MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL

CURRICULUM FRAMEWORK AND SYLLABI FOR
B.Ed SPECIAL EDUCATION - INTELLECTUAL DISABILITY
(B.Ed.Spl.Ed ID)

UNDER CHOICE BASED CREDIT SYSTEM (CBCS)

DEPARTMENT OF EDUCATION

(Approved by Board of Studies in Department of Education in its meeting dated 12.06.2024)

MOTHER TERESA WOMEN'S UNIVERSITY
KODAIKANAL
CURRICULUM FRAMEWORK, SYLLABUS AND REGULATIONS
(under Choice Based Credit System CBCS)
B.Ed Special Education (Intellectual Disability)

1. About the Programme

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

2. Programme Educational Objectives

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

PEO1	acquire knowledge & skills about the nature and educational needs of children with intellectual disability as well as other specific disabilities.
PEO2	expand conceptual understanding of educational provisions and skills to handle children with intellectual disabilities in Special School and children with various disabilities in inclusive settings
PEO3	apply tools and techniques to assess and plan for education of Children with Intellectual Disability in specific and other disability in general and inclusive settings
PEO4	develop lesson plans and teach children with intellectual disability in special school, general school, children with other disability in inclusive schools and promote technology enabled teaching learning process
PEO5	promote to work professionally as special educator/general educator by adopting to all educational settings with lifelong learning adhering to ethical standards of teaching

3. Eligibility

a) Candidates with at least fifty percent marks either in the Bachelor's Degree and / or in the Master's Degree in Science / Social Sciences / Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto

b) Admission shall be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the University/State Government, as per the policy of the State Government/University, to which the institution is affiliated

c) There shall be reservation of seats for SC/ST/OBC, Persons with Disabilities, Women and Parents of Children with disabilities, etc. as per the rules of the State/Central Government as the case may be

4. General Guidelines for UG Programme

a. Duration: The programme shall extend through a period of 4 consecutive semesters and the duration of a semester shall normally be 100 days or 600 hours. Examinations shall be conducted at the end of each semester for the respective subjects.

b. Medium of Instruction: English

c. Evaluation: Evaluation of the candidates shall be through Internal Assessment and External Examination.

Evaluation Pattern	Theory		Practical	
	Min	Max	Min	Max
Internal	**10**	**25**	**10**	**25**
External	**30**	**75**	**30**	**75**

- **Internal (Theory): Test (15) +Assignment (5) +Seminar/ Quiz (5) : 25**
- **External Theory :75**

d. Question Paper Pattern for External examination for all course papers

Max.Marks:75 **Time:3 Hrs**

Sl.No	Part	Type	Marks
1	**A**	**10*1Marks=10** Multiple Choice Questions (MCQs):2questions from each unit	**10**
2	**B**	**5*4=20** Two questions from each Unit with Internal Choice(either/or)	**20**
3	**C**	**3*15=45** Open Choice: Any three questions out of 5: one question from each unit	**45**
Total Marks			**75**

***Minimum credits required topass:90**

Practical

Content	Internal Marks	External Marks
Record Preparation	10	20
Teaching material Preparation	10	20
Teaching skill	05	25
Viva	-	10
Total Marks	**25**	**75**

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

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
40-49	4.0 – 4.9	C	Satisfactory
00-39	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

6. Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students with 71% to 74% of attendance must apply for condonation in the Prescribed Form with prescribed fee. Students with 65% to 70% of attendance must apply for condonation in the Prescribed Form with the prescribed fee along with the Medical Certificate. Students with attendance lesser than 65% are not eligible to appear for the examination and they shall re-do the course with the prior permission of the Head of the Department and the Registrar of the University.

7. Maternity Leave

The student who avails maternity leave may be considered to appear for the examination with the approval of Staff i/c, Head of the Department, Controller of Examination and the Registrar.

8.Any Other Information

In addition to the above-mentioned regulations, any other common regulations pertaining to the UG Programmes are also applicable for this Programme.

PROGRAMME OUTCOMES (POs)

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

PO1	develop competencies and skills to impart education and training effectively to all children including Children with Disabilities in all educational settings (Special Schools, Inclusive Schools and Open/Home settings)
PO2	impart with the core competencies and knowledge about change in the prevailing and emerging Indian society in view of recent trends in education and national development.
PO3	build theoretical knowledge, competencies and skills to assess and identify the special needs of children in all educational settings (Special Schools, Inclusive Schools and Open/Home settings) and develop confidence in them to realize their potential and abilities.
PO4	equip with competencies and knowledge related to curriculum planning and be aware of best practices in the field of pedagogical interventions and adaptations for children with disabilities in all educational settings
PO5	exert cross disability approach to meet the needs of children with disability other than intellectual disability in inclusive set up with enhancement of professional capacities in yoga, dance, drama and gender studies
P06	widen their perspective to incorporate ICT skills in teaching learning process of educating Children with Disabilities in all educational settings embedded with Universal Design for Learning.
P07	broaden their knowledge and competency to clear competitive examinations like, TRB, TET, CTET etc.

PROGRAMME SPECIFIC OUTCOMES (PSOs)

PO1	Acquire knowledge and understanding about contemporary Indian education with reference to special education, learning, teaching and assessment of learners
PO2	Identify, assess, plan, implement and evaluate the needs of Children with Intellectual Disability in all educational settings (special, inclusive and home settings)
PO3	Analyze, understand and develop curriculum with appropriate instructional materials for Children with Intellectual disability and adapt curriculum in inclusive schools based on UDL principles with ICT application
PO4	Attain knowledge and understanding about disabilities other than Intellectual Disability and enhance professional competency through yoga, performing and visual arts
PO5	Comprehend and develop core competencies and skills in teaching of pedagogical subjects in general education
P06	Obtain knowledge to develop prerequisite skills of Children with Intellectual Disability for successful inclusion in education, employment and society
P07	Analyze, interpret, understand and apply the complex interrelationships between theoretical knowledge and practical aspects though field placement and internship in Special School - Intellectual Disability & other than Intellectual Disability, Inclusive School and Home/Open Schooling

SYLLABUS FRAMEWORK FOR B.Ed SPECIAL EDUCATION (INTELLECTUAL DISABILITY)

SEMESTER I								
S.No	**Paper Code**	**Course Title**	**Credits**	**Hours**		**(CIA)**	**(ESE)**	**Total**
				T	**P**			
1	U24SET11	**Core I** Human Growth & Development	4	5	-	25	75	100
2	U24SET12	**Core II** Contemporary India and Education	4	5	-	25	75	100
3	U24SEC11	**Cross Disability and Inclusion - I** Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	4	-	25	75	100
4	U24SEC12	**Cross Disability and Inclusion - II** Introduction to Neuro Developmental, Locomotor & Multiple Disabilities	4	4	-	25	75	100
5	U24SES11	**Specialization I** Assessment and Identification of Needs of Person with Intellectual Disabilities	4	5	-	25	75	100
6	U24SEF11	**Enhancement of Professional Capacities I** Foundations in Gender Studies	2	3	-	25	75	100
7	U24SEP11	**Practical - I Disability Specialization (Intellectual Disability) I** IEP I (ID) - Pre-primary & Primary	4	-	4	25	75	100
Total			**24**	**26**	**4**			**700**

SEMESTER II								
S.No	**Paper Code**	**Course Title**	**Credits**	**Hours**		**(CIA)**	**(ESE)**	**Total**
				T	**P**			
1	U24SET21	**Core III** Learning, Teaching and Assessment	4	5	-	25	75	100
2	U24SET221/ U24SET222/ U24SET223/ U24SET224/ U24SET225	**Core IV: ANY ONE** Pedagogy of Teaching General Tamil / Pedagogy of Teaching General English / Pedagogy of Teaching Home Science/ Pedagogy of Teaching Commerce and Accountancy/ Economics (for Hr.Sec School Teaching Subjects)	4	5	-	25	75	100
3	U24SET231/ U24SET232/ U24SET233/ U24SET234/ U24SET235/ U24SET236/ U24SET237/ U24SET238/ U24SET239/ U24SET240	**Core V:(ANY ONE)** Pedagogy of Teaching Special Tamil / Special English /Mathematics/ Physical Science / Biological Science /Computer Science/ Home Science / Commerce and Accountancy / Social Science/Economics	4	5	-	25	75	100
4	U24SEC23	**Cross Disability & Inclusion III** Inclusive Education	2	3	-	25	75	100
5	U24SES22	**Specialization II** Curriculum Designing, Adaptation and Evaluation	4	5	-	25	75	100
6	U24SEF22	**Enhancement of Professional Capacities II** Yoga and Health Education	2	3	-	25	75	100
7	U24SEP22	**Practical II** **Teaching in General School** 1. Micro teaching 2. Test & Measurement 3. Classroom observation Lesson Plan Preparation & Teaching	4	-	4	25	75	100
Total			**24**	**26**	**4**			**700**

SEMESTER III								
S.No	**Paper Code**	**Course Title**	**Credits**	**Hours**		**(CIA)**	**(ESE)**	**Total**
				T	**P**			
1	U24SES33	**Specialization - III** Educational Intervention and Teaching Strategies	4	5	-	25	75	100
2	U24SES34	**Specialization - IV** Technology and Disability	4	5	-	25	75	100
3	U24SES35	**Specialization - V** Psycho Social and Family Issues	2	4	-	25	75	100
4	U24SEF33	**Enhancement of Professional Capacities - III** Reading and Reflecting on Texts (EPC)	2	3	-	25	75	100
5	U24SEF34	**Enhancement of Professional Capacities - IV** Drama and Art in Education (EPC)	2	3	-	25	75	100
6	U24SEP33	**Practical III Disability Specialization (Intellectual Disability) II** 1.IEP II- Secondary /Pre-Vocation 2. Group Teaching for Intellectual Disability	8	-	10	50	150	200
Total			**22**	**20**	**10**			**700**

SEMESTER IV								
S.No	**Paper Code**	**Course Title**	**Credits**	**Hours**		**(CIA)**	**(ESE)**	**Total**
				T	**P**			
1	U24SEC44	**Cross Disability& Inclusion - IV** Early Childhood Care and Education	2	4	-	25	75	100
2	U24SEC45	**Cross Disability & Inclusion - V** Application of ICT in Classroom	2	3	-	25	75	100
3	U24SES46	**Specialization VI** Vocational training, Transition & Job placement	2	4	-	25	75	100
4	U24SEF45	**Enhancement of Professional Capacities V** Basic Research & Basic Statistic	2	4	-	25	75	100
6	U21SEP45	**Practical IV -Cross Disability and Inclusion** 1. Classroom Observation other than ID in Spl.School / inclusive School 2. Lesson Planning (Resource room/Inclusive School), 3. IEP other than ID 4. Classroom Teaching other than ID in Spl.School / inclusive School	12	-	15	75	225	300
Total			**20**	**15**	**15**			**700**
Overall Total			**90**	**87**	**33**			**2800**

Course Code & Title	Core I - HUMAN GROWTH & DEVELOPMENT		
U24SET11	Semester I	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Explain the process of development and analyzing variations • Understand stages of transition • Analyze factors influencing development process		

Unit 1: Approaches to Human Development (12 hours)

1.1 Human development as a discipline from infancy to adulthood

1.2 Concepts and Principles of development

1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)

1.4 Nature vs Nurture

1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development (12 hours)

2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)

2.2 Psychosocial Theory (Erikson)

2.3 Psychoanalytic Theory (Freud)

2.4 Ecological Theory (Bronfrenbrenner)

2.5 Holistic Theory of Development (Steiner)

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

3.1 Prenatal development: Conception, stages and influences on prenatal development

3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development

3.3. Milestones and variations in Development

3.4 Environmental factors influencing early childhood development

3.5 Role of play in enhancing development

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

4.1 Emerging capabilities across domains of physical and social emotional

4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics

4.3 Issues related to puberty

4.4 Gender and development

4.5 Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood (12 hours)

5.1 Psychological well-being

5.2 Formation of identity and self-concept
5.3 Emerging roles and responsibilities
5.4 Life Skills and independent living
5.5 Career Choices

Suggested Readings

- Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.
- Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development.*New York: Routledge.
- Mittal. S. (2006).*Child development- Experimental Psychology*.Isha Books, Delhi.
- Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2007). *Adolescence*.,Tata Mc.Graw Hill Publishing Company, New Delhi.

