Tests: Need, Types & Purpose – Interpretation of Test report - Intervention Strategies in Basic Skills of Learning- Language skills, Reading, Writing, Maths skills, Study skills**

Outcome2	Developed appropriate teaching strategies as per the specific needs of children with learning disability and teacher made assessment test in curricular areas.	K5

Unit-III	
Objective 3	Develop an understanding of fundamentals and assessment of vocational rehabilitation & its relevance for PWD's and make vocational training plan.

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

Outcome 3	Develop an understanding of fundamentals and assessment of vocational rehabilitation & its relevance for PWD's and make vocational training plan.	K5

Unit-IV	
Objective 4	Understand the vocational transition and curriculum planning

Vocational Transition & Curriculum Planning:-Concept, meaning, importance of transition - Vocational transition models -Transitional Planning at pre-vocational & post-vocational level - Development of Individualized Vocational Transitional Plan - Development of Vocational Curriculum

Outcome 4	Identified various avenues for job placement and Plan for transition from School to job	K3

Unit-V	
Objective 5	Acquire knowledge on process of vocational rehabilitation and placement

Process of Vocational Rehabilitation &Placement:- Types of Employment Settings - Process of Job Placement & Creation of Need - Based Employment Settings- Adaptations, Accommodation, Safety Skills and First Aid - Self Advocacy & Self Determination Skill Training - Equal opportunities and attitudes towards persons with disabilities

Outcome 5	Acquire knowledge on process of vocational rehabilitation and placement	K6

Suggested Readings

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

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

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

JOE Rozario (2003) Learning Disabilities in India Sage Publications

G.Lokanadha Reddy, R.Ramar, A.Kusuma(2002) Learning Disabilities.

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

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

Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton – NewYork.

Prakash, P. (2008). Education of exceptional children: challenges and strategies. Kanishka publishers, New Delhi.

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

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

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

Online Resource

https://www.ncld.org/
https://ldaamerica.org/
https://askjan.org/
https://www.dol.gov/odep/
https://thinkcollege.net/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	S(3)	M(2)			L(1)			
CO2	M(2)	S(3)			M(2)			
CO3	S(3)	L(1)			S(3)			
CO4	S(3)	M(2)		M(2)		S(3)		
CO5	S(3)	M(2)						
W.AV	2.8	2		0.4	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)				L(1)
CO2		S(3)			M(2)
CO3	S(3)	M(2)			S(3)
CO4	S(3)			S(3)	
CO5	S(3)	M(2)			
W.AV	2.4	1.4		0.6	1.2

S–Strong(3),M-Medium(2),L-Low(1)

		II-Semester			
DSE – 1	Course Code: 713208	Orientation & Mobility and Augmentative & Alternative Communication	T	Credits:2	Hours:2

Unit-I		
Objective1	Describe the nature and scope of O&M	

Introduction to Orientation and Mobility:-Orientation and Mobility -- Definition, Importance and Scope - Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow- Roles of Other Senses in O&M Training - Special Responsibilities of Special Teacher/Educator with reference to O&M Training - Blindfold -- Rationale and Uses for the Teacher - Human/ Sighted Guide Technique- Grip, Stance, Hand Position, Speed Control Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths

Outcome 1	Describe the nature and scope of O&M	K1

Unit-II		
Objective 2	Acquire pre cane skills for upper and lower body protection, transport and use of electronic devices etc.	

Pre-Cane Skills:-Upper and Lower Body protection - Room Familiarization - Using Oral Description for Orientation - Search Patterns, Building Map Reading Skills - Canes -- Types, Parts, Six Considerations- Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique - Use of Public Transport, Asking for Help: When and How - Electronic Devices, Tactile and Auditory Maps -- Description and Uses

Outcome 2	Acquire pre cane skills for upper and lower body protection, transport and use of electronic devices etc.	K2

Unit-III		
Objective3	Acquire basic knowledge of Independent Living Skills techniques.	

Training in Independent Living Skills:-Self Care, Gait and Posture - Personal Grooming - Eating Skills and Etiquette - Identification of Coins and Currency Notes - Basics of Signature Writing

Outcome 3	Acquire basic knowledge of Independent Living Skills techniques.	K2

Unit-IV		
Objective 4	To Describe the organizational framework for communication Skills	

Organizational frame work for Communication: - Normal development of speech, language and communication - Factors that influence communication - Speech and language in relation to each other - Levels of communication in children - Functional (Emergent) Situational (Context Dependent). Independent (Creative)

Outcome 4	To Describe the organizational framework for communication Skills	K1

Unit-V		
Objective 5	To get principles of AAC interventions for children with visual impairment.	

Basic principles of AAC interventions:-Working towards symbolic expression - Communication skills and Functions - Areas of AAC Assessment - Scanning Environment, Interaction & Symbols- Introduction to communication tools and Access Mode -Types of AAC devices and systems, No Technology, Low Technology, High Technology- Access to devices: Switches - hand switch , blow switch, infrared devices, Software -scan mode combined with a switch-Selection of AAC - Design, Access, Motor, Devices- Challenges in the development of AAC and Literacy, Grammar ; spelling.

Outcome 5	Get principles of AAC interventions for children with visual impairment.	K3

Suggested Readings

Blasch, B. B., Weiner, W. R., & Welsh, R. L. (1997). Foundations of Orientation and Mobility (2nd ed.). New York: AFB Press.

Dodds, Allan (1986). Mobility Training for Visually Handicapped People. London: Croom Helm.

Fazzi, D.L. &Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired.: AFB Press, New York.

Hill, Everett and Ponder, Purvis (1976). Orientation and Mobility Techniques. AFB,New York.

Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to Persons with Visual Impairments.AFB Press, New York.

Knott, N.I. (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.

