



KALASALINGAM
ACADEMY OF RESEARCH AND EDUCATION
(DEEMED TO BE UNIVERSITY)



Under sec. 3 of UGC Act 1956. Accredited by NAAC with "A" Grade

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Bachelor of Education - Special Education

B.Ed.Spl.Ed. (Hearing Impairment)



SYLLABUS

2018 -19

Effective from Academic Session 2018 -19
(Two Years Duration)

B.Ed. SPECIAL EDUCATION (H.I)

CURRICULUM STRUCTURE

| S.NO | AREA NAME | COURSES | CREDITS |
|--------------|--|----------------|----------------|
| 1 | CORE COURSES | 5 | 20 |
| 2 | CROSS DISABILITY & INCLUSIVE EDUCATION COURSES (INCLUDING OPTIONAL COURSES) | 6 | 12 |
| 3 | DISABILITY SPECIALIZATION COURSES | 5 | 18 |
| 4 | ENHANCING PROFESSIONAL CAPACITIES (EPC) / PROFESSIONAL DEVELOPMENT COURSES | 3 | 6 |
| 5 | PRACTICAL RELATED TO DISABILITY | 6 | 12 |
| 6 | FIELD ENGAGEMENT /SCHOOL INTERNSHIP | 5 | 9 |
| Total | | 30 | 77 |

CORE COURSES:

| S.No | Subject Code | CORE COURSES |
|--|---------------------|---|
| 1. | SED18R101 | Human Growth & Development |
| 2. | SED18R102 | Contemporary India and Education |
| 3. | SED18R107 | Learning, Teaching and Assessment |
| <u>Pedagogy of School Subjects paper - I</u> | | |
| 4. | SED18R108 | Pedagogy of School subjects Tamil Paper – I |
| 5. | SED18R109 | Pedagogy of School subjects English Paper – I |
| 6. | SED18R112 | Pedagogy of School subjects Mathematics Paper – I |
| 7. | SED18R113 | Pedagogy of School subjects Physical Science Paper – I |
| 8. | SED18R114 | Pedagogy of School subjects Bio-Science Paper – I |
| 9. | SED18R115 | Pedagogy of School subjects Social Science Paper – I |
| 10. | SED18R116 | Pedagogy of School subjects Computer science Paper – I |
| 11. | SED18R117 | Pedagogy of School subjects Commerce Paper – I |
| <u>Pedagogy of School Subjects paper - II</u> | | |
| 11. | SED18R118 | Pedagogy of School subjects Tamil Paper – II |
| 12. | SED18R119 | Pedagogy of School subjects English Paper – II |
| 13. | SED18R120 | Pedagogy of School subjects Mathematics Paper – II |
| 14. | SED18R121 | Pedagogy of School subjects Physical Science Paper – II |
| 15. | SED18R122 | Pedagogy of School subjects Bio-Science Paper – II |
| 16. | SED18R123 | Pedagogy of School subjects Social Science Paper – II |
| 17. | SED18R124 | Pedagogy of School subjects Computer science Paper – II |
| 18. | SED18R125 | Pedagogy of School subjects Commerce Paper – II |

CROSS DISABILITY AND INCLUSION:

| S.No | Subject code | Cross Disability and Inclusion |
|------|--------------|--|
| 1. | SED18R103 | Introduction to Sensory Disabilities (VI, HI, Deaf-Blind) |
| 2. | SED18R104 | Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD) |
| 3. | SED18R105 | Introduction to Loco motor & Multiple Disabilities (CP, MD) |
| 4. | SED18R110 | Inclusive Education |
| 5. | SED18RXXX | Skill Based Optional Course - I (Cross Disability and Inclusion) |
| 6. | SED18RXXX | Skill Based Optional Course - II (Disability Specialization) |

Skill - based Optional Course - I (Cross Disability and Inclusion)

| S.No | Subject code | Skill-based Course (Cross Disability and Inclusion) |
|------|--------------|---|
| 1 | SED18R207 | Guidance and Counseling |
| 2 | SED18R208 | Early Childhood Care & Education |
| 3 | SED18R209 | Applied Behavioral Analysis |
| 4 | SED18R210 | Gender and Disability |

Skill - based Optional Course - II (Disability Specialization)

| S.No | Subject code | Skill-based Course (Disability Specialization) |
|------|--------------|--|
| 1 | SED18R211 | Orientation & Mobility |
| 2 | SED18R212 | Communication Options: Oralism |
| 3 | SED18R213 | Communication Options: Manual (Indian Sign Language) |
| 4 | SED18R214 | Management of Learning Disability |

DISABILITY SPECIALIZATION COURSES:**(Specialization: Hearing Impairment (HI):**

| S.No | Subject Code | Disability Specialization Courses |
|------|--------------|--|
| 1. | SED18R106 | Assessment and Identification of Needs |
| 2. | SED18R111 | Curriculum Designing, Adaptation and Evaluation |
| 3. | SED18R201 | Educational Intervention and Teaching Strategies |
| 4. | SED18R202 | Technology and Disability |
| 5. | SED18R203 | Psycho Social and Family Issues |

ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC):

(Wherever applicable specific reference to disability will be focused)

| S.No | Subject Code | Enhancement of Professional Capacities (EPC) |
|-------------|---------------------|---|
| 1. | SED18R 204 | Reading and Reflecting on Texts |
| 2. | SED18R 205 | Drama and Art in Education |
| 3. | SED18R 206 | Basic Research & Basic Statistic |

PRACTICAL RELATED TO DISABILITY:

| S.No | Subject Code | Practical Related to Disability |
|-------------|---------------------|--|
| 1. | SED18R181 | Cross disability and inclusion - I |
| 2. | SED18R183 | Disability specialization - I |
| 3. | SED18R182 | Foundation in ISL – I |
| 4. | SED18R184 | Foundation in ISL - II |
| 5. | SED18R283 | Foundation in ISL - III |
| 6. | SED18R287 | Foundation in ISL - IV |

FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP:

| S.No | Subject Code | Practical Related to Disability |
|-------------|---------------------|--|
| 1 | SED18R281 | Main disability special school |
| 2 | SED18R282 | Disability specialization – II |
| 3 | SED18R284 | Cross disability and inclusion - II |
| 4 | SED18R285 | Other disability special school |
| 5 | SED18R286 | Inclusive school |

SEMESTER-WISE STRUCTURE

SEMESTER – I

| S. No | Course | Course title | Credits | Hours | Weightage / Marks | | Total Marks |
|-------------------------------------|-----------|--|-----------|------------|-------------------|------------|-------------|
| | | | | | internal | external | |
| 1 | SED18R101 | Human Growth & Development | 4 | 60 | 50 | 50 | 100 |
| 2 | SED18R102 | Contemporary India and Education | 4 | 60 | 50 | 50 | 100 |
| 3 | SED18R103 | Introduction to Sensory Disabilities (VI, HI, Deaf-blind) | 2 | 30 | 25 | 25 | 50 |
| 4 | SED18R104 | Introduction to Neuro Developmental Disabilities (LD, ID/ MR, ASD) | 2 | 30 | 25 | 25 | 50 |
| 5 | SED18R105 | Introduction to Loco motor & Multiple Disabilities (Deaf- Blind, CP, MD) | 2 | 30 | 25 | 25 | 50 |
| 6 | SED18R106 | Assessment and Identification of Needs | 4 | 60 | 50 | 50 | 100 |
| Theory Total | | | 18 | 270 | 225 | 225 | 450 |
| 7. | SED18R181 | Cross Disability and Inclusion - I | 2 | 60 | 50 | 50 | 100 |
| 8. | SED18R182 | Foundation in ISL - I | 2 | 60 | 50 | 50 | 100 |
| Practical Total | | | 4 | 120 | 100 | 100 | 100 |
| Total (Theory + Practical) | | | 22 | 390 | 325 | 325 | 650 |

Engagement with field as part of courses indicated below:

| S.No | Task for the Student-teachers | Course | Place |
|------|--------------------------------------|---------------------------------|---|
| 1 | Assignment / Project | SED18R101 | Institute |
| 2 | Assignment / Project | SED18R102 | Institute |
| 3 | Assessment & Identification of needs | SED18R106 (All disabilities) | Camp / Clinic / School, etc. for minimum of fifteen hours |

HUMAN GROWTH & DEVELOPMENT

Course Code: SED18R101

Credit: 04

Contact Hours: 60

Marks: 100

Introduction:

This course exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

Objectives:

After studying this course the student- teachers will be able to

- *Explain the process of development with special focus on infancy, childhood and adolescence.*
- *Explain the process of development in theoretical approaches*
- *Critically analyze developmental variations among children.*
- *Comprehend adolescence as a period of transition and threshold of adulthood.*
- *Analyze different factors influencing child development.*

Unit 1: Approaches to Human Development

12 Hrs

- 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 Hrs

- 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 Hrs

- 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 Hrs

- 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 Hrs

- 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

Engagement with the field as part of course as indicated below: (Hands on Experience)

- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

Suggested Readings

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

CONTEMPORARY INDIA AND EDUCATION

Course Code: SED18R102

Credit: 04

Contact Hours: 60

Marks: 100

Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

Objectives:-

After completing this course the student-teachers will be able to

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

Unit 1: Philosophical Foundations of Education

12 Hrs

- 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 (Budhism, Jainism, Vedanta Darshan, Sankya Darshan)
- 1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: Understanding Diversity

12 Hrs

- 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 Hrs

- 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 Hrs

- 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)
- 4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).
- 4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
- 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 Hrs

- 5.1 Challenges of education from preschool to senior secondary
- 5.2 Inclusive education as a rights based model
- 5.3 Complementarity 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. Macmillan: 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: New Delhi.
- 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.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd
- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.

- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

INTRODUCTION TO SENSORY DISABILITIES

Course Code: SED18R103

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

The course is designed to provide a basic understanding to the student-teachers about the nature and needs of different types of sensory disabilities. It will also equip them in undertaking screening, planning and instructing students with sensory disabilities.

Objectives

After completing this course, the student-teachers will be able to

- *Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.*
- *Explain the issues & ways to address challenges in educating students with hearing loss.*
- *Describe nature, characteristics & assessment of students with low vision & visual impairment.*
- *Suggest educational placement and curricular strategies for students with low vision & visual impairment.*
- *Explicate the impact of deaf-blindness & practices for functional development.*

Unit 1: Hearing Impairment: Nature & Classification

6 Hrs

- 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 & 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 Hrs

- 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 Hrs

- 3.1. Process of Seeing 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 Hrs

- 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 Hrs

- 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

Course Work/ Practical/ Field Engagement

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

Transactions

Visits, Observations, Videos and Interactions with Students with Disabilities

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. (2nd ed): New York: AFB Press.
- Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CDEQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdG1OIKymAW604CgDg&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; New York.
- 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.

Suggested Readings:

- Auditory-Verbal International (1991). *Auditory-verbal position statement*. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc
- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- *Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K. Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the Blind.
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). *Intervention Plans for Children*. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381–413.

INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: SED18R104

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare pre service teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

Objectives

After completing the course the student-teachers will be able to

- *Discuss the characteristics and types of learning disability.*
- *Describe the tools, areas of assessment and apply intervention strategies to enhance learning.*
- *Explain the characteristics and types of Intellectual disability.*
- *Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.*
- *Explain the characteristics and types of Autism Spectrum Disorder.*

Unit 1: Learning Disability: Nature and Needs

6 Hrs

- 1.1 Definition and Types
- 1.2 Symptoms
- 1.3 Characteristics
- 1.4 Tools of Learning Disability
- 1.5 Areas of Assessment Learning Disability

Unit 2: Learning Disability: Intervention

6 Hrs

- 2.1 Strategies for teaching reading, Writing and Mathematics
- 2.2 Curricular Adaptation
- 2.3 IEP and Further Education
- 2.4 Transition Education
- 2.5 Life Long Education

Unit 3: Intellectual Disability: Nature, Needs and Intervention

6 Hrs

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment
- 3.3 Strategies for Functional Academics and Social Skills
- 3.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
- 3.5 Vocational Training and Independent Living

Unit 4: Autism Spectrum Disorder: Nature and Needs**6 Hrs**

- 4.1 Definition, Types and Characteristics
- 4.2 Tools and Areas of Assessment
- 4.2 Diagnostic criteria
- 4.4 Instructional Approaches
- 4.5 Teaching Methods

Unit 5: Autism Spectrum Disorder: Intervention**6 Hrs**

- 5.1. Need for Sensitivity Awareness
- 5.2. Team Based Approach
- 5.3. Therapeutic intervention
- 5.4. Educational intervention
- 5.3. Vocational Training and Career Opportunities

Transaction

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children; interpretations of test reports and develop strategies for classroom intervention

Course Work/ Practical/ Field Engagement

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

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,

Suggested Readings

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.

- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA

INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: SED18R105

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

The course aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

Objectives

After completing the course the student-teachers will be able to

- *Identify the persons with locomotor disabilities such as Cerebral Palsy, Amputees, Polio and multiple disabilities.*
- *Identify the persons with locomotor disabilities such as Leprosy cured, Muscular dystrophies, Neural and spinal defects and multiple disabilities.*
- *Plan an effective programme for creating awareness about the persons with locomotor disabilities and multiple disabilities.*
- *Plan an effective therapeutic and programme for the persons with locomotor disabilities and multiple disabilities and to refer for medical intervention if necessary.*
- *Plan an effective educational programme and functional activities for the persons with locomotor disabilities and multiple disabilities.*

Unit 1: Cerebral Palsy (CP)

6 Hrs

- 1.1. CP: Nature and needs and types and Its Associated Conditions
- 1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- 1.3. Provision of Therapeutic Intervention and Referral of Children with CP
- 1.4. 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
- 1.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities

Unit 2: Amputees, Polio, Spinal Cord Injuries

6 Hrs

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and Referral
- 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling

- Techniques at Home and School
2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 3: Spina-bifida and Muscular Dystrophy

- 3.1 Definition, Meaning and Classification **6 Hrs**
3.2 Assessment of Functional Difficulties
3.3 Provision of Therapeutic Intervention and Referral
3.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 4: Multiple Disabilities and Other Disabling Conditions **6 Hrs**

- 4.1 Multiple Disabilities: Meaning and definition
4.3 Characteristics and classification.
1.3 Various Combinations of Multiple Disabilities
1.4 Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
1.5 Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis

Unit 5: educational intervention of Multiple Disabilities **6 Hrs**

- 5.1 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
5.2 Facilitating Teaching-Learning:
5.3 IEP
5.4 Developing TLM
5.5 Assistive technology

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

- Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
- Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

Essential Readings

- 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/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%20%20Cerebral%20Palsy.pdf/at_download/file

ASSESSMENT AND IDENTIFICATION OF NEEDS

Course Code: SED18R106

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

Hearing loss needs to be identified at the earliest in order to provide timely intervention to children with hearing impairment. This in turn would help them to develop adequate speech and language to function similar to typically developing children in school and beyond. The course is designed to provide inputs to learners about various assessments to be undertaken for identifying needs in order to plan the intervention program.