Course Outcomes:

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

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

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

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

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

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

Outcome Mapping

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

Strong Correlation (S) = 3 marks
Moderate Correlation (M) = 2 marks
Weak correlation (W) = 1 mark
No correlation (N) = 0 Mark

Course Code & Title	Core II - CONTEMPORARY INDIA AND EDUCATION		
U24SET12	Semester I	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Explain and analyze foundations of education and contemporary issues in education • Understand diversity in education • Explore various Educational Commissions and policies		

Unit 1: Philosophical Foundations of Education (12 hours)

1.1 Education: Concept, definition and scope

1.2 Agencies of Education: School, family, community and media

1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism

1.4 Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)

1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: Understanding Diversity (12 hours)

2.1 Concept of Diversity

2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability

2.3 Diversity in learning and play

2.4 Addressing diverse learning needs

2.5 Diversity: Global Perspective

Unit 3: Contemporary Issues and Concerns (12 hours)

3.1 Universalization of School Education, Right to Education and Universal Access

3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning

3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues

3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

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

4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice

4.2 National Commissions and Policies: Education Commission (1964), NPE and POA

(1986, 1992), National Policy for Persons with Disabilities (2006), National Education Policy (2020)

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

4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2013

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

Unit 5: Issues and Trends in Education (12 hours)

5.1 Challenges of education from preschool to senior secondary

5.2 Inclusive education as a rights-based model

5.3 Complementarities of inclusive and special schools

5.4 Language issues in education

5.5 Community participation and community-based education

Some Suggested Activities on contemporary issues• Comparative study of different settings

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

Essential Readings

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

Suggested Readings

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

Select chapters.

- Anand, S. P. (1993).The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
- Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.
- Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: NewDelhi.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.

Course Outcome:

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

CO1: Explain the history, nature and process and Philosophy of education**K3**

CO2: Analyze the role of educational system in the context of Modern Ethos**K4**

CO3: Understand the concept of diversity**K2**

CO4: Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context**K2**

CO5: Explore various policies and acts pertaining to development in education**K3**

Outcome Mapping

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

Course Code & Title	CDI I - INTRODUCTION TO SENSORY DISABILITIES		
U24SEC11	Semester I	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Understand various types of sensory impairments and issues related to it • Describe assessment procedures and educational placement of Children with Sensory impairment • Explore the impact of sensory impairment in functional life situations		

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

1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)

1.2 Importance of hearing

1.3 Process of hearing (Structure and anatomy of Ear) & its impediment leading to different types of hearing loss

1.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped

1.5 Challenges arising due to congenital and acquired hearing loss

Unit 2: Impact of Hearing Loss (6 hours)

2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication

2.2 Language & communication issues attributable to hearing loss and need for early Intervention

2.3 Communication options, preferences & facilitators of individuals with hearing loss

2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss

2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

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

3.1. Process of Seeing (Structure and anatomy of Eye) and Common Eye Disorders in India

3.2. Blindness and Low Vision--Definition and Classification

3.2. Demographic Information--NSSO and Census 2011

3.4. Importance of Early Identification and Intervention

3.5. Functional Assessment Procedures

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

4.1. Effects of Blindness--Primary and Secondary

4.2. Selective Educational Placement

4.3. Teaching Principles

4.4. Expanded Core Curriculum-- Concept and Areas

4.5. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness (6 hours)

5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness

5.2 Effects and implications of deaf-blindness on activities of daily living & education

5.3 Screening, assessment, identification & interventional strategies of deaf-blindness

5.4 Fostering early communication development: Methods, assistive devices and practices including AAC

5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness

Essential Readings

• Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.

• Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.

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

2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei= LkY6VdGlOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY

• Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments. Sydney: North Rocks Press.

• Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork.

• Lynas, W. (2000). Communication options.In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.

• Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.

• Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.

• National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.

• Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.

• Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.

• Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins

• Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.

• Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss.(4th Ed.) London: Taylor & Francis.

• Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
• Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press

Course Outcome:

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

CO1: Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss. **K2**

CO2: Explain the issues & ways to address challenges in educating students with hearing loss. **K3**

CO3: Describe nature, characteristics & assessment of students with low vision & visual impairment. **K3**

CO4: Suggest educational placement and curricular strategies for students with low vision & visual impairment. **K4**

CO5: Explicate the impact of deaf-blindness & practices for functional development. **K4**

Outcome Mapping

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

Course Code & Title	CDI II - INTRODUCTION TO NEURO DEVELOPMENTAL, LOCOMOTOR AND MULTIPLE DISABILITIES		
U24SEC12	Semester I	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Understand the nature and types of Developmental Disabilities • Identify different types of developmental disabilities using appropriate tools • Plan and implement suitable educational programme for children with developmental Disabilities using appropriate teaching strategies		

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

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

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

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

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

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

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

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

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

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

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

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

Essential Readings

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,
- Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.
- Sarva Siksha Abhiyan. Module on Cerebral Palsy. http://ssa.nic.in/inclusiveeducation/ training-module-for-resource-teachers-for-disable children/ Module%205%20Cerebral%20Palsy.pdf/at download/file
- Sarva Siksha Abhiyan . Module on Multiple Disabilities. Http://ssa.nic.in/inclusiveeducation/ training-module-for-resource-teachers-for-disable children/

Course Outcome:

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

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

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

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

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

CO5: Comprehend strategies for intervention of Persons with learning disability, Intellectual Disability and Autism Spectrum Disorder and Locomotor Disabilities **K 4**

Outcome Mapping

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

Course Code & Title	Spl I - ASSESSMENT AND IDENTIFICATION OF NEEDS OF PERSON WITH INTELLECTUAL DISABILITIES		
U24SES11	Semester I	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Understand the nature and needs of Persons with Intellectual Disability • Understand the procedures, approaches and tools in assessment of Persons with Intellectual Disability • Familiarize with implementation of assessment procedures and identify Persons with Intellectual Disability		

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

1.1 Historical Perspective of Intellectual Disability (ID)

1.2 Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPWD Act 2016, DSM (Latest)

1.3 Etiology Causes and Prevention

1.4 Classification – Medical, Psychological, Educational (Recent) and ICF

1.5 Screening, Identification, Characteristics and Needs of PwID

Unit 2: Assessment (12 hours)

2.1 Concept, Meaning, Definition and purpose of Educational assessment

2.2 Methods of Assessment - Observation, Interview and Rating Scale

2.3 Types and Approaches - NRT, CRT, CBA & Teacher Made Tests

2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological

2.5 Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion

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

3.1 Importance of Assessment at Pre- School and School level

3.2 Developmental and Adaptive Behaviour Assessment

3.3 Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP

3.4 Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale

3.5 Documentation of assessment, Result interpretation & Report writing– Implication of class level assessment & its relation to Inclusion with resource support

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

4.1 Significance of Assessment for Independent living of PwIDs

4.2 Assessment for Transition from School to Work

4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS

4.4 Provisions & Schemes of MoSJE for Vocational Skill Development

4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living

Unit 5: Assessment of Family Needs (12 hours)

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

Essential Readings

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment,
- Curriculum and Instruction. University of Alberta, Alberta,
- Evans, P .& Verma, V. (Eds.) (1990) .Special Education. Past Present and Future.
- Improving instruction. Allyn & Bacon, Boston.
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for
- Mental retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
- Narayan, J. (2003) Educating children with learning problems in regular schools
- Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad
- Narayan, J., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersy
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas
- Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The Faimer Press.York McMillan.

Suggested Readings

- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
- Narayan, & Kutty, A,T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
- Peshwaria, R., &Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad
- Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.
- Romila, S. (1997) .School Readiness programme. New Delhi: NCERT

- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children
- Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad

Course Outcome:

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

CO1: Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability. **K2**

CO2: Understand various procedures, areas and approaches of assessment and their relevance. **K2**

CO3: Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at preschool level. **K4**

CO4: Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment. **K3**

CO5: Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration. **K2**

Outcome Mapping

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

Course Code & Title	EPC I - FOUNDATIONS IN GENDER STUDIES		
U24SEF11	Semester I	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Understand human right based approach • Understand Gender, Sex and Culture and issues related to it • Explore health aspects of women and legislations safeguarding gender equality		

Unit 1: Human Right-based Approach (6 Hours)

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

Unit 2: Gender, Sexuality and Culture (6 Hours)

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

Unit 3: Women and Girl Child (6 Hours)

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

Unit 4: Gender and Health (6 Hours)

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

Unit 5: Gender Critique of Legislation (6 Hours)

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

Essential Readings

• O'Brien, J., & Forde, C. (2008). *Tackling Gender Inequality, Raising Pupil Achievement* , Dunedin Academic.

• Ridgeway, C. L. (2011). *Framed by Gender: How Gender Inequality Persists in the Modern World*.Oxford University Press.

.• Beeghley, L. (1999). *Angles of Vision: How to Understand Social Problems,* West View Press.

• Purkayastha, D. (2010). *Economic Growth, Intra-Household Resource Allocation and Gender Inequality,* Atlantic Economic Journal, Vol. 38, No. 4.

• Treas, J., & Drobnic, S. (2010). *Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective,* Stanford University Press.

Course Outcome:

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

CO1: Develop an understanding of human rights-based approach **K2**

CO2: Explain the impact of gender, sex and culture **K2**

CO3: Describe the personal and demographic perspectives of gender **K3**

CO4: Analyze the issues related to women and girl children. **K4**

CO5: Explore legislations related to Gender Equality **K3**

Outcome Mapping

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

Course Code & Title	Core III - LEARNING, TEACHING AND ASSESSMENT		
U24SET21	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Explore theories of learning and intelligence and its application in teaching • Describe the stages of teaching and learning and learning process • Analyze role of assessment in teaching learning process		

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

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviourism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructism: Vygotsky, Bandura

1.3 Intelligence:

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

1.4 Creativity: Concept, Definition and Characteristics

1.5 Implications for Classroom Teaching and Learning

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

2.1 Sensation: Definition and Sensory Process

2.2 Attention: Definition and Affecting Factors

2.3 Perception: Definition and Types

2.4 Memory, Thinking, and Problem Solving

2.5 Motivation: Nature, Definition and Maslow's Theory

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

3.1 Maxims of Teaching

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

3.3 Stages of Learning: Acquisition, Maintenance, Generalization

3.4 Learning Environment: Psychological and Physical

3.5 Leadership Role of Teacher in Classroom, School and Community

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

4.1 Assessment: Conventional meaning and constructivist perspective

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

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

4.4 Formative and summative evaluation, Curriculum Based Measurement

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

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

5.1 Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure

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

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

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

5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms:
Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

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

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

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

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

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

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

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

Essential Readings

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children.A Psychometric Approach, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology.Jain Book Agency, Delhi.
- King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness.Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 11thedn, Pearson Publication, New Delhi.

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Course Outcome:

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

CO1: Comprehend the theories of learning and intelligence and their applications for teaching children **K2**

CO2: Analyze the learning process, nature and theory of motivation **K4**

CO3: Describe the stages of teaching and learning and the role of teacher **K3**

CO4: Situate self in the teaching learning process **K4**

CO5: 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**

Outcome Mapping

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

Course Code & Title	Core IV - பொதுத்தமிழ் கற்பித்தல்		
U24SET221	**Semester II**	**Credits: 4**	**Hours: 60**
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	இப்பாடத்தின் நோக்கம் • தமிழ்மொழியின் தனித்துவம் அறிதல் • தாய்மொழி கற்றிலின் நோக்கங்களை அறிதல் • நுண்ணிலை கற்பித்தல் மற்றும் பாடதிட்ட வடிவமைப்பை அறிந்து பயன்படுத்துதல் • மதிப்பீடு முறைகளை அறிந்து தமிழ் மொழி கற்பித்தலில் பயன்படுத்துதல்		

அலகு– 1 தாய் மொழிக் கல்வியின் சிறப்பு (12 Hours)

தாய்மொழிக் கற்பித்தலின் நோக்கங்கள் - அடிப்படைத் - திறன்களை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் - சிந்தனையை வளர்த்தல்- சொற்களஞ்சியத்தைப் பெருக்குதல் - எண்ணத்தை வெளியிடல் - படைப்பாற்றலை வளர்த்தல் - வாழ்க்கை நுகர்வுகள் - கற்பனைத் திறன் வளர்த்தல் - மக்கள் பண்பாட்டை அறிதல் - நாட்டுப் பற்று, மொழிப்பற்றை ஊட்டுதல்.

