



ALAGAPPA UNIVERSITY

(A State University Established in 1985)

Karaikudi - 630003. Tamil Nadu, India



FACULTY OF EDUCATION DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE



INTEGRATED B.Ed., M.Ed., SPL.ED (INTELLECTUAL DISABILITY) REGULATIONS AND SYLLABUS

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

ALAGAPPA UNIVERSITY

DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE

Integrated B.Ed.-M.Ed. Spl. Ed. (Intellectual Disability)

REGULATIONS AND SYLLABUS

[For the candidates admitted from the Academic Year 2023 –2024 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

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

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

ALAGAPPA UNIVERSITY

DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATIONSCIENCE

Karaikudi-630003, Tamil Nadu

. REGULATIONSANDSYLLABUS - (CBCS-University Department)

[For the candidates admitted from the Academic Year 2023 – 2024 onwards]

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

Name of the Subject Discipline: **Integrated B.Ed.-M.Ed. Spl. Ed. (Intellectual Disability)**

Programme of Level: **Integrated B.Ed.-M.Ed. Spl. Ed. (Intellectual Disability)**

Duration for the Course: **Full Time (Three Years)**

1. CHOICE-BASED CREDIT SYSTEM

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. Students shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department Committee. Students undergo additional courses and acquire more than the required number of credits. They can also 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 course’s 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, practicals, 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 Fee Structure

Per Year Rs.20, 000/- (Tuition Fee, Special Fee & Others)

1. PROGRAMME OBJECTIVES-(PO)

PO – 1 Knowledge	Acquire and apply the knowledge to provide education to the students with intellectual disabilities
PO – 2 Problem analysis	Identify the pedagogical needs of the students with intellectual disabilities 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 Life-long learning	Engage in life-long learning for holistic development

2. PROGRAMME SPECIFIC OBJECTIVES - (PSO)

PSO-1	To develop knowledge and skill to promote human resource development in the field of special education (Intellectual disabilities)
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 intellectual disabilities in various settings
PSO-4	To design the proper assessment tools for the children with intellectual disabilities and provide the opportunity to develop specialized capacity for leadership in classroom management.
PSO-5	To promote community awareness and community-based education; to understand the psycho social family issues for the persons with intellectual disabilities.

3. PROGRAMME OUTCOME-(PO)

PO – 1 Knowledge	Acquire and apply the knowledge to provide education to the students with intellectual disabilities
PO – 2 Problem analysis	Identify the pedagogical needs of the students with intellectual disabilities 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
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4. PROGRAMME SPECIFIC OUTCOME (PSO)

PSO-1	To develop knowledge and skill to promote human resource development in the field of special education (Intellectual disabilities)
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PSO-3	To Assist potential special educators to exert leadership in advocating and meeting educational needs of children with intellectual disabilities in various settings
PSO-4	To design the proper assessment tools for the children with intellectual disabilities and provide the opportunity to develop specialized capacity for leadership in classroom management.
PSO-5	To promote community awareness and community-based education; to understand the psycho social family issues for the persons with intellectual disabilities.

9. ELIGIBILITY FOR ADMISSION

The admission for the degree of Integrated B.Ed.-M.Ed. Spl. Ed. (Intellectual Disability) shall be open to: A candidate who has successfully passed any Bachelor Degree from any recognized university - B.A/B.Sc. in Tamil, English, Math, Physics, Chemistry, Biology, Botany, Zoology, History, and M.Com.

10. MINIMUM DURATION OF PROGRAMME

The programme is for a period of three years. Each year shall consist of two semesters' viz. Odd and Even semesters. Odd semester 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).

11. COMPONENTS

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

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

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

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

- Students have to undergo a total of two Non-Major Elective courses with 2 credits offered by other departments (one in II Semester another in III Semester).

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

D. Self Learning Courses from MOOCs platforms.

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

E. Projects / Dissertation /Internships

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

Plan of work

Project/Dissertation

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

Internship

The students who have opted for an internship must undergo training in the reputed Colleges to accrue knowledge in the final semester. The student has to find Colleges related to their discipline (Public limited/Private Limited/owner/NGOs etc.,) in consultation with the faculty in charge/Mentor and get approval from the head of the department and Departmental Committee before going for an internship.

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

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

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

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

- Title page
- Certificate
- Acknowledgment
- Content as follows:

ChapterNo	Content	Pagenumber
1	Introduction	
2	Reviewofliterature	
3	Methodology	
4	Analysis and Interpretation	
5	Findings, Discussion & Conclusion	
	References	

FORMAT OF THE TITLE PAGE

<p>Title of Dissertation/Project work</p> <p>Dissertation/Project submitted in partial fulfillment of the requirement for the degree of Master of Science to the Alagappa University, Karaikudi -630003.</p> <p>By</p> <p>(Student Name)</p> <p>(Register Number)</p> <p>(Guide Name)</p> <p>University Logo</p> <p>Department of -----</p> <p>ALAGAPPA UNIVERSITY</p> <p>(A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank- 216, QS BRICS Rank-104, QS India Rank-20)</p> <p>Karaikudi - 630003</p> <p>(Year)</p>

FORMAT OF CERTIFICATES

Certificate -Guide

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

Place: Karaikudi

Research Supervisor

Date:

Certificate - (HOD)

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

Place:

Head of the Department

Date:

Declaration (student)

I hereby declare that the dissertation entitled “-----” submitted to the Alagappa University for the award of the degree of Master of ----- in ----- has been carried out by me under the guidance of Dr. -----, Assistant Professor, Department of -----, Alagappa University, Karaikudi – 630 003.

This is my original and independent work and has not previously formed the basis of the award of any degree, diploma, associateship, fellowship, or any other similar title of any University or Institution.

Place: Karaikudi

Date:

(Student’s Signature)

Internship

➤ **Format to be followed for Internship report**

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

Title page - Format of the title page

<p>Title of internship report Internship report submitted in partial fulfillment of the requirement for the Master of degree in _____ to the Alagappa University, Karaikudi -630003.</p> <p>By (Student Name) (Register Number) University Logo</p> <p>Department of -----</p> <p>ALAGAPPA UNIVERSITY (A State University Accredited with “A+” grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC, 2019: QS ASIA Rank- 216, QS BRICS Rank-104, QS India Rank-20) Karaikudi – 630003 (Year)</p>
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(Format of certificate – faculty in-charge)

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

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

(Format of certificate – Company supervisor or Head of the Organization)

Certificate

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

Place:

Date:

Supervisor or in charge

Declaration (student)

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

Place: Karaikudi

Date:

(-----)

- Acknowledgment
- Content as follows:

ChapterNo	Title	ChapterNo
1	Introduction	
2	Aimandobjectives	
3	Organisationprofile/details	
4	Methods / Work	
5	Observationandknowledgained	
6	Summaryandoutcome ofthe Internship study	
7	References	

12. Teaching methods

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

13. 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.

13. Examination

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

A. Internal Assessment

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

Theory -25 marks

Sr. No	Content	Marks
1.	Average marks of two CIA test	15
2.	Seminar / group discussion / quiz	5
3.	Assignment / field trip report / case study report	5

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

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

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

1	Teaching	25 Marks
	Total	25 Marks

Dissertation / Project report / Internship report Scheme of evaluation

Dissertation I	100 Marks
Dissertation / Project report / Internship report - II	200 Marks
Vivo voce	

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.
- Viva-Voce: Each candidate shall be required to appear for Viva-Voce Examination (in defense of the Dissertation Work /Project/ internship).

C. Scheme of External Examination (Question Paper Pattern)

Theory - Maximum 75 Marks

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

Practical – Maximum 75 Marks

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

Internship (assess by Guide/in-charge/HOD/supervisor)

1	Teaching	75 Marks
	Total	75 Marks

Dissertation / Projectreport / Internship report Scheme ofevaluation

Dissertation / Projectreport / Internshipreport	150 Marks
Vivo voce	50Marks
Total	200 Marks

14. 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

15. 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.

16. 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

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

GPA = Sum of the multiplication of Grade Points by the credits of the courses

Sum of the credits of the courses in a Semester

17. CLASSIFICATION OF THE FINAL RESULT

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

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

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

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

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

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

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

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

18. 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.

19. CONFERMENT OF THE MASTER'S DEGREE

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

20. 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 days based on the theme, (1) Environmental awareness; (2) Hygiene and Health. A minimum of two faculty members can accompany the students and guide them.

Programme Structure – Integrated B.Ed M.Ed Spl. Ed (ID)

Sl. No	Course Code	Course	Title of the Course	T/P	Credits	Hours/Week	Marks		
							I	E	Total
I Semester									
1	745101	Core 1	Psychology of Human Growth and Development	T	4	4	25	75	100
2	745102	Core 2	Learning, Teaching and Assessment	T	4	4	25	75	100
3	745103 745104	Core 3	Pedagogy of Teaching Tamil or Pedagogy of Teaching English	T	4	4	25	75	100
4	745105 745106 745107 745108 745109	Core 4	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
5	745110	Core 5	Introduction to Sensory and Neuro-Developmental Disabilities	T	4	4	25	75	100
6	745111	Core 6	Identification and Assessment of Children with Intellectual Disability	T	4	4	25	75	100
7	745112	Core 7	Practical I - Cross Disability and Inclusion	P	2	4	25	75	100
8	745113	Value Added	Value Education	T	2	2	25	75	100
					28	30	200	600	800
II Semester									
9	745201	Core 8	Curriculum Development and Evaluation of Intellectual Disability	T	4	4	25	75	100
10	745202	Core 9	Educational Intervention and Teaching Strategies for Children with Intellectual Disability	T	4	4	25	75	100
11	745203	Core 10	Technology and Children with Intellectual Disability	T	4	4	25	75	100
12	745204	Core 11	Psycho Social and Family Issues for Intellectual Disabilities	T	4	4	25	75	100
13	745205	Core 12	Introduction to Locomotor and Multiple Disabilities (Deafblind, CP, MD)	T	4	4	25	75	100
14	745206	Core 13	Practical I - Disability Specialisation	P	2	4	25	75	100
15	745207 745208 745209	DSE-1 Elective-1	Skill Based Course – I - Disability Specialization 1. Management of Learning Disability and Vocational Rehabilitation and Transition to Job Placement 2. Orientation & Mobility and Augmentative and Alternative Communication 3. Communication Options: Oralism & Manual (Indian Sign Language)	T	2	2	25	75	100
16	745210	Value-Added Course	NaiTalim	P	2	2	100	-	100
17		NME-I	Non-Major Elective **	T	2	2	25	75	100
18			Self-learning course (SLC) –MOOCs***				Extra credit		

					28	30	300	600	900
III Semester									
19	745301	Core 14	Research Methodology and Statistics	T	4	4	25	75	100
20	745302	Core 15	Practical II – Cross Disability and Inclusion	P	4	8	25	75	100
21	745303	Core 16	Internship/ School Placement – General School	P	4	8	25	75	100
22	745304	Core 17	Internship/ School Placement – Special School	P	4	8	25	75	100
23	745305 745306 745307	DSE-1 Elective – 1	Any one of the following: Elective - II 1. Educational Management 2. Educational Technology 3. Guidance and Counselling	T	2	2	25	75	100
24	Self-learning course (SLC) –MOOCs***				Extra credit				
					18	30	125	375	500
IV Semester									
25	745401	Core 18	Inclusive Education	T	4	4	25	75	100
26	745402	Core 19	Practical II – Disability Specialisation	P	4	8	25	75	100
27	745403	Core 20	Internship/ School Placement – Cross Disability	P	4	8	25	75	100
28	745404	Core 21	Internship/ School Placement – Inclusive School	P	4	8	25	75	100
29	745405	Core 22	Gender and Disability	T	2	2	25	75	100
					18	30	125	375	500
V Semester									
30	745501	Core 23	Development of Education and Special Education	T	4	4	25	75	100
31	745502	Core 24	Perspectives in Teacher Education – In-Service & Pre-Service	T	4	4	25	75	100
32	745503	Core 25	Dissertation- I	P	2	4	100	-	100
33	745504	Core 26	Field Engagement/ Internship as a Teacher Educators	P	4	8	25	75	100
34	745505	Core 27	Therapeutics and Assistive Devices for Children with Intellectual Disability	T	4	4	25	75	100
35	745506	Core 28	Adulthood and Family Issues of Students with Intellectual Disability	T	4	4	25	75	100
36		NME II	Non-Major elective **	T	2	2	25	75	100
					24	30	250	450	700
VI Semester									
37	745601	Core 29	Educational Evaluation	T	4	4	25	75	100
38	745602	Core 30	Field Engagement/ Internship as a Teacher Trainee - II	P	4	8	25	75	100
39	745603	Core 31	Dissertation- II	P	12	12	200	200	400
40	745604 745605	DSE-2 Elective – 2	Skill Based Course – II– Cross Disability and Inclusion 1. Guidance & Counseling and Applied Behavioral Analysis 2. Early Childhood Care & Education and	T	2	2	25	75	100

	745606		Community Based Rehabilitation 3. Braille & Assistive Devices and Application of ICT in Classroom						
41	745607	Core 32	Reading & Reflecting on Texts (EPC) and Drama & Arts in Education (EPC)	T	2	2	25	75	100
			Library / Yoga/ counselling/Field trip			2			
					24	30	300	500	800
			Total		140	180	1225	2975	4200