Objective:

After completing the course student-teachers will be able to

- *Explain the need and techniques for early identification of hearing loss in children.*
- *Acquire knowledge in the area of audiological assessment and its relevance in education.*
- *To discuss communicative and language related needs with the understanding of its development and assessment.*
- *Understand the need for assessment of various processes involved in production of speech.*
- *Describe and identify different components of educational assessment and analyze various educational needs of individuals with hearing impairment.*

Unit 1: Early Identification of Hearing Loss: Need and Strategies

12 Hrs

- 1.1 Need for early identification of hearing loss
- 1.2 Overview to Behavioural and objective techniques in screening for hearing loss
- 1.3 Team members involved in hearing screening and their role
- 1.4 Use of checklists and Behavioural observation in early identification of hearing loss by school teachers (congenital & acquired)
- 1.5 Referral of children based on signs and symptoms of hearing loss

Unit 2: Audiological Assessment

12 Hrs

- 2.1 Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL vs. dB SPL, Auditory milestones in typical children (0-2 years)
- 2.2 Assessment & methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance
- 2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry
- 2.4 Audiogram: Understanding of audiogram and its implication in assessing the educational Needs of children with different types and degrees of hearing loss.
- 2.5 Concept of unaided, aided audiograms, Speech spectrum and its applications

Unit 3: Assessment of Language & Communication**12 Hrs**

- 3.1 Communication: Concepts and types (Linguistic versus Non Linguistic)
- 3.2 Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure
- 3.3 Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors
- 3.4 Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)
- 3.5 Identification of needs related to communication and language

Unit 4: Assessment of Speech**12 Hrs**

- 4.2 Respiration and Phonation: Pre-requisites, process, types and need for assessment
- 4.2 Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)
- 4.3 Supra segmental aspects of speech and its assessment
- 4.4 Milestones of speech development in typically developing children
- 4.5 Speech Intelligibility: Concept, Factors & Assessment

Unit 5: Educational Assessment and Identification of Needs**12 Hrs**

- 5.1 Educational assessment: Concept and Scope
- 5.2 Factors affecting educational performance: individual, family and environment
- 5.3 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based
- 5.4 Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern)
- 5.5 Current trends and challenges in assessment: Independent, dual purpose and constructivist perspective and adaptations

Course work/ Practical/ Field Engagement

- Compiling checklists (at least two) to identify hearing impairment in children
- Using the audiograms of children (at least two), identify the audiological needs of each
- Profiling the speech of children (at least two) by using a speech assessment kit
- Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
- Compile various tools used for educational assessment of children

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Essential Readings

- Bel, R.L. and Frisbie, D.A.(1991) 5th ed, Essentials of Educational Measurement, Prentice hall publication, New Jersey
- Brigrance, A.H. and Hargis, C.H. (1993) Educational Assessment, Charles C Thomas publication, USA
- Jalvi R, Nandurkar A., Bantwal A., (2006). Introduction to hearing impairment. New Delhi: Kanishka Publication.
- Jurs, S.G. and Wiersma, W.(1990) 2nd ed Educational Measurement and Testing, Allyn and Bacon publication, Boston
- Linn, R. L. and Gronlund, N. E. (1995) 7th ed Measurement and Assessment in Teaching, Prentice hall publication, New Jersey
- Martin, F. N. Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
- Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
- Mathew, S. and Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2, Issue 1, page 26-33
- Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). New York: Appleton-Century-crofts.
- Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- Northern, J.L. Downs, M.P. (2002). Hearing in Children. 5th Edition. Philadelphia: Lippincott Williams and Wilkins
- Patel, R.N. (1985), Educational Evaluation, Himalaya publication, Bombay
- Quigley & Paul, (1984) Language and deafness, College – Hill Press Inc. California
- Rehabilitation Council of India (2007). Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness. New Delhi: Rehabilitation Council of India.
- UNICEF (2006), new trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Suggested Readings

- Boyle, J. and Fisher, S. (2007) educational testing (A competence based approach), BPS Blackwell publication, Singapore
- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press

- Gregory, Jnight, et al. (1998), Issues in Deaf Education. Cromwel Press
- Madell, JR & Flexer, C., (2008) Pediatric Audiology: Diagnosis, Technology and Management. New York: Thieme Medical Publishers.
- McMillan, J.H (2001) Classroom assessment: Principles & practices for effective instruction (2nd Eds), Allyn & Bacon, Boston.
- Poham, James. W. (1993), Educational Evaluation. Prentice Hall, New Jersey.
- Singh, B. (2004) Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.
- Warden, P., Winter, J., & Broadfoot, P. (2002). Assessment, Routledge Falmer Publication, London.
- Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. *Journal of deaf studies and deaf education*, 8(1), 11-30..

Semester –I

SED18R181 - Practical Cross Disability and inclusion

Hours: 60

Credits: 02

Marks: 100

| S. No | Tasks for the Student teachers | Disability Focus | Education Setting | Hrs | Marks | Description |
|-------|--------------------------------|-----------------------------|--|-----|-------|---------------------------|
| 1. | Classroom observation | Major Disability | Special school | 25 | 40 | Minimum 30 school Periods |
| | | Other than Major disability | Minimum 3 Special schools for other disabilities | 25 | 40 | Minimum 30 school Periods |
| | | Any Disability | Inclusive Schools | 10 | 20 | Minimum 10 school Periods |
| Total | | | | 60 | 100 | |

SED18R182 - Foundation in Indian Sign language (ISL) - I

Credits: 02

Hours: 60

Marks: 100

| S. No | Tasks for the Student-teachers | Disability Focus | Edu. Setting | Specific Activities | Hrs | Marks | |
|--------------|---|------------------|--------------|------------------------------|---|------------|----|
| 1. | Foundation in Indian Sign language (ISL) Learning and practical ISL – 1 | Major Disability | Institute | Special statements | 1.Greetings 2.Describing people & objects(Adjectival predicates) 3.Pronouns | 20 | 40 |
| | | | | Simple with question words | 1.Family and relations 2. Common objects (Clothing, Households etc.) 3.Plants | 20 | 40 |
| | | | | Question with Question Words | 1.Interrogatives 2.Places 3. People and professions 4.Actions | 20 | 20 |
| Total | | | | | 60 | 100 | |

SEMESTER-WISE STRUCTURE

SEMESTER – II

| S. No | Course | Course title | Credits | Hours | Weightage / Marks | | Total Marks |
|-------------------------------------|------------|---|-----------|------------|-------------------|------------|-------------|
| | | | | | internal | external | |
| 1. | SED18R 107 | Learning, Teaching and Assessment | 4 | 60 | 50 | 50 | 100 |
| 2. | SED18R xxx | Pedagogy of School Subjects Paper - I | 4 | 60 | 50 | 50 | 100 |
| 3. | SED18R xxx | Pedagogy of School Subjects Paper - II | 4 | 60 | 50 | 50 | 100 |
| 4. | SED18R 110 | Inclusive Education | 2 | 30 | 25 | 25 | 50 |
| 5. | SED18R 111 | Curriculum Designing, Adaptation and Evaluation | 4 | 60 | 50 | 50 | 100 |
| Theory Total | | | 18 | 270 | 225 | 225 | 450 |
| 6. | SED18R183 | Disability specialization - I | 2 | 60 | 50 | 50 | 100 |
| 7. | SED18R184 | Foundation in ISL - II | 2 | 60 | 50 | 50 | 100 |
| Practical Total | | | 4 | 120 | 100 | 100 | 200 |
| Total (Theory + Practical) | | | 22 | 390 | 325 | 325 | 650 |

Engagement with field as part of as indicated below:

| S.No. | Task for the Student-teachers | Course | Place |
|-------|-------------------------------------|----------------------------|---|
| 1 | Assignment / Project / Presentation | SED18R107 | Institute |
| 2 | Assignment / Project / Presentation | SED18R108 | Institute |
| 3 | Assignment / Project / Presentation | SED18R125 | Institute/ Special/ Inclusive School |
| 4 | Assignment / Project / Presentation | SED18R 108 / SED18R 109 | |

LEARNING, TEACHING AND ASSESSMENT

Course Code: SED18R 107

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

This Course will initiate student-teachers to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PWD as Learner and their special education needs that teacher needs to address in diverse education settings.

Objectives

After completing this course the student-teachers will be able to

- *Comprehend the theories of learning and intelligence and their applications for teaching children*
- *Analyze the learning process, nature and theory of motivation*
- *Describe the stages of teaching and learning and the role of teacher*
- *Situate self in the teaching learning process*
- *Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.*

Unit 1: Human Learning and Intelligence

12 Hrs

1.1 Human learning: Meaning, definition and concept formation

1.2 Learning theories:

- Behaviorism: Pavlov, Thorndike, Skinner
- Cognitivism: Piaget, Bruner
- Social Constructivism: 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 Hrs

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 Hrs

- 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 Hrs

- 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 Hrs

- 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

Transaction and Evaluation

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance

the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

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*, 11th edn, Pearson Publication, New Delhi.

Suggested Readings

- Geisinger, K.F. (2013). *APA Handbook of Testing and Assessment in Psychology*. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey. J (2000). *Grading and Reporting*. Thousand Oaks, CA: Corwin King.
- Howell, K. W., & Nolet, V. (2000). *Curriculum-Based Evaluation: Teaching and decision making*. Scarborough, Ontario, Canada, Wadsworth.
- McMillan, J. H. (2001). *Classroom Assessment: Principles and Practice for Effective Instruction*. Allyn and Bacon, London.
- Nevo, D. (1995). *School based Evaluation*. Pergamon Publishing, Kidlington, Oxford.
- Salvia, J., & Ysseldyke. J.E.(1998). *Assessment*. (7th ed) Houghton Mifflin, Boston

PEDAGOGY OF SCHOOL SUBJECTS TAMIL PAPER – I

Course Code: SED18R108

Credits: 04

Contact Hours: 60

Marks: 100

அறிமுகப்பகுதி:

இப்பாடப்பகுதியைக் கற்கும் மாணவர்களின் அறிவாற்றலை நன்கு வலுப்படுத்தும் வகையில், மொழியாசிரியர்களின் வாயிலாக தமிழின் பொதுமை அறிவாற்றலை மாணவர்களின் வாழ்வியல் மற்றும் தங்களின் பிற்கால நடத்தை நிகழ்வுகளில் பிரதிபலிக்கும் பொருட்டு செயல்முறையாக்கப்பட்டுள்ளது. இதுமட்டுமல்லாது, தமிழில் இடம்பெறும் இலக்கிய, இலக்கண வளங்களை பெற்றும், மொழிப்பாடம் என்ற அடிப்படையின் கீழ் கற்க மற்றும் பிறர்க்கு கற்பிக்கும் பொருட்டும் பாடப்பயிற்சி முறைகள் உருவாக்கப்பட்டுள்ளது. மேலும் இவைச்சார்ந்த பிறதிறன்களை வளப்படுத்தும் வகையிலும் இத்தமிழ் பாடப்பகுதியானது வடிவமைக்கப்பட்டுள்ளது.

குறிக்கோள்கள்:

பாடப்பகுதியின் முழுவதற்குரிய ஆசிரிய – மாணவர்களின் கற்றலின் குறிக்கோள்கள்:

- தாய் மொழியின் இன்றியமையையும் கற்றலின் நோக்கங்களையும் அறிதல்.
- தாய் மொழியின் பல்வேறு பணிகளையும், நோக்கங்களையும் அறிதல்
- செய்யுள், உரைநடை பாடங்களை பயிற்றுமுறை மற்றும் இலக்கணம் கற்பித்தலில் உள்ள விதிமுறைகளை அறிதல்.
- கேட்டல், பேசுதல், எழுதுதல், படித்தல் போன்ற அடிப்படைதிறன்கள் மற்றும் வாய்மொழிப்பயிற்சிகளை அறிதல்.
- பாடக்குறிப்பு, பாடத்திட்டக்கோட்பாடு மற்றும் நவீனயுக பாடத்திட்ட முறைகள் குறித்து அறிதல்.

அலகு: 1 தாய்மொழிப்பாடத்தின் அமைப்பு மற்றும் பயிற்று முறைகள்

12 மணி நேரம்

- 1.1 தாய்மொழிக்கற்பித்தலின் நோக்கங்கள், பயன்கள்.
- 1.2 தாய்மொழியின் பண்புகள், தோற்றம், வளர்ச்சி மற்றும் தனித்தன்மைகள்.
- 1.3 தாய்மொழிக்கற்பித்தலின் பயிற்று முறைகள்.
- 1.4 செய்யுள், உரைநடை பயிற்று முறைகள்
- 1.5 செய்யுள் நலம் பாராட்டி சுவையுணர்வாற்றலை வளர்த்தல்.

அலகு: 2 பாடத்திட்டம் அமைப்பு மற்றும் பயிற்று முறைகள்

12 மணி நேரம்

- 2.1 பாடத்திட்டம் தயாரித்தலின் இன்றியமைகள், மற்றும் புளுமின் கற்பித்தல் கோட்பாடுகள்.
- 2.2 நுண்ணிலைக்கற்பித்தலில் உள்ள திறன்பயிற்சிகள் மற்றும் இணைப்புப்பயிற்சிகள்
- 2.3 இலக்கணம் கற்பித்தலின் இன்றியமையமை மற்றும் முறைகள் குறித்து அறிதல்
- 2.4 கட்டுரைப்பாடத்தின் நோக்கம், முறைகள் மற்றும் வகைகள் குறித்து அறிதல்.
- 2.5 கற்பித்தலில் உள்ள துணைக்கருவிகள், வரையேடுகள் குறித்து அறிதல்.

அலகு: 3 தாய்மொழியின் அடிப்படைத்திறன்கள் மற்றும் வாய்மொழிப்பயிற்சி

12 மணி நேரம்

- 3.1. கேட்டலின் அடிப்படைத்திறன்கள்
- 3.2. பேசுதலின் அடிப்படைத்திறன்கள்
- 3.3. எழுதலின் அடிப்படைத்திறன்கள்
- 3.4. படித்தலின் அடிப்படைத்திறன்கள்
- 3.5. வாய்மொழிப்பயிற்சி குறித்த அறிதல்.

அலகு:4 கல்வி ஏற்பாடு மற்றும் மொழியாசிரியரின் பயிற்று முறைகள் குறித்து அறிதல் (12 நேரம்)

- 4.1 கல்வி ஏற்பாடு குறித்த அறிதல்
- 4.2. சிறந்த பாடநூல்களை தயாரிப்பதில் உள்ள வழிமுறைகள்
- 4.3. மொழியாசிரியரின் கல்வித்தகுதிகள்
- 4.4. மொழியாசிரியரின் பண்புநலன்களுடன் கூடிய மொழிப்பற்று
- 4.5. மாணக்கரின் திறன் வளர்பயிற்சிகள் குறித்து அறிதல்.

அலகு: 5 மொழிக்கற்பித்தலின் நுட்பக்கூறுகள் மற்றும் மதிப்பிடல்

12 மணி நேரம்

- 5.1. மொழிக்கற்பித்தலின் நுட்பக்கூறுகள் பற்றி அறிதல்
- 5.2. மொழிப்பயிற்றாய்வுக்கூடம் பற்றி அறிந்து கொள்ளல்.
- 5.3. தமிழ்க்கற்பித்தலின் விளைவுகள் பற்றி அறிந்து கொள்ளல்
- 5.4. நல்ல மதிப்பீட்டுக்கருவியின் பண்பு நலன்கள் பற்றி தெரிந்துகொள்ளுதல்.
- 5.5. மையபோக்கு அளவைகள் குறித்து அறிதல்

செயல்முறை வேலைகள்:

1. கருத்தரங்கம் நடத்துதல்
2. முன்னறிப்பில்லா சொற்பொழிவுகள்
3. திறனாய்வுக்கட்டுரைகள் தயாரித்தல்
4. சொற்போர் பட்டிமன்றம்
5. கற்பித்தல் பொருள் தொடர்பான துணைக்கருவிகள் தயாரித்தல்
6. வினாவங்கி தயாரித்தல்
7. மலர் தயாரித்தல்
8. நாடகங்கள் எழுதுதல் மற்றும் நடித்தல்
9. கட்டுரையின் வகைகள் மற்றும் தலைப்புகள் தொடர்பான செய்திகளைத் திரட்டுதல்
10. கையெழுத்து இதழ் தயாரித்தல்.

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PEDAGOGY OF SCHOOL SUBJECTS ENGLISH PAPER – I

Course Code: SED18R109

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

This course will enable the student-teachers to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help in applying theory to practice to design your own materials and plan lessons in preparation for teaching real classes. The course offers you the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips you with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy and language acquisition.

Objectives:

- After studying this paper the student teachers will be able to
- Explain Role of English language and mother tongue
- Acquire skills and methods of teaching prose and poetry
- Acquire skills and methods of teaching vocabulary and composition
- Understand method of teaching the four-fold language skills
- Understand about various approaches and techniques of teaching English

Unit - I: Role of English Language and Mother Tongue

(12 Hrs)

- 1.1 History of English in India and its role in present and future
- 1.2 The learning of English as second language and as a foreign language (ESL & EFL)
- 1.3 The aims and objectives of teaching English in schools
- 1.4 Role of mother-tongue in the English class
- 1.5 Learning English as a skill subject rather than knowledge subject

Unit - 2: Teaching of Prose and Poetry

(12 Hrs)

- 2.1 General principles of teaching language
- 2.2 Teaching of prose
- 2.3 Teaching of Poetry
- 2.4 The teaching of vocabulary – types of vocabulary and ways to improving it
- 2.5 Lesson planning

Unit - 3: Teaching of Grammar and Composition (12 Hrs)

- 3.1 Objectives of teaching English grammar
- 3.2 Types (functional and formal grammar)
- 3.3 Teaching of English composition
- 3.4 Types of teaching composition (guided and free composition)
- 3.5 Stages of teaching composition

Unit- 4: Teaching the Four-Fold Language Skills (12 Hrs)

- 4.1 Teaching listening skills
- 4.2 Teaching speaking skills
- 4.3 Teaching reading skills
- 4.4 Teaching writing skills
- 4.5 Judgment skills

Unit - 5: Approaches and Techniques of Teaching English (12 Hrs)

- 5.1 The structural approach
- 5.2 The situational approach
- 5.3 The communicative approach
- 5.4 Dictation and drills
- 5.5 Questioning and games

Course Work/ Practical/ Field Engagement

- Writing short story, drama or composing poetry.
- Preparing lesson plan, year plan and preparation of teaching aids.
- Critically analyzing position paper on teaching English/Indian languages.
- Keeping in view the needs of the children with special needs, preparing two activities for English teachers.