அலகு– 2 தமிழைப் பயிற்றும் முறைகள் (12 Hours)

பழைய முறைகள்: குருகுலமுறை – சொற்பொழிவு, உரையாடல், தடைவிடை, வினாவிடை. புதிய முறைகள்:- விளையாட்டுமுறை – நடிப்பு முறை – செயல்திட்ட முறை- தனிப்பயிற்சி முறை – மேற்பார்வை படிப்பு முறை – திட்டமிட்டுக் கற்றல்

அலகு – 3- நுண்ணிலைக் கற்பித்தல் திறன்களின் பயிற்சி (12 Hours)

நுண்ணிலைக் கற்பித்தல் திறன்களில் பயிற்சி – தொடங்குதல் திறன் - விளக்குதல் திறன் - பல்வகைத் - தூண்டல்களைப் பயன்படுத்தும் திறன் - வினாக்கள் கேட்கும் திறன் - வலுவூட்டிகளைப் பயன்படுத்தும் திறன் - கரும் பலகையைப் பயன்படுத்தும் திறன் - குறும்பாடம் கற்பித்தல்.

அலகு– 4 பாடத்திட்டம் தயாரித்தல் (12 Hours)

பாடத்திட்டம் விளக்கம் - பாடத்திட்டத்தின் படி நிலைகள் - மாதிரிப் பாடத் திட்டம் தயாரித்தல் - பாடத்திட்டம் தயாரிப்பின் இன்றியமையாமை – பாடத்திட்டம் தயாரிப்பின் இன்றியமையாமை. பூளூமின் கற்பித்தல் கோட்பாடுகள் - அறிதல் பகுதி, உணர்தல் பகுதி, உள இயக்கப் பகுதி.

அலகு– 5 – மதிப்பிடல்(12 Hours)

மதிப்பீடு, அளவீடு – நல்ல தேர்வின் நற்பண்புகள் தேர்வின் வகைகள் - அடைவுத் தேர்வு – ஆசிரியர்களால் உருவாக்கப்படும் தேர்வுகள், தரப்படுத்தப்பட்ட தேர்வுகள், குறையறி சோதனைகள் - வினாக்கள் - வினாக்களின் வகைகள் - வினாத்தான் வடிவமைக்கும் முறை – புள்ளியியல் பகுப்பாய்வு.

செயல்முறை

- கருத்தரங்கம் நடத்துதல்
- கற்பித்தல் பொருள் தயாரித்தல்
- வானொலி (அ) தொலைக்காட்சி பேச்சைக் கேட்டு குறிப்பிடுதல்
- வினாவங்கி தயாரித்தல்
- குறையறி சோதனையும், குறைதீர் பயிற்சியும்
- மொழிப்பயிற்றாய்வுக் கூடம்
- திட்டமிட்டுக் கற்றல் சட்டகம் தயாரித்தல்
- நாடகங்கள் எழுதுதல் மற்றும் நடித்தல்
- கல்விச் சுற்றுலா செல்லுதல்
-

பார்வை நூல்கள்:

- பி. இரத்தின சபாபதி ,"செம்மொழிக் கல்வி", சாந்தா பப்ளி'ர்ஸ், சென்னை-14 (2007).
- முனைவர் ஞா.பழனிவேலு,"செந்தமிழ் கற்பித்தல் பொதுத்தமிழ்" நதி பப்ளிகே'ன்ஸ், தஞ்சாவூர்.(2011)
- முனைவர் உ. பிரபாகரன்,"தமிழ் கற்பித்தல் முறைகள் (பொதுத்தமிழ்)" அரவிந்த் பதிப்பகம், கும்பகோணம். (2012).
- பேராசிரியர் வி. கணபதி மற்றும் பிறர்,"பாடப்பொருள் மற்றும் தமிழ்க் கற்பித்தல்" பப்ளி'ர்ஸ் சென்னை-14 (2013).
- முனைவர்.ஞா.பழனிவேலு,(2011), செந்தமிழ் கற்பித்தல், பொதுத்தமிழ், நதி பப்ளிகே'ன்ஸ், தஞ்காவூர்.
- வெ.கலைச்செல்வி (2013), பொதுத்தமிழ் கற்றல் - கற்பித்தல், சஞ்ஜீவ் வெளியீடு,ஈரோடு.
- புலவர்.செந்தூர் பாண்டியன் (1979) "நுண்ணிலைப் பயிற்சி" மீனாட்சி பதிப்பகம் புதுக்கோட்டை.
- கோவிந்தராஜன்,மு.(1980)" மொழித்திறன்களும், சில சிக்கல்களும்" தேன்மொழிப் பதிப்பகம், சென்னை.
- கணபதி.வி.(2005) "நற்றமிழ் கற்பிக்கும் முறைகள்" சாந்தா பதிப்பகம், சென்னை – 14.
- டாக்டர்.ந.சுப்புரெட்டியர் (1964), தமிழ் பயிற்று முறை, மெய்யப்பன் பதிப்பகம், சிதம்பரம்.
- இலக்குவன் (2008): தமிழ்ப்பாட நூலும் ஆசிரியரும் இ.சென்னை சாரதா பதிப்பகம்.
- வேணுகோபால் இ.பா(2008), பைந்தமிழ் கற்பிக்கும் முறைகள், சென்னை சாரதா பதிப்பகம்.

- விஜயலெட்சுமி.வ.(2007) நுண்ணிலைக் கற்பித்தல், சென்னை:சாரதா பதிப்பகம்
- பேராசிரியர்.சு.தண்டபாணி, பேராசிரியர்.வி.தேவ சகாயம் (2009) தமிழ் கற்பித்தல், மீனா பதிப்பகம், மதுரை 2009.
- பேராசிரியர் வி.கணபதி, பூ.ஜெயராமன் (2010) நற்றமிழ் கற்பிக்கும் முறைகள், சாந்தா பப்ளிசர்ஸ், சென்னை.

பாடக்கோப்பு விளைவுகள்

இப்பாடத்தினை வெற்றிகரமாக முடித்தவுடன் மாணவஆசிரியர்கள்

பா.வி1: தமிழ்மொழியின் இன்றியமையாமையை அறிவர்**K2**

பா.வி2: மாணநுண்ணிலைக் கற்பித்தல் திறன்களை அறிந்து அதனை வடிவமைத்து பயன்படுத்துவா;**K3**

பா.வி3: உட்கொள்ளும் திறன்களை அறிவர். **K2**

பா.வி4::பாடத்திட்ட வடிமைத்தலை அறிந்து பாடத்திட்டம் வடிவமைத்து பயன்படுத்துவர்**K6**

பா.வி5::தமிழ் கற்பித்தலில் மதிப்பீடு முறைகளை அறிந்து பயன்படுத்துவர் **K6**

Outcome Mapping

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

Course Code & Title	Core IV - PEDAGOGY OF TEACHING GENERAL ENGLISH		
U24SET222	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • acquire knowledge about the fundamentals of English language. • understand pedagogical basis of language learning. • Understand about micro teaching • Develop lesson plan in English • Apply Evaluation techniques		

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

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

UNIT-II: IMPORTANCE OF ENGLISH LANGUAGE AND SKILLS(12 Hours)

Language: meaning and definition-Importance of English Language–English as a second language -aims and objectives of teaching English–teaching English as a skill rather than knowledge subject-English as an International Language-Qualities of a Good English Teacher.
Skill of Listening: Sub skill of listening-Skill of speaking: sub-skills of speaking-Skill of Reading: sub-skills of reading-Skill of Writing: sub-skills of writing.

UNIT – III MICRO TEACHING (12 Hours)

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

UNIT – IV: LESSON PLAN (12 Hours)

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

UNIT – V: EVALUATION (12 Hours)

Evaluation: Meaning and definition- difference between measurement and evaluation purpose of Evaluation-General approaches to evaluation: formative and summative- Types of 0test-Diagnostic test-Achievement Test- preparation of Blue Print – Interpretation of test scores – Measures of central tendency- Mean, median, mode- Measures of variability- Range-Standard deviation, quartile deviation, correlation- Rank correlation

PRACTICUM:

- Preparation of micro teaching script
- Practicing micro teaching
- Listening to models of good English speech and recorded materials.
- Preparation of lesson plan
- Calculation of mean, median and mode

SUGGESTED REFERENCES:

- V.K.Nanda. (2006). Teaching of English. Anmol Publications Pvt .Ltd. New Delhi
- Dr.G.Singaravelu. (2011). Micro teaching Technique in English. Agarwal. Neelkamal Publications. Hyderabad.
- Shaikh Mowla .(2012). Methods of Teaching English. Neel Kamal Publications Pvt. Ltd. Hyderabad
- Dr.M.Hariprasad (2014) Communicative English. Neelkamal Publication. Hyderabad.
- Dr.P.S.Chandrakumar, Dr.A.Joycilin Shermila (2012).Pedagogy of teaching English. AV. Parvathy Pvt Publications. Tirunelveli. Tamil Nadu.

Course Outcome:

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

CO1: develop understanding about the fundamentals of English language. **K2**

CO2: understand pedagogical basis of language learning. **K2**

CO3: acquire knowledge about Microteaching in English and practices it. **K3**

CO4: acquaint with techniques of Language skills.**K4**

CO5: develop lesson plan and acquires evaluation techniques **K6**

Outcome Mapping

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

Course Code & Title	Core IV - PEDAGOGY OF TEACHING HOME SCIENCE - I		
U24SET223	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4**: Analyze		
Learning Objectives	The Course aims to • Understand aims objectives of teaching Home Science • Acquire and design home science laboratory • Acquire and develop instructional materials of teaching Home Science		

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

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

Unit 2 : Home Science Laboratory (12 Hours)

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

Unit 3: Home Science and Health (12 Hours)

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

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

Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual) - Importance of Co-Curricular Activities-Science Club, Science Exhibition -Characteristics and Significance with reference to Children with Disabilities

Unit 5 Recent Development in Home Science (12 Hours)

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

References:

1. Bloom, Benjamin, S. (1984). Taxonomy of educational objectives - Book1: Cognitive domain. Boston: Addison Wesley Publication.
2. Devadas, R. P. (1989). Methods of teaching home science. New Delhi: NCERT.
3. Jha, J.K. (Ed). (2001). Encyclopaedia of teaching of home science, Vol. I&II. New Delhi: Anmol Publications.
4. Nivedita, D. (2004). Teaching of home science. New Delhi: Dominant Publishers and Distributors. 5. Shah, A., Joshi, U., & Chandra, A. (1990). Fundamentals of teaching home science. New Delhi. Sterling Publishers.
5. Shalool, Sharma. (2002). Modern methods of teaching of home science. New Delhi: Sarup & Sons. 7. Yadav, S. (1997). Teaching of home science. New Delhi: Anmol PublishersJha, J.K. (2001). Encyclopaedia of teaching of home science. (Vol.I&II), New Delhi: Anmol Publications Pvt.Ltd
6. Kochhar S. K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Private Limited.
7. DR.T. Subhashini (2016) pedagogy of home science.