I-Semester					
Core	Course Code: 745101	Psychology of Human Growth and Development	T	Credits:4	Hours: 4
Unit-I					
Objective 1	Discuss the overview of Nature and scope and its principles of educational psychology				
Overview Educational Psychology - Nature and scope of educational psychology - Principles of educational psychology - Methods of Educational Psychology - Observation - Experimental method - Correlational - Clinical - Case Study - Applications of educational psychology to person with disabilities - Contemporary trends					
Outcome 1	Acquire knowledge and Understand the overview of Nature and scope and its principles of educational psychology				K2
Unit - II					
Objective 2	Identify the different aspects of Growth and Development.				
Understanding the Development of the Learner - Concept and Principles of Growth and Development - Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence - Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood) - Nature vs Nurture - Domains (Physical, Cognitive Development, Social, Emotional, Sensory- perceptual, moral development, play and language development), Factors affecting Growth and Development					
Outcome 2	Learn different aspects of Growth and Development				K4
Unit - III					
Objective 3	Explain theoretical Approaches to Development				
Theoretical Approaches to Development - Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura and Kohlberg) - Psychosocial Theory (Erikson) - Psychoanalytic Theory (Freud) - Ecological Theory (Bronfrenbrenner) - Holistic Theory of Development (Steiner)					
Outcome 3	Gain knowledge of theoretical Approaches to Development				K2
Unit - IV					
Objective 4	Express the concept and principles of Personality				
Personality and thinking - Concept, definition and principles of personality development - Personality Theories - Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic - Assessment of Personality - Implications in teaching-learning concerning children with disabilities					
Outcome 4	Learn the concept and principles of Personality				K3
Unit - V					
Objective 5	Analyze different Psychological Aspects of Teaching				
Psychological Aspects of Teaching - Individual differences and their educational implications for children with disabilities - Classroom climate, group dynamics - Peer tutoring, cooperative learning, self-regulated learning - Teacher effectiveness and competence - Guiding children with disabilities					
Outcome 5	Describe different Psychological Aspects of Teaching.				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.					

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

Hurlocl, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.

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

Mittal. S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.

Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.

Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York.

Santrock. J. W. (2006). Child Development., Tata Mc.Graw Hill Publishing Company, New York.

Santrock. J. W. (2007). Adolescence. , Tata Mc.Graw Hill Publishing Company, New Delhi.

Online Resource

- <https://alison.com/course/child-psychology-managing-development>
<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/hgdedition5.pdf>
<https://www.srcd.org/>
<https://dictionary.apa.org/developmental-psychology>

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

(On what level the COs & POs correlate with 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 (1)	S (3)	L (1)
CO3	S (3)		L (1)		
CO4	S (3)			S (3)	
CO5	S (3)	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: 745102	Learning, Teaching and Assessment	T	Credits: 4	Hours: 4
Unit-I					
Objective 1	Comprehend the theories of human learning and intelligence and their applications for teaching				
Human Learning and Intelligence - Human learning: Meaning, definition and concept formation - Learning theories: - Behaviourism: Pavlov, Thorndike, Skinner - Cognitivism: Piaget, Bruner - Social Constructivism: 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					
Outcome 1	Learn the comprehend the theories of human learning and intelligence and their applications for teaching			K2	
Unit-II					
Objective 2	Analyse the different learning processes, 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, Concept Formation, Reasoning and Problem-Solving - Motivation: Nature, Definition and Maslow's Theory					
Outcome 2	Understand the learning process, nature and theory of motivation			K4	
Unit-III					
Objective 3	Describe 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	Understand the stages of teaching and learning and the role of teacher.			K1	
Unit-IV					
Objective 4	Overview of Assessment and SchoolSystem				
Overview of Assessment and SchoolSystem - 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 the Overview of Assessment and School System			K3	
Unit-V					
Objective 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				
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
Online Resource https://alison.com/course/child-psychology-managing-development. Council for Exceptional Children.					
K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- Create
Course designed by: Dr. J. SUJATHAMALINI					

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

CourseOutcomeVSProgrammeOutcomes

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)	M (2)	M (2)			S (3)		S (3)		S (3)
CO4	M (2)	S (3)					S (3)			S (3)
CO5	S (3)	L (1)	L (1)	M (2)	S (3)		S (3)			
W. AV	2.8	2.4	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)			
CO2	S (3)		M (2)	L (1)	
CO3	L (1)	S (3)		M (2)	L (1)
CO4	S (3)		M (2)		L (1)
CO5	L (1)	M (2)	M (2)		S (3)
W. AV	2.2	1.6	1.2	1.2	1

S–Strong (3), M-Medium (2), L-Low (1)

I-Semester					
Core	Course Code: 745103	PEDAGOGY OF TEACHING TAMIL விருப்பப்பாடம் -பொதுத்தமிழ்	T	Credits:4	Hours:4
அலகு -1					
அலகு -1 தாய்மொழிகற்றலின் நோக்கங்களை அறிதல்					
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—பயன்கள்					
வெளிப்பாடு 1	தாய்மொழிகற்றலின் நோக்கங்களை அறிந்துகொள்கிறார்				K1
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				K4
அலகு -3					
நோக்கங்கள் 3	பாடத்திட்டம் - கற்பித்தல் பொது முறை திறனை அறிதல்				
பாடத்திட்டம் - கற்பித்தல் பொதுமுறை புளுமின் கற்பித்தல் கோட்பாடுகள் - நுண்ணிலக் கற்பித்தல் - திறன்களில் பயிற்சி—பல்வகைத் தூண்டல்களைப் பயன்படுத்தும் திறன்இ கிளர் வினாத் திறன் இவலுவூட்டிகளைப் பயன்படுத்தும் திறன்இ உதாரணங்களை பயன்படுத்தும் திறன் மற்றும் இணைப்புப் பயிற்சி பாடத்திட்டம் விளக்கம் - பயன்கள் - பாடத்திட்டம் தயாரிக்கும் போது கவனிக்கப்பட வேண்டியவை—பாடத்திட்டம் தயாரிப்பின் இன்றியமையாமை—தொடக்கநிலைஇ நடுநிலைஇ உயர்நிலைபள்ளிப் பாடத்திட்டத்தின் குறிக்கோள்கள் - பாடக்குறிப்புஇ 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				K3
அலகு -4					
நோக்கங்கள் 4	தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும்—நவீனதொழில் நுட்பச் சாதனங்களின் பயன்பாடுகளை அறிதல்				
தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும் - மொழிக்கற்பித்தலின் நுட்பக்கூறுகள் - துணைக் கருவிகளை பயன்படுத்துதல் - துணைக்கருவிகளின் பங்கு - வகைகள் - காட்சிக் கருவிகள் இகேள்விக்கருவிகள் இகாட்சிக் கேள்விக்கருவிகள் - பயன்கள் - கண்ணிகற்றல் - திட்டமிட்டுக்கற்றல் - மொழிப்பயிற்றாய்வுக் கூடம் மொழிக் கற்பித்தலில் மக்கள் தொடர்புச்சாதனங்கள் (அயளள அநனயை டயபெரயபநள வநஉஅவைநள) கண்ணிஅடிப்படையில் கல்வி (ஊழஅிரவநச டியளநள நுளரஉயவழைடு)—கண்ணி துணையுடன் கற்பித்தல் (ஊழஅிரவநச யுளளளவநளஐளெவசரஉவழைடு) —கண்ணி மேலாண்மையில் கற்பித்தல் (உழஅிரவநச அயயெபநள ஐளெவசரஉவழைடு) —கண்ணி ஊடகக் கற்பித்தல் (உழஅிரவநச அநனயைவநள உழஅஅரஉயவழைடு) கண்ணியில் தமிழ் - மின் தமிழ் - இணையத்தில் இணைந்ததமிழ்.					

வெளிப்பாடு 4	தகவல் நுட்பவியலும் தமிழ் கற்பித்தலும்—நவீனதொழில் நுட்பச் சாதனங்களின் பயன்பாடுகளை அறிதல்.	K1			
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	K6			
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.					
Bateman, D. F., & Bateman, C. F. (2014). A principal's guide to special education. Council for Exceptional Children.					
Forlin, C., & Lian, M. G. J. (Eds.). (2008). Reform, inclusion and teacher education: Towards a new era of special education in the Asia-Pacific region. Routledge.					
K1- Remember	K2-Understand	K3- Apply	K4- Analyze	K5- Evaluate	K6- 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)		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

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

I-Semester				
Core	Course Code: 745104	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				
Objective 2	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/>

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

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)		M (2)							
CO2		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: 745105	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,உரசொலி,மூக்கொலி,டொலி,மருங்கொலி,ஒலியனியல் - ஒலியன்களை கண்டறியும் கொள்கைகள்.						
வெளிப்பாடு 2	தமிழ்மொழியின் ஒலி அமைப்பு முறையை அறிதல்				K3	
அலகு-3						
நோக்கங்கள்3	கற்பித்தலில் புதிய அணுகு முறைகள் 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 முறைகள் அறிந்துகொள்கிறார்.				K2	
அலகு -4						
நோக்கங்கள் 4	மொழியின் சமூகப்பணிகள்: மொழியும் சமயமும்அறிந்து 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 சமயமும்அறிந்து கொள்கிறார்.				K3	
அலகு -5						
நோக்கங்கள்5	தமிழ் மொழியின் வளர்ச்சி நிலையினை அறிதல்					
தமிழ் மொழி வளர்ச்சி நிலை - இயல் இசை நாடகத்தமிழ் : இலக்கிய வகைகள் - கவிதை-மேனாட்டர் மற்றும் தமிழறிஞர் விளக்கம் - கற்பனை-உணர்ச்சி,வடிவம்,பாடுபொருள் - உள்ளுறை உவமம் - அணிஇ இறைச்சிமற்றும் சியப்பியல்புகள் - புதுக்கவிதை. இசையும் தமிழும் - மொழிக்கல்வியில்						

இசை-தொல்காப்பியத்தில் இசைக் கூறுகள் - பக்திப்பாடல்கள் இநாட்டுப் புறப்பாடல்கள் தற்காலக்கவிதை வளர்ச்சிக்கு இசையின் பங்களிப்பு-நாடகம்: தோற்றம் - சங்ககாலம் முதல் இக்காலம்வரை அமைப்பு வகைப்பாடு- எழுத்து,வனொலி,வட்டாரமொழி,செய்யுள் நாடகங்கள் - நாடக உத்திகள். கணிப்பொறியும் தமிழும் - பல்லாடகமும் தமிழ் கற்பித்தலும் - தமிழ் இணையம் - தமிழ் ஆட்சி மொழியாவதில் ஏற்படும் சிக்கல்கள் - நீக்கும் வழிமுறைகள் - செம்மொழித்தமிழ்.

வெளிப்பாடு 5	தமிழ் மொழியின் வளர்ச்சிநிலையினை அறிந்து கொள்கிறார்.	K6
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Suggested Readings:

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.
 Bateman, D. F., & Bateman, C. F. (2014). A principal's guide to special education. Council for Exceptional Children.
 Forlin, C., & Lian, M. G. J. (Eds.). (2008). Reform, inclusion and teacher education: Towards a new era of special education in the Asia-Pacific region. Routledge.