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

Online Resource

https://www.aph.org/
https://nfb.org/
https://www.asha.org/
https://www.isaac-online.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)								
CO2	**S(3)**	M(2)								M(2)
CO3	**S(3)**	M(2)								
CO4	M(2)	M(2)	M(2)		L(1)		M(2)	S(3)		**M(2)**
CO5	S(3)	L(1)								**M(2)**
W.AV	**2.8**	**1.8**	**0.4**		**0.2**		**0.4**	**0.6**		**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)			
CO2	S(3)	M(2)		L(1)	
CO3	S(3)				
CO4	M(2)	S(3)	M(2)		L(1)
CO5	S(3)				M(2)
W.AV	**2.8**	**1.4**	**0.4**	**0.2**	**0.6**

S–Strong(3),M-Medium(2),L-Low(1)

II-Semester					
DSE – 1	Course Code: 713209	Communication Options: Oralism & Manual (Indian Sign Language)	T	Credits:2	Hours:2

Unit-I

Objective 1	Able to identify the hearing loss in real life context, the Aural Oral Options with reference to persons with hearing impairment and Oral Rehabilitation

Understanding Hearing Loss in Real Life Context:- Basic Awareness on Paradigms of D/Deafness (Medical and Social) - Deafness and Communicative Access: Challenges and Concerns, Autonomy Inclusion and Identity with reference to Oral Options - Oral/ Aural Verbal Options and Realistic Expectations of Family and Teachers - Importance of Neural Plasticity and Early Listening Opportunities- Advance Understanding of Oral Options- Difference Between Uni Sensory and Multi-Sensory Approach in Oralism - Oracy To Literacy: Why and How - Speech Reading: Need, Role and Strategies in All Communication Options - Training and Guidance on Aural Oral Practices for Families and Tuning Home.

Outcome 1	Identify the hearing loss in real life context, the Aural Oral Options with reference to persons with hearing impairment and Oral Rehabilitation	K1

Unit-II

Objective 2	Acquire skills required for oralism

Skill Development Required for Oralism:- Practicing Interpreting Audiograms and Exposure to Goal Setting in Listening Skills- Practicing Motherese (Addressing/Talking to Young Children) and Age Appropriate Discourse with Children Using Appropriate Language, Turn Taking and Eye Contact - Practicing Fluency Skills in Verbal Communication: Spontaneous Conversations, Narrations and Loud Reading - Practicing Skills in Story Telling/ Narrations/ Jokes/ Poems/ Nursery Rhymes – Ongoing Monitoring and Assessing Auditory Functioning and Speech Development: Reading Model Formats Used for the Purpose (Checklists, Recordings, Developmental Scales)

Outcome 2	Skillful in interpreting audiograms and exposure to Goal setting in listening skills and practicing fluency skills in verbal communication.	K6

Unit-III

Objective 3	Learn skill in Auditory Verbal approach and implementing oralism and AV approach in Indian special schools

Skill Development Auditory Verbal (AV) Approach - AV Approach: Meaning, Misconcepts and Justification - Stages of Auditory Hierarchy - Understanding Listening Strategies, Techniques of AV Approach and Their Relation -to Listening Environment - Reading Model Plans and Observing a Few Weekly Individual Sessions - Developing Instructional Material for AVT Sessions Linking Listening, Language and Cognition - Implementing Oralism and AV Approach in Indian Special Schools & Summing up, Strategies of Implementation Oral Communication Policy and Fulfilling Prerequisites - Resource Mobilization For Listening Devices: (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising)- Reflections On The Course: From Theory to Practice to Initiating Change

Outcome 3	Skill in Auditory Verbal approach and implementing oralism and AV approach in Indian special schools	K3

Unit-IV

Objective-4	Understand Manual Options and its use in Indian schools

Advance Understanding of Manual Options and Indian Scenario - Use of Simcom and Educational Bilingualism in Indian Schools - Current Scenario Challenges, Prerequisites and Fulfilling Prerequisites- Monitoring and Measuring -Development of ISL/ISS in Students: Receptive and Expressive Mode - Training and Guidance for Families and Tuning Home Environment: Current

Scenario and Strategies - Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts	
Outcome 4 Understand Manual Options and its use in Indian schools	**K2**

<table>
<tr><td colspan="2" align="center">Unit-V</td></tr>
<tr><td>Objective 5</td><td>Acquire knowledge in ISL skill and skill in using in classrooms</td></tr>
</table>

ISL Skill Development: Middle Order Receptive and Expressive Skills - Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact - Practicing Natural Signing in Short Common Conversations, Stories/Poems/Narrations/Jokes, Discussing Emotions, Expansion of Ideas and Current Affairs, Practicing Group Dynamics - ISL Skill Development: Towards Higher Order Receptive and Expressive Skills - Learning to Express Gender, Number, Person, Tense, Aspect- Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization , Simple, Complex, Compound- Observing Using ISL in Classrooms - Social Science, Science / Mathematics-Practicing Markers (Local Language) Practicing Syntax in Conversations and discussions, Observing Using ISS/ISL in Classrooms for School Subjects - Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising) Reflections on the Course: From Theory to Practice to Initiating Change

Outcome 5 Acquire knowledge in ISL skill and skill in using in classrooms	**K5**

Suggested Readings

Borden, Gloria J.,; Harris, Katherine S. & Raphael, Lawrence J. (2005). Speech Science Primer (4th) Lippincott Williams aAnd Wilkins: Philadelphia.

Communication Options And Students With Deafness. (2010). Rehabilitation Council of India , New Delhi.

Cole, E., &Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.).Plural Publishing Inc,San Diego, CA.

Dhvani (Marathi). Balvidyalaya – Cym Publication

Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.

Dhvani (English). Balvidyalaya Publication: Chennai.

Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association,Washington D.C.

Heller, R. (1999). Managing Change. Dk Publishing: New York.