Course Outcome:

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

CO1: understand the aims and objectives of teaching Home Science. **K2**
CO2: Acquire knowledge and skill in setting up Home Science Laboratory **K2**
CO3 : understand relationship between Home science and Health **K4**
CO4: develop and uses learning resources in teaching Home Science.**K3**
CO5: Explore recent trends in learning Home Science **K4**

Outcome Mapping

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

Course Code & Title	Core IV - PEDAGOGY OF TEACHING COMMERCE AND ACCOUNTANCY – I		
U24SET224	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Understand aims, objectives and values of teaching commerce and accountancy • Acquire and design instructional objectives in teaching learning process • Acquire and develop lesson plan and applies various methods of teaching commerce and accountancy		

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

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

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

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

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

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

Unit 4: Planning for Instruction (12 Hours)

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skills – Skill of Explaining – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board

Need for the preparation and planning the lessons in advance - its advantage- Year plan – Need, steps and advantages, model year plan- Unit plan - principles, steps and advantages, model unit plan - Lesson plan – Principles, features and steps in preparation of lesson plan, Model lesson plan for commerce and accountancy

Unit 5: Methods and techniques of teaching commerce (12 Hours)

Methods of teaching - Meaning, need, characteristics of good teaching method - Classification of methods of teaching – Lecture method, Descriptive method, problem solving method, Inductive and deductive method, project method, Supervised method, Assignment method, Discussion method, Case study - Instruction - meaning, basic steps, principles and scope - Instructional approaches -Individualized instruction: Programmed instruction –training modules – Computer Assisted Instruction-multimedia instructional packages - Group instruction: team teaching, seminar, symposium, workshop and colloquium - Application of individualized instructional methods and techniques suitable for children with disabilities to cater to their individual specific needs

PRACTICUM:

- Observing Demonstration class by teacher educator.
- Observing Demonstration class by peer student teacher.
- Observing at least five classes of relevant school subjects Teachers.
- Observing at least five classes of peer students teaching in the same discipline.
- Practicing at least 6 core-teaching skills through microteaching.
- Preparing of lesson plans.

References:

1. Khan, M.S. (1982). Commerce Education. Sterling Publishers Private Limited, New Delhi
2. Rao, S. (2004), Teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi
3. Chopra,H.K and Sharma,H. (2007): Teaching of Commerce, Kalyani Publisher, Ludhiana
4. Dhand,H. (2009). Techniques of Teaching APH Publishing Corporation New Delhi
5. Sharma, R.N.(2008). Principles and Techniques of Education , Surjeet Publications, New Delhi
6. Singh, Y.K.(2009).Teaching Practice APH Publishing corporation, New Delhi
7. Passi, B.K. (1976). Becoming a better teacher: Micro Teaching approach, Sahitya Mudranalaya. Ahemedabad.
8. Passi, B.K. and Lalita, M.A., (1976) Micro – teaching: theory and research, Jugal Kishore and Co., Dehradun.
9. Rao, S. (2004), Teaching of commerce, Anmol Publications Pvt., Ltd, New Delhi.
10. Mahesh Kumar.(2005) Modern teaching of Commerce, Anmol Publications Pvt., Ltd, New Delhi
11. Chopra, H.K. and Sharma, H. (2007): Teaching of commerce, Kalyani publisher, Ludhiana.
12. Gupta, U. C. (2007). Teaching of Commerce. New Delhi: Khel sahitya Kendra.
13. Rao, Seema. (2007). Teaching of Commerce. NewDelhi: Anmol Publication.

14. Aggarwal. (2008). Teaching of Commerce: A Practical Approach.(2nd ed). UP: Vikas PublishingHouse Pvt Ltd.
15. Chauhan, S. S. (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt Ltd.
16. Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation
17. Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi: APH PublishingCorporation.

Course Outcome:

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

CO1: acquire knowledge about the nature and scope of Commerce and Accountancy **K2**

CO2: understand the aims, objectives and values of teaching commerce and accountancy **K2**

CO3: designs instructional objectives for teaching learning process **K6**

CO4: acquire skills in preparing unit plan and lesson plan and prepares lesson plan **K6**

CO5: understand various methods and techniques of teaching commerce and its application to children with learning difficulties **K3**

Outcome Mapping

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

Course Code & Title	Core IV – PEDAGOGY OF TEACHING ECONOMICS - I		
U24SET225	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Understand aims, objectives and values of teaching Economics • Acquire and design instructional objectives in teaching learning process • Acquire and develop lesson plan and applies various techniques of evaluation		

Unit I: Economics and Commerce **(12 Hours)**

Economics as a mother of Commerce-Needs & wants- Demand and supply- consumer behaviour- consumer surplus- marginal utility -National income- percapita income- Gross National product.

Unit II: Aims, Objectives and Values of teaching Economics **(12 Hours)**

Aims and Objectives: Meaning and Importance -Difference between Aims and Objectives – Bloom's Taxonomy of Educational Objectives: Cognitive domain, Affective domain, psychomotor domain -Writing instructional Objectives: General and specific-Values of teaching Economics.

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

Meaning and Definition – Need, Characteristics – Micro Teaching cycle – Phases of Micro teaching – Teaching of relevant skills – Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation- Skill of reinforcement – Probing Questioning – Black board –Mini Teaching- Preparation and Practice of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback-Difference between Micro teaching, Mini teaching and Traditional Teaching.

Unit IV: Lesson Plan **(12 Hours)**

Meaning, Definition, Requirements of preparing lesson plan- Functions of a good Lesson Plan - Criteria of a good Lesson Plan – Advantages of Lesson planning – Approach to Lesson planning: Herbartian Sequential steps in Lesson Plan -Format of Lesson Plan (Model Lesson Plan) – Unit Plan-Year Plan.

Unit–V: Evaluation **(12 Hours)**

Evaluation: Meaning and Definition - Functions of Evaluation- Purpose of Evaluation – types of achievement tests - Preparation of blueprint-Analysis and Interpretation of test scores-Measures of Central Tendencies: Mean, Median, mode- Measures of Dispersion:Range, Standard deviation, Quartile deviation- Correlation: Spearman Rank correlation co-efficient.

PRACTICUM:

- Observing Demonstration class by teacher educator and peer student teacher
- Observing at least five classes of relevant school subject teacher/peer students teaching in the same discipline.
- Practicing at least 6 core-teaching skills through microteaching.
- Preparation of lesson plan

References

1. Paul R (1984) History of Economic thought, Kalyant Publishers, Ludhia
2. Sundaram, K.P.M (1985) .Sundaram Indian Economy, S.Chandand companyPvt.Ltd, New Delhi
3. Gupta.S.P (1987), Statistical methods, Sultan Chandand Sons, Publishers, NewDelhi
4. KochharS.K (1992) Methods and techniques of teaching.NewDelhi: Sterling Publishers Private Limited
5. Seema Sharma (2004) Modern teaching of economics, Anmol publication (P) Ltd, New Delhi
6. Sadashiva Reddy (2005), Learn and Teach Economics. Authors Press
7. Mustafa, M (2005) Teaching of Economics. Deep & Deep Publications.
8. Mahesh Kumar (2005).Modern Teaching of Commerce.Anmol Publication.(P)Ltd, New Delhi.2005.
9. Saxena N R &Mishra B K &Mohanty R K(2006) Teaching of Economics, Surya Publication
10. Manoharan M (2011), Statistical Methods, Paramount Publications Palani, Tamil Nadu
11. Kochhar S.K (2006) .The Teaching social studies, New Delhi: Sterling publishers P.Ltd

Course Outcome:

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

CO1: acquire knowledge about the nature and scope of teaching Economics **K2**

CO2: understand the aims, objectives and values of teaching Economics **K2**

CO3: designs instructional objectives for teaching learning process **K6**

CO4: acquire skills in preparing unit plan and lesson plan and prepares lesson plan **K6**

CO5: understand various methods and techniques of Evaluation **K3**

Outcome Mapping

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

Course Code & Title	Core V - சிறப்புத்தமிழ் கற்பித்தல்		
U24SET231	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4:** Analyze		
Learning Objectives	இப்பாடத்தின் நோக்கம் • ˙தமிழ்மொழி வரலாறு பற்றி அறிதல் • மொழி வளர்ச்சி பற்றி அறிதல் • கலைத் திட்டத்தில் தாய்மொழிப் பற்றி அறிதல் • உரையாசிரியர்களின் மொழிநடை அறிதல்		

அலகு– 1: தமிழ்மொழி வரலாறு மற்றும் மொழி வளர்ச்சி (12 Hours)

தமிழ்மொழி வரலாறு – தமிழ் மொழியின் சிறப்புகள் - தமிழ்மொழியின் பெருமை – தமிழ் மொழியின் பண்புகள் - மொழியின் தோற்றக் கொள்கைகள் - மொழி வளர்ச்சி – மொழி வளர்ச்சிக் கொள்கை – மொழி அமைப்பு, மொழிப் பயன்பாடு.

அலகு– 2: கலைத்திட்டத்தில் தமிழ்மொழி(12 Hours)

கலைத்திட்டம் - கலைத்திட்டத்தின் கோட்பாடுகள் - தமிழ்மொழிக் கல்வி – கலைத்திட்டத்தில் தாய்மொழி பெறுமிடம் - தேசியக் கல்விக் கொள்கை – பள்ளிக் கலைத்திட்டம் - தேசியக் கல்வியின் நோக்கங்கள்

அலகு– 3: மொழியியல், ஒலியன்கள் (12 Hours)

மொழியியல் வளர்ச்சி – பேச்சு மொழி, எழுத்து மொழி, தனிநிலை, ஒட்டு நிலை, உட்பிணைப்பு நிலை – ஒலியன்கள் - ஒலியன்களைக் கண்டறியும் கொள்கைகள் - தமிழ் ஒலியன்கள் - ஒலியன் கோட்பாடு – ஒலி ஒற்றுமை – ஒலியுறுப்புகளும், அவற்றின் தொழிலும்.

அலகு– 4: உரையாசிரியர்களின் மொழிநடை (12 Hours)

இளம்பூரணர் - சேனாவரையர் - பேராசிரியர் - நச்சினார்க்கினியர் - அடியார்க்கு நல்லார் - பரிமேலழகர்

அலகு– 5: உரைநடையாசிரியர்கள் (12 Hours)

வீரமாமுனிவர் - ஆறுமுக நாவலர் - இராமலிங்க அடிகள் - டாக்டர்.உ.வே.சாமிநாத ஐயர் - கவிமணி தேசிக விநாயகம் பிள்ளை – மறைமலையடிகள் - சோமசுந்தர பாரதியார் - பண்டிதமணி கதிரேசன் செட்டியார் - சுப்பிரமணிய பாரதியார் - திரு.வி.கல்யாண சுந்தர முதலியார் - ரா.பி.சேதுப்பிளளை – டாக்டர்.மு.வரதராசனார்

செயல்முறை பயிற்சி:

- முன்னறிவிப்பில்லா சொற்பொழிவுகள்
- சொற்போர் - பட்டிமன்றம் நடத்துதல்
- கருத்தரங்கம் நடத்துதல்
- கற்பித்தல் பொருள் தொடர்பான துணைக் கருவிகளைத் தயாரித்தல்
- வினா வங்கி, இதழ் தயாரித்தல்

- பேச்சுறுப்புகளைப் பயன்படுத்தி ஒலியின் தோற்றத்தை உணரச் செய்தல்

பார்வை நூல்கள்:

- முனைவர்.ஞா.பழனிவேலு, இ.(2009) 'செந்தமிழ் கற்பித்தல் - சிறப்புத் தமிழ்'– நலங்கிள்ளி பதிப்பகம், தஞ்சாவூர்.
- முனைவர்.எஸ்.ஸ்ரீ குமார் (2002) 'மொழியும் சமூகமும்' செண்பகா பதிப்பகம், தி.நகர், சென்னை – 17
- முனைவர்.சேதுமணியன் (1990) 'மொழி பெயர்ப்புக் கோட்பாடுகளும் உத்திகளும்'– செண்பகம் வெளியீடு, மதுரை.
- கணபதி.வி, பூ ஜெயராமன் (2010) 'நற்றமிழ் கற்பிக்கும் முறைகள்'– பகுதி – 2, சாந்தா பப்ளி'ர்ஸ், சென்னை.
- முனைவர். முத்து சண்முகம் (1988) 'இக்கால மொழியியல்', கழக வெளியீடு.
- முனைவர்.மு.வ.(1988) 'மொழி வரலாறு' கழக வெளியீடு
- வே.சலைச்செல்வி (2013),'சிறப்புத் தமிழ்' சஞ்ஜீவ் வெளியீடு,ஈரோடு.
- முனைவர்.இ.பா.வேணுகோபால், சாந்தகுமாரி, மு (2009) 'சிறப்புத் தமிழ் கற்பித்தல்' சாரதா பதிப்பகம், சென்னை.
- முனைவர்.சு.சக்திவேல் (1996) 'தமிழ் மொழி வரலாறு', மாணிக்கவாசகர் பதிப்பகம், சென்னை.