- Project on teaching pronunciation, stress and intonation in English. (or) Project on phonetics – classification of sounds. (or) Conducting/ participating in language games for vocabulary enrichment.

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PEDAGOGY OF SCHOOL SUBJECTS MATHEMATICS – PAPER 1

Course Code: SED18R112

Credits: 04

Contact Hours: 60

Marks: 100

Objectives

After learning this paper the teacher trainee will be able to

- *Understand and appreciate the history of mathematics and its value in day to day applications.*
- *Acquire knowledge about aims and objectives and also develop the skill of writing objectives.*
- *Develop the skill of planning activities for effective teaching and learning of mathematics.*
- *Understand and apply the different methods and techniques to teach mathematics effectively.*
- *Understand the influence of various psychological factors and individual differences in learning mathematics and to plan activities according to the needs of the students.*
- *To understand and organize learning resources and apply them appropriately in everyday teaching.*

Unit 1-Introduction to Teaching Mathematics

(12 Hrs)

- 1.1 Concept, meaning and definition of mathematics
- 1.2 Historical background of development of mathematics
- 1.3 Nature, importance and values of teaching mathematics
- 1.4 Contributions of mathematicians
- 1.5 Mathematics and its relationship with other subjects

Unit 2-Objectives and Planning for Teaching

(12 Hrs)

- 2.1 Aims and objectives of teaching mathematics - Meaning, definition and differences between aims and objectives
- 2.2 Instructional objectives - general and specific instructional objectives related to cognitive, affective and psychomotor domains
- 2.3 Year plan - Concept, purpose and advantages of year plan
- 2.4 Unit plan - Concept, definition, characteristics, steps and advantages of unit plan
- 2.5 Lesson plan - Concept, definition, functions, important features and various approaches to lesson planning

Unit 3-Methods and Techniques of Teaching Mathematics (12 Hrs)

- 3.1 Micro teaching - Definition, characteristics and skills of micro teaching
- 3.2 Macro teaching - Meaning, nature and importance of macro teaching
- 3.3 Methods of teaching - Inductive, deductive, analytical, synthetic, laboratory, lecture, Demonstration, heuristic, project and problem solving method
- 3.4 Individualized instruction - Meaning and characteristics of individualized instruction; Programmed instruction and computer assisted instruction
- 3.5 Instructional approaches – Cooperative learning, exposition, guided discovery, seminar, Assignment, group discussion, supervised study

Unit 4-Psychological Factors and Individual Differences (12 Hrs)

- 4.1 Influence of various psychological factors in learning mathematics - Interest, attitude, Aptitude and memory
- 4.2 Individual differences - Concept and meaning; catering to individual differences
- 4.3 Slow learners and gifted - Concept, meaning and their characteristics
- 4.4 Remedial measures for the educational management of slow learners
- 4.5 Enrichment programmes for the gifted

Unit 5-Learning Resources and Equipments (12 Hrs)

- 5.1-Mathematics laboratory and library
- 5.2-Organization of mathematics club, expo, field trips and field work
- 5.3-Importance of recreational mathematics - Riddles, quizzes, puzzles, paradoxes and Magic sequences
- 5.4-Mathematics textbook and workbook - Important features and its uses
- 5.5-Various equipments and audio visual aids in teaching mathematics

Practicum

- Record on Year Plan, Unit Plan and Lesson Plan
- Record on Reading and Reflecting on School Textbooks
- Record on Educational Technology.
- Prepare an album about mathematicians and their contributions to Mathematics.
- Project.

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PEDAGOGY OF SCHOOL SUBJECTS PHYSICAL SCIENCE – PAPER 1

Course Code: SED18R113

Credits: 04

Contact Hours: 60 Hrs

Marks: 100

Objectives:

- *To acquaint student teachers with the objectives of teaching physical science at secondary level.*
- *To guide them in acquiring skills relating to planning lessons and presenting them effectively.*
- *To make them familiar with the various teaching methods that can be employed for the teaching of physical science and offer them opportunities to employ the various methods in classroom teaching.*
- *To develop theoretical and practical understanding of the hardware and software relating to the technology of teaching.*
- *To make them understand evaluation techniques and prepare objective based test items to assess the achievement and progress of pupils.*

Unit 1: Aims and Objective of Teaching Physical Science

12 Hrs

- 1.1 Nature and Scope of Physical Science.-A body of knowledge, a method of enquiry and An attitude towards life.
- 1.2 Bloom's Taxonomy of Educational objectives (Cognitive, Affective and Psychomotor)
- 1.3 Aims and objectives of teaching physical science at different levels-primary, secondary And higher secondary levels
- 1.4 Contributions of eminent Indian scientists in the field of Physical Science
- 1.5 Impact of Science on modern life - Value development through science.

Unit 2: Planning for Instruction Unit plan and Lesson Plan

12 Hrs

- 2.1 Content analysis-developing Unit Plan-steps in Planning-characteristics of a good Unit
- 2.2 Preparation of Unit Plans
- 2.3 Lesson Plan- Need for preparation and planning in advance, importance and advantages.

2.4. Steps in the preparation of lesson plans Herbartian steps Difference between unit plan
And lesson plan.

2.5 Model Lesson Plans.

Unit 3: General and Advanced methods of Teaching Physical Science **12 Hrs**

3.1 General methods of teaching viz., lecture method, demonstration method, heuristic
approach and project methods.

3.2 Modern methods of teaching physical science-student seminars guided by teacher,
discussion, cooperative learning, symposium, workshop, team teaching & Self study.

3.3 Correlated teaching with other subjects.

3.4 Concept formation with reference to teaching of physical science.

3.5 Creative thinking in Science Education.

Unit – 4: Use of Technology and Multi Media Approach **12 Hrs**

4.1 Importance of hardware and software and their uses.

4.2 Non-projective aids: Chart, Models, Tape-recorder, Radio, Textbooks etc.

4.3 Projective aids: Filmstrips, Films, OHP, Epidiscopes, film projector, Micro projector
And CCTV.

4.4 Programmed Learning and Power Point Presentations

4.5 E – learning Use of Internet and Multimedia approach in teaching physical Science.

Unit – 5: Evaluation in Science Teaching **12 Hrs**

5.1 Evaluation – Meaning, types, merits and demerits.

5.2 Principles of test construction, - achievement and diagnostic tests in physical science.

5.3 Characteristics of a good test.

5.4 Evaluation of teachers - Rating by superiors or colleagues - Evaluation by pupils.

5.5. Self-evaluation by teachers - Comparing performance with lesson plan and video tapes.

Practicum

- Record on Year Plan, Unit Plan and Lesson Plan
- Record on Reading and Reflecting on School Textbooks
- Record on Educational Technology.
- Prepare an album about scientists and their contributions to Physics and Chemistry.
- Project.

Reference:

1. Amit Jumnar. (1995). Teaching of Physical Sciences. India : Bhargava, Pub.

2. Behera. S.C. (1995). Educational Television Programmes. India : Bhargava, Pub.
3. Bhaskar Rao Digumarti. (1994). Science Aptitude. India : Bhargava, Pub.
4. Burz. (1997). Performance Based Curriculum for Science. India : Sage Pub.
5. Das. R.C. (1998). Science Teaching in Schools. India : Bhargava, Pub.
6. Hunter. (1994). Mastery Teaching. India : Sage Pub.
7. Lynn Erickson, H. (1998). Concept-Based Curriculum and Instruction. India : Sage Pub.
8. Mohanty. S. (1996). Teaching Science in Secondary Schools. India : Deep and Deep Pub.
9. Rao, Aman. (1994). Teaching of Physics. India : Bhargava, Pub.
10. Sexena. (1988). Emerging Perspectives in Physics Education. India : Mittal Pub.
11. Singh. U.K. and Nayak, (1997). A.K. Science Education. India : Bhargava, Pub.
12. Vaidya. N. (1998). How to Think Scientifically. India : Deep and Deep Pub.
13. Vaidya. N. (1999). Science Teaching for the 21st Century. India : Deep and Deep Pub.
14. Yadav, M.S. (1993). Teaching of Chemistry. India : Bhargava, Pub.

PEDAGOGY OF SCHOOL SUBJECTS BIOLOGICAL SCIENCE – PAPER 1

Course Code: SED18R114

Credits: 04

Contact Hours: 60 Hrs

Marks: 100

Objectives: After studying this paper the student teachers will be able

- *To enable the student teachers understand the aims, objectives and problems in teaching biology.*
- *To equip them with various skills needed for class room instruction.*
- *To acquaint them with the various aids for teaching biology.*
- *To help them to understand the techniques of preparation of special aids for teaching biology.*
- *To help them to acquire knowledge on the content of biology syllabus for IX standard.*

Unit- I: Introduction

12 Hrs

- 1.1 The importance of Biology as a subject of study.
- 1.2 The history and development of biological science.
- 1.3 Current trends and the need for the Inter disciplinary approach to the study of biological Science.
- 1.4 The different aims and objectives of teaching biology.
- 1.5 Problems in teaching biology.

Unit- 2: Preparation of Class room Instruction

12 Hrs

- 2.1 Lesson plan - Need and its importance in class room teaching - Various steps involved in The preparation of lesson plans - Model lesson plan preparation - Unit plans - discussions Of the pros and cons.
- 2.2 Instructional Methods - their merits and drawbacks - Lecture Method - Demonstration Method (Assignment Method - Project Method. Modern Methods: Team Teaching – Computer Assisted instruction - Reference Method - Contract Method - Opportunism – Biographical method.)

- 2.3 Scientific Method - Definition - steps - as applied to teaching of biology.
- 2.4 Scientific Attitude - Definition, Development, Fostering Scientific Attitude.
- 2.5 Models and Innovations in Teaching Biology - Philosophical models, Modern Teaching Models, Personnel - Development model.

Unit - 3: Aids used for Teaching Biology **12 Hrs**

- 3.1 Instructional aides - need, uses, and kinds.
- 3.2 Audio - Visual aids and its importance
- 3.3 Visual aids - Text books, Black board, Charts, Models, Flannel board, Magnetic board, Preserved specimen, non-projective nature of the above aids.
- 3.4 Projective aids - Film strip, Films, OHP, Loop projector, Epidiascope, Micro projector, 16mm projector, 35mm projector, Public address system, Identification of silent films, Sound films.
- 3.5 Magnifying aids - hand lens, Light microscope, compound microscope - Audio aids – Tape recorder Gramophone. Audio-Video aids - Television, VCR and its importance in Teaching biology.

Unit - 4: Special Aids for Biology and the Techniques of Preparation **12 Hrs**

- 4.1 Insect box - Herbarium, preserved specimen, micro slides.
- 4.2 Aquarium, terrarium, vivarium, School gardens, photography.
- 4.3 Field Visits and Biological excursions for the study of the Flora and Fauna.
- 4.4 Improvised aids importance and role.
- 4.5 Museum - need for the knowledge of museum techniques as stuffing, preservation, Mounting of skeleton.

Unit- 5: Content of the Biology Syllabus for STD IX **12 Hrs**

- 5.1 Morphology of plants - Structure of plants.
- 5.2 Study of micro organisms (Bacteria and Virus)
- 5.3 Algae, Fungi, Anthrocis, Pteridophytes, Gymnosperms, Angiosperms.
- 5.4 Environmental, Education - Darwin study.
- 5.5 Animal Kingdom - Cell structure - Nutrition and Health Education Genetics and Evaluation - Animal Ecology - Economic Zoology. Practicals - Botany and Zoology.

Practicum

- 1. Record on Year Plan, Unit Plan and Lesson Plan

2. Record on Reading and Reflecting on School Textbooks
3. Record on Educational Technology.
4. Prepare an album about scientists and their contributions to Biological Science.
5. Project.

Reference:

1. Chand, Tara. (1992) Educational Technology. Allahabad : Horizon Publishers.
2. Das. R.C. (1992). Science Teaching in Schools. New Delhi : Sterling Publications Pvt. Ltd. S.K. Ghai.
3. Jaganath Mohanathi, (1992). Educational Technology. New Delhi : Deep & Deep Publications.
4. Kochhaar. S.K. (1996). Guidance and counselling in Colleges and Universities. New Delhi : Sterling Publishers pvt. ltd.
5. Kohli. V.K. (1969). Teaching of Science. M/s. Krishna Bros. Amritsar : Hall Bazar.
6. Rai. B.C. (1983). Method of Teaching Science. Lucknow : Prakashan Kendra, Sitapur Road.
7. Rajagopal. K. (1978). Teaching Biology. Govt of Tamil Nadu.
8. Ratho. T.N. & Ravi Prakash. (1996). Emerging Trends in Teaching Biology. Allahabad : Horizon Publishers.
9. Sampath K. and etc. (1992). Introduction to Educational Technology. New Delhi : Sterling Publishers pvt. ltd.
10. Sharma. R.C. (1975). Modern Teaching Science. Delhi-Jullunder : J.C. Kapur for Dhanpet Rai & Sons
11. Vedanayagam. E.G. (1994) Teaching Technology for College Teachers. New Delhi : Sterling Publishers pvt. ltd.
12. Yadav. K. (1993). Teaching of Life Science. Allahabad : Horizon Publishers.

PEDAGOGY OF SCHOOL SUBJECTS SOCIAL SCIENCE PAPER – 1

Course Code: SED18R115

Credits: 04

Contact Hours: 60Hrs

Marks: 100

Introduction

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

Objectives

After completing the course the student-teachers will be able to

- *Explain the concept, nature and scope of social science.*
- *Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.*
- *Develop skills in preparation and use of support materials for effective social science teaching.*
- *Develop the ability to organize co-curricular activities and community resources for promoting social science learning.*
- *To make them understand the essential qualities and functions of a teacher*

Unit I: Nature of Social Sciences

12 Hrs

- 1.1 Concept, scope and nature of social science
- 1.2 Difference between social sciences and social studies
- 1.3 Aims and objectives of teaching social science at school level
- 1.4 Significance of social science as a core subject
- 1.5 Role of social science teacher for an egalitarian society

- Unit II: Curriculum and Instructional Planning** **12 Hrs**
- 2.1 Organization of social science curriculum at school level
 - 2.2 Instructional Planning: Concept, need and importance
 - 2.3 Unit plan and Lesson plan: need and importance
 - 2.4 Procedure of Unit and Lesson Planning
 - 2.5 Adaptation of unit and lesson plans for children with disabilities
- Unit III: Approaches to teaching of Social Science** **12 Hrs**
- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive
 - 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and Project method (Devices and techniques of teaching social studies – Narration, Description, Illustration, questioning, assignment, field trip, storytelling, Role play, Group and Self-study, programmed learning, inductive thinking, Concept mapping, Expository teaching and problem solving)
 - 3.3 Accommodations required in approaches for teaching children with disabilities
 - 3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
 - 3.5 Adaptations of material for teaching children with disabilities
- Unit IV: Evaluation of Learning in Social Science** **12 Hrs**
- 4.1 Purpose of evaluation in social science
 - 4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio
 - 4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
 - 4.4 Construction of teacher made test
 - 4.5 Diagnostic testing and enrichment techniques for children with disabilities
- Unit V: Social Science Teacher as a Reflective Practitioner** **12 Hrs**
- 5.1 Being a reflective practitioner- use of action research
 - 5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science

- 5.3 Case study- Need and Importance for a School Teacher
- 5.4 Development of a Professional Portfolio/ Teaching Journal
- 5.5 Competencies for teaching Social science to children with disabilities

Course Work/ Practical/ Field Engagement

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-Curricular activities in school

Essential Readings:

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.
- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.