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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: 745106	Pedagogy of Teaching Special English	T	Credits: 4	Hours:4
Unit-I					
Objective 1	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					
Objective 2	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/					
K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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 (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: 745107	Pedagogy of Teaching Mathematics	T	Credits:4	Hours:4
Unit-I					
Objective 1	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, Aryabhata, 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			
<p>Suggested Readings:</p> <p>Chambers, P. (2010). Teaching Mathematics, Sage Publication, New Delhi.</p> <p>David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners, Canada: Amazon Books.</p> <p>Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.</p> <p>Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment, Canada: Sage Publications.</p> <p>National Curriculum Framework. (2005). NCERT, New Delhi: NCERT.</p> <p>National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.</p> <p>Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.</p> <p>Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.</p> <p>Teaching Aids in Mathematics Kanishka Publishers</p>					
<p>Online Resource</p> <p>https://www.nctm.org/</p> <p>https://www.khanacademy.org/</p> <p>https://www.mathsisfun.com/</p> <p>https://www.voucubed.org/</p>					
K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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: 745108	Pedagogy of Teaching Science	T	Credits:4	Hours:4
Unit-I					
Objective 1	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 experiences.	K4
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Unit V

Objective 5	Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.
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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
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Suggested Readings:

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

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

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>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- Create
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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: 745109	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 Teachers Do. Corwin, CA.		
Online Resource		
https://www.nichd.nih.gov/health/topics/idds		
https://www.specialolympics.org/		
https://www.parentcenterhub.org/intellectual/		

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

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: 745110	Introduction to Sensory and Neuro Developmental Disabilities	T	Credits: 4 Hours: 4
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) Visual and Hearing Impairment Alfa Publications
 Mahdi, Anjum, (2014) Autism and Mental retardation Alfa Publications
 Mahdi, Anjum, (2014) Learning Disabilities Alfa Publications
 Moshin, Muhammad, (2007) Teacher's handbook of exceptional children, Animol Publication
 Sharma, Kaushal (2006) Aural Rehabilitation of Hearing-impaired Children Sarup & sons

Online Resource

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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: 745111	Identification and Assessment of Children with Intellectual Disability	T	Credits:4	Hours:4
Unit-I					
Objective1	Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability				
Overview of Intellectual Disability - Definition, historical overview, Prevalence of Intellectual Disability - Etiological factors of Intellectual Disability - Biological, environmental factors - Pre-natal, natal, post-natal causes - Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability - Characteristics of Intellectual Disability - Intellectual Disability types such as down syndrome, microcephaly, hydrocephaly and Associated Conditions such as – Cerebral palsy, Autism, Sensory impairments, ADD, ADHD, Epilepsy					
Outcome1	Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability				K1
Unit II					
Objective2	Understand various procedures, areas and approaches of assessment and their relevance				
Screening, Identification, Assessment and Diagnosis - Introduction to existing screening, Identification and assessment / techniques trends in the field of intellectual disability -Approaches and types of assessment - Methods and tools of assessment - Screening tools - Developmental assessment tools - Intellectual - various standardized assessment tools: Binet – WISC - VSMS -DST Indian adaptations and other Indian tools - Social, Behavioral, Language and Speech Assessment Tools and other Indian tools - Special educational – use of CRTs, NRT, construction, precautions to be taken for development with reference to programming - Educational assessment tools – Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems (MDPS), NIMH Functional Assessment Checklists for Programming (FACP), BASIC-ID, BASAL-ID, VAPS and other relevant Tools. - Implications of the above for Inclusion					
Outcome2	Understand various procedures, areas and approaches of assessment and their relevance				K2
Unit III					
Objective3	Gain insight into identification of needs of infancy and family involvement and implications of the inclusion				
Identification of Needs - Infancy and (Early Childhood); EI & Family involvement – Individualized Family Support Plan - Childhood School age: placement options (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher - (Adolescence) pre- vocational, Transition and career development – ITP (Individualized Transition Plan) - Adulthood Vocational Development; Employment, Types; emerging Job opportunity, Placement& follow- up - Implications of the above for Inclusion					
Outcome3	Gain insight into identification of needs of infancy and family involvement and implications of the inclusion				K3
Unit IV					
Objective4	Ability to use of assessment information and writing of assessment report				
Use of Assessment Information - Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational - Interpretation of assessment information to develop					

training goals - Use of Support Needs Assessment for Person Centered Planning - Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement - Implications of the above for Inclusion

Outcome4	Ability to use of assessment information and writing of assessment report	K4
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Unit V

Objective5 | Develop understanding about Critical analysis of Human Rights and Legal Provision
Emerging and Future Issues - Critical analysis of Human Rights and Legal Provision – International Instruments, Indian Legislations and Policies - Advocacy - Current Gender Issues - Socio Cultural and Economic - Advances in Technology - Implications of the above for Inclusion

Outcome5	Develop understanding about Critical analysis of Human Rights and Legal Provision	K6
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Online Resource
<https://www.nichd.nih.gov/health/topics/idds>
<https://www.specialolympics.org/>
<https://www.parentcenterhub.org/intellectual/>
<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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)	L (1)	M (2)				S (3)		
CO2	M (2)	M (2)	M (2)	M (2)				S (3)		
CO3	M (2)	S (3)		M (2)			S (3)			M (2)
CO4	S (3)	S (3)			M (2)			S (3)		
CO5	M (2)	M (2)					S (3)			S (3)
W. AV	2.4	2.2	0.6	1.2	0.4		1.2	1.8		1

S–Strong (3), M-Medium (2), L-Low (1)

CourseOutcome 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 (3)	M (2)		M (2)	
CO4	M (2)	M (2)		S (3)	M (2)
CO5	M (2)	M (2)			S (3)
W. AV	2.2	2.4	0.6	1.8	1

S–Strong (3), M-Medium (2), L-Low (1)

I-Semester				
Core	Course Code: 745112	Practical I - Cross Disability and Inclusion	P	Credits:2 Hours: 4
Unit-I				
Objective 1	Develop skill to identify and assess the needs of Children with Intellectual Disability			
Tasks for the Student Teachers	Disability Focus	Educational Setting	Hrs	Description
Classroom Observation	Cross Disability	Minimum 3 Special Schools	25	Minimum 30 School Periods

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	2	2	2	2	2	2	2	2	2	2

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

I-Semester					
Value Added Course	Course Code: 745113	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 Knowledge	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create
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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)				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)

Core	Course Code: 745201	Semester-II Curriculum Development and Evaluation of Intellectual Disability	T	Credits: 4	Hours:4
Unit-I					
Objective1	Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation				
Nature of Curriculum - Definition and scope of curriculum - Historical and contemporary evolution of curriculum - Bases of Curriculum-philosophical, sociological and psychological - Principles of Inclusive curriculum and transaction, types of Curricula –core, collateral, support, hidden Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based - Steps in developing curriculum, challenges of developing curriculum for inclusion.					
Outcome1	Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation				K2
Unit II					
Objective2	Develop insight into importance of Approaches & Types of Curriculum Development				
Approaches & Types of Curriculum Development - Developmental Approach - Functional Approach - Eclectic Approach - Ecological Approach - Expanded Core Curriculum - Hidden Curriculum					
Outcome2	Develop insight into importance of Approaches & Types of Curriculum Development				K3
Unit III					
Objective3	Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications				
Curriculum at Pre-School, Primary School level, Secondary, Pre-vocational and Vocational level - Early Intervention: Meaning, Need and scope. - Significance of Early Childhood Education and School Readiness; Early Childhood Education Curricular domains - Curriculum domains at Primary Level - Curriculum domain at Secondary level, pre-vocational level, Vocational level -Curriculum domain at vocational and independent living					
Outcome3	Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications				K4
Unit IV					
Objective4	Understand different strategies for curriculum adaptation, accommodation, modification and their significance and evaluation				
Curriculum Adaptations and Curriculum Evaluation - Curricular Adaptation, Accommodation and Modification: Definition and types - Adaptation, Accommodation and Modification for Pre –academic, Academics, Co curriculum and School Subjects - Concept, Meaning, Definition of Curriculum Evaluation, Types and Approaches of Evaluation - Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System - Differential evaluation of PwID in inclusive setup, Implications of evaluation for inclusion					
Outcome4	Understand different strategies for curriculum adaptation, accommodation, modification and their significance and evaluation				K2
Unit V					
Objective5	Evaluation of critical issues and trends in curriculum and rehabilitation of PwIDs under National Skill Development Scheme				
Critical Issues and trends in Curriculum - Organisation of learning opportunities for diverse needs - Designing integrated and inter-disciplinary learning experiences - Collaborative curriculum - Sensitization of family, involvement in pre-school and primary level - Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)					

Outcome5	Evaluation of critical issues and trends in curriculum and rehabilitation of PwIDs under National Skill Development Scheme	K5
Suggested Readings:		
<ul style="list-style-type: none"> • Bos, C.S., &Vaughu, S. (1994) Strategies for teaching students with learning and behaviour problems. Allyn and Bacon, Boston. • Luftig, R.L. (1949). Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies.Library of Congress Cataloging-in-publications data. • Narayan, J. (2003). Educating children with learning problems in regular schools NIMH, Secunderabad. • Overton, T. (1992). Assessment in Special Education an Applied Approach. McMillan, New York. • Panda, K.C. (1997). Education of Exceptional Children. Vikas Publications, New Delhi. • Repp, A.C. (1983). Teaching the Mentally Retarded. Prentice Hall, New Jersey. 		
Online Resource		
https://thearc.org/ https://tash.org/ https://www.ncdae.org/ https://thinkcollege.net/		

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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)					
CO2	S (3)	M (2)	M (2)		L (1)	L (1)	M (2)			
CO3	S (3)	L (1)	S (3)		L (1)					
CO4	L (1)	L (1)	L (1)	S (3)						
CO5	S (3)	L (1)	L (1)	S (3)	L (1)		M (2)			
W. AV	2.6	1.2	1.4	1.6	0.8	0.2	0.8			

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	L (1)		M (2)	L (1)
CO2	M (2)	S (3)	M (2)		M (2)
CO3	S (3)	L (1)	S (3)		M (2)
CO4	S (3)	M (2)	L (1)	S (3)	
CO5	L (1)	L (1)	M (2)	M (2)	S (3)
W. AV	2.4	1.6	1.6	1.4	1.6

S–Strong (3), M-Medium (2), L-Low (1)

II -Semester					
Core	Course Code: 745202	Educational Intervention and Teaching Strategies for Children with Intellectual Disability	T	Credits: 4	Hours:4
Unit-I					
Objective1	Appreciate Significance, Rationale, Scope, Advantages of Early Intervention				
Intervention: -Significance, Rationale, Scope, Advantages of Early Intervention - Types of Early Intervention - Intervention Techniques -- Record Maintenance and Documentation - Implication of Early Intervention for pre-school Inclusion, Resource Teaching and Differentiated Intervention.					
Outcome1	Understand the Significance, Rationale, Scope, Advantages of Early Intervention				K2
Unit II					
Objective2	Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation				
Individualized Education Programme: -Need, Importance and Historical Perspective of IEP - Components of IEP - Developing, Implementation and Evaluation of IEP for PWID and its associated conditions – IFSP – Planning and writing -Application of IEP for Inclusion					
Outcome2	Learn the importance of developing IEP, acquire the required Competencies for its development, implementation and evaluation				K3
Unit III					
Objective3	Understand basic of learning and teaching strategies and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas				
Teaching Strategies and TLM :-Stages of Learning - Principles of Teaching –Multi-sensory Approaches – Teaching Approaches: Developmental Approaches– Montessori, Floor time, VAKT Method, Augmentative and Alternative Communication Multi-sensory Approach– Fernald, Orton and Gillingham - Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training - Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management - Integration of above in Inclusive Classroom Context - Teaching Strategies – Task Analysis, Chaining, Shaping, Modeling, Prompting, Fading and Reinforcement, Role Play, Play Way method - Development and Use of TLM for ID					
Outcome3	Understand basic of learning and teaching strategies and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas				K3
Unit IV					
Objective4	Understand nature and identification of maladaptive behaviour and develop insight into various modes of its management				
Intervention for Managing Behaviour - Definition and types of Managing behaviour - Identification of Managing behaviour - Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT) - Management of Managingat Home and School, Parental Counselling - Individual, Group and Community - Ethical Issues in behaviour management and implications for Inclusion					
Outcom e4	Know the nature and identification of maladaptive behavior and develop insight into various modes of its management.				K4

Unit V					
Objective5	Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention				
Therapeutic Intervention: -Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention – Physiotherapy – Definition, Objective, Scope, Modalities and Intervention -Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention -Yoga and Play therapy – Definition, Objective, Scope and Intervention -Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)					
Outcomes5	Develop understanding of various therapeutics interventions, their objectives, scope modalities, and require intervention.				K6
Suggested Readings:					
<ul style="list-style-type: none"> • Alberto, P.A., & Trontman, A: C. (1995). Applied Behaviour Analysis for Teachers (4th edition). Merrill Publishing Company, London. • Gardiner, M.D. (1985). The principles of exercise therapy. CBS Publishers & Distributors. Delhi. • Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas • Pandit, A., & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal. 					
Online Resource					
https://thearc.org/ https://intensiveintervention.org/ https://swiftschools.org/ https://thinkcollege.net/					
K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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)								
CO3	S (3)	L (1)		M (2)						
CO4	M (2)	M (2)		M (2)	M (2)					
CO5	M (2)	L (1)		L (1)	M (2)		M (2)			
W. AV	2.6	1.4		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)	L (1)		M (2)	M (2)
CO5	S (3)	M (2)		L (1)	M (2)
W. AV	2.8	2	0.2	1.8	1.2

S–Strong (3), M-Medium (2), L-Low (1)

II -Semester					
Core	Course Code: 745203	Technology and Children with Intellectual Disability	T	Credits:4	Hours: 4
Unit-I					
Objective1	Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes				
Technology in Education and Instruction: -Educational and Instructional Technology -Meaning, Nature, Scope, Definition, Objectives and Significance- Educational Technology and Instructional Technology - Role and Recent Trends. - Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach. -Differential Instruction, Universal Design of learning and Individualized Instruction. -Implication of the above for inclusion.					
Outcome1	Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes				K2
Unit II					
Objective2	Understand nature of ICT, its basis, development and use				
ICT: -ICT – Meaning, Definition, Scope and Significance -Psychological bases for ICT among teachers and learners -Development of ICT – Stages, Requirement and Process -Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference -Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings					
Outcome2	Understand nature of ICT, its basis, development and use.				K3
Unit III					
Objective3	Skill in use if multimedia in Education, types of instructional aids and challenges in using multimedia in Education				
Use of Multimedia in Education: -Multi Media - Meaning, Nature, Scope, Definition and Approaches-Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smart board, e-Flash Cards, Educational Toys - Advantages, Limitations and Challenges of Using Multimedia in Education -Recent Trends in Multimedia- Implication of Multimedia in teaching learning.					
Outcome3	Skill in use if multimedia in Education, types of instructional aids and challenges in using multimedia in Education.				K4
Unit IV					
Objective4	Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion				
Technology Based Instructions: -Enhancing Technology Friendly Practices among Teachers-Computer-Assisted & Computer Managed Instructions, Cybernetics- E- learning, Use of Net Search and Websites - Disability Friendly Technology -Punarjani, and e-learning Framework developed by C-DAC- Developing Technology Integrated Lessons – Individual and Group -Implications of Technology based instruction in Inclusion					
Outcome4	Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.				K6
Unit V					
Objective5	Apply technology for developing lesson plan and adapted assistive devices and its implications for inclusion				
Application of Technology: -Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation -Application of Technology in Assistive Devices – For example,					