பாடக்கோப்பு விளைவுகள்

இப்பாடத்தினை வெற்றிகரமாக முடித்தவுடன் மாணவஆசிரியர்கள்

பா.வி1: தமிழ்மொழி வரலாறு மற்றும் மொழி வளர்ச்சி குறித்த புரிதல்**K2**

பா.வி2:கலைத்திட்டத்தில் தமிழ்மொழியின்இன்றியமையாமையினை அறிவர் **K2**

பா.வி3: மொழியியல் வளர்ச்சி மற்றும் ஒலியன்களைஅறிவர்**K4**

பா.வி4: உரையாசிரியர்களின் மொழிநடைஅறிந்து தெளிதல் **K3**

பா.வி5: உரைநடையாசிரியர்கள்பற்றி அறிவர்**K4**

Outcome Mapping

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

Course Code & Title	Core V - PEDAGOGY OF TEACHING SPECIAL ENGLISH		
U24SET232	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Explore theories of learning in language learning • Acquire techniques of teaching English - phonetics, grammar etc • Create and use instructional materials for teaching English		

UNIT-I: LANGUAGE LEARNING (12 Hours)

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

UNITII:PHONETICS (12 Hours)

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

UNITIII: APPROCHES AND METHODS OF TEACHING ENGLISH (12 Hours)

Approaches: Structural Approach-Situational Approach-communicative approach-eclectic approach. **Methods:** Observation-Demonstration-dramatization-debate-Translation method-Direct method-Group method-Substitution method & Play way method.

UNIT IV: TEACHING OF ENGLISH (12 Hours)

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

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

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

PRACTICUM:

- Preparation of different types of phonetic exercises.
- Preparation of Tree diagrams for grammatical components.
- Preparation of English album
- Preparation of instructional aids like chart, flash card etc.

References

1. V.K.Nanda (2006) Teaching of English. Anmol Publications Pvt .Ltd. New Delhi
2. Shaikh Mowla(2012). Methods of Teaching English. Neelkamal Publications Pvt. Ltd. Hyderabad
3. Dr.K.Pandey (2012) Teaching of English in India,Neelkamal Publications Pvt. Ltd. Hyderaba
4. Dr.P.S.Chandrakumar,Dr.A.Joycilin Shermila(2012).Pedagogy of teaching English.AV.Parvathy pvt publications.Tirunelveli.Tamil Nadu.

Course Outcome:

On successful completion of the course, the student teachers will be able t**o**

CO1: refresh and enrich his/her knowledge of English vocabulary and Phonetics**.K2**

CO2: to understand implication of theories of learning with respect to language.**K3**

CO3: comprehend and adopt various methods and techniques in English. **K4**

CO4: acquire the techniques of teaching English **K2**

CO5: prepare and use different kinds of instructional materials for teaching English**K3**

Outcome Mapping

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

Course Code & Title	Core V - PEDAGOGY OF TEACHING MATHEMATICS		
U24SET233	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Understand aims and objectives of teaching mathematics • Develop lesson plan and implement instructional strategies to teach mathematics • Design and use evaluation tools and techniques in teaching of mathematics		

Unit 1: Nature of Mathematics (12 Hours)

1.1 Meaning, Nature, Importance and Value of Mathematics

1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics

1.3 Historical Development of Notations and Number Systems

1.4 Contribution of Mathematicians (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)

1.5 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development

Unit 2: Objectives and Instructional Planning in Mathematics (12 Hours)

2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry

2.4 Unit Planning – Format of A Unit Plan

2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc

Unit 3: Strategies for Learning and Teaching Mathematics (12 Hours)

3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts

3.2 Learning By Exposition: Advanced Organizer Model

3.3 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project

3.4 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)

3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/ Contextual Learning

Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities

(12 Hours)

4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory

4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities

4.3 Bulletin Boards and Mathematics Club

4.4 Abacus, Cussionaire Rods, Fractional Discs, Napier Strips

4.5 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

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

5.1 Assessment and Evaluation- Concept, Importance and Purpose

5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures

5.3Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics

5.4 Preparation of Diagnostic and Achievement Test

5.5 Adaptations in Evaluation Procedure for Students With Disabilities

Practical/ Field Engagement/ Project Work

Any one of the following

I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus

II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities

III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme

IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan

V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

Transactions

Lecture cum demonstration, Workshops and Seminars

Essential Readings

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- Chambers, P. (2010).*Teaching Mathematics*, Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Pregamon Press.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.

- David, W. (1988). *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H. N., & Shankaran, V. (Ed.), (1984). Content-Cum-Methodology of Teaching Mathematics. NCERT, New Delhi.
- James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.
- Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.
- Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987). *Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

Course Outcomes:

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

CO1: Explain the nature of Mathematics and its historical development with contribution of Mathematicians.**K2**

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

CO3: Demonstrate and apply skills to select and use different methods of teaching Mathematics. **K3**

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

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

Outcome Mapping

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

Course Code & Title	Core V - PEDAGOGY OF TEACHING PHYSICAL SCIENCE		
U24SET234	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Understand aims and objectives of teaching Physical Science • Develop lesson plan and implement instructional strategies to teach Physical Science • Design and use evaluation tools and techniques in teaching of Physical Science		

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

1.1 Nature, Scope, Importance and Value of Science

1.2 Science As An Integrated Area of Study

1.3 Science and Modern Indian Society: Relationship of Science and Society

1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament

1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction (12 Hours)

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences

2.4 Unit Planning – Format of A Unit Plan

2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

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

3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach

3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

3.3 Project Method and Heuristic Method

3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities

3.5 Constructivist Approach and its Use in Teaching Physical Science

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

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)

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

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

4.4 Science teacher - qualification, special qualities, Characteristics with reference to Children with Disabilities - teachers diary - time table

4.5 Visit to Industries & Laboratories - Role in teaching Science/Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate
the issues at the interface of science technology and society

Unit 5: Evaluation (12 Hours)

5.1 Evaluation- Concept, Nature and Need

5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical/ Field Engagement/Project Work

Any one of the following

I. Pedagogical analysis of a unit from Science content.

II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.

III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.

IV. Construction of a diagnostic test for unit along with a remedial plan.

V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas

VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School**.**NewDelhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.

- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning**.**Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and lLearning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.
- Tripathi, S. (2004). Teaching of Physical Science, Delhi: Dominant Publications.
- UNESCO (1966). Source Book for Science Teaching, Paris: UNESCO.
- Vaidya, N. (2003). Science Teaching in Schools, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). Teaching of Physical Science, Hyderabad: Neelkamal Publications.

Course Outcome:

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

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

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

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

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

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

Outcome Mapping

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

Course Code & Title	Core V - PEDAGOGY OF TEACHING BIOLOGICAL SCIENCE		
U24SET235	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Understand aims and objectives of teaching Biological Science • Develop lesson plan and implements instructional strategies to teach Biological Science • Design and use evaluation tools and techniques in teaching of Biological Science		

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

1.1 Nature, Scope, Importance and Value of Science

1.2 Science As An Integrated Area of Study

1.3 Science and Modern Indian Society: Relationship of Science and Society

1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament

1.5 Role of Science for Sustainable Development

Unit 2: Planning for Instruction (12 Hours)

2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School

2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms

2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences

2.4 Unit Planning – Format of A Unit Plan

2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis

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

3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach

3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)

3.3 Project Method and Heuristic Method

3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities

3.5 Constructivist Approach and its Use in Teaching Biological Science

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

4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)

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

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

4.4 Aquarium, Vivarium – Role in Teaching along with Setting &Maintenance

4.5 Museum, Botanical And Zoological Garden: Role In Teaching

Unit 5: Evaluation (12 Hours)

5.1 Evaluation- Concept, Nature and Need

5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment

5.3 Tools and Techniques for Formative and Summative Assessments

5.4 Preparation of Diagnostic Test and Achievement Test

5.5 Adaptations of Evaluation Procedure With Reference To Children With Disabilities

Practical/ Field Engagement/Project Work

Any one of the following

I. Pedagogical analysis of a unit from Science content.

II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.

III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.

IV. Construction of a diagnostic test for unit along with a remedial plan.

V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas

VI. Curricular adaptations for teaching Sciences to students with disabilities.

Essential Readings

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

- Joshi, S. R. (2005). Teaching of Science.New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
- Layton, D. (1989). Innovations in Science and Technology Education, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). Techniques of teaching blind children, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). Sourcebook for training teachers of visually impaired, New Delhi: NCERT.
- Murray, L. J. (1988). Basic Skills – Science, Boston: John Murrey.
- NCERT (1982). Teaching Science in secondary schools, New Delhi: NCERT.
- NIVH (1992). Handbook for the teachers for the visually handicapped, Dehradun
- Scholl, G.T. (1986). Foundations of education for blind and visually handicapped children and youth, New York: American Foundation for the blind.
- Sharma, R. C. (2005). Modern Science teaching, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). Teaching science, New Delhi: Balaji offset.

Suggested Readings

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

Course **Outcome:**

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

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

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

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

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

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

Outcome Mapping

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

Course Code & Title	Core V - PEDAGOGY OF TEACHING COMPUTER SCIENCE		
U24SET236	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Understand aims and objectives of teaching Computer Science • Develop lesson plan and implements instructional strategies to teach Computer Science • Design and use evaluation tools and techniques in teaching of Computer Science		

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

Computer: definition, features and parts of a Computer-– Generations of Computers - Application of Computers in the various fields of Education. Need and importance of Computer Science teaching – Scope of Computer Science

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

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

Unit 3: Micro Teaching (12 Hours)

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

Unit 4: Lesson Plan (12 Hours)

Bloom‘s Taxonomy of instructional Objectives: Cognitive domain, Affective domain, psychomotor domain-writing instructional objectives: general and specific- Anderson cognitive (Revised) objectives of teaching Computer Science.

Year plan- Unit plan- Lesson plan- importance of lesson plan- Criteria of a good Lesson Plan- steps in writing Lesson plan- Advantages of Lesson planning - Format of a typical lesson plan - G.I.O's and S.I.O's - teaching aids - Motivation - Presentation, application, recapitulation and assignment

Unit 5: Evaluation (12 Hours)

Evaluation- meaning, definition, purpose- different types of test in computer science – diagnostic test, prognostic test, NRT, CRT, Achievement test-types of achievement test-construction of achievement test- Blue Print - Continuous and Comprehensive Evaluation (CCE)- formative and

summative test - statistical analysis: Measures of Central Tendency: Mean Median, Mode, Measures of dispersion: Range, Quartile Deviation, Standard Deviation, Correlation: Rank correlation.

PRACTICUM:

- Observing Demonstration class by teacher educator.
- Observing Demonstration class by peer student teacher.
- Observing at least five classes of relevant school subjects Teachers.
- Observing at least five classes of peer students teaching in the same discipline.
- Practicing at least 6 core-teaching skills through microteaching.
- Preparing of lesson plans.

Essential Readings.