Suggested Readings

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'S New Textbook Initiative*.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA

PEDAGOGY OF SCHOOL SUBJECTS COMPUTER SCIENCE – PAPER 1

Course Code: SED18R116

Credits: 04

Contact Hours: 60 Hrs

Marks: 100

Objectives

At the end of the course the student – teachers will be able to

- *Acquire knowledge about fundamentals and objectives of teaching computer science at different levels*
- *Acquire skills related to planning lessons and present them effectively*
- *Acquire knowledge about various methods of instruction*
- *Understand the principles of curriculum development*
- *Develop skills in constructing test and evaluation*

Unit 1 – Fundamentals and objectives of teaching computer science

12hrs

- 1.1 Hardware components of a computer – I/O devices
- 1.2 Types of software's system and application and programming languages
- 1.3 Aims and objectives of teaching computer science at school level – Primary, Secondary and higher secondary levels
- 1.4 Blooms taxonomy of educational objectives
- 1.5 Uses of computers in schools

Unit 2 – Microteaching, Lesson plan and Unit plan

12hrs

- 2.1 Microteaching – Its origin, need, procedure, cycle of operation and uses
- 2.2 Principles and steps in microteaching
- 2.3 Skills used in microteaching
- 2.4 Lesson plan – its importance, principles, writing instructional objectives and planning for Specific behavioral changes

2.5 Unit plan – Preparation and use of unit plan

Unit 3 – Instructional Methods and Aids **12hrs**

- 3.1 Individualized Instruction and its types– Programmed instruction, Computer assisted Instruction.
- 3.2 Steps in development of CAI, Advantages and disadvantages of CAI, role of teacher in CAI
- 3.3 Collaborative methods of teaching – Lecture, demonstration, project, problem solving, Scientific, analytic, synthetic methods and Inductive and deductive approaches of Teaching computer science.
- 3.4 Instructional aides – Importance, classification, criteria for selection of appropriate Teaching aids.
- 3.5 Mass media – its advantages and disadvantages

Unit 4 – Text book, Assignment and Review **12hrs**

- 4.1 Qualities of good computer science text book and criteria for evaluation of computer Science text book.
- 4.2 Use of text book in and outside the class room.
- 4.3 Value of computer science library.
- 4.4 Assignment – types, need and characteristics.
- 4.5 Review – Meaning, characteristics, need and importance.

Unit 5- Curriculum and Evaluation in Computer Science **12hrs**

- 5.1 Curriculum – Principles of curriculum development.
- 5.2 Criteria for selection of contents and organizing the selected content
- 5.3 Evaluation – definition, types
- 5.4 Tools and techniques used for evaluation (NRT and CRT, Achievement test and Diagnostic test, Principles of test construction, Types of test, Blue print, Characteristics Of good test, Item analysis, Computer aided evaluation, online evaluation)
- 5.5 Statistical measures- Measures of central tendency, dispersion and correlation.

Practicum

- 1. Lesson Plan/Unit Plan/Year Plan
- 2. Preparation of Programmed Instruction - linear programming
- 3. Preparation of Power Point Presentation

4. Content Analysis
5. Evaluating Reports of three websites in computer science

PEDAGOGY OF SCHOOL SUBJECTS COMMERCE – PAPER 1

Course Code: SED18R117

Credits: 04

Contact Hours: 60 Hrs

Marks: 100

Objectives:

After studying this paper the student trainees are expected:

- *To acquire knowledge about the nature and scope of Commerce and Accountancy.*
- *To understand the aims, objectives and values of teaching commerce and accountancy.*
- *To acquire skills in planning and preparing lessons and related items in teaching.*
- *To understand various methods and techniques of teaching commerce and its application to children with learning difficulties.*
- *To acquire and develop skills in preparation and use of appropriate instructional aids in commerce teaching.*

Unit - 1 Nature and Scope of Commerce and Accountancy Education

12 hrs

- 1.1 Meaning, importance and definition of Commerce and accountancy education
- 1.2 Historical background of commerce education and its present status
- 1.3 Nature and scope of commerce and accountancy education
- 1.4 Correlation between Commerce and other subjects: Economics, Mathematics, Business administration, Commercial geography, Statistics etc.
- 1.5 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 hrs

- 2.1 Aims and objectives of teaching commerce and accountancy
- 2.2 Values of the study of commerce - Practical, Social, Cultural, Vocational, Moral and Disciplinary.
- 2.3 Instructional objectives of teaching commerce – criteria for the selection of objectives –

Objectives of teaching commerce – relationship between objectives, learning experience
And evaluation.

2.4 Bloom's Taxonomy of objectives – General Instructional Objectives and Specific
Instructional Objectives – writing of instructional objectives and specifications

2.5 Specific learning outcomes relating to the objective affective and psychomotor domain –
Cognitive aspect likes attention, perception and concept formation with reference to
Teaching of commerce and accountancy.

Unit 3: Planning for Instruction

12 hrs

3.1 Need for the preparation and planning the lessons in advance - its advantage

3.2 Year plan – Need, steps and advantages, model year plan

3.3 Unit plan - principles, steps and advantages, model unit plan

3.4 Lesson plan – Principles, features and steps in preparation of lesson plan, Model lesson
Plan for commerce and accountancy

3.5 Micro and macro teaching: Micro teaching – meaning, need and steps – components
(Probing questions, explaining, using blackboard, Stimulus Variation, Reinforcement,
Illustrating with examples, Classroom Management, Macro teaching – meaning, nature
And importance)

Unit 4: Methods and Techniques of Teaching Commerce

12 hrs

4.1 Methods of teaching –meaning, need, characteristics of good teaching method

4.2 Classification of methods of teaching – Lecture method, Descriptive method, problem
Solving method, Inductive and deductive method, project method, supervised method,
Method, Discussion method, Case study

4.3 Instruction – meaning, basic steps, principles and scope

4.4 Instructional approaches: (Individualized instruction: Programmed instruction – training
Modules – Computer assisted Instruction - multimedia instructional packages
Group instruction: team teaching, seminar, symposium, workshop and colloquium)

4.5 Application of individualized instructional methods and techniques suitable for children
With learning difficulties to cater to their individual specific needs.

Unit 5: Equipments, Resources and Aids in Commerce

12 hrs

5.1 Mass media in commerce education - news papers, magazines, journals

5.2 Setting up of commerce laboratory

5.3 Community resources – meaning, significance – developing a link between school and
Community.

5.4 Commerce teacher – Characteristics – Growth of a teacher, pre service and in-service Programmes – responsibilities of a commerce teacher

5.5 Instructional Aids- need uses and kinds – Audio visual aids and their merits.

5.5.1 Visual Aids-Black board, charts, models, flannel board, magnetic board, collected Forms and statements from bank, LIC and other financial institutions.

5.5.2 Projective Aids: Film-strip, Films, OHP, Loop Projector, Epidiascope, Micro-Projector.

5.5.3 Audio-Aids: Tape-recorder, Gramophone plates.

5.5.4 Field-trips, organizing excursions, commerce club, museum, exhibition, school co-Operative society etc.

Reference:

1. Bhargava. S.R. (1994). Practice of Educational Measurement. India : Vashist.
2. Boynton. L.O. (1995). Methods of Teaching Book-Keeping, Cincinnati : South Western Pub. Company.
3. Green. H.L. Activities Hand Book for Business Teachers. Mc.Grow Hill Book Co.
4. Herrick. A. (1904). Education. New York : The Mac Millon Co.
5. Khan. M.S. The teaching of Commerce. New Delhi - 16. Jullundur - 3 : Sterling Publishers.
6. Lynn Erikson. H. (1998). Concept based curriculum instruction. India : Sage Publications
7. Nodan & Haydon. Principles and Problems of Business Education. Cincinnati : South Western Pub.
8. Singh, L.C. and Sharma. R.D. (1987). Micro Teaching - Theory and Practical. India : Bhargava Publication.
9. Sinj. M.N. & Maheswari. S.B. (1975). Methods and Techniques of Teaching Commerce Subjects. Delhi : Young men & Co.,
10. Tonne. H.A. (1960). Principles of Business Education. New York : Mc. Graw Hill Book Col. Gregg Division. Company.

PEDAGOGY OF SCHOOL SUBJECTS TAMIL PAPER – II

Course Code: SED18R118

Credits: 04

Contact Hours: 60Hrs

Marks: 100

அறிமுகப்பகுதி:

இப்பாடப்பகுதியைக் கற்கும் மாணவர்களின் அறிவாற்றலை நன்கு வலுப்படுத்தும் வகையில், மொழியாசிரியர்களின் வாயிலாக தமிழின் பொதுமை அறிவாற்றலை மாணவர்களின் வாழ்வியல் மற்றும் தங்களின் பிற்கால நடத்தை நிகழ்வுகளில் பிரதிபலிக்கும் பொருட்டு செயல்முறையாக்கப்பட்டுள்ளது. இதுமட்டுமல்லாது, தமிழில் இடம்பெறும் இலக்கிய, இலக்கண வளங்களை பெற்றும், மொழிப்பாடம் என்ற அடிப்படையின் கீழ் கற்க மற்றும் பிறர்க்கு கற்பிக்கும் பொருட்டும் பாடப்பயிற்சி முறைகள் உருவாக்கப்பட்டுள்ளது. மேலும் இவைச்சார்ந்த பிறதிறன்களை வளப்படுத்தும் வகையிலும் இத்தமிழ் பாடப்பகுதியானது வடிவமைக்கப்பட்டுள்ளது.

குறிக்கோள்கள்:

பாடப்பகுதியின் முழுவதற்குரிய ஆசிரிய – மாணவர்களின் கற்றலின் குறிக்கோள்கள்:

- மொழியின் தோற்றமும் வளர்ச்சி மற்றும் மொழியானது கலைத்திட்டத்தில் இடம்பெரும் நிலைக்குறித்து அறிதல்.
- தமிழ்மொழியின் ஒலிஅமைப்புநிலை மற்றும் சமூகப்பிண்ணணியில் மொழியின் பண்பாட்டுநிலை மற்றும் தேசியக்கல்விக் குறிக்கோளை அறிதல்.
- இயல்,இசைத்தமிழின் வளர்ச்சி மற்றும் அமைப்புநிலை குறித்து அறிதல்.
- நாடகத்தமிழ் மற்றும் மொழிக்கல்வியில் மாணவர்கள் செய்யும் பிழை குறித்து அறிதல்.
- இலக்கியத்திறனாய்வும் குறித்தும் தற்கால மாற்றங்களுக்கு ஏற்றவாறு மொழியின் செயல்பாடு மற்றும் மொழியின் ஆய்வியல் கொள்கைகள் குறித்து அறிதல்

அலகு:1 மொழியின் தோற்றம்,வளர்ச்சி மற்றும் கலைத்திட்டத்தில் இடம்பெறும் நிலை. 12 நேரம்

- 1.1. மொழியின் பண்புகள் மற்றும் தோற்றக்கொள்கை
- 1.2. தமிழ் மொழியின் வரலாறு மற்றும் கிளைமொழிக்கொள்கை குறித்து அறிதல்.
- 1.3 தமிழ்மொழியின் தனித்தன்மைகள் மற்றும் பண்புநலக்கொள்கைகள்.

- 1.4. கலைத்திட்டத்தில் தாய்மொழி பெறும் இடம் மற்றும் தேசியக்கல்விக்கொள்கையில் கலைக்கல்வியின் பங்கு நிலை.
- 1.5 கலைத்திட்டத்தின் கோட்பாடுகள் மற்றும் உயர்நிலைகளில் தேசியக்கல்விக்கொள்கையின் பங்கு நிலை.

அலகு:2 மொழியின் ஒலிஅமைப்பு மற்றும் சமூகப்பிண்ணணியில் மொழியின் பங்கு 12 நேரம்

- 2.1. தமிழ் ஒலிகளின் பிறப்புநிலை மற்றும் பேச்சுறுப்புகளின் செயல்பாடு குறித்து அறிதல்.
- 2.2. தமிழ் மொழியின் அமைப்புநிலை மற்றும் ஒலியன்களின் அமைப்புநிலையினை அறிதல்.
- 2.3. மொழிக்கல்வியின் இன்றியமையாமை குறித்து தெரிந்து கொள்ளுதல்.
- 2.4. சமூகப்பிண்ணணியில் மொழியின் பண்பாட்டு நிலைக்குறித்து தெரிந்து கொள்ளுதல்.
- 2.5. மொழியின் சூழ்நிலைப்பங்கு மற்றும் மொழியின் பொருளாதார நிலைப்பற்றி அறிதல்.

அலகு:3 இயல்,இசைத்தமிழின் அமைப்புநிலை குறித்து அறிதல் 12 நேரம்

- 3.1. இயல் தமிழின் வகைகள் பற்றி அறிதல்
- 3.2. இயல் தமிழ் குறித்து தமிழ் மேனாட்டார்களின் விளக்கம் குறித்து அறிதல்.
- 3.3. உள்ளுறை உவமம் மற்றும் இறைச்சி, புதுக்கவிதைக்குறித்து அறிதல்.
- 3.4. இசைத்தமிழ் மொழிக்கல்வியில் பெறும் இடம் குறித்து அறிதல்.
- 3.5. நாட்டுப்புறப்பாடலின் இசை மற்றும் தற்கால இசையின் பங்களிப்பு

அலகு:4 நாடகத்தமிழ் மற்றும் மொழிக்கல்வியில் ஏற்படும் பிழை குறித்து அறிதல். 12 நேரம்

- 4.1. நாடகத்தமிழின் தோற்றமும் வளர்ச்சி நிலை குறித்து அறிதல்.
- 4.2. நாடகத்தின் அமைப்புமுறை மற்றும் வகைப்பாடுகள் குறித்து அறிதல்.
- 4.3. செய்யுளை நாடகமாக்கிக்கற்றல் மற்றும் நாடகம் தொடர்பான உத்திகள் அறிதல்.
- 4.2. மொழிக்கல்வியில் மாணவர் செய்யும் பிழைகள் குறித்து அறிதல்.
- 4.3. வல்லினம் மிகும் மற்றும் மிகா இடங்கள், அதில் ஏற்படும் பிழைகள் குறித்து அறிதல்

அலகு:5 இலக்கியத்திறனாய்வு மற்றும் மொழியில் ஏற்பட்ட தற்கால மாற்றங்கள் 12 நேரம்

- 5.1. இலக்கியத்திறனாய்வு தோற்றம் மற்றும் இன்றைய திறனாய்வின் நிலை அறிதல்
- 5.2. இலக்கியத்திறனாய்வின் வகைப்பாடுகள் குறித்து அறிதல்.
- 5.3. செய்யுள் நலம் பாராட்டல் மற்றும் பண்புநலம் குறித்து அறிதல்.
- 5.4. கணிப்பொறி தமிழும், பல்லுடக தமிழ்க்கற்றல் குறித்து அறிதல்.
- 5.5. தமிழ் இணையம் மற்றும் செம்மொழித்தமிழ் குறித்து தெரிந்து கொள்ளுதல்.

செயல்முறை வேலைகள்:

1. முன்னறிவிப்பில்லா சொற்பொழிவுகள்.
2. சொற்போர் - பட்டிமன்றம்.
3. கருத்தரங்கம் நடத்துதல்.

4. வானொலி நாடகம் தயாரித்தல்.
5. திறனாய்வுக்கட்டுரை தயாரித்தல்.
6. செய்யுள் நலம் பாராட்டுதல்.
7. கையெழுத்து எழுதுதல் தயாரித்தல்.
8. கற்பித்தல் தொடர்பான துணைக்கருவிகள் தயாரித்தல்.
9. வினா வங்கி தயாரித்தல்.
10. செய்யுள் பகுதியை நாடகமாக தயாரித்தல்.

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PEDAGOGY OF SCHOOL SUBJECTS ENGLISH PAPER – II

Course Code: SED18R119

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

This course will enable the student-teachers to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help in applying theory to practice to design your own materials and plan lessons in preparation for teaching real classes. The course offers you the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips you with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy and language acquisition.