Ling, D. (1990). Acoustics, Audition Aand Speech Reception. (Cd)Alexandria, Auditory Verbal International.

Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.

Online Resource

https://hearingfirst.org/

https://islrtc.nic.in/

https://www.spreadthesign.com/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)						S(3)		
CO2	M(2)	M(2)		M(2)		M(2)		S(3)		
CO3	L(1)	L(1)	S(3)	M(2)			S(3)			
CO4	S(3)	L(1)	M(2)							
CO5	S(3)	L(1)								M(2)
W.AV	1.2		1	0.8	0.2	0.4	0.6	1.2		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)			
CO2	M(2)	M(2)		M(2)	
CO3	M(2)		L(1)	S(3)	M(2)
CO4	S(3)	S(3)	M(2)		
CO5	S(3)			S(3)	
W.AV	2	0.8	0.6	1.6	0.4

S–Strong(3),M-Medium(2),L-Low(1)

II –Semester					
Value Added Course	**Course Code : 713210**	**Nai Talim**	**T**	**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.;

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

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

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.	

Nai-Talim Style Of Value Education: Introduction - Experiential learning approach to value-education - Precautions needed while choosing curriculum content for value education
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

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 Resource

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www.en.winkipedia.org/wiki/participatory rural_ appraisal
www.equality-ne.co.uk/downloads/856 tookkit-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

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

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On what level the COs & POs correlated each other -based on that we have to give marks)

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)

II-Semester					
Value Added Course	**Course Code: 713211**	**Value Education**	**T**	**Credits:2**	**Hours:2**

Unit-I		
Objective 1	Understand the education and need of values and its classification in contemporary society.	
Education and Values –Definition, Concept, Classification, Theory, Criteria and Sources of values – Aims and objectives of value education - Role and Need for value education in the contemporary society – Role of education in transformation of values in society- Role of parents, teachers, society, peer group and mass media in fostering values- Teaching approaches and strategies to inculcate values through curricular and co-curricular activities		
Outcome 1	Understand the education and need of values and its classification in contemporary society.	**K2**
Unit-II		
Objective 2	Develop skills to understand value education and its contribution towards personal development	
Value Education and Personal Development –Human Values: Truthfulness, Constructivity, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life. – Character Formation towards Positive Personality –Modern challenges of adolescent: emotions and behavior – Self-analysis and introspection: sensitization towards gender equality, physically challenged, intellectually challenged, - Respect to - age, experience, maturity, family members, neighbors, co-workers.		
Outcome 2	Develop skills to understand value education and its contribution towards personal development	**K1**
Unit-III		
Objective 3	Become aware of value education towards National and Global Development	
Value Education towards National and Global Development – Constitutional Values: Sovereign, Democracy, Socialism, Secularism, Equality, Justice, Liberty, Freedom, And Fraternity – Social Values: Pity and Probity, Self-Control, Universal Brotherhood. –Professional Values: Knowledge Thirst, Sincerity in Profession, Regularity, Punctuality.		
Outcome 3	Become aware of value education towards National and Global Development	**K1**
Unit-IV		
Objective 4	Understand the religious and moral values such as tolerance, wisdom, character etc.	
Religious and Moral Values –Faith- Religious and Moral Values- Tolerance, Wisdom, character. – Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same. – Environmental Ethical Values -National Integration and international understanding. – Need of Humanistic value for espouse peace in the society -Conflict of cross-cultural influences, cross-border education.		
Outcome 4	Understand the religious and moral values such as tolerance, wisdom, character etc	**K3**
Unit V		
Objective5	Demonstrate the Therapeutic Measures to control of the mind through simplified physical exercise, meditation and yoga	
Therapeutic Measures:- Control of the mind through-. Simplified physical exercise- Meditation – Objectives, types, effect on body, mind and soul- Yoga – Objectives, Types, Asanas- Activities: Moralization of Desires, Neutralization of Anger, Eradication of Worries, Benefits of Blessings		

Outcome 5	Demonstrate the Therapeutic Measures to control of the mind through simplified physical exercise, meditation and yoga	K1

Suggested Readings

Chitakra, M.G.: Education and Human Values, A.P.H. Publishing Corporation, New Delhi. 2003.

Kiruba Charles & V. Arul Selvi. Value Education:Neelkamal Publications, New Delhi, 2012.

Monica J. Taylor. Values in Education and Education in Value. Routledge. 1996.

Neil Postman. The End of Education: Redefining the Value of School. Vintage publisher. 1996.

Passi, B.K. and Singh, P. Value Education. National Psychological Corporation, Agra. 2004.

Sharma, S.P. Moral and Value Education; Principles and Practices, Kanishka publishers, 2013.

http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-aframework\

http://cbseacademic.in/web_material/ValueEdu/Value%20Education%20Kits.pdf

Online Resource
https://livingvalues.net/
https://www.character.org/
https://valuesbasededucation.com/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

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Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)								
CO2	**S(3)**	M(2)				S(3)				
CO3	**S(3)**	**S(3)**	L(1)					S(3)		L(1)
CO4	M(2)	M(2)	M(2)	L(1)						M(2)
CO5	S(3)	S(3)								S(3)
W.AV	**2.8**	**2.2**	**0.6**	**0.2**		**0.6**		**0.6**		**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)				
CO2	S(3)	M(2)			M(2)
CO3	S(3)		L(1)		
CO4	M(2)		M(2)	L(1)	
CO5	S(3)				M(2)
W.AV	2.8	0.4	0.6	0.2	0.8

S–Strong(3),M-Medium(2),L-Low(1)

II-Semester					
Value Added Course	**Course Code: 713212**	**Gender and Disability**	**T**	**Credits:2**	**Hours:2**

Unit-I		
Objective 1	Develop an understanding of the concept, need and scope of gender studies and its theories.	