1. Buxton, A. C. (2010). Teaching Science in Elementary and Middle School**.** NewDelhi: Sage Publications.
2. Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.
3. Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning**.**Washington, D.C: The Falmer Press.
4. Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
5. Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.
6. Passi, B.K. and Lalita, M.A., (1976) Micro – teaching: theory and research, Jugal Kishore and Co., Dehradun.
7. R.Y.K. Singh. Micro teaching. APH Publishing, 2004
8. Hasnain Qureshi, Modern Teaching of Computer Science**,**Anmol Publications. Delhi,2004
9. Qureshi hasnain, (2005) Modern Teaching of Computer science. Anmol Publications. New Delhi
10. Singh, P.P. (2005) Computer Education: New Trends and Innovation, Anmol Publications.New Delhi
11. Sareen,N. (2005) Information and communication Technology: Anmol Publications.New Delhi
12. Y.K. Singh (2005) Instructional Technology in Education: Anmol Publications.New Delhi
13. Sunitha Joshi, Micro Teaching, Authors Press, Global Network. New Delhi.2006.
14. Venkataiah, S. (2007) Computer Education in Millennium, Anmol Publications.New Delhi.
15. Dr.Vanaja.M,Dr.S.Rajasekar, Educational Technology & Computer Education,Neelkamal Publications.Pvt Ltd,2007.
16. Prof.Lalini Varanasi,Prof.V.Sudhakar, Dr.T. Mrunalini,Computer Education, Neelkamal Publications.Pvt Ltd,2010.

Course Outcome:

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

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

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

CO3: Acquires and execute micro teaching skills **K3**

CO4: Demonstrate and apply skills to select and use different methods of teaching the content of sciences.**K3**

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

Outcome Mapping

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

Course Code & Title	Core V - PEDAGOGY OF TEACHING HOME SCIENCE - II		
U24SET237	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Develop instructional planning and frames objectives • Develop approaches in teaching home science • Acquaint with learning resource in teaching Home Science		

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

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

Unit 2: Planning for Instruction (12 Hours)

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

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

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

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

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

Unit 5: Evaluation (12 Hours)

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

References

1. Bloom, Benjamin, S. (1984). Taxonomy of educational objectives - Book1: Cognitive domain. Boston: Addison Wesley Publication.
2. Devadas, R. P. (1989). Methods of teaching home science. New Delhi: NCERT.
3. Jha, J.K. (Ed). (2001). Encyclopaedia of teaching of home science, Vol. I&II. New Delhi: Anmol Publications.
4. Nivedita, D. (2004). Teaching of home science. New Delhi: Dominant Publishers and Distributors. 5. Shah, A., Joshi, U., & Chandra, A. (1990). Fundamentals of teaching home science. New Delhi. Sterling Publishers.
5. Shalool, Sharma. (2002). Modern methods of teaching of home science. New Delhi: Sarup & Sons. 7. Yadav, S. (1997). Teaching of home science. New Delhi: Anmol Publishers.

Course Outcome:

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

CO1: Understands the nature of home science **K2**

CO2: formulate instructional objectives for a lesson. **K6**

CO3: gain mastery of the teaching skills. **K6**

CO4: apply various methods in teaching of Home Science. **K3**

CO5: use various resources in teaching Home Science. **K3**

Outcome Mapping

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

Course Code & Title	Core V - PEDAGOGY OF TEACHING COMMERCE AND ACCOUNTANCY - II		
U24SET238	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Develop approaches and resources in teaching of Commerce and Accountancy • Develop aids and uses technology to teach Commerce and Accountancy • Design and use evaluation tools and techniques in teaching of Commerce and Accountancy		

Unit 1: Curriculum planning and approaches (12 Hours)

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

Unit 2: Learning Resources (12 Hours)

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

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

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

Unit 4: Technology in Commerce Education (12 Hours)

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

Unit 5: Methods of Evaluation (12 Hours)

Evaluation – concept, meaning and Steps in evaluation- Principles of constructing different types of tests merits and demerits – diagnostic test, achievement test- Characteristics of good

achievement test- Use of diagnostic tests for remedial teaching in Commerce and Accountancy - Continuous and comprehensive evaluation - Examining test results against objectives – Item analysis

References:

- Chauhan, S.S (2008). Innovations in Teaching LEarning Process Vikas Publishing:UP
- Bhatia, K.K (2001). foundations of teaching learning process, Tandon Publication , Kudhiana
- Sharma, R.N. (2008). Principles and Techniques of Education, Surjeet Publication, New Delhi
- Chopra, H.K. and Sharma, H.(2007) Teaching of Commerce, Kalyani Publisher, Ludhiana
- Joyce & Well, (2004), Models of teaching: U.K.: Prentice Hall of India.
- Seema Rao (2005): Teaching of commerce, Anmol Publishers, New Delhi.
- Mahesh kumar Modern teaching of Commerce,Anmol Publications Pvt., Ltd, New Delhi.(2005)

Course Outcome:

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

CO1: understand the meaning, concept and approaches in commerce curriculum development **K2**

CO2: understand the role of technology and develop skills for effective application in commerce education **K2**

CO3: acquire and develop skills in preparation and use of appropriate instructional aids in commerce teaching **K6**

CO4: acquire knowledge and develop competency in various methods of evaluation in commerce **K6**

CO5: Use various resources in teaching Commerce and Accountancy **K3**

Outcome Mapping

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

Course Code & Title	Core V - PEDAGOGY OF TEACHING SOCIAL STUDIES		
U24SET239	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Understand aims and objectives of teaching Social Studies • Develop lesson plan and implements instructional strategies to teach Social Studies • Design and use evaluation tools and techniques in teaching of Social Studies		

Unit 1: Nature, Scope, Aims, Values and Objectives of teaching Social Studies (12 Hours)

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

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

Unit 2: Micro Teaching (12 Hours)

Micro teaching: Meaning and Definition - Need and importance- phases of Micro teaching- steps in Micro teaching – Micro Teaching cycle – Teaching of relevant skill: Set induction – Skill of Explaining – Skill of Questioning – Skill of Stimulus Variation– Skill of reinforcement – Probing Questioning – Black board –Mini Teaching-Preparation and Practise of Mini teaching with the integration of multiple skills-Observation and evaluation with feedback–Micro teaching and Mini teaching-Traditional teaching and Micro teaching.

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

Methods of teaching social Studies - Lecture method - Descriptive method - Story telling - source method - Problem solving - Project method

Learning strategies - Oral - Written - assignment - map drawing - Atlas - Audio-visual aids - charts - Models - flannel board - bulletin board - film strips and slides - Use of instructional aids in social studies teaching - Library facilities in school and its uses - use of computers and internet in social studies teaching.

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

Bloom's taxonomy of Instructional Objectives: Cognitive Domain, Affective Domai, Psychomotor domain - writing instructional objectives: general and specific - Anderson (revised) cognitive objectives of teaching social studies

Year Plan - Unit Plan - Lesson Plan - Importance of lesson plan - Criteria of a good lesson plan - Steps in writing lesson plan - Advantages of lesson plan.

Unit 5: Evaluation in Social studies (12 Hours)

Evaluation: Meaning and Definition - need and purpose of evaluation - importance of evaluation - Types of test - Diagnostic test - Achievement test - Preparation of Blue print - Interpretation of test scores - Measures of central tendency - Mean, median, mode - Measures of variability - Range - Standard deviation, quartile deviation, correlation - rank correlation.

Practicum

- Preparation of power point slides related to Social Studies
- Prepare Lesson plan
- Prepare blue print for achievement test

Suggested References

- Kochhar. S.K., (1983) The teaching of Social Studies, sterlling Publishers (Pvt) Ltd. New Delhi
- Vashist S.R., (2005), Practice of Social Studies, Anmol Publications Pvt. Ltd. New Delhi
- Chauhan S.S., (2008). Innovation in teaching learning process, U.P. Vikas Publishing House Pvt. Ltd.
- Shujaat, M.D (2006). Teaching of Social Studies, Anmol Publications Pvt. Ltd. New Delhi
- S.P.Nanda,(2004) Land marks in Indian History, Dominant Publishers and Distributors
- Seema Sharma (2004) Modern teaching of History, Anmol publications Pvt.Ltd. New Delhi.
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- V.K.Nanda,(2005) Socialization and Education, Anmol Publication Pvt Ltd
- Rao, M.S(2004),Teaching of geography ,New Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi. 3
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

Course Outcome:

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

CO1: Develop understanding and appreciation about Social Studies **K2**

CO2: Explain the various aims and objectives of teaching Social Studies **K2**

CO3: Acquires and applies various learning strategies in social studies **K3**

CO4: Develop skills in developing objectives and prepare lesson plan **K6**

CO5: Acquire knowledge about Evaluation in Social studies **K3**

Outcome Mapping

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

Course Code & Title	Core IV – PEDAGOGY OF TEACHING ECONOMICS – II		
U24SET240	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Develop approaches and resources in teaching of Economics • Develop aids and uses technology to teach Economics • Design and use various techniques in teaching of Economics		

Unit I: Methods of Teaching: **(12 Hours)**

Teacher centred methods – Lecture Method - Descriptive method – Observation Method – Source Method – Inductive and Deductive method - Learner Centred Methods: Problem Solving Method – Project Method**,** Recent Trends: Constructivist Learning, Flipped Learning, Blended Learning.

Unit II: Techniques of Teaching: (12 Hours)

Techniques of Teaching: Supervised study – Assignment – group Discussion – Role Playing – Brain storming – seminar – symposium – work shop – Personalised system of Instruction: Programmed Learning – CAI - PSI

Unit III: Learning Resources: (12 Hours)

Economics text book - Characteristics of good Economis text book - Economics Library – Essential facilities of good library - News Papers - Periodicals – Journals - Economics magazines – Economics encyclopedias - Economics Club- field trips – exhibition / fair - visiting Banks insurance companies, industries.

Economics teacher - Role and importance of Economics teacher – special qualities required for Economics teacher – duties and responsibilities of a Economics teacher – Professional Development of Economics Teacher.

Unit IV: Content (12 Hours)

Demand and supply – law of demand – Elasticity of demand – law of supply – elasticity of supply - Population education – need and importance**.**

Agriculture –role of agricultural in Economic – development – agricultural problems – causes of low productivity – agricultural marketing- Need and role of industries in Economic development- Monetary policy and Fiscal policy.

Unit V: Instructional Aids in teaching Economics: (12 Hours)

Definition of A.V. Aids- Edger Dale‘s cone of Experience- Significance of Using Teaching Learning Materials- Classification of A.V. Aids Audio-Aids- Visual-Aids, Projected and Non-projected aids**.**

PRACTICUM:

- Observing Demonstration class by teacher educator and peer student teacher
- Observing at least five classes of relevant school subject teacher/peer students teaching in the same discipline.
- Practicing at least 6 core-teaching skills through microteaching.
- Preparation of lesson plan

References

1. Paul R (1984) History of Economic thought, Kalyant Publishers, Ludhia
2. Sundaram, K.P.M (1985) .Sundaram Indian Economy, S.Chandand companyPvt.Ltd, New Delhi
3. Gupta.S.P (1987), Statistical methods, Sultan Chandand Sons, Publishers, NewDelhi
4. KochharS.K (1992) Methods and techniques of teaching.NewDelhi: Sterling Publishers Private Limited
5. Seema Sharma (2004) Modern teaching of economics, Anmol publication (P) Ltd, New Delhi
6. Sadashiva Reddy (2005), Learn and Teach Economics. Authors Press
7. Mustafa, M (2005) Teaching of Economics. Deep & Deep Publications.
8. Mahesh Kumar (2005).Modern Teaching of Commerce.Anmol Publication.(P)Ltd, New Delhi.2005.
9. Saxena N R &Mishra B K &Mohanty R K(2006) Teaching of Economics, Surya Publication
10. Manoharan M (2011), Statistical Methods, Paramount Publications Palani, Tamil Nadu
11. Kochhar S.K (2006) .The Teaching social studies, New Delhi: Sterling publishers P.Ltd

Course Outcome:

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

CO1: understand the meaning, concept and approaches in economics curriculum development **K2**

CO2: understand the role of technology and develop skills for effective application in economics education **K2**

CO3: acquire and develop skills in preparation and use of appropriate instructional aids in economics teaching **K6**

CO4: acquire knowledge and develop competency in various methods of teaching economics**K6**

CO5: Use various resources in teaching economics **K3**

Outcome Mapping

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

Course Code & Title	CD III - INCLUSIVE EDUCATION		
U24SEC23	Semester II	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Explore policies and framework for inclusive education • Understand concepts of inclusive education • Acquire concepts and develop inclusive instructional strategies • Identify supports and collaboration for inclusive education		

Unit 1: Introduction to Inclusive Education (6 Hours)

1.1 Marginalisation vs. Inclusion: Meaning & Definitions

1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion

1.3 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

1.4 Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment

1.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

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

2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)

2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)

2.3 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)**National Education Policy (2020)**

2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), RPWD Act, 2016, National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

Unit 3: Adaptations Accommodations and Modifications (6 Hours)

3.1 Meaning, Difference, Need & Steps

3.2 Specifics for Children with Sensory Disabilities

3.3 Specifics for Children with Neuro-Developmental Disabilities

3.4 Specifics for Children with Loco Motor & Multiple Disabilities

3.5 Engaging Gifted Children

Unit 4: Inclusive Academic Instructions (6 Hours)

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

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

4.3 Differentiated Instructions: Content, Process & Product

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

4.5 ICT for Instructions

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

5.1 Stakeholders of Inclusive Education & Their Responsibilities

5.2 Advocacy & Leadership for Inclusion in Education

5.3 Family Support & Involvement for Inclusion

5.4 Community Involvement for Inclusion

5.5 Resource Mobilisation for Inclusive Education

Practical & Field Engagement

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

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

III. Design a Poster on Inclusive Education

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

Suggested Readings

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

Teachers, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion,* Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003*). Learning Disabilities in India.*Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*.4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education,* Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting.* Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*.Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.