Objectives:

After studying this paper the student teachers will be able to:

- Understand various methods for teaching English and nature of classroom climate and teachers' behavior
- Understand principles of selecting teaching aids and various usage of audio visual aids
- Understand the use of various technologies for language teaching

- Acquire knowledge of phonemes in English and how to develop ability to speak English fluently and correctly
- Understand the various strategies and techniques of testing and evaluation and method of constructing tests

Unit - 1: Classroom Climate and Methods of Teaching English (12 Hrs)

- 1.1 Classroom climate and Teacher behavior
- 1.2 Grammar Translation methods
- 1.3 Bilingual method
- 1.4 Direct method
- 1.5 West's new method

Unit - 2: Teaching Materials in Language Teaching (12 Hrs)

- 2.1 Principles involved in the teaching materials and use of various audio-visual aids in teaching English classroom
- 2.2 Role of text book and its characteristics
- 2.3 Encyclopedia
- 2.4 Teachers' hand book
- 2.5 Reference materials: dictionaries, thesaurus

Unit - 3: Technology in Language Teaching (12 Hrs)

- 3.1 Computer assisted language learning
- 3.2 Programmed learning for language teaching
- 3.3 Language laboratory for language teaching
- 3.4 Multimedia materials for language teaching
- 3.5 Internet, e-mail for language teaching

Unit - 4: Spoken English (12 Hrs)

- 4.1 Organs of Speech and their functions
- 4.2 Classification of vowels, consonants and diphthongs in English
- 4.3 IPA and phonetic transcription
- 4.4 Stress (primary and secondary) and intonation
- 4.5 Various ways to develop fluency

Unit - 5: Testing and Evaluation of Communication Skills

(12 Hrs)

- 5.1 Concept, meaning, types of evaluation
- 5.2 Construction of a good test
- 5.3 Testing vocabulary
- 5.4 Testing reading comprehension\
- 5.5 Testing the writing skills

Course Work/ Practical/ Field Engagement

- Writing short story, drama or composing poetry.
- Preparing lesson plan, year plan and preparation of teaching aids.
- Critically analyzing position paper on teaching English/Indian languages.
- Keeping in view the needs of the children with special needs, preparing two activities for English teachers.
- Project on teaching pronunciation, stress and intonation in English. (or) Project on phonetics – classification of sounds. (or) Conducting/ participating in language games for vocabulary enrichment.

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PEDAGOGY OF SCHOOL SUBJECTS MATHEMATICS – PAPER 2

Course Code: SED18R120

Credits: 04

Contact Hours: 60

Marks: 100

Objectives:

After learning this paper the teacher trainee will be able to

- *Gain knowledge and understanding the concept, need, principles and types of curriculum construction*
- *Learn the details of curriculum development and organization with respect to mathematics and identify the suggestions for its improvement.*
- *Understand and appreciate the concept and application of various models of teaching in mathematics.*
- *Realize the use and application of testing and evaluation in mathematics.*
- *Acquire information about the practical application of information technology, research and content analysis in mathematics.*

Unit 1-Curriculum Construction in Mathematics

(12 Hrs)

- 1.1 Meaning and definition of curriculum
- 1.2 Need and importance of mathematics curriculum
- 1.3 Principles of curriculum construction w.r.t mathematics
- 1.4 Basis of curriculum construction in mathematics
- 1.5 Different types of curriculum construction in mathematics

Unit 2-Organization and Development of Mathematics Curriculum

(12 Hrs)

- 2.1 Method of organization of curriculum in mathematics
- 2.2 Concept and meaning of curriculum development
- 2.3 Stages of curriculum development in mathematics
- 2.4 Barriers of curriculum development in mathematics
- 2.5 Suggestions for improvement of existing curriculum in mathematics

Unit 3-Models of Teaching Mathematics (12 Hrs)

- 3.1 Models of teaching mathematics - concept, characteristics and functions of models of Teaching
- 3.2 Families of models - Information processing, personal, social interaction and behavioral Models of teaching
- 3.3 Gagne's model of teaching mathematics and its appropriateness in learning mathematics
- 3.4 Concept attainment model and its application in teaching mathematics
- 3.5 Flander's interaction analysis category system and its implications in teaching and learning of mathematics

Unit 4-Testing and Evaluation in Mathematics (12 Hrs)

- 4.1 Measurement and evaluation in mathematics
- 4.2 Continuous and comprehensive evaluation in mathematics
- 4.3 Concept, need and importance of achievement, diagnostic, prognostic and aptitude tests in Mathematics
- 4.4 Steps of construction for various tests
- 4.5 Norm referenced and criterion referenced tests and its interpretation.

Unit 5-Information Technology, Research and Analysis of Mathematical Concepts (12 Hrs)

- 5.1 Applications of computers in mathematics education
- 5.2 Role of multimedia and internet in mathematics education
- 5.3 Action research in mathematics
- 5.4 Pedagogical analysis of mathematical concepts - VI to X standards
- 5.5 Pedagogical analysis of mathematical concepts - XI and XII standards

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24. Suneetha, E. and Sambasiva Rao, R. *Methods of Teaching Mathematics*, Discovery Publishing House.

25. Suraj Goyal (2007), Teaching of Mathematics, Rajat Publications.
26. Swarupa Rani, (2007), A Handbook for Teachers; Research in Teaching of Mathematics, APH Publishing Corporation.
27. Swarupa Rani, (2007), Teaching of Mathematics; Modern Methods, APH Publishing Corporation.
28. Swaruparani, (2010), Teaching of Mathematics, APH Publishing Corporation.
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PEDAGOGY OF SCHOOL SUBJECTS PHYSICAL SCIENCE – PAPER 2

Course Code: SED18R121

Credits: 04

Contact Hours: 60Hrs

Marks: 100

Objectives

- *To enable the student teachers understand the principles of curriculum construction and science curricular projects.*
- *To familiarize with the problems of organizing and maintaining physics and chemistry laboratories.*
- *To acquaint the student teachers with the characteristics of individual differences and help them in administering remedial teaching.*
- *To guide them acquire skills relating to planning for science clubs and exhibition.*
- *To help them develop a scientific perspective of the great problems confronting science in solving problems.*

Unit 1: Curriculum in Science

12 Hrs

- 1.1 Meaning of curriculum and curriculum development.
- 1.2 Principles of curriculum construction.
- 1.3 Approaches to Curriculum organization (Topical, logical and psychological, subject-Centered, activity and integrated approach)
- 1.4 Criteria for selection of the content matter
- 1.5 Science curricular projects – PSSC, CHEM and the Nuffield Science Teaching Project.

Unit 2: The Science Laboratories

12 Hrs

- 2.1 Structure and design of the physics and chemistry laboratories for higher secondary Schools.

- 2.2 Safety and storage of chemicals.
- 2.3 Precautions and care in handling chemicals and glassware's.
- 2.4 Laboratory accidents – prevention and first aid.
- 2.5 Laboratory records – maintenance and lab-routine

Unit 3: Science Teacher and Divergent Learners **12 Hrs**

- 3.1 The characteristics of good science teacher- Academic and professional qualification
- 3.2 Need and importance of in-service training programmes for science teacher.
- 3.3 The characteristics of slow and fast learners.
- 3.4 Identification of individual differences and catering to their needs
- 3.5 Administering remedial teaching

Unit 4: Activities for Science Education **12 Hrs**

- 4.1 Science clubs-need and objectives
- 4.2 Need and organization of Science Exhibition and Fairs.
- 4.3 Planning for special visits to places of modern developments in the field of physical science.
- 4.4 Importance and organization of Science Libraries
- 4.5 Scope for National Science Talent Exhibition

Unit 5: Current Scientific Issues and Solutions **12 Hrs**

- 5.1 An understanding of the scientific back-round of the great problems facing India at Present.
- 5.2 Malnutrition spread of diseases - Causes and Prevention
- 5.3 Pollution (Air, Water, Noise) - Causes and Prevention
- 5.4 Strategies to control Global warming and green house effect
- 5.5 Means of creating awareness among public on scientific issues

Reference:

1. Amit Jumnar. (1995). Teaching of Physical Sciences. India : Bhargava, Pub.
2. Behera. S.C. (1995). Educational Television Programmes. India : Bhargava, Pub.
3. Bhaskar Rao Digumarti. (1994). Science Aptitude. India : Bhargava, Pub.
4. Burz. (1997). Performance Based Curriculum for Science. India : Sage Pub.
5. Das. R.C. (1998). Science Teaching in Schools. India : Bhargava, Pub.
6. Hunter. (1994). Mastery Teaching. India : Sage Pub.
7. Lynn Erickson, H. (1998). Concept-Based Curriculum and Instruction. India : Sage Pub.
8. Mohanty. S. (1996). Teaching Science in Secondary Schools. India: Deep and Deep Pub.

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10. Sexena. (1988). Emerging Perspectives in Physics Education. India: Mittal Pub.
11. Singh. U.K. and Nayak, (1997). A.K. Science Education. India: Bhargava, Pub.
12. Vaidya. N. (1998). How to Think Scientifically. India: Deep and Deep Pub.
13. Vaidya. N. (1999). Science Teaching for the 21st Century. India: Deep and Deep Pub.

PEDAGOGY OF SCHOOL SUBJECTS BIOLOGICAL SCIENCE – PAPER 2

Course Code: SED18R122

Credits: 04

Contact Hours: 60Hrs

Marks: 100

Objectives:-

After studying this paper the student teachers will be able

- *To enable the student teachers understand the principles of curriculum.*
- *To help them organize biology laboratory.*
- *To acquaint them with the management aspects of laboratory.*
- *To help them understand the co-curricular activities in biology.*
- *To provide techniques of guidance and counseling for biology students.*

Unit 1: Planning the Curriculum

12 Hrs

- 1.1 Defining the term “curriculum” and principles of curriculum construction in biology.
- 1.2 Selection and arrangement of topics at various levels.
- 1.3 B.S.C.S. and Nuffield Secondary Science Project, NCERT Curriculum
- 1.4 Plan of arrangement according to age of pupils - Analysis of the biology syllabus for Standards IX, X, XI, and XII.
- 1.5 Biological Science Learning - Primary, Secondary Levels.

Unit 2: Biology Laboratory Organization

12 Hrs

- 2.1 Defining the term “Laboratory” - Need for planning the Biology Laboratory.
- 2.2 Advantages of Laboratory in biology teaching.
- 2.3 Laboratory Assistant and duties - Maintenance of Registers.
- 2.4 Selection of Apparatus and chemicals and Purchase of the Apparatus for Biology Laboratory.

2.5 Care and Maintenance of Apparatus.

Unit 3: Planning and Management

12 Hrs

3.1 Special features of the Biology Laboratory.

3.2 Planning - Higher Secondary Lab, High School lab, all purpose Lab.

3.3 Organizing and conducting Biology Practical works.

3.4 Laboratory Records - Maintenance.

3.5 Laboratory Accidents - Prevention and First aids.

Unit 4: Co-curricular Activities

12 Hrs

4.1 Need and importance - Different varieties of Co- curricular activities in biology

4.2 Hobbies in Biology - Biology club, aims and organization - activities and projects – Horticulture, Apiculture, Sericulture, Floriculture.

4.3 Role of the teacher, student and public in stimulating co-curricular programmes.

4.4 Biology Fairs, Biology Exhibition Organization - Values and importance in teaching Biology.

4.5 Biological Science Talent Research.

Unit 5: Guidance and Counseling in Biology

12 Hrs

5.1 Diagnosis of Student difficulties in Learning Biology.

5.2 Suitable remedial measures - the role of the Biology teacher - Head Master - Public in providing Guidance and counseling for Biology activities.

5.3 Characteristics of slow and gifted learners.

5.4 Teaching of Biology to cater to the needs of different individuals - Home assignments And individual practical as a measure of catering to varying needs of the pupils of Biology.

5.5 Vocational Guidance and its importance in Biological Science.

Reference:

1. Chand, Tara. (1992) Educational Technology. Allahabad : Horizon Publishers.
2. Das. R.C. (1992). Science Teaching in Schools. New Delhi : Sterling Publications Pvt. Ltd. S.K. Ghai.
3. Jaganath Mohanthi, (1992). Educational Technology. New Delhi : Deep & Deep Publications.
4. Kochhaar. S.K. (1996). Guidance and counselling in Colleges and Universities. New Delhi : Sterling Publishers pvt. ltd.

5. Kohli. V.K. (1969). Teaching of Science. M/s. Krishna Bros. Amritsar : Hall Bazar.
6. Rai. B.C. (1983). Method of Teaching Science. Lucknow : Prakashan Kendra, Sitapur Road.
7. Rajagopal. K. (1978). Teaching Biology. Govt of Tamil Nadu.
8. Ratho. T.N. & Ravi Prakash. (1996). Emerging Trends in Teaching Biology. Allahabad : Horizon Publishers.
9. Sampath K. and etc. (1992). Introduction to Educational Technology. New Delhi : Sterling Publishers pvt. ltd.
10. Sharma. R.C. (1975). Modern Teaching Science. Delhi-Jullunder : J.C. Kapur for Dhanpet Rai & Sons.

PEDAGOGY OF SCHOOL SUBJECTS SOCIAL SCIENCE PAPER – 2

Course Code: SED18R123

Credits: 04

Contact Hours: 60 Hrs

Marks:100

Objectives

- *To understand the different aspects of curriculum development in social science education*
- *To explain the organization of subject matter in social science*
- *To develop theoretical and practical understanding of the resources and equipments in social science teaching*
- *To know the role of education in promoting national integration*
- *To make them understand evaluation approach and techniques in social science*

Unit 1: Planning the Curriculum

12 Hrs

- 1.1 Defining the term curriculum
- 1.2 Principles of curriculum construction in Social Science
- 1.3 Curriculum content of Social Science - Standard from VIII to X Tamil Nadu Text Book Corporation)
- 1.4 Recent Trends in Social Science Education – Treatment of the subject, History, Geography.
- 1.5 National Policy on Education – 1986.

Unit 2: Organization of Subject matter

12 Hrs

- 2.1 Unit and Topical
- 2.2 Periodical and Chronological
- 2.3 Concentric plan
- 2.4 Spiral plan
- 2.5 Regressive plan

- Unit 3: Resources and Equipments** **12 Hrs**
- 3.1 Text books and Collateral Reading
 - 3.2 Library, Museum, Archives and Social Science Laboratory
 - 3.3 Community Resources
 - 3.4 Field Trips, Current events
 - 3.5 Mass Media

- Unit 4: Teaching Issues of National Importance** **12 Hrs**
- 4.1 National Integration- Definition and importance
 - 4.2 Role of Education – Techniques for promoting National Integration.
 - 4.3 Controversial Issues – A part of Social Science
 - 4.4 Some controversial Issues – Types of Controversies – What Controversial Issues are Appropriately taught? Teacher’s Role – Teaching Controversial Issues.
 - 4.5 Utilizing Current Events – Importance – Objectives- Types- Selection – Use of Current Events Methods of Teaching Current Events.

- Unit 5: Evaluation in Social Science** **12 Hrs**
- 5.1 Evaluation approach to the teaching of Social science
 - 5.2 Different Types of Tests in Social Science- Achievement and Diagnostic
 - 5.3 Subjective Type Tests in Social Science- Supply Type question (Essay Type, brief Answers, Short answer, Problem Solving)
 - 5.4 Objective Type Tests in Social Science – Selection type items Multiple Choice, Matching, True or False, Fill in the Blanks)
 - 5.5 Content analysis of the Social Science Text books prescribed by the Government of Tamil Nadu for Social Science for X and XII

References:

1. Aggarwal (2006), Teaching of Social Studies, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Kohli (2008), Teaching of Social Science, Anmol Publishers, New Delhi.
3. Sharma (2006), Teaching of Social Studies,
4. R.P. Pathak (2010), Teaching of Social studies, Atlantic Publishers, New Delhi
5. Balvinder Kaur (2004), Teaching of Social studies, Deep and Deep Publishers, New Delhi.
6. Y.K. Singh (2007), Teaching of Social studies, APH Publishing Corporation, New Delhi.
7. P.N. Bhakshi (2002), The Constitution of India, Law Publishers Private Limited, New Delhi.
8. S.D. Sawant (1984), Our Freedom movement, Publication Division, Ministry of Information and Broad Casting, New Delhi.
9. Sir. C.V. Raman, J.C. Bose (1957), Leaders of modern India, Oxford University Press, London, Mumbai, Calcutta.
10. Manak Kumar Dey (2008), Teaching of History, Dominant Publishers, New Delhi.
11. Dr. Y.K. Singh (2007), Teaching of History, APH Publishing Corporation, New Delhi.

12. Biranchi Narayan Dash(2006), Teaching of History, Neelkamal Publishing House, Hyderabad.
13. G.S.Karthik (2005),Teaching of Economics, Sumit Enterprises, New Delhi.
14. Kadambari Sharma (2005),Teaching of Economics, Common wealth publishers, Ahmedabad.
15. M.K.Gandhi (1954), Removal of untouchability, Navjeevan Publishing House, Ahmedabad. M.K.Gandhi(1949), Non-violence, peace and war , Navjeevan Publishing House, Ahmedabad.