The concept of Gender studies:-Need and Scope of Gender studies –Gender studies as an academic discipline –Women's studies - Gender studies –Gender theories

Outcome 1	Develop an understanding of the concept, need and scope of gender studies and its theories.	**K3**

Unit-II		
Objective 2	Explain the impact of girl child in society such as child labours, child abuse and Understand the multiple roles of women and their role conflict	

Girl child in Society:-Child labours - Child abuse – Changing role of women - marriage – Women's Issues - Motherhood - Single parent –Widows- Multiple Roles of Women- Role conflict, Role change – Gender and women.

Outcome 2	Explain the impact of girl child in society such as child labours, child abuse and Understand the multiple roles of women and their role conflict	**K5**

Unit-III		
Objective 3	Describe the personal and demographic perspectives of gender and disability.	

Gender and Disability - Sex & Gender: Concept & Difference- Impairment & Disability: Concept & Difference - Gendered Experience of Disability- Public Domain: School and Outside School- Private and Familial Domain- Normalization and Social Role Valorisation Gender and Disability Analysis: Techniques and Strategies- Psyche and Gender: Implications for Teaching.

Outcome 3	Describe the personal and demographic perspectives of gender and disability.	**K5**

Unit-IV		
Objective 4	Analyze the issues related to disabled women and girl children.	

Women and Girl Child with Disability: -Inclusive Equality- Access to Family Life- Access to Education, Vocational Training and Employment- Access to Political Participation-Factors Contributing to Disability- Gender-Based Violence in School and Within Family-Traditional Practices-Sexual and Reproductive Health- Teacher's Role in Promoting Gender Equality-Gender Critique of Legislation, Government Policy and Schemes

Outcome 4	Analyze the issues related to disabled women and girl children.	**K4**

Unit-V		
Objective 5	Demonstrate the Human Right-based Approach and Disability	

 Human Right-based Approach and Disability:- Human Rights-Based Approach: Concept and History – Principles of Human Rights-Based Approach- Equality and Non-Discrimination- Universality & Inalienability- Participation and- Inclusion- Accountability and Rule of Law- Elements of Human Rights System-Legal Framework- Institutions- Development Policies & Programs- Public Awareness- Civil Society- Advantage of Human Rights-Based Approach- Implications for Disability- Empowerment- Enforceability- Indivisibility- Participations

Outcome 5	Demonstrate the Human Right-based Approach and Disability.	**K1**

Suggested Readings

Habib, L. A. (1997). Gender and Disability: Women's Experiences in the Middle East.Oxfam, UK.

Hans, A. (2015). Disability, Gender and the Trajectories of Power. Sage Publications Pvt. Ltd.

Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability.

Ridgeway, C. L. (2011). Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press.									
Online Resource https://womenenabled.org/ https://dawncanada.net/ https://www.un.org/disabilities/documents/Publication/UNWCW%20MANUAL.pdf https://rootedinrights.org/									
K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze		K-5 Evaluate		K-6 Create		
					Course designed by: Dr. J. SUJATHAMALINI				

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

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

S–Strong (3),M-Medium(2),L-Low(1)

III-Semester						
Core	**Course Code: 713301**	**Basic Research & Basic Statistics and Action Research**	**T**	**Credits: 4**	**Hours:4**	

Unit-I		
Objective1	Describe the concept and relevance of research in education and special education.	
Introduction to Research:-Scientific Method –Research: - Concept and Definition – Research - Application of Scientific Method in Research - Purpose of Research - Research in Education and Special Education		
Outcome 1	Describe the concept and relevance of research in education and special education.	**K1**
Unit-II		
Objective 2	Develop an understanding of the types and research process and acquire competencies for conducting a research.	
Types and Process of Research:-Types of Research – Basic, Fundamental, Applied, Action-Process of Research - Selection of Problem, Formulation of Hypothesis- Collection of Data, Analysis of Data & Conclusion - Tools of Research: Tests, Questionnaire, Checklist and Rating Scale - Professional Competencies for Research		
Outcome 2	Develop an understanding of the types and research process and acquire competencies for conducting a research.	**K3**
Unit-III		
Objective 3	Apply suitable measures for data organization and analysis.	
Measurement and Analysis of Data:- Scale for measurement: Nominal, Ordinal, Interval and Ratio - Organization of data: Array, grouped distribution- Measures of central tendency and Dispersion: Mean, Median and Mode, - Standard deviation and Quartile deviation - Correlation: Product Moment and Rank Order Correlation-Graphic representation of data		
Outcome 3	Acquire skill in using suitable measures for data organization and analysis.	**K3**
Unit-IV		
Objective 4	Understand the basics of action research, qualitative and mixed methods	
Basics of Action Research:- Meaning, principles - Uses and Limitations of Action Research - Difference between Fundamental and Action Research - Action Research for the professional growth of teachers- Qualitative and Mixed Research		
Outcome 4	Able to understand the basics of action research, qualitative and mixed methods	**K2**
Unit-V		
Objective 5	Understanding the types and process of action research	
Process of Action Research:-Types of Action Research - Individual teacher action research and Collaborative action research (Meaning, Rationale, uses and limitations) - Cycles of Action Research – Stephen Kemmi's Action Cycle, Kurt Lewin's - Force Field - Concept and types of validation - Self, Peer and Learner - Approaches, Methods and Tools for data collection in Action Research -Planning Conducting, and Reporting Action Research		
Outcome 5	Undertake a minor Action Research and find out a solution to a problem.	**K6**

Suggested Readings

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

Field (2012) Discovering statistic, Sage Publication

FieldA (2013) Discovering Statistics using IBM SPSS, Sage Publication

Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi. Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananathapuram.	