Course Outcomes

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

CO1: Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.**K2**

CO2: Explicate the national & key international policies & frameworks facilitating inclusive education. **K4**

CO3:Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms. **K3**

CO4: Describe the inclusive pedagogical practices & its relation to good teaching. **K3**

CO5: Expound strategies for collaborative working and stakeholders support in implementing inclusive education. **K4**

Outcome Mapping

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

Course Code & Title	SplII - CURRICULUM DESIGNING, ADAPTATION & EVALUATION		
U24SES22	Semester II	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Acquaint curriculum designing at various levels • Design curriculum at various levels and adapts to meet inclusive practices • Understands techniques of evaluation		

Unit 1: Curriculum Designing (12 Hours)

1.1 Meaning, Definition, Concept and Principles of Curriculum

1.2 Types and Approaches of Curriculum Designing

1.3 Curriculum Domains - Personal, Social, Academics, Recreational and Community living

1.4. Steps in developing curriculum, challenges of developing curriculum for inclusion

1.5. Curriculum evaluation, Implementation in inclusion

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

2.1 Significance of Early Childhood Education and School Readiness

2.2 Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas

2.3 Curriculum Domains for Early Childhood Education and Sensory Mechanism

2.4 Sensitization of family, involvement in pre-school and primary level

2.5 Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing

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

3.1 Curriculum domains at Secondary level

3.2 Curriculum domains at Pre- vocational level

3.3 Curriculum domains at Vocational level

3.4 Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)

3.5 Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting

Unit 4: Curriculum Adaptations (12 Hours)

4.1 Need for Curricular Adaptation, Accommodation and Modification

4.2 Adaptation, Accommodation and Modification for Pre –academic Curriculum

4.3 Adaptation, Accommodation and Modification for Academics Curriculum

4.4 Adaptation, Accommodation and Modification for Co-Curriculum

4.5 Adaptation, Accommodation and Modification for School Subjects

Unit5: Curriculum Evaluation (12 Hours)

5.1 Concept, Meaning, Definition of Curriculum Evaluation

5.2 Types and Approaches of Evaluation
5.3 Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System
5.4 Differential evaluation of PwID in inclusive setup
5.5 Implications of evaluation for inclusion

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive schools

To prepare need based curriculum for training in

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

Essential Readings

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

Suggested Readings

- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group

- Narayan, & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Peshwaria, R. and Venkatesan. (1992) Behavioural retarded children A manual for teachers. NIMH, Secunderabad.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication.
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

Course Outcome

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

CO1: Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation. **K2**

CO2: Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications. **K3**

CO3: Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications. **K2**

CO4: Understand different strategies for curriculum adaptation, accommodation, modification and their significance. **K4**

CO5: Applies effective use of different techniques in evaluation process.**K3**

Outcome Mapping

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

Course Code & Title	EPCII - YOGA AND HEALTH EDUCATION		
U24SEF22	Semester II	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Understand the need for Health Education • Learns yoga and analyses yoga practices for healthy living • Understands relationship between Yoga and Health		

Unit I:Health Education (6 Hours)

Meaning, Aims & Objectives, Scope of Health Education, Methods of imparting Health Education in Schools-(1)Health Instruction, (2) Health Services, (3) Health Supervision. Personal Hygiene: Role of Clothing, Importance of taking bath, Care of Face, Hands, Head, Hair and Feet-General Habits - Nutrition Education - Maintaining Healthy Diet - Healthy Food Habits - Health Education for Persons with Disability at various levels (Children, Adolescents and Adults)

Unit II: Physical Education (6 Hours)

Definition and Meaning , Benefits , Physical fitness: Components- Strength, Power, Speed, Agility, Balance, Flexibility, Local Muscular Endurance, Cardio Vascular Endurance, Strength Endurance and Co-Ordination-Benefits of Physical Fitness - Indoor and Outdoor Games in improving the Physical fitness - Physical Education for Persons with Disability at various levels (Children, Adolescents and Adults) - Adapted Physical Education

Unit III: Physical Exercise, Fatigue and Posture (6 Hours)

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

Unit IV: Introduction to Yoga (6 Hours)

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

Unit V: Yoga and Health (6 Hours)

Need of Yoga for Positive health - Role of mind in positive health as per ancient Yogic literature - Concept of health, healing and disease: Yogic perspectives - potential causes of ill health -

Yogic principles of healthy living: agar, vicar, a char and vicar - integrated approach of yoga for management of health - stress management through yoga - Role of yoga in improving overall health aspects of Persons with Disability

Practical

- Creating awareness among parents about nutritiousfood for healthy living
- Creating awareness about physical education and organizing events for children with disabilities
- Practicing and Teaching Yoga for Healthy Living to Children with Disabilities

Suggested Reference Books

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

Course Outcomes

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

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

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

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

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

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

Outcome Mapping

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

Course Code & Title	Spl III - EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES		
U24SES33	Semester III	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Understand and apply intervention strategies in preparation of IEP • Develop IEP based on assessment • Understand about various therapeutic intervention and modalities used in it		

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

1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention

1.2 Types of Early Intervention

1.3 Intervention Techniques

1.4 Record Maintenance and Documentation

1.5 Implication of Early Intervention for pre-school Inclusion

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

2.1 Need, Importance and Historical Perspective of IEP

2.2 Steps and Components of IEP

2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions

2.4 IFSP – Planning and writing

2.5 Application of IEP for Inclusion

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

3.1 Stages of Learning

3.2 Principles of Teaching

3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication

3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method

3.5 Development and Use of TLM for ID

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

4.1 Definition and types of Mal-adaptive behaviour

4.2 Identification of Mal-adaptive behaviour

4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)

4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community

4.5 Ethical Issues in behaviour management and implications for Inclusion

Unit 5: Therapeutic Intervention (12 Hours)

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

5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention

5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention, Communication aspects - AAC

5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention

5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive Schools/ Institute

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

Essential Readings

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

- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall King-
- Sears, H.E. (1994) Curriculum Based Assessment in Special Education. SanDiego Singular Publishing Group.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
- Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

Course Outcome:

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

CO1: Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.**K2**

CO2: Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation. **K3**

CO3:Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas. **K4**

CO4: Understand nature and identification maladaptive behaviour and develop insight into various modes of its management.**K4**

CO5:Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention**.K3**

Outcome Mapping

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

Course Code & Title	Spl IV -TECHNOLOGY AND DISABILITY		
U24SES34	Semester III	Credits: 4	Hours: 60
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze **K6**: Create		
Learning Objectives	The Course aims to • Acquire knowledge about Educational technology • Apply ICT skills in teaching Children with Disabilities • Develop technology enabled lesson plan and employ adapted assistive devices		

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

1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance

1.2 Educational Technology and Instructional Technology – Role and Recent Trends.

1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.

1.4 Differential Instruction, Universal Design of learning and Individualized Instruction.

1.5 Implication of the above for inclusion.

Unit 2: ICT (12 Hours)

2.1 ICT – Meaning, Definition, Scope and Significance

2.2 Psychological bases for ICT among teachers and learners

2.3 Development of ICT – Stages, Requirement and Process

2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference

2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

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

3.1 Multi Media - Meaning, Nature, Scope, Definition and Approaches.

3.2 Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys

3.3 Advantages, Limitations and Challenges of Using Multi media in Education

3.4 Recent Trends in Multimedia

3.5 Implication of Multimedia in teaching learning.

Unit 4: Technology Based Instructions (12 Hours)

4.1 Enhancing Technology Friendly Practices among Teachers.
4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites, Mobile Learning and Learning Apps
4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC
4.4 Developing Technology Integrated Lessons – Individual and Group
4.5 Implications of Technology based instruction in Inclusion

Unit 5: Application of Technology (12 Hours)

5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
5.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers
5.3 Application of Technology in Instruction – Individual, small group and large group
5.4 Advantages, merits and demerits
5.5 Implications for inclusion

Course Work/ Practical/ Field Engagement (Any One)
Special/ Inclusive School/ Institute

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

Essential Readings

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
- R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
- Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love:

Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland,

Suggested Readings

- Cima M Yeole. (1991). Educational Technology.CimaMyeole.
- D.ES, (1982). Handicapped Pupil and Special schools, Regulations.London HMSO.
- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency GavendraPrakashan
- JaganathMohanty. (1998). Studies in Educational Broadcasting.San subscription agency.
- Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers
- Tara Chand. (1992). Educational Technology. Anmol Publication

Course Outcome:

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

CO1: Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes. **K2**

CO2:Understand nature of ICT, its basis, development and use. **K2**

CO3: Use computer programme and software for the benefit of children with ID. **K3**

CO4:Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion. **K4**

CO5:Apply technology for developing lesson plan and adapted assistive devices. **K6**

Outcome Mapping

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

Course Code & Title	Spl V - PSYCHO-SOCIAL AND FAMILY ISSUES		
U24SES35	Semester III	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Understand role of family in rehabilitation of Children with Intellectual Disability • Develop knowledge about various psycho-social issues of Children with Intellectual Disability • Explore about CBR Programme for Persons with Intellectual Disabilities		

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

1.1 Family – Concept, Definition and Characteristics

1.2 Types of family

1.3 Reaction and Impact of disability on family

1.4 Needs of family and counselling

1.5 Role of family in rehabilitation of PWID

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

2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers

2.2 Myths, misconception and social practices

2.3 Difference between Intellectual Disability and Mental Illness

2.4 Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse

2.5 Rights and Advocacy

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

3.1 Training and involving families in the rehabilitation process

3.2 Parent professional relationship

3.3 Formation of Parent Self-Help Group

3.4 Parent Associations

3.5 Empowering Families

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

4.1 Physiological Changes; Implication in Emotional and Social Development

4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group

4.3 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling

4.4 Ethical Issues

4.5 Challenges and Implications

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

5.1 Concept, Definition and Scope of CBR

5.2 Models of CBR – Advantages and Disadvantages

5.3 Types of Community Resources and their mobilization

5.4 Organizing services for PwID in the community

5.5 Role of Special Educator, Family, Community and PwID in CBR

Course Work/ Practical/ Field Engagement (Any One)
Special/ Inclusive School/ Institute

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

Essential Readings

- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
- Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlandio: Academic Press Inc.
- Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075
- Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
- Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
- Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 70 - 381
- Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Miffin.
- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

Suggested Readings

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

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

Course Outcomes

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

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

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

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

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

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

Outcome Mapping

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

Course Code & Title	EPC III -READING AND REFLECTING ON TEXTS		
U24SEF33	Semester III	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K6:** Create		
Learning Objectives	The Course aims to • Understand about basic literacy skills • Reflect upon skills in reading and writing • Practice independent writing for self improvement		

Unit 1: Reflections on Literacy (6 Hours)

1.1 Literacy and Current University Graduates: Status and Concerns

1.2 Role of Literacy in Education, Career and Social Life

1.3 Literacy, Thinking and Self Esteem

1.4 Literacy of Second Language/ English: Need and Strategies

1.5 Basic Braille Literacy

Unit 2: Reflections on Reading Comprehension (6 Hours)

2.1 Practicing Responses to Text: Personal, Creative and Critical

2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making

2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies

2.4 Basic Understanding of Reading Comprehension of Children with Disabilities

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

3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)

3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)

3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading

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

4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)

4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)

4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)

4.4 Practicing Self Editing and Peer Editing of Sample Texts

4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Unit 5: Practicing Independent Writing (6 Hours)

5.1 Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
5.3 Practicing Converting Written Information into Graphical Representation
5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
5.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). Becoming a Nation of Readers: The report of the commission on reading. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading*. Heinemann Educational Books.
- Tovani, C., & Keene.E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Stenhouse Publishers
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.