JAWS, Smart phones, Screen Readers -Application of Technology in Instruction -Individual, small group and large group - Advantages, merits and demerits - Implications for inclusion					
Outcome5	Apply technology for developing lesson plan and adapted assistive devices.				K3
Suggested Readings:					
<ul style="list-style-type: none"> • Mehra, V. (2004). Educational Technology. S S Publishers, New Delhi. • Mohanty, J. (1992). Educational Technology. Deep and Deep Publication. New Delhi. • Mukhopadhaya, M. (2005). Education Technology Knowledge Assessment. Shipra Publications, New Delhi. • Sutherland, R., Robertson, S., & John, P. (2008). Improving Classroom Learning with ICT. Routledge, New York 					
Online Resource					
https://www.atia.org/ https://ncld.org/ https://www.cast.org/ https://www.wati.org/					
K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- Create
Course designed by: Dr. J. SUJATHAMALINI					

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

CourseOutcomeVSProgrammeOutcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

II -Semester					
Core	Course Code: 745204	Psycho Social and Family Issues of Intellectual Disabilities	T	Credits:4	Hours:4
Unit-I					
Objective1	Realize importance and role of family in rehabilitation of children with ID				
Family: -Family – Concept, Definition and Characteristics -Types of family - Reaction and Impact of disability on family -Needs of family and counselling -Role of family in rehabilitation of PWID.					
Outcome1	Realize importance and role of family in rehabilitation of children with ID				K1
Unit II					
Objective2	Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach				
Psycho-Social Issues: -Attitude of family, Community, Peer Group, Teachers, Co-workers -Myths, misconception and social practices -Difference between Intellectual Disability and Mental Illness - Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse -Rights and Advocacy.					
Outcome2	Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach				K3
Unit III					
Objective3	To realize importance of family involvement in rehabilitation process by forming parents' self-help group and parent association				
Involving Families: -Training and involving families in the rehabilitation process -Parent professional relationship -Formation of Parent Self-Help Group-Parent Associations -Empowering Families.					
Outcome3	To realize importance of family involvement in rehabilitation process by forming parent's self-help group and parent association				K4
Unit IV					
Objective4	Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.				
Adolescent Issues: -Physiological Changes; Implication in Emotional and Social Development - Interpersonal relationship -Parents, Siblings, Extended family, Single child, Peer group -Employment, Sexuality, Marriage, Alternative options, pre-marital counselling Ethical Issues -Challenges and Implications.					
Outcome4	Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.				K2
Unit V					
Objective5	Comprehend role of community-based rehabilitation and community participation and models, advantages / disadvantages of CBR programme for PwIDs				
CBR and CPP (Community People Participation) - Concept, Definition and Scope of CBR - Models of CBR – Advantages and Disadvantages - Types of Community Resources and their mobilization - Organizing services for PwID in the community - Role of Special Educator, Family, Community and PwID in CBR					
Outcome5	Comprehend role of community-based rehabilitation and community participation and models, advantages / disadvantages of CBR programme for PwIDs				K5

Suggested Readings: Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81. Blacher, J. (1984) Severely Handicapped Young Children and Other Families: Research in Review, Academic Press Inc, Ovlandio. Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice. Brunner- Routledge, East Sussex. Peshawaria, R., Menon, D.K., Ganguly, R., Roy, S., Pillay, R.P.R.S., & Gupta, A. (1995). Understanding Indian families having persons with Mental Retardation, NIMH, Secunderabad. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures. Allyn and Bacon, Boston.					
Online Resource https://thearc.org/ https://www.nimh.nih.gov/ https://onlinelibrary.wiley.com/journal/13652788 https://www.nichd.nih.gov/					
K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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	M (2)	L (1)	M (2)			S (3)	M (2)		M (2)	
CO4	S (3)	M (2)				M (2)				
CO5	S (3)	M (2)				M (2)				M (2)
W. AV	2.8	2	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)	M (2)	S (3)	L (1)	
CO4	S (3)	M (2)	M (2)		
CO5	S (3)	M (2)	M (2)		S (3)
W. AV	3	2	1.8	0.6	1

S–Strong (3), M-Medium (2), L-Low (1)

II-Semester					
Core	Course Code: 745205	Introduction to Locomotor and Multiple Disabilities (Deafblind, CP, MD)	T	Credits:4	Hours:4
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 therapeutic 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-Variou s Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions- Other Disabling Conditions such as Leprosy Cured Students, Tuberculous 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 India Compazine -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%20Cerebral%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%20Disability.pdf/at_download/file					
Training Module for In-Service Training and Sensitization of Key Functionaries of Central and State Governments, Local Bodies and other Service Providers, RCI					
Online Resource					
https://www.niddk.nih.gov/					
https://www.aaos.org/					
https://www.who.int/					
https://www.christopherreeve.org/					
https://design.ncsu.edu/research/center-for-universal-design/					
K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- Create
Course designed by: Dr. J. SUJATHAMALINI					

Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M (2)	S (3)					M (2)			
CO2	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: 745206	Practical I - Disability Specialization	P	Credits:2	Hours: 4										
Unit-I															
Objective 1	Develop skill in Classroom observation of Children with Intellectual Disability														
<table border="1"> <thead> <tr> <th>Tasks for the Student Teachers</th> <th>Disability Focus</th> <th>Educational Setting</th> <th>Hrs.</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>Classroom Observation</td> <td>Major Disability</td> <td>Special School/Inclusive School</td> <td>25</td> <td>Minimum 30 School Periods</td> </tr> </tbody> </table>						Tasks for the Student Teachers	Disability Focus	Educational Setting	Hrs.	Description	Classroom Observation	Major Disability	Special School/Inclusive School	25	Minimum 30 School Periods
Tasks for the Student Teachers	Disability Focus	Educational Setting	Hrs.	Description											
Classroom Observation	Major Disability	Special School/Inclusive School	25	Minimum 30 School Periods											

Course Outcome VS Programme Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

II-Semester					
DSE-1	Course Code: 745207	Management of Learning Disability and Vocational Rehabilitation and Transition to 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 – New York.
- Prakash, P. (2008). Education of exceptional children: challenges and strategies. Kanishka publishers, New Delhi.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Boston
- 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://ldaamerica.org/>
<https://www.understood.org/>
<https://ncl.d.org/>
<https://www.dol.gov/odep/>
<https://transitionta.org/>
<https://getinclusive.com/>
<https://diversityjobs.com/>

K1-Remember K2-Understand K3- Apply K4-Analyze K5- Evaluate K6- 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: 745208	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.afb.org/>

<https://nfb.org/>

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

<https://isaac-online.org/english/home/>

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

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- Create
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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: 745209	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.				K5
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.				K2
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	K6
Unit-V		
Objective 5	Acquire knowledge in ISL skill and skill in using in classrooms	
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	K1
Suggested Readings:		
<p>Borden, Gloria J., Harris, Katherine S. & Raphael, Lawrence J. (2005). Speech Science Primer (4th) Lippincott Williams and Wilkins: Philadelphia.</p> <p>Communication Options and Students with Deafness. (2010). Rehabilitation Council of India, New Delhi.</p> <p>Cole, E., & Flexer, C. (2010). Children with Hearing Loss: Developing Listening and Talking, Birth to Six. (2nd Ed.). Plural Publishing Inc, San Diego, CA.</p> <p>Dhvani (Marathi). Balvidyalaya – Cym Publication</p> <p>Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000). AYJNIHH Publication, Mumbai.</p> <p>Dhvani (English). Balvidyalaya Publication: Chennai.</p> <p>Estabrooks, W., & Marlowe J, (2000). The Baby is Listening, A. G. Bell Association, Washington D.C.</p> <p>Heller, R. (1999). Managing Change. Dk Publishing: New York.</p> <p>Ling, D. (1990). Acoustics, Audition and Speech Reception. (Cd) Alexandria, Auditory Verbal International.</p> <p>Ling, D., & Ling, A.H. (1985). Aural Habilitation: The Foundations of Verbal Learning in Hearing Impaired Children. A.G. Bell Association, Washington D.C.</p>		

Online Resource:

<https://islrct.nic.in/>

https://en.wikipedia.org/wiki/National_Alliance_on_Mental_Illness

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- Create
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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: 745210	Nai Talim	P	Credits: 2	Hours: 2
Unit-I					
Objective1	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					
Outcome1	Enumerate the concept of Nai Talim and its evolution from Gandhian Movement.				K2
Unit-II					
Objective2	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-Hs 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		
Objective4	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		
Outcome4	Learn the process of Nai Talim Style of fast learning and make learning mathematics experiential learning.	K4
Unit-V		
Objective5	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		
Outcome5	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 vishwabraithi.

Online Resource:

www.en.wikipedia.org/wiki/participatory_action_research
www.en.wikipedia.org/wiki/participatory_rural_appraisal
www.equality-ne.co.uk/downloads/856_toolkit-community_engagement.pdf
www.mainstreamweekly.net/article4913.html
www.mhrd.gov.in/schemes.school
www.thehindu.com/opinion/op.ed/dealing with first generation-school groups.
www.urban.gov.in/download/for.pdf

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

(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)

III-Semester					
Core	Course Code: 745301	Research Methodology and Statistics	T	Credits:4	Hours:4
Unit-I					
Objective1	Develop a conceptual understanding of research, its need and ethical research practices				
Introduction to Research - Sources and philosophy of knowledge; Scientific thinking and research, Scientific Method, Application of Scientific Method in Research - Role of theory in research, - Research: Concept, Definition and Purpose of Research - Need for research in Education and Special Education - Ethics in research					
Outcome1	Understand the research, its need and ethical research practices.				K2
Unit II					
Objective2	Describe the types, methods and process of research				
Types and Methods of research - Quantitative, Qualitative, Fundamental, Applied, Action - Methods of Research: Descriptive, Correlational, Ex-post facto, Experimental Designs (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design; Variables - Types and threats - Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis - Instruments; tests, questionnaire, interview, observation schedule, rating scale, Checklist - Data collection and analysis - Standardization of research instrument- Selection of items, reliability and validity and norms - Action Research in Teaching Learning Environment, Professional Competencies for Research					
Outcome2	Described the types, methods and process of research.				K6
Unit III					
Objective3	Skill in applying statistical techniques for analysis of data				
Methods of Quantitative Analysis : Scale for measurement: Nominal, Ordinal, Interval and Ratio - Organization of data: Array, Grouped distribution, Tabulation and graphic representation of data - Parametric and non-parametric tests: Concept and difference -Descriptive Statistics: - Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation - Correlations; Rank Order Correlation, Product-moment, Biserial-r, Point-biserial, Phicoefficient, Regression analysis - Inferential statistics - Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors - Student t-test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, KruskalWallis test - Computer applications for analysis-Use of Software i.e. SPSS and MS-Excel in Data Analysis and Presentation.					
Outcome3	Skillful in applying statistical techniques for analysis of data.				K4
Unit IV					
Objective4	Understand the qualitative methods and techniques of Analysis.				
Qualitative Research Methods and Analysis: Grounded theory - Ethnography and case study - Narrative/discourse and visual methodologies - Mixed method - Themes, coding and presentation					
Outcome4	Understand the qualitative research methods and techniques of Analysis				K6
Unit V					
Objective5	Able to Prepare research proposal and research reporting				
Preparing Research Proposal & Report: Components of research proposal - Presentation of proposal - Writing of thesis/dissertation - Writing technical paper for publication - Research management					
Outcome5	Learned to prepare research proposal and researchreporting				K4

Suggested Readings:

- Agarwal, A.N. (2002). *Quantitative Methods*. Vrinda Publishing, New Delhi.
- Best, J.W., & Kahn, J.V. (1996). *Research in Education*. Prentice-Hall, New Delhi.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.
- Desu, M.M., & Raghavarao, D. (1990) *Sample Size Methodology*. Academic Press, Boston.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall, New Delhi.
- Gaur, A.S., & Gaur, S. S. (2009). *Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS*. Sage Publishers, New Delhi.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication, London.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.
- Hegde, M. N. (2003). *Clinical research in communicative disorders*. PRO-ED: Austin, Texas
- Khan, M.S. (2005). *Educational research*. Ashish Publishing House: New Delhi
- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.
- Siegel, A., & Castellen, N.J. (1988). *Non-Parametric statistics for Behavioral Sciences*. McGraw-Hill, New York.
- Silverman, D. (2012). *Qualitative Research*. Sage Publication, London.