Online Resource
https://www.nih.gov/
https://www.nsf.gov/
https://nsuworks.nova.edu/tqr/
https://www.khanacademy.org/
https://www.openintro.org/book/os/
https://arnawebsite.org/
https://www.aera.net/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate		K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

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

S–Strong(3),M-Medium(2),L-Low(1)

	III Semester					
Core	Course Code: 713302	Practical related to Cross Disability and Inclusion – E1		P	Credits: 4	Hours:8

S.No	Tasks for the Student Teachers	Educational Settings	Disability Focus	Specific Activities	Hrs (60)	Marks	Submissions
1	Classroom Observation For school subjects at different levels Orientation and Mobility Training Teaching lessons on O&M and ADL	1. Special schools other than VI 2. Inclusive schools College Campus and outside campus Special and inclusive school	1. Other than VI 2. Any Disability VI VI and VIMD	Observation For school subjects at different levels Observation For school subjects at different levels a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction finding technique Individualized Teaching lessons on orientation and mobility and activities of daily living	15 Hrs 15 Hrs 60 Hrs 30 hrs		

Programme Outcome Vs Course Outcome

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)				M(2)	M(2)			
W.AV	3	2				2	2			

Programme Specific Outcome Vs Course OutCome

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		M(2)	L(1)
	3	2		2	1

	III Semester				
Core	Course Code: 713303	Internship/School Placement – General School	P	Credits: 4	Hours:8

S.No	Tasks for the student Teachers	Disability Focus	Educational Set up	No.of Lessons
1	Classroom Teaching	General Schools	General School – Optional I and Optional II	Minium 90 School Periods

Programme Outcome Vs Course Outcome

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)			M(2)	M(2)			
W.AV	3	3	2			2	2			

Programme Specific Outcome Vs Course OutCome

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		M(2)	
	3	2		2	

		III Semester			
Core	**Course Code: 713304**	**Internship/School Placement – Special School**	**P**	**Credits: 4**	**Hours:8**

S.No	Tasks for the student Teachers	Disability Focus	Educational Set up	No.of Lessons
1	Classroom Teaching	VI	Special School for VI	Minium 90 School Periods

Programme Outcome Vs Course Outcome

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)		M(2)		M(2)	M(2)			
W.AV	3	2		2		2	2			

Programme Specific Outcome Vs Course OutCome

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)	M(2)	M(2)	
	3	3	2	2	

		III-Semester			
DSE – 2	Course Code: 713305	Guidance & Counseling and Applied Behaviour Analysis	T	Credits:2	Hours:2

	Unit-I	
Objective 1	Understand the skills of guidance and counselling in classroom situations.	

Introduction to Guidance and Counselling:-Guidance and Counselling: Definition and Aims - Areas of Guidance and Counselling - Core Conditions in Counselling - Skills and Competencies of a Counsellor - Role of Teacher in Guiding and Counselling Students with Special Needs

Outcome 1	Understand the skills of guidance and counselling in classroom situations.	K2

	Unit-II	
Objective 2	Describe the process of development of self-image and self-esteem.	

Enhancing Self Image and Self Esteem: Concept of Self as Human - Understanding of Feelings and Changes- Growth to Autonomy- Personality Development- Role of Teacher in Developing Self-Esteem in Children- Guidance and Counselling in Inclusive Education

Outcome 2	Describe the process of development of self-image and self-esteem.	K3

	Unit-III	
Objective 3	Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA) and methods of ABA.	

Introduction to Applied Behaviour Analysis (ABA):- Principles of Behavioural Approach- ABA - Concept and Definition- Assumptions of ABA - Classical and Operant Conditioning -Behaviour-Definition and Feature - Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems

Outcome 3	Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA) and methods of ABA.	K3

	Unit-IV	
Objective 4	Acquire knowledge on basics of action research for the professional growth of teachers	

Basics of Action Research:- Meaning, principles - Uses and Limitations of Action Research - Difference between Fundamental and Action Research - Action Research for the professional growth of teachers- Qualitative and Mixed Research

Outcome 4	Acquire knowledge on basics of action research for the professional growth of teachers	K6

	Unit-V	
Objective 5	Learn suitable strategies for positive behavior support and role of teacher in promoting positive behaviour.	

Strategies for Positive Behaviour Support:- Selection of Behavioural Goals - Reinforcement- Types: Positive and Negative, Primary and Secondary- Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval- Discrete Trial Teaching - Discriminative Stimulus – Characteristics - Response- Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal - Consequence - Characteristics - Inter-Trial Interval-Application of ABA in Group Setting - Negotiation and contract - Token economy- Response cost- Pairing and fading- Leadership role of teacher in promoting positive behaviour

Outcome 5	Learn suitable strategies for positive behavior support and role of teacher in promoting positive behaviour.	K5

Suggested Readings

Aune, B., Burt, B., & Gennaro, P. (2013). Behaviour Solutions for the Inclusive Classroom. Future Horizons Inc, Texas.

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

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

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

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

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

Moyes, R.A. (2002). Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom. Jessica Kingsley Publishers London

Online Resource

https://www.schoolcounselor.org/
https://www.nbcc.org/
https://www.counseling.org/
https://jedfoundation.org/
https://www.bacb.com/
https://www.autismspeaks.org/
https://m.youtube.com/watch?v=sJJJPW0Wctw

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create
				Course designed by: Dr. J. SUJATHAMALINI	

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	CO1	S(3)	M(2)							
CO2	CO2	M(2)		M(2)					S(3)	
CO3	CO3	S(3)	M(2)		M(2)					
CO4	CO4	S(3)			M(2)					
CO5	CO5	S(3)					M(2)			
W.AV	W.AV	2.8	0.8	0.4	0.8		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	S(3)	M(2)			M(2)
CO2			M(2)	M(2)	
CO3	S(3)	M(2)			
CO4	S(3)	M(2)			
CO5	S(3)		L(1)		L(1)
W.AV	2.4	1.2	0.6	1	0.6

S–Strong(3),M-Medium(2),L-Low(1)

III-Semester					
DSE – 2	Course Code: 713306	**Early Childhood Care & Education and Community Based Rehabilitation**	T	Credits:2	Hours:2
		Unit-I			

Objective 1	Explain the facts about early childhood education learning and development and the curricula	

The Early Years: An Overview:-Facts about Early Childhood Learning & Development -Neural mechanism and Plasticity- Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills -Sensitive Periods of Learning: Maria Montessori's Framework of childhood - Opportunity & Learning Timelines of Development in Young Children -Integrating Theories of Development & Learning for Early Childhood Education-Curricula

Outcome 1	Explain the facts about early childhood education learning and development and the curricula	**K2**

Unit-II

Objective-2	Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.	