Suggested Readings

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

Stenhouse Publishers

- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment.*High Beam*
- May, F. B. (1998). Reading as communication. Merrill: New Jersy
- Miller. D. (2002).*Reading With Meaning: Teaching Comprehension in the Primary Grades.*Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston

Course Outcomes

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

CO1: Reflect upon current level of literacy skills of the self. **K2**

CO2:Show interest and begin working upon basic skills required to be active readers in control of own comprehension. **K3**

CO3: Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content. **K3**

CO4:Prepare self to facilitate good reading writing in students across the ages.**K6**

CO5: Find reading writing as learning and recreational tools rather than a course task.**K6**

Outcome Mapping

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

Course Code & Title	EPC IV - DRAMA AND ART IN EDUCATION		
U24SEF34	Semester III	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Understand about art expression and art education • Acquaint and implement strategies for teaching performing and visual arts to students with disabilities • Develop Understanding about media and electronic arts		

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

1.1 Art and art education: Meaning, scope and difference

1.2 Artistic expression: Meaning and strategies to facilitate

1.3 Art therapy: Concept and application to students with and without disabilities

1.4 Linking Art Education with Multiple Intelligences

1.5 Understanding emerging expression of art by students

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

2.1 Range of art activities related to dance and music

2.2 Experiencing, responding and appreciating dance and music

2.3 Exposure to selective basic skills required for dance and music

2.4 Dance and Music: Facilitating interest among students: planning and implementing activities

2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

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

3.1 Range of art activities in drama

3.2 Experiencing, responding and appreciating drama

3.3 Exposure to selective basic skills required for drama

3.4 Drama: Facilitating interest among students: planning and implementing activities

3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations

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

4.1 Range of art activities in visual arts

4.2Experiencing, responding and appreciating visual art

4.3 Exposure to selective basic skills in visual art

4.4 Art education: Facilitating interest among students: planning and implementing activities

4.5Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Unit 5: Media and Electronic Arts (6 Hours)

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

Course Work/ Practical/ Field Engagement

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

Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Suggested Readings

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs.*Art Education, 33*(8), 8–11
- Greene, S., & Hogan, D. (2005).Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with*

special needs (pp. 142–154). Reston, VA: National Art Education Association.

Course Outcomes

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

CO1:Exhibit Basic understanding in art appreciation, art expression and art education. **K2**

CO2:Plan and implement facilitating strategies for students with and without special needs. **K3**

CO3: Discuss the adaptive strategies of artistic expression. **K4**

CO4:Discuss how art can enhance learning. **K4**

CO5: Understand about media and electronic arts **K2**

Outcome Mapping

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

Course Code & Title	CDI IV - EARLY CHILDHOOD CARE AND EDUCATION		
U24SEC44	Semester IV	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Understand about early years of development and early childhood education • Explore the need of early education of Children with Disabilities • Acquaint and implement inclusive early education practices		

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

1.1 Facts about Early Childhood Learning & Development

1.2 Neural Plasticity

1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills

1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children

1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula

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

2.1 Concept, Scope and Significance of Early Childhood Education

2.2 Institutions for Early Childhood Care Education

2.3 Curriculum for young children

2.4 Program for Early Childhood Care Education – Planning, Methods of teaching, Activities, Evaluation, Overview on Response to Intervention

2.5 Technology, Research, Assessment, Early intervention and Ethics in Early Childhood Care Education

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

3.1 Young Children at Risk & Child Tracking

3.2 Interdisciplinary Assessments & Intervention Plans

3.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)

3.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills

3.5 Evidenced Based Practices for Early Intervention

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

4.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)

4.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children

4.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities,

Collaborative Planning

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

4.5 School Readiness and Transitions

Unit 5: Roles & Responsibilities of Educators in Early Childhood Care Education

(6 Hours)

5.1 Interpersonal relationships and communication with parents and community

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

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

5.4 Active Teaching for Active Learning

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

Practical/ Field Engagements

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

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

Transactions

Visits, Observations & Workshops.

Essential Readings

- Costello, P.M. (2000). *Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.
- Dunn, S.G., & Dunn, K. (1992). *Teaching Elementary students through their individual learning styles:Practical approaches for grades 3-6.* Massachusetts: Allyn& Bacon.
- Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.
- Klausmeir, H.J., & Sipple, T.S. (1980). *Learning & Teaching Concepts. A strategy for testing applications of theory.* New York: Academic Press.
- Mohanty, J., & Mohanty, B. (1999). *Early Chilhood Care and Education*. Delhi: Offset Printers.

Suggested Readings

- Barbour, N., & Seefeldt, C. (1998). .*Early Childhood Education. An Introduction* (4th Eds). U.K: Prentice Hall.
- Broman, B. C. (1978). *The Early Years in Childhood Education.* Chicago: RandMcNally College Publishing Company.
- Catron, C.E., & Allen, J. (1993). *Early Childhood Curriculum.* New York: MacMillan Publishing Company.
- Dahlberg, G. , Moss, P. & Pence, A. (2007). *Beyond Quality in Early Childhood Care and Education.(2nd Ed.).* New York: Routledge Publication.
- Dopyera, M.L., & Dopyera, J. (1977). *Becoming a Teacher of Young Children*. New

York: Random House Publications.

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

Course Outcomes:

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

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

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

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

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

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

Outcome Mapping

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

Course Code & Title	CDI V - APPLICATION OF ICT IN CLASSROOM		
U24SEC45	Semester IV	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Understand about technology used for Children with Disability • Analyze application of appropriate technology in education of Children with Disabilities • Apply technology to create inclusive culture in educational environment		

Unit 1: Educational Technology (6 Hours)

1.1 Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education

1.2 Role and types of audio - visual aids in teaching and application of multimedia in teaching and learning

1.3 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment

1.4 Application of Technology in Assistive Devices

1.5 Implications of Technology based instruction

Unit 2: Information Communication Technology (ICT) and Special Education (6 Hours)

2.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'

2.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)

2.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy

2.4 Three As of ICT Application—Access, Availability, Affordability

2.5 Overview of WCAG (Web Content Access Guidelines)

Unit 3: Using Media and Computers (6 Hours)

3.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education

3.2 Computers: Functional Knowledge of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print

3.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources

3.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning

3.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities

Unit 4: Visualising Technology-Supported Learning Situations (6 Hours)

4.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme

4.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions

4.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects

4.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing

4.5 Identifying and Applying Software for Managing Disability Specific Problems

Unit 5: Application of ICT in Inclusion (6 Hours)

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

5.2 Developing Technology Integrated Lessons – Individual and Group

5.3 Integrating Technology in Planning Instruction for Children with Disabilities in inclusive classroom – Individual, small group and large group

5.4 Guidelines on application of technology in preparing TLM with reference to various disabilities

5.5 Implications of technology in inclusion

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

I. Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration

II. Prepare a PPT by inserting photos and videos on a topic of your choice

III. Create your email account as well as design a blog

Essential Readings

• Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.

• Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.

Suggested Readings

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

Course Outcomes

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

CO1:Gauge the varying dimensions in respect of ICT and Applications in Special Education. **K3**

CO2: Delineate the special roles of ICT Applications.**K2**

CO3:Acquire Familiarity with Different Modes of Computer-Based Learning.**K4**

CO4: Understands application of technology in accessing environment **K3**

CO5: Applies ICT enable learning for Children with Disabilities **K3**

Outcome Mapping

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

Course Code & Title	Spl VI - VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT		
U24SES46	Semester IV	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze **K6**: Create		
Learning Objectives	The Course aims to • Understand and formulate vocational transition with suitable curriculum • Explain the process of vocational rehabilitation and placement • Understand about offering sex education and Advocacy to Persons with Intellectual Disability		

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

1.1. Definition, meaning and scope of Vocational Education

1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment

1.3. Approaches and models of Vocational training

1.4. Assessment, Evaluation of Generic skills & Specific job skills using various tools

1.5. Approaches & Principles of vocational assessment

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

2.1. Concept, meaning, importance of transition

2.2. Vocational transition models - Career Planning and Development

2.3. Transitional Planning at pre-vocational & post-vocational level

2.4. Development of Individualized Vocational Transitional Plan

2.5. Development of Vocational Curriculum

Unit 3: Results of Transition (6 Hours)

3.1 Creating employment avenues for PwDs - Criteria for identification of jobs: Types of jobs: rural, urban, domestic, skilled/semiskilled/unskilled

3.2 Selection of training sites, training, placement and follow up

3.3 Work behaviour assessment, types of work behaviour evaluation and record maintenance

3.4 Roles and responsibilities of core team in transition

3.5 Roles & Responsibilities of Employer in employing PwDs

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

4.1. Types of Employment Settings

4.2. Process of Job Placement & Creation of Need-based Employment Settings

4.3. Adaptations, Accommodation, Safety Skills and First Aid

4.4. Self Advocacy & Self Determination Skill Training

4.5. Equal opportunities and attitudes towards persons with disabilities

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

5.1 Sex education: Definition, aims, sexuality and various stages of life

5.2 Responsibility of teachers and family members

5.3 Areas of sex education for adolescents with mental retardation

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

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

Hands on Experience

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

Suggested Readings

- McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students With Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.
- Kutty, A.T., &. Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
- Kutty, A.T., &. Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad.
- Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (MR) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
- Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
- Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities, Guilford Press, Washington.
- Whitehead, T. D., & Hughey, J. B. (2004). Exploring Self Advocacy From a Social Power Perspective, Nova Science Publishers, New York

Course Outcomes

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

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

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

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

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

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

Outcome Mapping

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

Course Code & Title	EPC V - BASIC RESEARCH AND STATISTICS		
U24SEF45	Semester IV	Credits: 2	Hours: 30
Cognitive Level	**K2:** Understand **K3:** Apply **K4: A**nalyze		
Learning Objectives	The Course aims to • Acquire knowledge about the concept of research in education and special education • Understand about the process of research in special education • Acquaint about data organization and analysis		

Unit 1: Introduction to Research **(6 Hours)**

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

Unit 2: Educational Research **(6 Hours)**

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

Unit 3: Types and Process of Research **(6 Hours)**

3.1 Types of Research
- Basic/Fundamental
- Applied
- Action

3.2 Process of Research
- Selection of Problem
- Formulation of Hypothesis
- Collection of Data
- Analysis of Data & Conclusion

3.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
3.4 Action Research in Teaching Learning Environment
3.5 Professional Competencies for Research

Unit 4: Methods of Research **(6 Hours)**

4.1 Qualitative methods
4.2 Quantitative methods

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

Unit 5: Measurement and Analysis of Data (6 Hours)

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

Practicum/ Field Engagement

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

Essential Readings

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananathapuram.

Suggested Readings

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

Course Outcomes

On successful completion of the course student-teachers will be able to
CO1: Understand the concept of research and its scientific process **K2**
CO2: Describe the concept and relevance of research in education and special education.**K2**
CO3:Develop an understanding of the research process and acquire competencies for conducting a research. **K4**
CO4: Understand about methods of research in special education **K4**
CO5:Apply suitable measures for data organization and analysis. **K3**

Outcome Mapping

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