Online Resources:

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

<https://owl.purdue.edu/>

<https://papers.ssrn.com/>

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

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

K1-Remember

K2-Understand

K3- Apply

K4-Analyze

K5- Evaluate

K6- 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)	M (2)	M (2)	L (1)	L (1)		L (1)
CO2	M (2)	M (2)			M (2)	M (2)				
CO3	M (2)	L (1)			M (2)	M (2)				
CO4	M (2)	L (1)			S (3)	S (3)				
CO5	M (2)	L (1)			S (3)	S (3)		L (1)		S (3)
W. AV	2.2	1.2	0.4		2.4	2.4	0.2	0.2		1

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

II-Semester					
Core	Course Code: 745302	Practical II - Cross Disability and Inclusion	P	Credits: 4	Hours:8
Objective – To develop knowledge on Cross Disability					
Tasks for Student Teachers	Disability Focus	Educational Setting	Hrs	Description	
Practical Cross Disability & Inclusion	Cross Disability	Special School	120		

Course Outcome VS Programme Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

III-Semester					
Core	Course Code: 745303	Internship / School Placement	P	Credits: 4	Hours:8
Objective – To develop competencies among student teacher to handle students in general schools					
Tasks for Student Teachers	Disability Focus	Educational Setting	Hrs	Description	
Field Engagement	General	General School Set up	120		

Course Outcome VS Programme Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(#)	S (3)	M (2)		
W. AV	3	3	2		

S–Strong (3), M-Medium (2), L-Low (1)

III-Semester					
Core	Course Code: 745304	Internship / School Placement	P	Credits: 4	Hours:8
Objective – To develop Competencies to handle Children with Intellectual Disability in Special Schools					
Tasks for Student Teachers	Disability Focus	Educational Setting	Hrs	Description	
Field Engagement	Major Disability	Special School Set up	120		

Course Outcome VS Programme Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

III-Semester					
DSE-2	Course Code: 745305	Elective – I 1. Educational Management	T	Credits: 2	Hours: 2
Unit-I					
Objective1	Explain the basic fundamental in management and approaches to management				
Foundations in Educational Management: Definition & Concept – (Management as an art, science, organization, person & discipline) - Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach - Principles & processes of management - Styles of management – (autocratic, laissez-faire, transactional, contingency) - Leader vs. Manager; role competencies					
Outcome1	Explain the basic fundamental in management and approaches to management				K2
Unit-II					
Objective2	Describe the skills required for enhancing total quality management for sustained development.				
Total Quality Management in Education: Concept and Quality issues in Quality management of educational institutes - educational applications - Assessment of educational institutions - Strategic planning & Sustainable development - Implementing TQM.					
Outcome2	Skillful in enhancing total quality management for sustained development.				K1
Unit-III					
Objective3	Enumerate the skills required for human resource management and understand the organizational behaviour.				
Human Resource Management: Manpower planning, talent acquisition & management- Employee benefits, welfare & Performance appraisals systems - 360-degree approach, Training, development & capacity building of organization - Organisational behaviour; climate & culture, Individual & group dynamics - Conflict management & negotiations					
Outcome3	Describe the skills required for enhancing total quality management for sustained development.				K3
Unit-IV					
Objective4	Understand the educational management information system and disseminating data and using information constituting indicators.				
Educational Management Information Systems (EMIS): Need, relevance and National agencies for EMIS- Internal & external stakeholders of EMIS - Tools & process of EMIS - Collecting and disseminating data & using information constituting indicators - Data monitoring plans, Dissemination, distribution & publication of data.					
Outcome4	Understand the educational management information system and disseminating data and using information constituting indicators.				K4
Unit-V					
Objective5	Prepare cost effective budgets, proposals and describe ways of managing financial resources.				
Financial Management: Need & Importance of financial management in educational institute - Basic concepts in accounting - Importance & types of budgeting - Resource mobilization & allocation - Proposal writing for funding in educational institutes					

Outcome5	Acquired the knowledge of cost-effective budgets, proposals and describe ways of managing financial resources. Question: Choose, Compile, Compose, Construct, Create, Develop, Discuss, Elaborate, Estimate, Formulate, Maximize, Minimize, Modify, Propose, Solve	K6
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Suggested Readings:

Bhardwaj, K. S., (2014). *Human Resource Development in Education*. Partridge Publication, Gurgaon.

Bush, T., & Paul, L. S. (2006). *Principles and Practice of Educational Management*. Chapman A Sage Publications Company, London.

Chatterjee, B. K. (2011). *Finance for Non – Finance Managers*. Jaico Publishing House, New Delhi.

Deshmukh, A.V., & Naik. A. P. (2010). *Educational Management*. Himalaya Publishing House Pvt. Ltd., Mumbai.

Dessler, G. (2012). *Human Resource Management*. Prentice Hall, London.

Dimmock, C. (2012). *Leadership in Education: Concept, Themes and Impact*. Routledge, New York.

Leithwood, K., & Jantzi, D. (1999). *Changing Leadership for Changing Times*. Open University Press, London.

Lewls, T. (2012). *Financial Management Essentials: A Handbook for NGOs*.

Mathis, R. L., & Jackson, J. H. (2010). *Human resource management* (13th ed.).

Mukhopadhyaya, M. (2011). *Total Quality Management in Education*. Sage publications India Pvt. Ltd. New Delhi.

Nkomo, S. M., Fottler, M. D., & McAfee, R. B. (2010). *Human resource management applications: Cases, exercises, and skill builders* (7th ed.).

Pande, S., & Basak, S. (2012). *Human Resource Management. Text and Cases*. Amazon Digital South Asia Services, Inc.

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

Senge, P. (2007). *A Fifth discipline Resource. Schools that lead*: Nicholas Brealey Publishing, London.

Senge, P.M. (1994). *The fifth Discipline; The Art & Practice of The Learning Organization*. Currency Doubleday, New York.

Shapi, J. (N.K). *Writing a Funding Proposal*.

Ulrich, D., & Brockbank, W. (2005). *TheHR Value Proposition*. Boston: Harvard Business School Press. (ISBN-13: 978-1591397076 or ISBN-10: 1591397073).

Online Resources:

- <https://www.nassp.org/>
- <https://www.aasa.org/>
- <https://www.britannica.com/topic/California-University-of-Pennsylvania>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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)	S (3)			M (2)	M (2)				
CO3	M (2)	M (2)			S (3)	S (3)				
CO4	L (1)	M (2)	S (3)		S (3)	M (2)		S (3)		
CO5	S (3)	L (1)						M (2)		
W. AV	2	1.8	0.6		1.6	1.4		1		

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

III -Semester					
DSE-2	Course Code 745306	2.Educational Technology	T	Credits: 2	Hours: 2
Unit-I					
Objective1	Discuss roles of Educational Technologists in various contexts.				
Educational Technology Concept, Definition and Scope of Educational Technology - Need and Role of Educational Technologists in India - Growth of conceptual framework of Educational Technology: ET1, ET2, ET3... - Systems Approach; Meaning, Scope and Components - (Communication Process), Meaning and components - Models of communication: Simple, Osgood and Schramm, Gerbner's mode - Interaction analysis: Equivalent Category System and Flander's Interaction Analysis System					
Outcome1	Understand the roles of Educational Technologists in various contexts.				K2
Unit-II					
Objective2	Apply appropriate instructional technology, its theories and models of ISD.				
Instructional Technology : Concept and Definition of Instructional Technology - Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason, Steps in developing Instructional design –(Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test - Selection of method, Selection of media, Development of material, Tryout, Formative and summative evaluation - Methods & Models Instructional designs for Large Group and Individual Instructions - Co-operative and Individual Learning Strategies for children with disabilities					
Outcome2	Apply appropriate instructional technology, its theories and models of ISD.				K1
Unit-III					
Objective3	Develop appropriate instructional and interactive media				
Instructional and Interactive Learning: Interactive learning: concept, need and components, Instructional Media for children with Special needs, Interactive learning Material for children with disabilities, Development of Interactive learning Material, Integrating ICTs for children with special needs (e.g. social media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc).					
Outcome3	Developed skill in using appropriate instructional and interactive media.				K6
Unit-IV					
Objective4	Integrate suitable ICT effectively in inclusion to bring access, equity, participation, skill development and life long learning				
ICT For Inclusion: ICT for 21 st century learning, Dilemmas and Realities about applications in ICT in inclusive education, Potentials of ICT in inclusive education - ICT-Access, equity, participation, Skill development and life- long learning, ICT for teaching-learning - Role of ICT in curriculum transaction					
Outcome4	Integrate suitable ICT effectively in inclusion to bring access, equity, participation, skill development and life long learning				K1
Unit-V					
Objective5	Suggest recent trends in technology which are suitable modality of instruction (Online, Blended, etc.).				
Recent Trends in Technology: Online Learning - Blended Learning, M-Learning -MOOC – OER, Machine learning, Artificial intelligence.					
Outcome5	Able to use recent trends in technology which are suitable modality of instruction (Online, Blended, etc.).				K5

Suggested Readings:

- Bhatt, B. D., & Sharma, S. R. (2003). *Educational Technology concept and Technique* (Modern Education Series). Kanishka Publisher, New Delhi.
- Diana, L. O. (2001). *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass
- Horton, W. (2001). *Designing web-based Training*. John Wiley & Sons. New Jersey.
- Kumar, K., Kumar, S. (2004). *ICT SkillDevelopment*. GBD Publications, Gurusar Sadhar.
- Mukhopadhyay, M (1990). *Educational Technology Challenging Issues*. Sterlings Publisher’s Pvt. Ltd. New Delhi.
- Rosenberg, M.J. (2001). *E-Learning*. McGraw Hill, New York.
- Sallis, E., & Jones, G. (2002). *Knowledge Management in Education* London: Kogan Page Ltd.
- Santhosh, V. (2009). *Information communications technology for teacher education*. Kanishka Publisher, New Delhi.
- Schank, R.C. (2001). *Virtual Learning*. McGraw Hill. London.
- Shehzad, A. (2007). *Teacher’s Handbook of Educational Technology*. Anmol, Pubishing Pvt. Ltd., New Delhi.
- Singh, T. (2009). *ICT Skill Development*. Tandon Brothers, Ludhiana.
- Venkataiah, N. (2002), *Educational Technology*. APH Publication Corporation, New Delhi.

Online Resources:

<https://iste.org/>

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

<https://www.coursera.org/browse>

<https://cooltoolsforschool.net/>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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)	M (2)								
CO3	M (2)	L (1)	S (3)							
CO4	M (2)	M (2)	S (3)			S (3)		M (2)		
CO5	S (3)	M (2)					L (1)			
W. AV	2.6	1.8	1.2	0.4		0.6	0.2	0.4		

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

III -Semester					
DSE-2	Course Code: 745307	3.Guidance and Counselling	T	Credits: 2	Hours: 2
Unit-I					
Objective1	State the basic concepts in Guidance & Counselling.				
Education and Career Guidance: Concept, principles, Objectives and need for guidance at various educational level - Types of Guidance – Individual and group, Personal, Educational and Vocational Career Development needs of students - Changing scenarios in a global world, Tests and Techniques for Guidance: Testing techniques -Aptitude, Interest, Achievement & Personality - Non-testing techniques-Interview, Case study, observation, Diary, anecdotal and commutative record - Essential services in a school guidance program					
Outcome1	Understand the basic concepts in Guidance &Counselling.				K2
Unit-II					
Objective2	Understand the theories of Vocational Guidance for students with disabilities				
Vocational Guidance: Factors influencing choice of career - Theories - Vocational Choice - Vocational development and Career development theories - Assessment of Vocational maturity, Occupational information in Guidance - Guidance for students with disabilities.					
Outcome2	Understand the theories of Vocational Guidance for students with disabilities				K6
Unit-III					
Objective3	Describe the fundamentals of counseling and its ethical principles and issues				
Fundamentals of Counselling: Concept and nature of counseling - Scope and objectives of counseling - Stages of the counselling process - Counselling techniques - Ethical principles and issues					
Outcome3	Describe the fundamentals of counseling and its ethical principles and issues				K2
Unit-IV					
Objective4	Analyze the Group approaches in Vocational Counselling and Guidance.				
Group approaches in Vocational Counselling and Guidance: Types, areas and approaches of Counselling - Steps and skills in the counselling process, Advantages and Disadvantages of Group Guidance techniques - Essential services in school and community-based guidance programs, Placement, research, evaluation services - Essential services of Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction.					
Outcome4	Analyze the Group approaches in Vocational Counselling and Guidance.				K4
Unit-V					
Objective5	Discuss the Assessment in Educational and Vocational Guidance and Counselling				
Assessment in Educational and Vocational Guidance and Counselling: Assessment of underachievement and challenges - Assessment of giftedness and special strengths - Career test construction, administration, scoring and interpretation, Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse - Role of counsellor in the contemporary context					
Outcome5	Acquired the knowledge ofAssessment in Educational and Vocational Guidance and Counselling.				K5
Suggested Readings:					
Naik, P.S. (2013). <i>Counselling Skills for Educationists</i> . Soujanya Books, New Delhi.					
Nayak, A.K. (1997). <i>Guidance and Counselling</i> . APH Publishing, Delhi.					
Rao, V. K., & Reddy, R.S. (2003). <i>Academic Environment: Advice, Counsel and Activities</i> . Soujanya Books, New Delhi.					

Shah, A. (2008). *Basics in Guidance and Counselling*. Global Vision Publishing House.
 Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. Soujanya Books, New Delhi.
 Kapunan, R.R. (2004). *Fundamentals of Guidance and Counselling*. Rex Printing Company, Phillipines.
 Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. Soujanya Books, New Delhi.