PEDAGOGY OF TEACHING COMPUTER SCIENCE – PAPER 2

Course Code: SED18R124

Credits: 04

Contact Hours: 60Hrs

Marks: 100

Objectives

At the end of the course, teacher trainees will be able:

- *Acquire knowledge on computer software and techniques in teaching learning process*
- *Acquire knowledge on latest trends in information technology and its evaluation*
- *Acquire the knowledge relating to the organization and administration of computer laboratory and classroom management*
- *Understand the need for methods of evaluating the teacher in classroom teaching behavior*
- *Preparing and using Computer Assisted Instruction for exceptional children.*

Unit - 1: Computer Education & Techniques in Teaching Learning Process 12hrs

- 1.1 Software & Technology: Categories of software - different procedure for acquiring Software Advantages
- 1.2 Ethical and practical issues involved in software piracy, Growing capability of computer Technology
- 1.3 Use of robots - artificial intelligence - office automation.
- 1.4 Brainstorming - buzz session - simulation - seminar Symposium - group discussion – Panel discussion
- 1.5 Workshop techniques - programmed learning - team teaching

Unit - 2: Latest Trends in Information Technology and its Evaluation **12hrs**

- 2.1 Multimedia - desktop publishing
- 2.2 Internet and its uses E- learning: definition, meaning, modes, characteristics of E-learning, tools and benefits of e-learning
- 2.3 Virtual learning, web enabled/ based learning.
- 2.4 Tele conferencing and video conferencing.
- 2.5 E-assessment: definition, types - risk involved in using e-assessment- limitation of E-assessment.

Unit - 3: Maintenance of Computer Laboratory and Class Room Management **12hrs**

- 3.1 Need for planning computer laboratory - special features of computer laboratory
- 3.2 Essential infrastructure - laboratory management
- 3.3 Organization of practical's for pupils -maintenance of records - discipline in the Laboratory.
- 3.4 Classroom Management: meaning, factors influencing classroom management
- 3.5 Significance of classroom climate - teacher dominated & laissez-faire and democratic Patterns.

Unit – 4: Computer Science Teacher and Evaluation **12hrs**

- 4.1 Academic and professional qualification
- 4.2 Special qualities required for a computer science teacher
- 4.3 Need and importance of in-service training of a computer science teacher.
- 4.4 Rating by supervisor or colleagues - evaluation by pupils - self evaluation
- 4.5 Class room interaction analysis

Unit – 5: Educating Exceptional Children through Computer Assisted Instruction **12hrs**

- 5.1 Slow learners, remedial measures for slow learners, gifted children
- 5.2 Identification and enrichment programme for the gifted children
- 5.3 Role of teacher in directed study programme designing CAI lesson: Speciation of Objectives front - end analysis.
- 5.4 Outcome-specification of lesson design - lesson development - lesson validation
- 5.5 Common CAI frames: Introduction - menu page - teaching frames - criterion test frame Feed back (remedial frame) - reinforcement frames - graphics frames.

PRACTICALS:

- Preparation of Branched Programme Material Consisting of Twenty Frames

- Evaluating Reports of Three Websites in Computer Science
- Preparation for lesson for power point presentation.

REFERENCES:

1. Goel, H.K (2005). *Teaching of computer science*. New delhi: R.Lall Books.
2. Kumar, K.L. (1997), *Educational Technology*. New Delhi: Angel International (P) Ltd
3. Agarwal, J.C. (2006). *Essential of educational technology: Teaching and learning*. New Delhi: Vikas Publishing House Pvt. Ltd.

PEDAGOGY OF SCHOOL SUBJECTS COMMERCE – PAPER 2

Course Code: SED18R125

Credits: 04

Contact Hours: 60 Hrs

Marks: 100

Objectives:

1. *To understand the meaning, concept and approaches in commerce curriculum development.*
2. *To understand the role of technology and develop skills for effective application in Commerce education.*
3. *To understand the organization of the subject matter at school level in commerce*
4. *To understand the organization of the subject matter at school level in accountancy*
5. *To acquire knowledge and develop competency in various methods of evaluation in Commerce.*

Unit 1: Curriculum planning and approaches

12hrs

- 1.1 Meaning, Definition, concept and inclusion of commerce in the curriculum
- 1.2 Different approaches in commerce curriculum- principles and types of Curriculum, Curriculum Vs syllabus
- 1.3 Evaluation of existing commerce curriculum in Tamil Nadu
- 1.4 Commerce text book – qualities, text book, review
- 1.5 Action research and curriculum revision.

Unit 2: Technology in commerce education

12hrs

- 2.1 Use of computer and internet in learning commerce
- 2.2 Computer aided instruction modules – interactive video / telelectures
- 2.3 E-commerce – concept, meaning and its impact on information technology
- 2.4 Communication – principles – barriers in communication

- 2.5 Modern communication in formal and non –formal learning situation including Multimedia approach in learning.

Unit 3: Accounting system

12hrs

- 3.1 Preparing cash book-simple, double and triple column-teaching of contra entry.
3.2 Explaining skill involved in Bank Reconciliation Statement.
3.3 Arranging items in Trail balance and getting tallied.
3.4 Preparing final account-Trading, profit and loss account and balance sheet - Methodology In teaching final accountancy.
3.5 Teaching difficult items in accounts viz., Adjustment entities

Unit 4: Types of business enterprises

12hrs

- 4.1 Organization-Basic Principles-major forms of Business Enterprise an outline.
4.2 Partnership Business-Legal features-partnership Deed-Rights and duties of different Kinds Partners Registration of firms-dissolution of firms.
4.3 Companies -kinds-stages in incorporation of a company-Memorandum and Articles of Association-Shares-Board of Directors-Managing Directors-Company Secretary-Meetings of Shareholders.
4.4 Co-operative Enterprises-objectives, principles-co-operatives a comparison-Co-operative Credit societies and consumer stores.
4.5 Government in Business-Public Enterprise-Functions and Objectives.

Unit 5: Methods of evaluation

12hrs

- 5.1 Evaluation – concept, meaning and Steps in evaluation
5.2 Principles of constructing different types of tests merits and Demerits– diagnostic test, achievement test, constructing subjective type Tests – Completion type, short answer, long answer, problem solving, Constructing objective type tests - multiple choices, matching, and Rearrangement.
5.3 Characteristics of good achievement test
5.4 Use of diagnostic tests for remedial teaching in Commerce and Accountancy. Continuous and comprehensive evaluation
5.5 Examining test results against objectives – Item analysis.

Reference:

1. Boynton. L.D. (1985). Methods of teaching book-keeping. Cincinnati : South western Publishing Company.
2. Haradway. M. (1966). Testing and evaluation in business education, Cincinnati : South western Publishing Company
3. Internet in a nutshell, (1998) U.S.A. : Orelly Publisher.

4. Khan. M.S. The teaching of commerce, New Delhi : Sterling.
5. Lokanandha Reddy. G. (1997). Slow-learners: their Psychology and Instruction. India : Bhargava, Pub.
6. Lynn Erickson. H. (1998). Concept-Based Curriculum and Instruction. India : Sage Pub.
7. Nelson. (1997). Office 97 for busy people. New Delhi : Tata Mc-Graw-Hill.
8. Noden and Haydon. Principles and problems of business education. Cincinnati : South western Publishing Company
9. Singh. L.C. and Sharma R.D. (1987). Micro-teaching - theory and Practice, India : Bhargava, Pub.
10. Tonne. H.A. (1960). Principles of Business education. New York : Mc-Graw Hill.

INCLUSIVE EDUCATION

Course Code: SED18R110

Credits: 02

Contact Hours: 30 Hrs

Marks: 50

Introduction

The course is designed to develop an understanding about inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognizes ways in which different stakeholders can collaborate for the success of inclusive education.

Objectives

After completing the course the student-teachers will be able to:

- *Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.*
- *Explicate the national & key international policies & frameworks facilitating inclusive education.*
- *Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.*
- *Describe the inclusive pedagogical practices & its relation to good teaching.*
- *Expound strategies for collaborative working and stakeholders support in implementing inclusive education.*

Unit 1: Introduction to Inclusive Education

6 Hrs

- 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: Policies & Frameworks Facilitating Inclusive Education **6 Hrs**

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

Unit 3: Adaptations Accommodations and Modifications **6 Hrs**

- 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 Hrs**

- 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 Hrs**

- 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

Transactions

Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self-study for legislations and frameworks

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.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives*:
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Study*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Course code: SED18R111

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

The course intends to develop capacities of learners to design curriculum keeping in view the special needs of children with hearing impairment. Learners are expected to go beyond the 3Rs with broad understanding of 21st century learning. The learner would also develop requisite skills of developing literacy skills of reading and writing as well as appreciate need and decide suitable adaptation to be undertaken for curricular transactions.

Objectives

After completing the course the student-teachers will be able to

- *Familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills.*
- *Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.*
- *Describe the need for curricular adaptation and decide suitable adaptation and undertake it.*
- *Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.*

Unit 1: Curriculum and Its' Designing

12 Hrs

- 1.1. Curriculum-Concept, Types and Models
- 1.2. Approaches and Steps for Curriculum designing
- 1.3. Curricular needs of children with hearing impairment in scholastic areas
- 1.4. Curricular needs of children with hearing impairment in non-scholastic areas
- 1.5. Curricular framework for 21st Century.

Unit 2: Developing Literacy Skills: Reading **12 Hrs**

- 2.1. Pre-requisites for reading and emergent reading skills
- 2.2. Assessment of reading skills at different levels
- 2.3. Approaches and Strategies to develop reading skills and independent reading
- 2.4. Types and Models of developing reading skills
- 2.5. Challenges and Remedial strategies

Unit 3: Developing Literacy Skills: Writing **12 Hrs**

- 3.1. Pre-requisites for writing and emergent writing skills
- 3.2. Assessment of written language at different levels
- 3.3. Components and types of writing
- 3.4. Steps and Strategies in Developing Writing
- 3.5. Challenges and Remedial Strategies

Unit 4: Curricular Adaptation **12 Hrs**

- 4.1. Curricular Adaptation- Meaning and Principles
- 4.2. Need Assessment and decision making for Adaptation
- 4.3. Adapting Curriculum- Content, Teaching-learning Material, and Instruction
- 4.4. Types of Adaptation and Process
- 4.5. Adaptation and Accommodations in Student's Evaluation and Examinations

Unit 5: Curricular Evaluation **12 Hrs**

- 5.1. Concept, Need for Curricular Evaluation
- 5.2. Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
- 5.3. Areas of Curricular Evaluation: Context, Input, Process and Product
- 5.4. Methods and Tools for Curricular Evaluation
- 5.5. Challenges in Curricular Evaluation

Course Work/ Practical/ Field Engagement

- Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan
- Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation
- Take any two pages from either history or science text book from secondary section and adapt the content and presentations of the same for a child with hearing impairment.

Transaction & Evaluation

Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests

Essential Readings

E1. Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoretical and

- practical considerations. Boston, MA: College-Hills Press.
- E2. Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.
- E3. Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers
- E4. Marsh, C.J. (2004). Key concepts for understanding curriculum. Routledge Falmer.
- E5. Moores, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction. Gallaudet University Press

Suggested Readings

- S1. Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Winnipeg, MB: Peguis Publishers.
- S2. Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic.
- S3. Posner, G.J., & Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson.

Disability Specialization - I

Course Code: SED18R183

Credits: 02

Hours: 60

Marks: 100

Note: Schedule for practical for E-I shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability

| S.No | Tasks for the Student-teachers | Disability Focus | Education Setting | Hrs | Marks | Description |
|------|--|------------------|---------------------------------------|-----|-------|-------------|
| 1.1 | a. Lesson planning for subjects selected | Major Disability | For Special school & Inclusive Set up | 10 | 10 | 10 lessons |

| | | | | | | |
|-----|---|------------------|---------------------------------------|----|----|------------|
| | b. Lesson planning focusing on adaptation, evaluation | Major Disability | For Special school & Inclusive Set up | 10 | 10 | 10 lessons |
| 1.2 | a. Micro teaching & simulated teaching on selected skills | General | Institute | 10 | 10 | 10 lessons |
| | b. Micro teaching & simulated teaching on 5 each from lessons planned in 1.2 | Major Disability | Institute | 10 | 10 | 10 lessons |

| S. No. | Tasks | Educational settings | Specific activities | Hrs | Marks | Submissions |
|---------------|------------------------|-----------------------------|---|------------|--------------|--------------------------|
| 1 | Assessment of hearing | Institute / Clinic | *Observation of: BOA, conditioned Pure tone Audiometry, VRA , Speech Audiometry , Hearing aid trial & hearing aid testing *Studying 10 Audiograms and noting the diagnosis and recommendations *Practicing Ling's 6 sound test | 5 | 15 | Journal with reflections |
| 2 | Assessment of speech | Institute / Clinic | *Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental & supra segmental) 3 children each *Observing speech assessment (screening) – 2 children *Carrying out speech assessment (screening) -2 children *Observing speech assessment using standardized tool –2 children | 5 | 15 | Journal with reflections |
| 3 | Assessment of language | Institute / Clinic | *Studying & describing standardized language tests – 1 number *Observations of any one test administration – 1 child *Administering any 1 test in a group | 5 | 15 | Journal with reflections |

| | | | | | | |
|--------------|--|--------------------|--|----|-----|--|
| | | | *Observation of developmental scale-3 children * Observing a reading comprehension test- 1 group of students of primary level | | | |
| 4 | Assessment in developmental psychology | Institute / Clinic | *Studying & describing DST, GDS, CPM , SFB ,VSMS *Observing assessment of children using any two of the above *Studying 10 assessment reports and noting the diagnosis and recommendations | 5 | 15 | |
| TOTAL | | | | 60 | 100 | |

Foundation in Indian Sign language (ISL) - II

Course code: SED18R184

Credits: 02

Hours: 60

Marks: 100

| S.No | Tasks for the Student-teachers | Disability Focus | Education Setting | Specific Activities | | Hrs | Marks |
|-------|--|------------------|-------------------|--|--|-----|-------|
| 1. | Foundation in Indian Sign language (ISL) Learning and practical ISL - 2 | Major Disability | Institute | 1.Communicative expressions | 1.Talking about the time | 20 | 40 |
| | | | | 1.Negative sentences 2.Finger spelling (alphabet) | 1.Food (vegetables, fruits, beverages, Etc.) 2. Opposites | 20 | 40 |
| | | | | 1.Negative commands 2.Negative responses to offers/ suggestions 3. Finger spelling (use) | 1.Calendar (week/ month/ year) 2. Colours 3. Place names | 20 | 20 |
| Total | | | | | | 60 | 100 |

SEMESTER-WISE STRUCTURE

SEMESTER – III

| S. N o | Course | Course title | Credits | Hours | Weightage / Marks | | Total Marks |
|------------------------|-----------|--|-----------|------------|-------------------|------------|----------------|
| | | | | | internal | external | |
| 1. | SED18R201 | Educational Intervention and Teaching Strategies | 4 | 60 | 50 | 50 | 100 |
| 2. | SED18R202 | Technology and Disability | 4 | 60 | 50 | 50 | 100 |
| 3. | SED18R203 | Psycho Social and Family Issues | 2 | 30 | 25 | 25 | 50 |
| 4. | SED18R204 | Reading and Reflecting on Texts (EPC) | 2 | 30 | 25 | 25 | 50 |
| 5. | SED18R205 | Drama and Art in Education (EPC) | 2 | 30 | 25 | 25 | 50 |
| Theory Total | | | 14 | 210 | 175 | 175 | 350 |
| 6. | SED18R281 | Main disability special school | 2 | 60 | 50 | 50 | 100 |
| 7. | SED18R282 | Disability Specialization - II | 1 | 30 | 25 | 25 | 50 |
| 8. | SED18R283 | Foundation in ISL - III | 2 | 60 | 50 | 50 | 100 |
| Practical Total | | | 5 | 150 | 125 | 125 | 250 |

| | | | | | |
|-------------------------------------|-----------|------------|------------|------------|------------|
| Total (Theory + Practical) | 19 | 360 | 300 | 300 | 600 |
|-------------------------------------|-----------|------------|------------|------------|------------|

Engagement with field as part of course as indicated below:

| S.No | Task for the student-teachers | Course | Place |
|-------------|--|---------------|-------------------|
| 1. | a. Assignment / Project / Presentation | SED18R201 | Institute |
| 2. | b. Assignment / Project / Presentation | SED18R202 | Institute |
| 3. | c. Assignment / Project / Presentation | SED18R203 | Institute |
| 4. | d. Assignment / Project / Presentation | SED18R204 | Institute/ school |
| 5. | e. Assignment / Project / Presentation | SED18R205 | Institute/ school |

EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Course code: SED18R201

Credits: 04

Contact Hours: 60

Marks: 100

Introduction:

Early identification of hearing loss needs to be followed by a good quality intervention. This enables the children to develop adequate speech and language which in turn would facilitate school readiness. Teachers need to use specialised techniques for developing listening, speaking, communication and linguistic skills to children with hearing impairment for them to access knowledge.