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

Outcome 2	Described the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities	**K3**

Unit-III

Objective 3	Explain the concept, principles and scope inclusive early childhood educational practices and collaborative planning with parents, family education and developing Individualised Family Service Plan (IFSP) and skill in developing school readiness and transitions and systems	

Inclusive Early Childhood Educational (ECE) Practices :-Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL) -Practices for Inclusive ECE Programs: Adaptations of Physical Environment &Equipments, Visual Support Materials, Parent Partnerships, Friendships &Engagements with Typical Children -Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning -Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP) -School Readiness and Transitions –Systems

Outcome 3	Explain the concept, principles and scope inclusive early childhood educational practices and collaborative planning with parents, family education and developing Individualised Family Service Plan (IFSP) and skill in developing school readiness and transitions and systems	**K3**

Unit IV

Objective 4	Apply suitable methods for preparing persons with disability for rehabilitation within the community through community based rehabilitation (CBR).	

Introduction to Community Based Rehabilitation (CBR) :- Definition and Meaning of CBR Principles of CBR -Role of Functions -Difference between CBR and Institutional Living -Socio-cultural and Economic Contexts of CBR -Scope and Inclusion of CBR in Government Policies and Programs

Outcome 4	Apply suitable methods for preparing persons with disability for rehabilitation within the community through community based rehabilitation (CBR).	K4

Unit-V

Objective 5	Develop an understanding how to prepare community and preparing persons with disability for CBR

Preparing Community and Preparing Persons with Disability for CBR :-Awareness Program-Types and Methods- Advocacy - Citizen and Self - Focus Group Discussion -Family Counselling and Family Support Groups -CBR and Corporate Social Responsibility - School Education: Person Centered Planning, and Peer Group Support -Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills - Community Related Vocational Training - Skill Training for Living within Community -Community Based Employment and Higher Education

Outcome 5	Develop an understanding how to prepare community and preparing persons with disability for CBR	K2

Suggested Readings

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

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

Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.

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

McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.

Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.

Online Resource

https://www.naeyc.org/
https://www.zerotothree.org/
https://www.unicef.org/early-childhood-development
https://www.who.int/publications-detail-redirect/9789241548052
https://www.cbm.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)					L(1)				
CO2		L(1)				L(1)		S(3)		
CO3	S(3)					M(2)				
CO4	S(3)	M(2)	L(1)			M(2)			L(1)	
CO5	S(3)					M(2)				M(2)
W.AV	2.4	0.6	0.2			1.6		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)				
CO2	M(2)	M(2)			
CO3	S(3)				S(3)
CO4	M(2)	M(2)	L(1)	S(3)	L(1)
CO5	S(3)	M(2)			L(1)
W.AV	2.6	1.2	0.2	0.6	1

S–Strong(3),M-Medium(2),L-Low(1)

III-Semester					
DSE – 2	**Course Code: 713307**	**Braille & Assistive Devices and Application of ICT In Classroom**	**T**	**Credits:2**	**Hours:2**

Unit-I		
Objective 1	Acquire basic information about Braille, its relevance and some important functional aspects.	
Braille:-Louis Braille and the Evolution of Braille -Continuing Relevance of Braille vis-a-vis Audio Material -Braille Signs -Contractions and Abbreviations -English Braille, Tamil Language Reading and Writing Processes		
Outcome 1	Acquire knowledge of the basic information about Braille, its relevance and some important functional aspects.	**K2**
Unit-II		
Objective 2	Get basic information on types and significance of different Braille devices for Mathematics, Science, Geography and Low Vision as also on sources of their availability.	
Braille Devices -- Types, Description, Relevance :-Slate and Stylus, Braille Writer -3 Electronic Devices -Note takers and Refreshable Braille Displays -Braille Embossers, Braille Translation Software -Mathematical Devices: Taylor Frame and Types, Abacus, Geometry Kit, Algebra Types -Geography: Maps--Relief, Embossed, Models, Science Material - Low Vision Aids--Optical, Non-Optical, Vision Training Material - Schemes and Sources of Availability		
Outcome2	Understand the basic information on types and significance of different Braille devices for Mathematics, Science, Geography and Low Vision as also on sources of their availability	**K2**
Unit-III		
Objective 3	Gauge the varying dimensions in respect of ICT and Applications in Special Education.	
Information Communication Technology (ICT) and Special Education :-Meaning and Scope of ICT and Its Role in 'Construction of Knowledge -Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers) -Integrating ICT in Special Education with Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy -Three as of ICT Application, Access, Availability, Affordability - Overview of WCAG (Web Content Access Guidelines)		
Outcome 3	Learn the varying dimensions in respect of ICT and Applications in Special Education.	**K4**
Unit-IV		
Objective 4	Delineate the special roles of ICT Applications.	
Using Media and Computers –Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television -and Video in Education, - Importance of Newspaper in Education- Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use of Power Point, Excel, ICT Applications for Access to Print- Computer as a Learning Tool: Effective Browsing of the Internet for Discerning and Selecting Relevant Information, - Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources- Computer-Aided Learning: Application of Multimedia in Teaching and Learning,- Programmed Instruction; Computer-Assisted Instruction; Interactive Learning- E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for CwSN.		
Outcome 4	Understand delineate the special roles of ICT Applications.	**K2**
Unit-V		
Objective 5	Acquire Familiarity with visualizing technology supported learning situations and softwares for managing disability specific problems.	