Online Resources:

<https://www.nami.org/Home>

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

<https://jedfoundation.org/>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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)	L (1)		M (2)						
CO4	M (2)	S (3)	M (2)	L (1)		L (1)			L (1)	
CO5	S (3)	M (2)								
W. AV	2.8	2	0.4	0.6		0.2			0.2	

S–Strong (3), M-Medium (2), L-Low (1)
 Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

IV-Semester					
Core	Course Code : 745401	Inclusive Education	T	Credits: 4	Hours:4
Unit-I					
Objective1	Explain the philosophical, sociological and rights perspective of inclusive education				
Introduction to Inclusive Education - Marginalization vs. Inclusion: Meaning & Definitions, Historical perspective of Inclusive education globally and in India - Approaches to disability and service delivery models, 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: Index for Inclusion - Benefits and Barriers of Inclusive Education: Social, Physical, instructional and economical					
Outcome1	Explain the philosophical, sociological and rights perspective of inclusive education				K4
Unit II					
Objective2	Learn the Covenants and Policies Promoting Inclusive Education				
Policies & Frameworks Facilitating Inclusive Education - International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) - International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) Incheon Strategy (2012) - 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 Acts & Programs: IEDC (1974), RCI Act (1992), National Trust Act (1999), SSA (2000), RTE (2006) and amendment 2012 , RMSA (2009), IEDSS (2013), RPwD Act 2016					
Outcome2	Learn the Covenants and Policies Promoting Inclusive Education				K3
Unit III					
Objective3	Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively				
Adaptations Accommodations and Modifications - Meaning, Difference, Need & Steps -Specifics for Children with Sensory Disabilities, Neuro-Developmental Disabilities, Loco Motor & Multiple Disabilities and Engaging Gifted Children - Adaptations and accommodations for sensory impairments, children with multiple disabilities, neuro-developmental disabilities, intellectual impairment and gifted children - Building Inclusive Schools: Identifying barriers to Inclusion- Attitudinal, Systemic and Structural, Ensuring Physical, Academic and Social Access - Leadership and Teachers as Change Agents, Assistive Technology, Whole School Development					
Outcom e3	Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively				K5
Unit IV					
Objective4	Develop the inclusive learning environment and academic instructions				
Inclusive Learning Environments and Academic Instructions - Building Inclusive Learning Environments: Classroom Management, Effective Communication, Promoting Positive Behaviour, Reflective Teaching, Peer mediated instruction: Peer tutoring (Class wide Peer Tutoring, Peer Assisted Learning Strategies), Cooperative learning - Universal Design for Learning: Multiple Means					

of representation, Expression and Engagement. - Co-Teaching Methods such as One Teach, One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching - Differentiated Instructions: Content, Process & Product and Evaluation. - ICT for Instructions

Outcome4	Develop the inclusive learning environment and academic instructions	K6
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Unit V

Objective5	Demonstrate the supports and collaboration for inclusive education with stakeholders
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Supports and Collaborations for Inclusive Education - Role of Stakeholders in Inclusive Education - Advocacy & Leadership for Inclusion in Education - Family Support & Involvement for Inclusion, Community Involvement and resource mobilization. - Collaborations: Models of collaboration, working with Parents, Managing Conflict, Mentoring and Coaching.

Outcome5	Demonstrate the supports and collaboration for inclusive education with stakeholders	K5
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Suggested Readings:

- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Constitution of India (1950). *Article 41*, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCE, University of New Hampshire
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
- Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Merrill, New Jersey.
- Skidmore, D. (2004) *Inclusion: The Dynamic of School Development*, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) *Creating an Inclusive School, Association for Supervision and Curriculum Development*. ASCD, Alexandria.
- Wade, S. E. (2000). *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers*. Lawrence Erlbaum Associates, New Jersey.

Online Resources:

- <https://nceo.umn.edu/>
- <https://www.edutopia.org/profile/george-lucas/>
- <https://www.tolerance.org/>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- Create
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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)				L (1)				
CO2	S (3)	M (2)					L (1)			
CO3	M (2)	S (3)			M (2)	M (2)				
CO4	M (2)	M (2)	S (3)			M (2)		M (2)		
CO5	M (2)	S (3)			M (2)	M (2)			L (1)	
W. AV	2.2	2.6	0.6		0.8	1.4	0.2	0.4	0.2	

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

IV-Semester

Core	Course Code: 745402	Practical II - Disability Specialisation	P	Credits: 4	Hours:8
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Objective – To promote skill in Disability Specialisation

Tasks for Student Teachers	Disability Focus	Educational Setting	Hrs	Description
Execution of Lesson Plan – Group and Individual	Major Disability	Special School /Inclusive Set up	50	Minimum 60 School Periods
Development of Teacher Made	Major Disability	Special School /Inclusive Set up	60	Minimum 60 School Periods
Case work for atleast 4 areas of the domain assessment, setting Annual Goals, Implementati Evaluation	Major Disability	Special / Inclusive Set up	50	Stretched over semester
Curriculum Adaptation	Major Disability	Special / Inclusive Set up	15	Minimum 20 School Periods
Visit to other Special Schools	Major Disability	Special School	10	Minimum 02 School periods in two schools
Lesson Plan and Execution on different level for all subjects	Major Disabuiltiy	Special Schoo/Resource Room	30	30 Lessons
Organising Seminar/PTA	-	Special / Inclusive Set up	5	

Course Outcome VS Programme Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

IV-Semester					
Core	Course Code: 745403	Internship/School Placement – Cross Disability	P	Credits: 4	Hours:8
Objective – To develop competencies among student teachers to handle other disability					
	Tasks for Student Teachers	Disability Focus	Educational Setting	Hrs	Description
	Field Engagement	Cross Disability	Special School	120	

Course Outcome VS Programme Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	S (3)	M (2)	M(2)	S(!)
W. AV	2	3	2	2	1

S–Strong (3), M-Medium (2), L-Low (1)

IV-Semester					
Core	Course Code: 745404	Internship/School Placement – Inclusive School	P	Credits: 4	Hours:8
Objective – To develop Students with Intellectual Disability in Inclusive Set up					
Tasks for Student Teachers	Disability Focus	Educational Setting	Hrs	Description	
Field Engagement	Inclusive	Special School	120		

Course Outcome VS Programme Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

IV-Semester					
Core	Course Code: 745405	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 labors - 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://www.pfi.seis.ucla.edu/>

<https://www.nationalgeographic.org/article/teaching-tolerance/>

<https://casel.org/>

K1-Remember

K2-Understand

K3- Apply

K4-Analyze

K5- Evaluate

K6- 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)

V -Semester					
Core	Course Code: 745501	Development of Education and Special Education	T	Credits: 4	Hours: 4
Unit-I					
Objective1	Contrast Philosophical Foundations of Education and special education system in India				
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 (Budhism, Jainism, Vedanta Darshan, Sankya Darshan) - Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)					
Outcome1	Compare and contrast the Philosophical Foundations of Education and special education system in India				K 2
Unit-II					
Objective2	Interpret the Development of Education System				
An Overview of Development of Education System - Shaping of Education in Pre-Independence and Post-Independence India - Emerging Education in India and in the Global Context - Education as a development indicator, and enhancer of development indicators, Education for sustainable development, conservation of environment and social change, individual and national development & Right based approach - International curriculum framework in the light of changing priorities and international perspectives - Perspectives of Education for the Persons with Disabilities.					
Outcome2	Learned development of general and special education system (PwDs) in India				K3
Unit-III					
Objective3	Analyse Contemporary Issues and Concerns of school education				
Contemporary Issues and Concerns - Universalisation of School Education, Right to Education and Universal Access; Issues of a) Universal enrolment b) Universal retention c) Universal learning; Language issues in education; Challenges of education from preschool to senior secondary. - 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 - Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment; Linking pedagogy with curriculum, contextual constructivism.					
Outcome3	Analyse Contemporary Issues and Concerns of school education				K6
Unit-IV					
Objective4	Discuss the Issues in Indian Education with Special Reference to Persons with Disabilities				
Issues in Indian Education with Special Reference to Persons with Disabilities - Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers, Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps - Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems - Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives 22 - Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up, Inclusive education as a rights based model, Complementarities of inclusive and special schools - Current issues– Identifications, Labelling,					

cultural and linguistic diversity & advocacy		
Outcome4	Discuss the Issues in Indian Education with Special Reference to Persons with Disabilities	K5
Unit-V		
Objective5	Conceptualize the meaning of Diversity and Future Perspective	
Understanding Diversity and Future Perspective - 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 - Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support - Community participation and community-based education, Quality enhancement in service delivery and community rehabilitation. - Ensuring standards in Open & Distance Learning system – non-formal education, faceto-face vs. Distance mode.		
Outcome5	Understood the diversity and support systems to meet diverse learning needs and competent to understand the future perspective	K2
Suggested Readings:		
<p>Anand, C.L. et.al. (1993). <i>Teacher and Education in Emerging Indian Society</i>, NCERT, New Delhi.</p> <p>Compendium of Schemes (2014). <i>Department of Empowerment of Persons with Disabilities</i>, Ministry of Social Justice and Empowerment, Govt. of India.</p> <p>Education Commission. (1964-1966). <i>Ministry of Education, Government of India</i>, New Delhi.</p> <p>Julka, A. (2014). <i>Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs</i>. NCERT, New Delhi.</p> <p>Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). <i>Including Children with Special Needs: Primary Stage</i>. NCERT, New Delhi.</p> <p>Kumar, A. (2003). <i>Environmental challenges of the 21st century</i>, APH Publishing Corporation, New Delhi.</p> <p>Mohanty, J., (1986). <i>School Education in Emerging Society</i>, sterling Publishers. MacMillan, New Delhi.</p> <p><i>National Policy on Education</i> (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.</p> <p>National University of Educational Planning and Administration (2014). <i>Education for All Towards Quality with Equity: INDIA</i>. NUEPA, New Delhi.</p> <p>Ozial, A.O. (1977). <i>Hand Book of School Administration and Management</i>. Macmillan, London.</p> <p><i>Programme of Action</i> (1992). Ministry of Human Resource Development. Govt. of India, New Delhi.</p> <p><i>Report of Core group on value orientation to education</i> (1992). Planning commission, Govt of India.</p> <p>Salamatullah, (1979). <i>Education in Social context</i>, NCERT, New Delhi.</p> <p><i>School Education in India – Present Status and Future Needs</i> (1986). NCERT, New Delhi.</p> <p><i>Seventh All India School Education Survey</i> (2002). NCERT, New Delhi.</p> <p>Sharma R.N. (2016) <i>Principles and Techniques of Education</i> Surjeet Publications.</p> <p>UNDP (1996). <i>Human Development Reports</i>. Oxford University Press. New York.</p> <p>UNESCO (2004). <i>Education for All: The Quality Imperative</i>. EFA Global Monitoring Report. Paris.</p> <p>UNESCO (2009). <i>Report on Education for sustainable development</i>.</p> <p>Varghese, N.V. (1995). <i>School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala</i>. In Kuldip Kumar (Ed.) <i>School effectiveness and learning achievement at primary stage: International perspectives</i>. NCERT. New Delhi.</p>		

Online Resources:

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

<https://casel.org/>

<https://www.edutopia.org/profile/george-lucas/>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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	M (2)	L (1)	M (2)	S (3)		M (2)	L (1)	M (2)		S (3)
CO3	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	M (2)	M (2)		L (1)
CO4	L (1)	M (2)			S (3)	S (3)		S (3)	M (2)	
CO5	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	M (2)	M (2)	M (2)
W. AV	2.4	2	1.6	0.6	1.6	2	1.4	1.8	0.8	1.2

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	M (2)		M (2)	
CO2	S (3)	S (3)	L (1)	L (1)	M (2)
CO3	M (2)	M (2)		M (2)	L (1)
CO4	L (1)	S (3)		M (2)	S (3)
CO5	M (2)	M (2)		S (3)	S (3)
W. AV	2.2	2.4	0.2	2	1.8

S–Strong (3), M-Medium (2), L-Low (1)

V -Semester					
Core	Course Code: 745502	Perspectives in Teacher Education – In Service & Pre-Service	T	Credits: 4	Hours: 4
Unit-I					
Objective1	Apply and Understand objectives and significance of Teacher Education (TE)				
Understanding Teacher Education (TE): Concept, Aims and Objectives of TE - Significance of TE in India and Types of TE - Pre-service and In-service; Continued development of Teacher as a Professional - Structure of TE in India and Organizations/Agencies involved - Factors influencing the practices in TE and quality					
Outcome1	Understand objectives and significance of Teacher Education (TE).				K1
Unit-II					
Objective2	Describe TE and Education of Children with Disabilities				
Teacher Education and Education of Children with Disabilities: Early Initiatives in preparing teachers for children with disabilities in India- Establishment of various national institutes and development of TE in special education - Establishment of RCI as a statutory body in standardizing and promoting TE in special education - Changes in School Education for Children with Disabilities and its Impact on TE - Paradigm shift from Segregation to Inclusion Impacting TE					
Outcome2	Understand the issues and problems related with teacher preparation for education of children with disabilities.				K2
Unit-III					
Objective3	Appreciate importance of Pre-service TE in Education of Children with Disabilities				
Pre-service Teacher Education in Education of Children with Disabilities : Changing scenario of teacher education curriculum and evolving priorities - Characteristics of TE framework developed by RCI - Structure and organization of different components of TE Curriculum, Components of Pre-service TE – (overview of courses at different levels, weight age of course work and evaluation) - Various components of TE curriculum and their transactional modalities - Organization, transaction and evaluation of different components of TE curriculum including school based practicum, and internship					
Outcome3	Recognized the familiar with responsibilities of different organizations in preparation of competent teachers and critically examine it.				K4
Unit-IV					
Objective4	Organize Continued Teacher Development Program				
Continued Teacher Development Program : Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE)Workshop, Seminar, Conferences, Projects, Exchange programmes) - Advantages and limitations, Structures and models of in-service teacher education- Sub-district, district, State, regional and national level organizations and their role, voluntary efforts, Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE- Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget) - Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines					
Outcome4	Learned importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose.				K5