Objectives:

After completing the course the student-teachers will be able to

- *To understand about programmes for early intervention of infants and children with Hearing Impairment.*
- *Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.*
- *Explain various approaches to teaching, strategies for speech intervention.*
- *Describe methods, techniques and options to facilitate language and communication.*
- *Explain the concept, principles and practices, linkages and outcomes of educational intervention.*

Unit 1: Need & Strategies for Early Intervention of Hearing Loss

12 Hrs

- 1.1 Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.
- 1.2 Pre-school training programmes: Overview, need, requirements and plan of action.

- 1.3 Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.
- 1.4 Impact of early intervention on school outcomes
- 1.5 Intervention of late identified children with hearing impairment: Challenges & Strategies

Unit 2: Auditory Learning (AVT & Auditory Training) & Speech Reading 12 Hrs

- 2.1 Concept of ‘Auditory Listening’: Unisensory & Multisensory approaches
- 2.2 Auditory training: Importance, types (Individual & Group) and Stages
- 2.3 Auditory Verbal Therapy: Principle, importance and role of teacher
- 2.4 Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
- 2.5 Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit 3: Speech Intervention Strategies 12 Hrs

- 3.1 Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling’s Approach
- 3.2 Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants
- 3.3 Orientation to acoustics of speech
- 3.4 Strategies for production of speech: Modeling & Shaping through Auditory, Visual, Tactile modalities
- 3.5 Individual and Group speech teaching: Strengths and challenges

Unit 4: Communication and Language Teaching Strategies 12 Hrs

- 4.1 Methods of teaching language: Natural, Structural and Combined
- 4.2 Principles and Techniques of developing language
- 4.3 Communication options: Compare and contrast
- 4.4 Communication options: justification and challenges
- 4.5 Tuning the environment (Home & School) for facilitating language & Communication

Unit 5: Educational Intervention Strategies 12 Hrs

- 5.1 Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)
- 5.2 Principles and practices in early educational intervention: Family centred, contextualized (natural & inclusive environment) & integrated (collaborative) support and services
- 5.3 Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)
- 5.4 Partnership of various professionals & agencies in educational intervention
- 5.5 Child & Family Outcomes of Early Educational Intervention

Course Work/ Practical/ / Field Engagement

1. Observe any two activities in a Parent-infant programme / pre-school programme and write a report.
2. Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training
3. Read and reflect upon five lesson plans for teaching speech to children with hearing impairment
4. Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)
5. Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

Transaction & Evaluation

Lecture cum Demonstration, Role playing, Assignments, Tests

Essential Readings

- Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching .Amazon
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks,S. (2007).Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families .Amazon
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Guralnick, M, J, (2005).The Developmental Systems Approach to Early Intervention. London: PAULH Brooks
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Ling, D. (2000).Early Intervention For Hearing Impaired Children . Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.
- Livingston, Sue (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. London: Heinemann.

- Lynas, Wendy (1994). *Communication Options in the Education of Deaf Children*. London: Whurr Publishers Ltd
- Lynas, Wendy (1994). *Communication Options in the Education of Deaf Children*. London: Whurr Publishers Ltd ford university press
- Mahshie S. N.(1995) *educating deaf children bilingually*, Gallaudet University, Washington
- Maluccio, Canali & Vecchiato (2002). *Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues*. Amazon
- Marschark, Marc Spencer, Patricia Elizabeth (2003). *Oxford Handbook of Deaf Studies Language and Education*. London: Oxford University Press.
- Maxon, A., & Brackett, D. (1992). *The Hearing Impaired Child: Infancy Through High School Years*. Boston: Andover medical Publishers.
- Moores, Donald, F (1997), *Educating the deaf*, Houghton Nifflin Company.
- 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.
- Owens, R.E. (2012). *Language development: An introduction* (8th ed.) Boston: Pearson
- Paul, Peter V. Whitelaw, Gail M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Boston: Jones and Bartlett Learning.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.) *Education of the Hearing Impaired Child*. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Rhoades, E., & Duncan, J. (2010). *Auditory-verbal practice: Toward a family centered approach*. Springfield: Illinois: Charles C. Thomas
- Schirmer, Barbara R (2001). *Psychological, Social and Educational Dimensions of Deafness*. Boston: Allyn and Bacon

Suggested Readings

- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)*. Spring field, IL: Charles C. Thomas.
- Paul, P.V. Whitelaw, G.M. (2011). *Hearing and Deafness: An Introduction for Health and Education Professionals*. Boston: Jones and Bartlett Learning.
- Rossetti, L. M., & Kile, J. E. (1997). *Early intervention for special populations of infants and toddlers*. San Diego: Singular Publishing Group, Inc.
- Sanders, D. A., & Derek, A. (1993). *Management of hearing handicap: Infants to elderly* (3rd edn). Englewood Cliffs, NJ: Prentice-Hall.
- Yarrow, L.J. Rubenstein , J.L. Pedersen, F.A. (1975). *Infant and Environment: Early Cognitive and Motivational Development*. New York: John Wiley and Sons.

- Nolan, Michael Tucker, Ivan (1984) Educational Audiology. London: Croom Helm.
- Plant, G.S., Karl E., (1995). Profound Deafness and Speech Communication. London: Whurr Publishers Ltd.
- McCracken, W., & Laoide-Kemp (1997). Ed. Audiology in Education. London: Whurr Publishers Ltd.,
- Richerg, C.M., & Smily, D.F. (2012). School-Based Audiology. San Diego: Plural Publishing.
- McAnally, P.I., Rose, S., & Quigley, S.P. (1987). Language Learning practices with Deaf Children. San Diego: A College-Hill Publication.
- Van Riper C. & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7th Ed. NJ: Englewood Cliffs Prentice Hall Inc.

TECHNOLOGY AND DISABILITY

Course code: SED18R202

Credits: 04

Contact Hours: 60

Marks: 100

Introduction

Technology plays a vital role in development including teaching learning process. It is especially beneficial to children with hearing impairment to access information through different modalities which otherwise would have been inaccessible to them. Use of technology eases out the process of learning and makes it easier, enjoyable and meaningful. The said course is designed to provide the learners with knowledge of technology so that the same could be used effectively for children with hearing impairment.

Objectives

After completing the course the student-teachers will be able to

- *Enumerate various listening devices and describe ways of effective usage and maintenance.*
- *Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.*
- *Narrate the range of technological applications that can be used for facilitating communication and language.*
- *Explain the present and future technologies facilitating the education of children with hearing impairment.*
- *Identify different resources (financial & human) to obtain technology.*

Unit 1: Listening Devices and Classroom Acoustics

12 Hrs

- 1.1 Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog,

programmable, digital), Ling's six sound test and other outcome measures

1.2 Ear moulds: Types, Importance, Care & maintenance

1.3 Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management

1.4 Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme

1.5 Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Unit 2: Technology for Management for Speech **12 Hrs**

2.1 Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)

2.2 Use of computer based speech equipment for management of voice in children with hearing impairment

2.3 Use of computer based speech equipment for management of supra-segmental features of speech in children with hearing impairment

2.4 Basic infrastructure required for using computer based speech training aids/equipment

2.5 Tele Speech Therapy

Unit 3: Technology Facilitating Language & Communication **12 Hrs**

3.1 Low cost technology and its application in development of teaching learning material

3.2 Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps

3.3 Web based technology for using and training of ISL

3.4 Sign to text and Text to sign technology

3.5 Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

Unit 4: Technology Facilitating Education **12 Hrs**

4.1 Technology and its impact on education: Changing Trends in teaching & learning

4.2 Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self-learning packages, Multimedia)

4.3 Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning

4.4 ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning

4.5 Future technologies: Universal Design: Meaning & Scope

Unit 5: Resource Mobilisation for Technology **12 Hrs**

5.1 Agencies for Aids & Appliances: Government and non-government

5.2 Eligibility criteria for availing funding under Government schemes

- 5.3 Procedure for availing funding from different agents
- 5.4 Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome
- 5.5 Agencies/Strategies to locate required human resources for various services and referrals

Course work/ Practical/ / Field Engagement

1. Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
2. Prepare a list of agencies for procuring equipment and software for teaching speech
3. Make a story using web based content, pictures, images and video clips
4. Compile different educational apps
5. Compile a list of government and non-government funding agencies for aids & appliances.

Transaction & Evaluation

Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

Essential Readings

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Bess, F.H., & Humes, L.E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Kumar, K. L. (2009). Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers .Amazon Pub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr Publishers.
- Mathew, S.M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. New Delhi: RCI
- Moores, Donald, F (1997). Educating the deaf, Houghton Nifflin Compan
- Rapp, W.H. (YNK). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of

Deafness. Boston: Allyn and Bacon

- Stewart, D.A. & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. London : Allyn & Baccon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children’s Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). Your child’s Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.

Suggested Readings

- Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
- Sanders, D. A. (1993). *Management of hearing handicap: Infants to elderly* (3rd ed.).

PSYCHOSOCIAL AND FAMILY ISSUES

Course code: SED18R203

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

Family and environment play a crucial role in development and education of a child and the same is true in case of children with hearing impairment. As a learner in the field of special education one must not only understand and acknowledge the role of context in which the child is growing, but also try to tune it to facilitate easily accessible, age appropriate and fluent language. The course is expected to draw learner’s attention to these factors which are likely to impact education of children with hearing impairment and keep family as the core for success.

Objectives:

After completing the course the student-teachers will be able to

- *Explain psycho social development of early childhood.*
- *Explain psycho social development of and role of family.*
- *To understand the family needs and find self-ready to support families for empowering the child with disability.*
- *Ensure family involvement in educational programs.*
- *Ensure family Environment in family needs.*

Unit 1: Psychosocial Aspects and Disability

6 Hrs

- 1.1 Overview of psychosocial development and wellbeing and quality of life
- 1.2 Implications of hearing impairment on domains of psychosocial development
- 1.3 Role of family in psychosocial development of children with hearing impairment
- 1.4 Role of peers and community in psychosocial development of children with H.I
- 1.5 Challenges and issues in psychosocial development of children with hearing impairment

Unit 2: Family Environment **6 Hrs**

- 2.1 Identifying Family Needs
- 2.2 Role of family in decision making
- 2.3 Role of family in skill transfer and referral
- 2.4 Encouraging families acceptance of child's impairment
- 2.5 Creating passive environment in the family

Unit 3: Family Needs **6 Hrs**

- 3.1 Building parents confidence for making informed choices (communication options, option for listening devices, school placement).
- 3.2 Advocacy
- 3.3 Supporting family in raising children with hearing impairment
- 3.4 Facilitating availing of concessions, facilities and scholarship & other benefits
- 3.5 Encouraging family participation in self-help groups and family support networking

Unit 4: Family Empowerment **6 Hrs**

- 4.1 Encouraging family centered practices
- 4.2 Parent self-efficacy belief
- 4.3 Family involvement in child's learning and parenting
- 4.4 Encouraging family acceptance of listening devices and ensuring its
- 4.5 Supporting family in fostering and developing communication and language

Unit 5: Role of family in education and recreational activities **6 Hrs**

- 5.1 Involving family in fostering and developing play, recreation and values
- 5.2 Encouraging family involvement in educational programme
- 5.3 Family participation in community based rehabilitation programme
- 5.4 Supportive activities by the parents
- 5.5 Attitudinal changes among the family

Engagement/ Practical's

- Compile five activities that could be undertaken to foster parents acceptance of their child's impairment
- Select a tool to measure parent's self-efficacy and administer it on three parents and submit with brief reflections.
- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

Transaction & Evaluation

Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

Essential Reading:

- Dunst.C, Trivette.C & Deal.A (1996). *Enabling & empowering families. Principles & guidelines for practice.* Cambridge, MA : Brookline Books.
- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University,

Psychological perspectives of deafness

- Scheetz, N.A.(2000). *Orientation to Deafness*. Boston, MA: Allyn and Bacon.
- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000), *The deaf child in the family and school*, laurance Erlbaum

Suggested Reading:

- Beazley Sarah & Moore Michele, *Deaf children their families and professionals dismantling barriers*, david Fultron publishers (2005)
- Brown Ivan and ray Brown (2000), *Quality of life and disability*
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). *Teaching the teachers:Preparing educators to engage families for student achievement*. Cambridge, MA:Harvard Family Research Project.
- Corter Mairian (1966) *deaf transactions:Deaf families, deaf communities and deaf identities*, Jessica Kingsley publishers
- Ed Par Ila, *Cultural diversity and the deaf experiences* (1966), Cambridge university press, USA
- Marscark m and Clark M.D. , *Psychological perspectives on deafness Vol I & II*,1998

READING AND REFLECTING ON TEXTS

Course code: SED18R204

Credits: 02

Contact Hours: 30

Marks: 50

Introduction

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

Objectives:

After completing the course student-teachers will be able to

- *Reflect upon current level of literacy skills of the self.*
- *Show interest and begin working upon basic skills required to be active readers in control of own comprehension.*
- *Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.*
- *Prepare self to facilitate good reading writing in students across the ages.*
- *Find reading writing as learning and recreational tools rather than a course task.*

Unit 1: Reflections on Literacy

6 Hrs

- 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 Hrs**

- 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 Hrs**

- 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 Hrs**

- 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 Hrs**

- 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 focusing 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 Jersey
- 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 Jersey
- 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

DRAMA AND ART IN EDUCATION

Course code: SED18R205

Credits: 02

Contact Hours: 30

Marks: 50

Introduction:

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students.

For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

Objectives

After completing the course student-teachers will be able to

- *Exhibit Basic understanding in art appreciation.*
- *Exhibit Basic understanding in art expression and art education*
- *Plan and implement facilitating strategies for students with and without special needs.*
- *Discuss the adaptive strategies of artistic expression.*

- *Discuss how art can enhance learning.*

Unit 1: Introduction to art Education **6 Hrs**

- 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 Hrs**

- 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 Hrs**

- 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 Hrs**

- 4.1 Range of art activities in visual arts
- 4.2 Experiencing, 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
- 4.5 Enhancing learning through visual art for children with and without special needs: Strategies and adaptations

Unit 5: Media and Electronic Arts **6 Hrs**

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

Suggested Readings

- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents inteaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *ArtEducation*, 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.