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

| Outcome 5 | Acquire Familiarity with visualizing technology supported learning situations and softwares for managing disability specific problems. | K3 |

Suggested Readings

A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System (1971). London: The Royal National Institute for the Blind.

Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Pittsburgh: Stanwick House.

Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication. Geneva: UNESCO.

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

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

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

Publishers.

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

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

Manual on Bharti Braille (1980). Dehradun: NIVH

Online Resource

https://www.aph.org/

https://nfb.org/

https://www.afb.org/

https://www.enablemart.com/

https://www.iste.org/

| K-1 Remember | K-2 Understand | K-3 Apply | K-4 Analyze | K-5 Evaluate | K-6 Create |

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

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

S–Strong(3), M-Medium(2), L-Low(1)

IV-Semester					
Core	**Course Code: 713401**	**Inclusive Education**	**T**	**Credits: 4**	**Hours: 4**
Unit-I					

Objective1	Explain the concept of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.

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

Outcome 1	Understand the concept of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.	**K3**

Unit-II		

Objective 2	Explicate the national & key international policies & frameworks facilitating inclusive education.

Polices & Frameworks Facilitating Inclusive Education:- International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) - International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) - International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002) - National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006), National Education Policy (2017), National Education Policy (2020) - National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013) RPWD Act (2016)

Outcome 2	Learn the national & key international policies & frameworks facilitating inclusive education.	**K2**

Unit-III		

Objective3	Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms through adaptations, accommodations and modifications.

Adaptations Accommodations and Modifications:- Meaning, Difference, Need & Steps- Specifics for Children with Sensory Disabilities- Specifics for Children with Neuro-Developmental Disabilities - Specifics for Children with Loco Motor & Multiple Disabilities - Engaging Gifted Children

Outcome 3	Understand the skills in adapting instructional strategies for teaching in mainstream classrooms through adaptations, accommodations and modifications.	**K3**

Unit-IV		

Objective 4	Describe the inclusive pedagogical practices & its relation to good teaching	
Outcome 4	Describe the inclusive pedagogical practices & its relation to good teaching.	**K1**

Unit-V		

Objective5	Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Supports and Collaborations for Inclusive Education :- Stakeholders of Inclusive Education - Their Responsibilities-Advocacy & Leadership for Inclusion in Education- Family Support & Involvement for Inclusion - Community Involvement for Inclusion- Resource Mobilisation for Inclusive Education

Outcome 5	Acquire the knowledge of strategies for collaborative working and stakeholders support in implementing inclusive education.	**K2**

Suggested Readings

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

Giuliani, G.A. &Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press:Sage Publishers.

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

Mahdi, Anjum (2014) Inclusive Education Alfa Publication

Sharma, Yogen (2014) Inclusive education:Conceptualfreamwork, Approaches and facilitators Kanishka Publishers

Sharma,Kaushal (2014) Inclusive Education: perspectives and paradigm in professional practices

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

Online Resource

https://inclusiveschools.org/
https://www.cast.org/
http://www.udlcenter.org/
https://swiftschools.org/
https://www.tolerance.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

(On what level the COs & POs correlated each other -based on that we have to give marks)

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)							M(2)	
CO2	**S(3)**	M(2)					M(2)			
CO3	**S(3)**	L(1)								
CO4	S(3)	M(2)		S(3)		M(2)				
CO5	S(3)	L(1)				S(3)				
W.AV	**3**	**1.8**		**0.6**		**1**	**0.4**		**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)		S(3)	
CO3	S(3)				M(2)
CO4	S(3)	M(2)		S(3)	
CO5	S(3)	M(2)	M(2)		
W.AV	2.8	1.6	0.4	1.2	0.4

S–Strong(3),M-Medium(2),L-Low(1)

IV-Semester						
Core	Course Code: 713402	Reading & Reflecting on Texts (EPC) and Drama & Arts in Education (EPC)	T	Credits: 2	Hours: 2	

Unit-I

Objective 1	Learn to reflect upon current level of literacy skills of the self and skills required to be active readers in control of own comprehension.

Reflections on Literacy & Reading Comprehension:- Literacy and Current University Graduates: Status and Concerns - Role of Literacy in Education, Career and Social Life -Literacy, Thinking and Self Esteem -Literacy of Second Language/ English: Need and Strategies -Basic Braille Literacy - Practicing Responses to Text: Personal, Creative and Critical -Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making - Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies - Basic Understanding of Reading Comprehension of Children with Disabilities

Outcome 1	Learn to reflect upon current level of literacy skills of the self and skills required to be active readers in control of own comprehension.	K3

Unit-II

Objective 2	Understand interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.

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

Outcome 2	Understand interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.	K2

Unit-III

Objective 3	Knowledge about to prepare self to facilitate good reading writing in students across the ages and recreational tools rather than a course task

Reflecting Upon Writing as a Process and Product :- Understanding writing as a Process: Content (Content, Audience, and Organisation), Language (Grammar, Vocabulary, Spelling), Surface Mechanics (Handwriting, Neatness, Alignment and Spacing) - Practicing Self Editing and Peer Editing of Sample Texts - Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness - Practicing Independent Writing, Daily Living Writing, - Practicing Converting Written Information into Graphical Representation - Practicing Filling up Surveys, Forms, Feedback Responses, Checklists -Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Outcome 3	Knowledge about to prepare self to facilitate good reading writing in students across the ages and recreational tools rather than a course task	K2

Unit-IV

Objective 4	Exhibit Basic understanding in art appreciation, art expression and art education.