Unit-V					
Objective5	Discuss the Issues and Challenges in TE for Education of Children with Disabilities				
Issues and Challenges in Teacher Education for Education of Children with Disabilities: Teacher motivation and working conditions - Opportunities for professional development - Organizing TE – (Conventional versus ODL), Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI - Single disability versus cross disability approach in TE - Addressing disability issues in general education curriculum, ICT and TE					
Outcome5	Understand the existing teacher education curriculum and its relevance, issues and challenges.				K2
Suggested Readings:					
NCTE (1998). <i>Policy Perspectives in Teacher Education: Critique and Documentation</i> , New Delhi.					
Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). <i>Teacher Education</i> , R-Lall Book Depot, Meerut.					
Sharma, R.A. (2002). <i>Teacher Education</i> . International Publication House, Meerut.					
Online Resources:					
https://journals.sagepub.com/home/jte					
https://www.tolerance.org/					
K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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)							
CO2	S (3)	S (3)								
CO3	M (2)	S (3)					L (1)			
CO4	S (3)	M (2)	M (2)		L (1)					
CO5	S (3)	M (2)		S (3)						L (1)
W. AV	2.8	2.4	1	0.6	0.2		0.2			0.2

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

V -Semester					
Core	Course Code: 745503	DISSERTATION - I	P	Credits: 2	Hours: 4
		Topic Selection and Conceptual Framework			

V -Semester					
Core	Course Code: 745504	Field Engagement/ Internship as a Teacher Educators	P	Credits: 4	Hours: 8
Objective – To develop Skill related to Teaching Learning Process at Graduate and Diploma Level					
Tasks for Student Teachers	Disability Focus	Educational Settings	Hrs	Description	
Pre – Service Lecture at B. Ed	-	B. Ed & D. Ed Level	120	Pre-Service Lecture – 8 Lesson Plans for Classroom Teaching at Diploma Level and Graduate Level 4, Out of them 2 will be ICT Based (1 at Diploma Level and 1 at Graduate Level	
Guide and Supervision of B.Ed. and D. Ed Practice of Lesson Plans	-	B. Ed & D. Ed Level		Supervision of B. Ed & D. Ed Practice of Teaching Lessons – Supervision of 8 lessons each (B. Ed & D. Ed Practice of Teaching Lessons) from Different Level and Domain	

Course Outcome VS Programme Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

V -Semester					
Core	Course Code: 745505	Therapeutics and Assistive Devices for Children with Intellectual Disability	T	Credits: 4	Hours: 4
Unit-I					
Objective1	Build knowledge about language, speech and communication.				
Language, Speech and Communication - Nature, Definition, Scope, functions and development of language, Speech and Communication - Critical period and its importance in speech and language development - Modes of communication, (Aural, Oral, Finger Spelling, Sign and Sign Language, Cued, Speech and Total Communication) - Types of speech and language disorders in PwID - Enhancing and integrating speech and language into classroom context					
Outcome1	Gained the knowledge insight about language, speech and communication.				K1
Unit-II					
Objective2	Explain the meaning and interventions of physiotherapy.				
Physiotherapy - Physiotherapy – Nature, Definition, objectives, Scope and functions - Modalities used in physiotherapy for persons with ID and its Associated Conditions - Movements and postures of human body - Specific conditions and physiotherapy management – Cerebral palsy, Spina bifida, Muscular dystrophy and Poliomyelitis - Integrating Physiotherapy into classroom context.					
Outcome2	Understand the meaning and interventions of physiotherapy				K2
Unit-III					
Objective3	Utilize occupational therapy for PwID.				
Occupational Therapy - Occupational therapy– Nature, Definition, objectives, Scope and functions - Modalities of Occupational Therapy for persons with ID with associated Conditions - Hand Functions– Types of grasps, grip, development, and eye-hand coordination - Sensory Integration – Nature, Development & Importance - Integrating Occupational therapy into classroom context.					
Outcome3	Utilizing occupational therapy for PwID				K3
Unit-IV					
Objective4	Comprehend and apply behavioural modification, its types and integrating behaviour modification in the classroom context.				
Behaviour Modification - Aim, scope and importance of Behaviour Modification - Types of Behaviour– Adaptive and Maladaptive - Identification of Problem Behaviours, and Functional Analysis - Strategies for Behaviour Modification and Differential Reinforcement - Integrating Behaviour Modification in classroom context					
Outcome4	Comprehend and apply behavioural modification, its types and integrating behaviour modification in the classroom context.				K4
Unit-V					
Objective5	Understand the importance of assistive devices and use appropriate assistive devices for PwID.				
Assistive Devices - Definition, Importance and types of Assistive Devices for Independent Living - Different types of assistive devices for ID, HI, VI & Locomotor disability - Assessment of PWID needs to Identify the appropriate assistive devices - Selection & use of appropriate Assistive Devices for PWID and Maintenance - Schemes of MoSJE– ADIP Scheme, DDRS and SC/ST scheme.					
Outcome5	Understand the importance of assistive devices and use appropriate assistive devices for PwID.				K2

Suggested Readings:

- Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B. Messer (Eds.), Essential psychotherapies (2nd ed., pp. 182-223). Guilford, New York.
- Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. American Journal of Occupational Therapy, 46, 63-70.
- Hocking, C. (2004). Making a difference: The romance of occupational therapy. South African Journal of Occupational Therapy, 34(2), 3-5.
- McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003). Theoretical basis of occupational therapy (2nd Ed). New Jersey, SLACK Incorporated.
- Peshwaria, R., & Venkatesan. S. (1992) Behavioural approach in teaching mentally retarded children - A manual for Teachers. NIMH, Secunderabad.
- Robertson, D. (2010). The Philosophy of Cognitive–Behavioural Therapy: Stoicisms Rational and Cognitive Psychotherapy. Karnac. London.

Online Resources:<https://www.aota.org/><https://www.apta.org/><https://thearc.org/>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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	M (2)	M (2)	M (2)	S (3)		M (2)	L (1)	M (2)		S (3)
CO3	S (3)	M (2)	M (2)	M (2)	S (3)	S (3)	M (2)	M (2)		L (1)
CO4	L (1)	M (2)			S (3)	S (3)		S (3)	M (2)	
CO5	S (3)	S (3)	S (3)	S (3)	M (2)	M (2)	S (3)	M (2)	M (2)	M (2)
W. AV	2.4	2.2	1.6	0.6	1.6	2	1.4	1.8	0.8	1.2

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S (3)	M (2)			
CO2	S (3)	M (2)			M (2)
CO3	S (3)	L (1)	L (1)		
CO4	M (2)	M (2)	M (2)	L (1)	
CO5	S (3)	M (2)			M (2)
W. AV	2.8	1.8	0.6	0.2	0.8

S–Strong (3), M-Medium (2), L-Low (1)

V -Semester					
Core	Course Code: 745506	Adulthood and Family Issues of Students with Intellectual Disability	T	Credits: 4	Hours: 4
Unit-I					
Objective1	Develop understanding of stages and principles of human growth and development in adulthood.				
Human Growth & Development in Adulthood - Developmental stages and principles - Factors influencing natural development of adults - Adulthood and Areas of development: Physical, Social, Cognitive, Language, Emotional & Moral - Common adulthood problems in various areas of development - Implications of the above for Community Inclusion					
Outcome1	Develop understanding of stages and principles of human growth and development in adulthood				K2
Unit-II					
Objective2	Comprehend the importance of family and adult with Intellectual disability				
Family and Adult with Intellectual Disability - Meaning, Definition and concept of family - Types of family and attitude towards PwID - Impact of Adult with ID on the Family - Family Adjustment and Coping skills - Family support, Government Schemes and benefits.					
Outcome2	Comprehend the importance of family and adult with Intellectual disability				K4
Unit-III					
Objective3	Illustrate the Gender, marriage and sexuality related issues.				
Gender, Sexuality and Marriage Related Issues - Meaning & Concept of Gender & Sexuality and Marriage - Religious and Cultural effect on Gender & Sexuality and Marriage - Marriage & persons with intellectual disability: Misconceptions & Remediation - Importance of Pre-marital Counseling, Gender Education - Sexuality related issues, HIV, STD					
Outcome3	Learned Gender, Sexuality and Marriage Related Issues.				K5
Unit-IV					
Objective4	Interpret the disability issues related to community.				
Disability Issues – Community - Attitude of community towards Adults with ID - Community related Issues - Aggression, Antisocial behaviour, Abuse and Social discrimination of PwID - Creating Awareness related to community issues - Community involvement & Resource Mobilization - Impact of technological developments on disability issues					
Outcome4	Meet the challenges faced at Disability Issues and Community.				K4
Unit-V					
Objective5	Apply the importance of adulthood and family training.				
Adulthood and Family Training - Family experiences of disability in the context of ageing - Training of Adults- Personal Care, Social, Domestic, Community and Leisure - Services for PwID in urban and rural areas - Independent living: Within family, Group home & Institution. - Parental Attitude and Counseling					
Outcome5	Skillful in training adults and family and able to promote parental attitude and counselling				K5
Suggested Readings:					
Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta					
Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C.					

Thomas.

John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. Mc Grawhill New York.

Kauffman, J.M., & Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charges & Merrill, Columbus.

Longone, J. (1990) Teaching Retarders Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston.

Narayan, J., & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded Persons. Pre-Primary Level. NIMH, Secunderabad.

Panda, K.C. (1997). Education of Exceptional Children. Vikas Publishers, New Delhi.

Pehwaria, R., & Venkatesan, S. (1992). Behavioural retarded Children: A Manual for Teachers. NIMH, Secunderabad.

Online Resource:

<https://thearc.org/>

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

<https://thearc.org/>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- Create
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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	L (1)	S (3)						L (1)	L (1)	
CO3	M (2)	S (3)	L (1)							
CO4	M (2)	S (3)			S (3)	S (3)				
CO5	L (1)	S (3)	S (3)	M (2)						
W. AV	1.6	3	1.2	0.4	0.6	0.6		0.2	0.2	

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

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

VI -Semester					
Core	Course Code: 745601	Educational Evaluation	T	Credits: 4	Hours: 4
Unit-I					
Objective1	Explain the key concepts of evaluation and describe the developments in evaluation.				
Foundations in Evaluation: Concept of testing, measurement, assessment and evaluation - Difference between investigation, auditing, monitoring & evaluation -Principles of Evaluation, Areas of Evaluation, the evolution of the evaluation function Measurement/ comparison, Transparency, accountability - Evaluation function Understanding/ learning/ decision making/ positive accountability					
Outcome1	Explained the key concepts of evaluation and describe the developments in evaluation.				K5
Unit-II					
Objective2	Describe the scope of evaluation in education.				
Scope of Evaluation: Problem-solving and decision-making - Positive accountability and excellence in education - Knowledge construction and capacity building of learners -Organizational learning and change, and Strategic planning, Advocacy & communication					
Outcome2	Described the scope of evaluation in education.				K1
Unit-III					
Objective3	Describe the use of evaluation as an effective tool in teaching-learning process.				
Teaching-learning and Evaluation: Evaluation of learning, for learning and in learning- Contexts - Need & Nature Tools for evaluation - Process of standardization, Equity - Fairness in evaluation including adaptations & Accommodations - Report writing: Format, Content & Mechanics, Mastery Level Learning.					
Outcome3	Learned the use of evaluation as an effective tool in teaching-learning process.				K6
Unit-IV					
Objective4	Describe the ways & means of evaluation of programmes.				
Programme Evaluation & Review: Concept, need, goals and tools - Evaluation of instructional programmes -Techniques of programme evaluation, Reliability, validity - Sensitivity in programme evaluation - Reviewing outcomes.					
Outcome4	Understand the ways & means of evaluation of programmes.				K2
Unit-V					
Objective5	Explain the current trends in evaluation.				
Current Trends in Evaluation: Knowledge based evaluation - Performance Based Evaluation -Role play, Concept maps - Authentic Evaluation – Interviews, Writing samples, Projects, Exhibitions, Reflective Journals - Self-evaluation – Rubrics & Rating scales - Exams – Online, On-demand, Take-home Power Tests & Open book					
Outcome5	Explain the current trends in evaluation.				K5
Suggested Readings:					
Airasian, P.W. (1991). <i>Classroom Assessment</i> . Mc Graw-Hill, New York.					
American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). <i>Standards for educational and psychological testing</i> . Washington, DC: American Educational Research Association.					
American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). <i>Standards for teacher competence in educational assessment of</i>					

students. Washington, DC: Author.