MAIN DISABILITY SPECIAL SCHOOL

Course code: SED18R281

Credits: 02

Contact Hours: 60

Marks: 100

| Sl. No. | Tasks | Educational settings | Specific activities | Hrs. | Marks | Submissions |
|---------|-------------------------------------|---|---|------|-------|---|
| 1 | Teacher assistant | Special school for children with Hearing Impairment | Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times, | 05 | 15 | Journal of daily reflections and learning |
| 2 | Practicing functioning as a teacher | | Undertaking continuous whole day teaching using daily diary system for planning and recording. | 05 | 20 | Daily diary |

| | | | | | | |
|---|---------------------------------------|-----------------------------|--|----|----|------------------------------------|
| 3 | Understanding school examination | | Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions. | 10 | 10 | Portfolio of assessment activities |
| 4 | Understanding beyond classrooms | | Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical checkups – any 3 | 10 | 10 | * |
| 5 | Development of (TLM), Worksheet | | Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class | 10 | 10 | TLM |
| 6 | Document study | | Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school | 05 | 10 | * |
| 7 | Use of internet and modern technology | Special school for children | Using technology for classroom teaching, art education, record keeping, communication, | 05 | 10 | * |

| | | | | | | |
|--------------|--|-------------------------|---|-----------|------------|------------------------|
| | for improving the class processes | with Hearing Impairment | downloading power points, AVs for concept development involving students | | | |
| 8 | Compilations of language teaching material news, conversation, stories and unseen pictures | | Compiling language material news, conversations, stories and unseen pictures, Directed activities | 05 | 5 | Journal of compilation |
| 9 | Program end presentation | | Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher | 05 | 10 | |
| TOTAL | | | | 60 | 100 | |

Disability Specialization -II

Course code: SED18R282

Credits: 01

Hours: 30

Marks: 50

| Sl. No. | Tasks | Educational settings | Specific activities | Hrs | Marks | Submissions |
|---------|---------------------|----------------------|--|-----|-------|-------------|
| 1 | Aural intervention | Institute / Clinic | <ul style="list-style-type: none"> - Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) A. Linking Ling's 6 Sound test B. Selecting modality of training (Auditory, Speech reading, combination) C. Selecting method of Communication (Oral vs Manual) | 5 | 5 | |
| 2 | Speech intervention | Clinic | <ul style="list-style-type: none"> - Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Supra segmental aspects of speech (2 children) | 5 | 5 | |

| | | | | | | |
|---|--|---|---|----|----|--|
| 3 | Learning and practicing ISL | Institute / school / ISL center | To learn and practice Basic vocabulary, Common phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer) | 5 | 5 | |
| 4 | Classroom observation of teaching | Special school for children with hearing impairment | Preschool - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular | | | |
| | | | Primary - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular | 10 | 30 | |
| 5 | Lesson planning | Institute | Supervised activity by college faculty with specific feedback | | | |
| 6 | Delivering Lessons | Special school | 20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2) | | | |
| 7 | Individualised lessons (Part- I) | | 5 lessons on 1 student | | | |
| 8 | Delivering lessons | Inclusive school | 4 lessons of school periods indicating appropriate curricular adaptations | 2 | 2 | |
| 9 | Visit to other than practice teaching school | Special school | Observing infrastructure and curricular transaction | 3 | 3 | |

TOTAL**30****50****SED18R283 - Foundation in Indian Sign language (ISL) - III****Credits: 02****Hours: 60****Marks: 100**

| S. No | Tasks for the Student-teachers | Disability Focus | Edu. Setting | Specific Activities | | Hrs | Marks |
|--------------|---|------------------|--------------|--|--|-----------|------------|
| 1. | Foundation in Indian Sign language (ISL) Learning and practical ISL – 3 | Major Disability | Institute | Numbers | 1. Measures 2. Talking about Money 3. Animals | 20 | 40 |
| | | | | Use of space, perspective, and role-play | 1. Body & Health 2. Deafness and Disability 3. Abstract concepts | 20 | 40 |
| | | | | Relations in actions | 1. Verbs 2. Expressing movement 3. Talking about language | 20 | 20 |
| Total | | | | | | 60 | 100 |

SEMESTER-WISE STRUCTURE**SEMESTER – IV**

| S. No | Course | Course title | Credits | Hours | Weightage / Marks | | Total Marks |
|---------------------|-----------|---|----------|-----------|-------------------|-----------|-------------|
| | | | | | internal | external | |
| 1 | SED18R206 | Basic Research & Basic Statistic (EPC) | 2 | 30 | 25 | 25 | 50 |
| 2 | SED18Rxxx | Skill based Optional Course -I (Cross disability and inclusion) | 2 | 30 | 25 | 25 | 50 |
| 3 | SED18Rxxx | Skill based Optional Course -II (specialization disability) | 2 | 30 | 25 | 25 | 50 |
| Theory Total | | | 6 | 90 | 75 | 75 | 150 |
| 4 | SED18R284 | Cross Disability and Inclusion - II | 2 | 60 | 50 | 50 | 100 |
| 5 | SED18R285 | Other disability special school | 2 | 60 | 50 | 50 | 100 |
| 6 | SED18R286 | Inclusive school | 2 | 60 | 50 | 50 | 100 |
| 7. | SED18R287 | Foundation in ISL - IV | 2 | 60 | 50 | 50 | 100 |

| | | | | | |
|-------------------------------------|-----------|------------|------------|------------|------------|
| Practical Total | 8 | 240 | 200 | 200 | 400 |
| Total (Theory + Practical) | 14 | 330 | 275 | 275 | 550 |

Engagement with field as part of course as indicated below:

| S.No | Task for the Student-teachers | Course | Place |
|-------------|--------------------------------------|---------------|--------------------|
| 1. | Assignment / Project / Presentation | SED18R206 | Institute |
| 2. | Assignment / Project / Presentation | SED18R XXX | Institute / school |
| 3. | Assignment / Project / Presentation | SED18R XXX | Institute / school |

BASIC RESEARCH AND STATISTICS

Course code: SED18R206

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

After completing the course student-teachers will be able to

- *Describe the concept and relevance of research in education.*
- *Describe the concept and relevance of special education.*
- *Develop an understanding of the research process.*
- *Develop an acquire competencies for conducting a research.*
- *Apply suitable measures for data organization and analysis.*

Unit 1: Introduction to Research

6 Hrs

- 1.1 Scientific Method
- 1.2 Research: Concept and aims
- 1.3 Research: Definition & characteristics
- 1.4 Purpose of Research
- 1.5 Steps of research

Unit 2: Educational Research

6 Hrs

- 2.1 Educational Research- concepts
- 2.2 Application of Scientific Method in Research

- 2.3 Areas of educational research
- 2.4 Research in Education and Special Education
- 2.5 Ethics of research.

Unit 3: Types of research & Process of Research **6 Hrs**

- 3.1 Basic/Fundamental
- 3.1 Applied
- 3.2 Action
- 4 3.4 Action Research in Teaching Learning Environment
- 3.5 Professional Competencies for Research

Unit 4: Tools, procedure and methods **6 Hrs**

- 4.1 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 4.2 Selection of Problem
- 4.3 Formulation of Hypothesis
- 4.4 Collection of Data
- 4.5 Analysis of Data & Conclusion

Unit 5: Measurement and Analysis of Data **6 Hrs**

- 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, Thiruvananthapuram.

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,.

GUIDANCE & COUNSELLING

Course Code: SED18R207

Credits: 02

Contact Hours: 30

Marks: 50

Objectives

After completing this course the student-teachers will be able to

- *Apply the skills of guidance in classroom situations.*
- *Apply the skills of counseling in classroom situations.*
- *Describe the process of development of self-image.*
- *Describe the process of development of self-esteem.*
- *Appreciate the types and issues of counselling and guidance in inclusive settings.*

Unit 1: Introduction to Guidance and Counseling

6 Hrs

- 1.1 Guidance and Counseling: Definition
- 1.2 Aims of Guidance and Counselling
- 1.3 Purpose of Guidance and counseling
- 1.4 Scope of Guidance and counseling
- 1.5 Areas of Guidance and Counselling

Unit 2: role of Guidance and Counseling in education.

- 2.1 Skills and Competencies of a Counsellor

- 2.2 Role of Teacher in Guiding for Students with Special Needs
- 2.3 Role of Teacher in Counseling for Students with Special Needs
- 2.3 Need of counseling for CWSN
- 2.4 Core Conditions in Counselling

Unit 3: Enhancing Self Image and Self Esteem

6 Hrs

- 3.1 Concept of Self as Human
- 3.2 Understanding of Feelings and Changes
- 3.3 Growth to Autonomy
- 3.4 Personality Development
- 3.5 Role of Teacher in Developing Self-Esteem in Children

Unit 4: Guidance and Counseling in Inclusive Education

6 Hrs

- 4.1 Current Status with reference to Indian School
- 4.2 Types of Counselling: Child-Centred, Supportive, Family
- 4.3 Guidance in Formal and Informal Situations: Within and Outside Classroom,
- 4.4 Vocational Guidance
- 4.5 Skills of vocational counsellor.

Unit 5: group guidance

6 Hrs

- 5.1 Group Guidance: importance.
- 5.2 Principles of group guidance.
- 5.3 Group Leadership Styles and Group Processes
- 5.4 Challenges in Group Guidance
- 5.5 Procedure in Group counseling.

Practicum/ Field engagement

- I. Counselling and report writing on a selected case
- II. Simulation of a parent counselling session
- III. Report of critical observation of a given counselling session

Transaction

The transaction for this course should be done with a perspective to enhance in the student-teachers the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting.

Essential Readings

- Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
- Shah, A. (2008). Basics in gGuidance and Counselling. Global Vision Publishing House.

- Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. Soujanya Books, New Delhi.

Suggested Readings

- Kapunan, R.R. (2004). *Fundamentals of Guidance and Counselling*. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). *Educational and Vocational Guidance and Counselling*. Soujanya Books, New Delhi.

COMMUNICATION OPTIONS: MANUAL **(INDIAN SIGN LANGUAGE)**

Course Code: SED18R213

Credits: 02

Contact Hours: 30

Marks: 50

Introduction:

Communication, language and speech have always been at the centre stage when education of children with deafness is being discussed. Without going into much of judgmental discussions in the direction of ‘either – or’ options to be the ‘best’, this syllabus intends to expose the student-teachers to all the dominant options. However, over and above the said exposure offered through compulsory courses, this optional course offers the student-teachers an additional opportunity to sharpen the skills in one of the categories of options. This is expected to emphasize use of appropriate options rather than advocating one among the many. Moreover, learning this optional course is also expected to provide wider Career Choices for the Student Teachers.

Objectives:

After learning this course the student-teachers will be able to

- *Discuss the two manual options with reference to Indian special schools.*
- *Discuss the relevant issues like literacy, inclusion and training with reference to manual options.*

- Describe manual options in the light of issues like language, culture and identity.
- Exhibit beginner level hands on skills in using manual options.
- Motivate self to learn and practice more skills leading to linguistic adequacy and fluency.

Unit 1: Understanding Deafness in Real Life Context 6 Hrs

- 1.1 Basic Awareness of Paradigms of D/Deafness (Medical and Social)
- 1.2 Basic Awareness of Deafness and Communicative Challenges / Concerns
- 1.3 Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
- 1.4 Basic Awareness of Difference between ISL and ISS; Myths and Facts
- 1.5 Importance of Neural Plasticity and Early Language Opportunities

Unit 2: Advance Understanding of Manual Options and Indian Scenario 6 Hrs

- 2.1 Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
- 2.2 Challenges, Prerequisites and Fulfilling Prerequisites
- 2.3 Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
- 2.4 Training and Guidance for Families and Tuning Home Environment: Current Scenario And Strategies
- 2.5 Tuning Mainstream Schools/Classrooms for Students Using Manual Communication: Do's and Don'ts

Unit 3: ISL Skill Development: Middle Order Receptive and Expressive Skills 6 Hrs

- 3.1 Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
- 3.2 Practicing Natural Signing in Short Common Conversations
- 3.3 Practicing Natural Signing in Stories/Poems/Narrations/Jokes
- 3.4 Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
- 3.5 Practicing Group Dynamics

Unit 4: ISL Skill Development: Towards Higher Order Receptive and Expressive Skills (6)

- 4.1 Learning to Express Gender, Number, Person, Tense, Aspect
- 4.2 Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
- 4.3 Practicing Sentence Types: Simple, Complex, Compound
- 4.4 Observing Using ISL in Classrooms – Social Science
- 4.5 Observing Using ISL in Classrooms – Science / Mathematics

Unit 5: ISS/ ISL Skill Development and Course Conclusions 6 Hrs

- 5.1 Practicing Markers (Local Language)
- 5.2 Practicing Syntax in Conversations and Discussions
- 5.3 Observing Using ISS/ISL in Classrooms for School Subjects
- 5.4 Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)
- 5.5 Reflections on the Course: From Theory to Practice to Initiating Change

Course Work/ Practical/ Field Engagement

- I. Watching Videos of Individual Sessions and Classroom Teaching of Signing
- II. Role Play and Dramatization in ISL
- III. Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
- IV. Recording Self Narrated Stories/ Poems and Writing Reflections V.
Interacting with Deaf for Practicing Expansion of Ideas

Essential Readings

- *Communication Options and Students with Deafness*. (2010). Rehabilitation Council of India, New Delhi.
- Heller, R. (1999). *Managing Change*. DK Publishing: New York.
- ISS Learning Material and Dictionaries
- Paul, P. V. (2009). *Language and Deafness*. Jones And Bartlett: Boston.
- *Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum*
- Zeshan, U. (2000). *Sign Language in Indo-Pakistan*. John Benjamins Pub. Co, Philadelphia.

Suggested Readings

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46-51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- *Directory of Rehabilitation Resources for Persons with Hearing Impairment in India*. (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). *Total Communication, Structure and Strategy*. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M.(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.
- Ghate, P. (1996). *Indian Sign System*. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). *Survey of Teachers' Opinion on Status of Education of the Deaf*. Unpublished Report of RCI, New Delhi.

- Heller, Robert (1999). *Effective Leadership*. Dk Publishing: New York.
- Huddar, A. (2008). *Language and Communication*. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. *American Annals of the Deaf*, 139, 378-386.
- Indian Sign Language Dictionary .(2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. *American Annals of the Deaf*, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) *Teaching Students with Special Needs in General Education Classrooms*. Prentice Hall Inc. New Jersey.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). *An Introduction to Indian Sign Language: Focus on Delhi*. All India Federation of the Deaf, New Delhi.
- Websites for Signed Dictionaries.
- Woodward, J. (1993). "The Relationship of Sign Language Varieties in India, Pakistan and Nepal". *Sign Language Studies* (78), 15–22.

CROSS DISABILITY AND INCLUSION – II

Course code: SED18R284

Credits: 02

Hours: 60 Hrs

Marks: 100

| S.No | Tasks | Educational settings | Specific activities | Hrs. | Marks | Submission |
|------|---------------------------------------|----------------------|---|------|-------|--------------------------|
| 1. | Infrastructure of an Inclusive school | Inclusive school | Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive school | 15 | 30 | Report with reflect-ions |
| 2. | Classroom teaching observations | | Observing 10 lessons (5 language + 5 subjects) and writing report | 15 | 30 | |
| 3. | Assisting Teacher | | Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice sessions recapitulation, and Break times | 10 | 20 | |

| | | | | | | |
|--------------|--------------|--|--|----|-----|--|
| 4. | IEP Part -II | | | 20 | 20 | |
| TOTAL | | | | 60 | 100 | |

Note: Practical timing shall be included in time table (minimum of four week)

Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

Other Disability Special School

(Any Special school)

Course code: SED18R285

Credits: 02

Hours: 60 Hrs

Marks: 100

| Sl. No. | Tasks | Educational settings | Specific activities | Hrs | Marks | Submissions |
|---------|-------------------|------------------------------------|--|-----|-------|---|
| 1 | Teacher assistant | Special school of other disability | Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writing diaries & Assisting in school celebrations | 20 | 40 | Journal of daily reflections and learning |
| 2 | Document study | | Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats for pre-school | 20 | 30 | Journal |
| 3 | Use of | | Using technology for classroom | 20 | 30 | Journal |

| | | | | |
|--|--|----|-----|--|
| internet and modern technology for improving the class processes | teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students | | | |
| TOTAL | | 60 | 100 | |

It may be noted:

1. *Observations and Lessons should be on Primary and Secondary level of classes in all three areas, i.e., Disability Specialization, Other disability and in Special and Inclusive Settings.*
2. *Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.*
3. *Practical in Other disability should be for other than disability specialization.*
4. *Practical in Inclusive settings should be preferably with various disabilities.*

Inclusive School

Course code: SED18R286

Credits: 02

Hours: 60 Hrs

Marks: 100

| Sl. No. | Tasks | Educational settings | Specific activities | Hrs | Marks | Submissions |
|---------|---|----------------------|--|-----|-------|-------------------------|
| 1 | Understanding the children in the classroom | Inclusive School | Studying the background of children in the allotted class | 10 | 5 | Report with reflections |
| 2 | Understanding the plans | | Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report | 10 | 5 | |
| 3 | Teaching support | | Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilization, Preparing TLM & Planning celebrations | 20 | 50 | |

| | | | | | | |
|--------------|--------------------|--|---|-----------|------------|--|
| 4 | Remedial support | | Teaching special children for specialised support for achieving the content mastery - 2 students | 10 | 30 | |
| 5 | Student evaluation | | Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting | 10 | 10 | |
| TOTAL | | | | 60 | 100 | |

Foundation in Indian Sign language (ISL) - IV

Course code: SED18R287

Credits: 02

Hours: 60

Marks: 100

| S. No | Tasks for the Student-teachers | Disability Focus | Education Setting | Specific Activities | Hrs | Marks | |
|-------|---|------------------|-------------------|----------------------------|---|-------|----|
| 1. | Foundation in Indian Sign language (ISL) Learning and practical ISL - 4 | Major Disability | Institute | 1. Possession | 1. Geometrical Shapes 2. Talking about The workplace 3. Environment (earth and sky) | 30 | 50 |
| | | | | 1. Interpreting - Category | 1. One-on-one Interpreting. 2. Consecutive Interpreting 3. Informal Settings | 30 | 50 |
| Total | | | | | 60 | 100 | |