Introduction to Art Education:- Art and art education: Meaning, scope and difference -Artistic expression Meaning and strategies to facilitate - Art therapy: Meaning and Concept –Types - application to students with and without disabilities Linking Art Education with Multiple Intelligences –Understanding emerging expression of art by students - Performing Arts : Dance & Music – Range of art activities related to dance and music – Experiencing, responding and appreciating dance and music

– Exposure to selective basic skills required for dance and music -Dance and Music: Facilitating interest among students: planning and implementing activities – Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations - Performing Arts: Drama and Visual Arts : Drama - Range of art activities in drama - Experiencing, responding and appreciating drama - Exposure to selective basic skills required for drama –Facilitating interest among students: planning and implementing activities - Enhancing learning through drama for children with and without special needs: strategies and adaptations – Range of art activities in visual arts - Experiencing, responding and appreciating visual art - Exposure to selective basic skills in visual art - Art education: Facilitating interest among students: planning and implementing activities - Enhancing learning through visual arts for children with and without special needs: strategies and adaptations

| Outcome 4 | Exhibit Basic understanding in art appreciation, art expression and art education. | K2 |

| | **Unit-V** | |
| Objective-5 | Plan and implement facilitating media and electronic arts for students with and without special needs. | |

Media and Electronic Arts :- Range of art activities in media and electronic art forms - Experiencing, responding and appreciating media and electronic arts - Exposure to selective basic skills in media and electronic arts - Media and electronic arts: Facilitating interest among students: planning and implementing activities - Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

| Outcome 5 | Plan and implement facilitating media and electronic arts for students with and without special needs. | K6 |

Suggested Readings

Baniel, A. (2012). Kids beyond limits. Perigee Trade: New York

Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. New York, NY: Teachers College Press.

Gallangher.K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers

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

Nyman, L.& A. M. Jenkins (Eds.), Issues and approaches to art for students with special needs (pp. 142–154). Reston, VA: National Art Education Association.

Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.

McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.

Miller. D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades.Stenhouse Publishers, New York.

Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA

Tovani, C., &Keene.E.O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers

Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai

Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.NityanutanPrakashan, Pune.

Online Resource

Farrell, M. (2012). The special education handbook: an AZ guide. Routledge.

Farrell, M. (2007). Key issues in special education. Routledge.

Harry, B., & Klingner, J. (2014). Why are so many minority students in special education?. Teachers

College Press.
Maanum, J. L. (2009). The general educator's guide to special education. Corwin Press.
Crockett, J. B., Billingsley, B., & Boscardin, M. L. (Eds.). (2012). Handbook of leadership and administration for special education. Routledge.

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create
			Course designed by: Dr. J. SUJATHAMALINI		

(On what level the COs & POs correlated each other -based on that we have to give marks)

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)	M(2)			L(1)	L(1)			
CO3	S(3)	M(2)								
CO4	S(3)	M(2)		M(2)						
CO5	M(2)	L(1)			L(1)					
W.AV	2.8	1.6	0.8	0.4	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)		M(2)	S(3)	M(2)
CO2	S(3)	M(2)			M(2)
CO3	S(3)	M(2)			
CO4	S(3)	M(2)		M(2)	
CO5	M(2)		M(2)		L(1)
W.AV	2.8	1.2	0.8	1	0.8

S–Strong(3),M-Medium(2),L-Low(1)

					IV-Semester				
Core	Course Code: 713403		Practical related to Disability Specialisation – E2			P	Credits: 4	Hours: 8	

S.No	Tasks for the Student Teachers	Educational Settings	Disability Focus	Specific Activities	Hrs (60)	Marks	Submissions
	Reading and Writing Standard English Braille	College	VI	1.Reading and writing English Braille text. Transcription from print to Braille and vice versa(Grade II)	60 Hours	50	
				2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions	30 Hours	25	
						25	
				3. Abacus and Geometric kit	30 Hours		

Programme Outcome Vs Course Outcome

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	M(2)	M(2)	L(1)	M(2)		M(2)	M(2)	
W.AV	3	2	2	2	1	2		2	2	

Programme Specific Outcome Vs Course OutCome

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	
	3	2	2	2	

		IV-Semester			
Core	Course Code: 713404	Internship/School Placement – Cross Disability	P	Credits: 4	Hours: 8

S.No	Tasks for the student Teachers	Disability Focus	Educational Set up	Hrs	Marks
1	1. Classroom teaching, development of TLM, document study, maintenance of record	Other than Visual Impairment	Special Schools for other disabilities	60]	50
	2. Classroom teaching, development of TLM, document study, maintenance of record	VIMD	Special schools or programmes for Multiple disabilities	60	50

Programme Outcome Vs Course Outcome

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	M(2)		M(2)		M(2)		
W.AV	3	3	2	2		2		2		

Programme Specific Outcome Vs Course OutCome

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)	M(2)	M(2)	
	2	2	2	2	

			IV-Semester			
Core	Course Code: 713405	Internship/School Placement – Inclusive School		P	Credits: 4	Hours: 8

F4 – Inclusive School

S.No	Tasks for the student Teachers	Disability Focus	Educational Set up	Hrs	Marks
	Classroom teaching with special focus on functional academic skills e.g., Braille, special equipments, preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	Visually Impaired, seeing children and teachers	Inclusive schools	120 hrs	100

Programme Outcome Vs Course Outcome

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(3)	M(2)	M(2)	L(1)	M(2)	M(2)	M(2)	M(2)	
W.AV	3	3	2	2	1	2	2	2	2	

Programme Specific Outcome Vs Course OutCome

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	
	3	2	2	2	

EDUCATION CAMPUS