Gipps, (1996). *Assessment for learning*. In Little, A. and Wolf, A. (eds) *Assessment in transition: Learning, monitoring and selection an international perspective*. Oxford Pergamon Press, London.

Gronlund, N.E., & Linn, R. (1990). *Measurement and evaluation in teaching* (6th Edition). Macmillan, New York.

Hamayan, (1995). *Approaches to alternative assessment*. "Annual Review of Applied Linguistics," 15, 212-226.

Headington (2003). *Monitoring, Assessment, Recordin^g Reporting & Accountability*. II-Ed, David Fulton Pub., London.

Hibbard, K. M. and others. (1996). *A teacher's guide to performance-based learning and assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.

Mathew, S. (2005). *Evaluation: curricular strategies and adaptations for children with hearing impairment*. Kanishka: New Delhi.

Mathew, S. & Mishra, A. (2010). *Knowledge based evaluation of students with hearing impairment*. Journal of NCED, 2(1), 26-33.

Mathew, S. (2010). Educational Evaluation. *Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual*, IGNOU, New Delhi.

Mehrens, W. A., & Lehmann, I. J. (1991). *Measurement and evaluation in psychology (IVED)*. Harcourt Brace College Publishers, New York.

NSW syllabuses: *Assessment for, as and of Learning*. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015

Programme evaluation and review technique. Retrieved from <http://www.inc.com/encyclopedia/program-evaluation-and-review-technique-pert.html> on 10.4.2015

School self-evaluation. <http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/SSE-Primary-and-Post-Primary/School-Self-Evaluation.html> on 10.4.2015

School self-evaluation. Retrieved from http://schoolself-evaluation.ie/post-primary/index.php/what-school-self-evaluation/?doing_wp_cron=1429505616.9318289756774902343750 on 10.4.2015

UNICEF (2006). *New trends in development evaluation*. Retrieved from http://www.unicef.org/ceecis/New_trends_Dev_EValuation.pdf on 16.4.2015

Wiggins, G. (1993) *Assessing students' performance*. San Francisco: Jossey-Bass.

Online Resources:

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

<http://www.jcsee.org/>

<https://www.nsf.gov/>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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)	S (3)							
CO2	L (1)	M (2)	S (3)						M (2)	
CO3	M (2)	M (2)			S (3)					
CO4	M (2)	S (3)		M (2)				L (1)		
CO5	L (1)	L (1)	S (3)			S (3)			M (2)	L (1)
W. AV	1.6	1.8	1.8	0.4	0.6	0.6		0.2	0.8	0.2

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

VI -Semester					
Core	Course Code: 745602	Field Engagement/ Internship as a Teacher Trainee - II	P	Credits: 4	Hours: 8
Objective – To develop Skill in Guiding and Supervising B.Ed and D.Ed Classes					
Tasks for Student Teachers	Disabilty Focus	Educational Settings	Hrs	Description	
Guide and Supervision of B.Ed. and D. Ed Practice of Lesson Plans	-	B. Ed & D. Ed Level		Supervision of B. Ed & D. Ed Practice of Teaching Lessons – Supervision of 8 lessons each (B. Ed & D. Ed Practice of Teaching Lessons) from Different Level and Domain	

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)	S(3)		M (2)			
W. AV	2	3	2	2	3		2			

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

VI -Semester							
Core	Course Code: 745603	DISSERTATION - II			P	Credits: 12	Hours: 12
Objective – To develop analytical skill to take up research							
Tasks for Student Teachers	Disabilty Focus	Educational Settings	Hrs		Description		
Dissertation	Specialization	Special /Inclusive Set up	480		Research and Field Work		

Course Outcome VS Programme Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

Course Outcome VS Programme Specific Outcomes

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

S–Strong (3), M-Medium (2), L-Low (1)

VI -Semester					
DSE-3	Course Code: 745604	Guidance & Counseling and Applied Behavioral Analysis	T	Credits: 2	Hours: 2
Unit-I					
Objective1	Understand the skills of guidance and counseling students with special needs 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					
Outcome1	Understand the skills of guidance and counselling students with special needs in classroom situations.				K2
Unit-II					
Objective2	Describe the process of development of self-image and self-esteem & Guidance and counseling in Inclusive Education.				
Enhancing Self Image and Self Esteem & Guidance and Counselling in Inclusive Education: Concept of Self as Human - Understanding of Feelings and Changes- Growth to Autonomy- Personality Development- Role of Teacher in Developing Self-Esteem in Children - Current Status with reference to Indian School - Types of Counselling: Child-Centred, Supportive, Family - Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance - Group Guidance: Group Leadership Styles and Group Processes - Challenges in Group Guidance					
Outcome2	Describe the process of development of self-image and self-esteem & Guidance and counseling in Inclusive Education.				K1
Unit-III					
Objective3	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					
Outcome3	Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA) and methods of ABA.				K6
Unit-IV					
Objective4	Integrate techniques and Strategies for Positive Behaviour Support				
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					
Outcome4	Integrate techniques and Strategies for Positive Behaviour Support				K5
Unit-V					
Objective5	Learn suitable strategies for managing challenging behaviours.				
Management of Challenging Behaviour: - Differential Reinforcements of Behaviour - Extinction and Time Out - Response Cost and Overcorrection - Maintenance- Generalization and Fading					

Outcome 5	Learn suitable strategies for managing challenging behaviours.	K1			
Suggested Readings:					
<p>Aune, B., Burt, B., & Gennaro, P. (2013). <i>Behaviour Solutions for the Inclusive Classroom</i>. Future Horizons Inc, Texas.</p> <p>Kapunan, R.R. (2004). <i>Fundamentals of Guidance and Counselling</i>. Rex Printing Company, Phillipines.</p> <p>Naik, P.S. (2013). <i>Counselling Skills for Educationists</i>. Soujanya Books, New Delhi.</p> <p>Nayak, A.K. (1997). <i>Guidance and Counselling</i>. APH Publishing, Delhi.</p> <p>Pal, O.B. (2011). <i>Educational and Vocational Guidance and Counselling</i>. Soujanya Books, New Delhi.</p> <p>Shah, A. (2008). <i>Basics in Guidance and Counselling</i>. Global Vision Publishing House.</p> <p>Moyes, R.A. (2002). <i>Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom</i>. Jessica Kingsley Publishers London</p>					
Online Resources:					
<p>https://www.who.int/data/collections</p> <p>https://eurofamnet.eu/agencies-skill-standards/united-nations-childrens-fund-unicef</p> <p>https://dasycenter.org/eventcalendar/naeyc-annual-conference-nov-15-18/</p>					
K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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	L (1)	L (1)	M (2)					S (3)		
CO3	S (3)	M (2)		M (2)						
CO4	S (3)	L (1)		M (2)						
CO5	S (3)	L (1)								M (2)
W. AV	2.6	1.4	0.4	0.8				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)	M (2)			M (2)
CO2	M (2)	L (1)	M (2)		
CO3	S (3)	M (2)		M (2)	
CO4	S (3)	M (2)		S (3)	
CO5	S (3)	L (1)	L (1)		L (1)
W. AV	2.8	1.6	0.6	1	0.6

S–Strong (3), M-Medium (2), L-Low (1)

VI -Semester					
DSE-3	Course Code: 745605	Early Childhood Care & Education and Community Based Rehabilitation	T	Credits: 2	Hours: 2
Unit-I					
Objective1	Explain the Facts about Early Childhood Learning & Development during early years.				
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					
Outcome1	Understand the Facts about Early Childhood Learning & Development during early years.				K2
Unit-II					
Objective2	Discuss the 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					
Outcome2	Discuss the Early Education of Children with Disabilities				K1
Unit-III					
Objective3	Explain the Inclusive Early Childhood Educational (ECE) Practices.				
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 Individualized Family Service Plan (IFSP) -School Readiness and Transitions – Systems					
Outcome3	Understand the Inclusive Early Childhood Educational (ECE) Practices.				K2
Unit-IV					
Objective4	Understand the 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					
Outcome4	Learn Community Based Rehabilitation (CBR).				K1
Unit-V					
Objective5	Develop an understanding of Preparing 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 Centred Planning, and Peer Group Support -Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills - Community Related Vocational Training - Skill Training for Living within Community -Community Based Employment and Higher Education					

Outcome5	Develop an understanding of Preparing Community and Preparing Persons with Disability for CBR.	K6
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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 Childhood Care and Education*. Delhi: Offset Printers.
- McConkey, R. and O'Tool, B (Eds). *Innovations in Developing Countries for People with Disabilities*, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A (1998). *Disability and Self-Directed Employment: Business Development Model*. Campus Press Inc. York University.

Online Resources:

- <https://www.unicef.org/early-childhood-development>
<https://eurofamnet.eu/agencies-skill-standards/united-nations-childrens-fund-unicef>
<https://dasycenter.org/eventcalendar/naeyc-annual-conference-nov-15-18/>
<https://www.inclusion-international.org/>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- 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)				L (1)				
CO2	L (1)	L (1)				L (1)		S (3)		
CO3	S (3)	L (1)				M (2)				
CO4	S (3)	M (2)	L (1)			M (2)			L (1)	
CO5	S (3)	L (1)				M (2)				M (2)
W. AV	2.6	1.2	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)	L (1)			
CO2	M (2)	M (2)			
CO3	S (3)	L (1)			S (3)
CO4	M (2)	M (2)	L (1)	S (3)	L (1)
CO5	S (3)	M (2)			L (1)
W. AV	2.6	1.6	0.2	0.6	1

S–Strong (3), M-Medium (2), L-Low (1)

VI -Semester					
DSE-3	Course Code: 745606	Braille & Assistive Devices and Application of ICT In Classroom	T	Credits: 4	Hours:4
Unit-I					
Objective1	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					
Outcome1	Acquire knowledge of the basic information about Braille, its relevance and some important functional aspects.				K1
Unit-II					
Objective2	Get basic information on Braille Devices -- Types, Description, Relevance.				
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 Braille Devices -- Types, Description, and Relevance.				K2
Unit-III					
Objective3	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.				K3
Unit-IV					
Objective 4	Delineate the special roles of Using Media and Computers.				
Using Media and Computers –Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television -and Video in Education, - Importance of Newspaper in Education- Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use of Power Point, Excel, ICT Applications for Access to Print- Computer as a Learning Tool: Effective Browsing of the Internet for Discerning and Selecting Relevant Information, - Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources- Computer-Aided Learning: Application of Multimedia in Teaching and Learning,- Programmed Instruction; Computer-Assisted Instruction; Interactive Learning- E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities					
Outcome 4	Understand delineate the special roles of Using Media and Computers				K2

Unit-V

Objective 5 | Acquire visualizing technology supported learning situations

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 visualizing technology supported learning situations

K6

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.

Ashcroft, 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 Resources:

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

<https://nfb.org/>

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

<https://unesdoc.unesco.org/ark:/48223/pf0000156769>

K1-Remember

K2-Understand

K3- Apply

K4-Analyze

K5- Evaluate

K6- 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)		L (1)						
CO2	S (3)	M (2)		L (1)						
CO3	S (3)	L (1)			M (2)					
CO4	S (3)	L (1)			M (2)					
CO5	S (3)	L (1)	M (2)							
W. AV	3	1.2	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)		L (1)	
CO2	S (3)	M (2)		L (1)	
CO3	S (3)	M (2)		S (3)	M (2)
CO4	S (3)	L (1)	L (1)		M (2)
CO5	S (3)	L (1)	M (2)		
W. AV	3	1.4	0.6	1	0.8

S–Strong (3), M-Medium (2), L-Low (1)

VI -Semester					
Core	Course Code: 745607	Reading & Reflecting on Texts (EPC) and Drama & Arts in Education (EPC)	T	Credits: 2	Hours: 2
Unit-I					
Objective 1	Learn 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.				K1
Unit-II					
Objective 2	Understand Skill Development in Responding to Text.				
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 Skill Development in Responding to Text.				K2
Unit-III					
Objective 3	Knowledge about to Reflecting Upon Writing as a Process and Product				
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					
Outcome3	Knowledge about to Reflecting Upon Writing as a Process and Product				K6
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

Outcome4	Exhibit Basic understanding in art appreciation, art expression and art education.	K5
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Unit-V

Objective5 Plan and implement of Media and Electronic Arts

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 of Media and Electronic Arts.	K3
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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.

Gallagher.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 Resources:

<https://ncte.org/>

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

<https://www.arts.gov/>

<https://www.kennedy-center.org/education/>

K1-Remember	K2-Understand	K3- Apply	K4-Analyze	K5- Evaluate	K6- Create
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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)							
CO2	S (3)	M (2)	M (2)			L (1)	L (1)			
CO3	S (3)	L (1)								
CO4	S (3)	L (1)		M (2)						
CO5	M (2)	M (2)			L (1)					
W. AV	2.8	1.4	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)	L (1)	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)	L (1)	M (2)			L (1)
W. AV	2..8	1.6	0.8		1	0.8

S–Strong (3), M-Medium (2), L-Low (1)



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