<h1 style="text-align:center">Human Growth and Development</h1>

Semester I   **Hours of instruction/week: 3(T)+1(P)**
21BDSC01   **No. of credits: 4**

Course Objectives
To enable the student teacher to:
1. explain the process of development with special focus on infancy, childhood and adolescence
2. critically analyze developmental variations among children
3. comprehend adolescence as a period of transition and threshold of adulthood
4. analyze different factors influencing child development

Unit 1 Approaches to Human Development
Human development as a discipline from infancy to adulthood. Concepts and Principles of development. Developing Human- Stages (Prenatal development, Infancy, Childhood,Adolescence, Adulthood). Nature vs Nurture. Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language and Communication, Social relationship)

9

Unit 2 Theoretical Approaches to Development
Cognitive & Social- Cognitive theories (Piaget, Vygotsky, Bruner, Bandura). Psychosocial theory (Erikson). Psychoanalytic Theory (Freud). Ecological Theory (Bronfrenbrenner). Holistic Theory of Development (Steiner).

9

Unit 3 The Early Years (Birth to Eight Years)
Prenatal development - Conception, stages and influences on prenatal development. Birth and Neonatal development - Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development. Milestones and variations in Development. Environmental factors influencing early childhood development. Role of play in enhancing development.

9

Unit 4 Middle Childhood to Adolescence (From nine years to eighteen years)
Emerging capabilities across domains of physical and social emotional. Emerging capabilities across domains related to cognition - metacognition,creativity, ethics. Issues related to puberty. Gender and development. Influence of the environment (social, cultural, political) on the growing child.

9

Unit 5 Transitions into Adulthood
Psychological well-being. Formation of identity and self-concept. Emerging roles and responsibilities. Life Skills and independent living. Career Choices .

9

Practicum:

1. Observe children in various settings and identify milestones achieved
2. Seminar on human development
3. Writing Journal for reflection and case study
4. Experiments in psychology - Depth Perception, Motor Stability of Hand, Transfer of learning, Minnesota Rate of Manipulation, Span of Attention, Bhatia's Battery of Performance Test.

15

Total Hours: 45(T)+15(P)

Text Books:

1. Kanhai, Prachi Ed., (2001)   Child Development and Disability : Causes, Consequences and Assessment Commonwealth Publishers
2. Lothian, Shelley F.(1989) Attitudinal Change Among Volunteers Involved in an Event for the Developmentally Handicapped   University Of Western Ontario
3. Rekha Sharma (2016) Autism and Developmental Disabilities : Current Practices and Issues Sonali Publications
4. Thambriajah, M S (2016)   Essentials of Learning Disabilities and Other Developmental Disorders Sage Publications
5. Webster, Alec (1986) Deafness, Development and Literacy Methuen And Co. Ltd

References:

1. Berk, L. E. (2000). *Human Development.* New York : Tata Mc.Graw Hill Company.
2. Brisbane, E. H. (2004). *The Developing Child.* USA: Mc.Graw Hill.
3. Charlesworth, R. (2013). *Understanding child development*. San Francisco: Cengage Learning.
4. Cobb, N. J. (2001). *The Child Infants, Children and Adolescents.* California: Mayfield Publishing Company
5. Cohen, L. E., & Waite-Stupiansky, S. (Eds.). (2017). *Theories of Early Childhood Education: Developmental, Behaviorist, and Critical*. London:Taylor & Francis.
6. Hurlock, E. B. (2005). *Child Growth and Development.* New York: Tata Mc.Graw Hill Publishing company.
7. Hurlock, E. B. (2006). *Developmental Psychology - A Life Span Approach.* New Delhi: Tata Mc.Graw Hill Publishing company.
8. Kail, R. V. & Cavanaugh, J. C. (2016). *Essentials of human development: A life-span view*. San Francisco: Cengage Learning.
9. Mittal, S. (2006). *Child development- Experimental Psychology.* Delhi: Isha Books.
10. Nisha, M. (2006). *Introduction to Child Development.* Delhi: Isha books.
11. Papalia, D. E. & Olds, S. W. (2005). *Human development.* New York: Tata Mc.Graw Hill Publishing company.
12. Pulkkinen, L. (2017). *Human development from middle childhood to middle adulthood: Growing up to be middle-aged*. London: Psychology Press.
13. Santrock, J. W. (2006). *Child Development.* New York: Tata Mc.Graw Hill Publishing Company.
14. Santrock, J. W. (2007). *Adolescence*. New Delhi: Tata Mc.Graw Hill Publishing Company.

Web Links:
1. https://study.com/academy/topic/theoretical-approaches-to-human-growth-and-development.html
2. http://education.stateuniversity.com/pages/1826/Child-Development-Stages-Growth.html
3. https://prezi.com/2vy-ujytf8m3/human-development-meaning-concepts-and-approaches/

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. track the development of the children and find the discrepancy in the milestones, apply the theories to foster the growth and development
2. ensure all round development of the children by providing stimulating environment by knowing the various factors influencing the growth and development of the children and sway them towards betterment of the children
3. train the children on life long learning and independent living skills
4. apply the theories of human development to suit the individual needs of the children
5. transition of childhood to adulthood and support families.

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H	L			H							H		
CLO 2	H			M	L	L	H				M			H
CLO 3		H	M		M				H			H		
CLO 4		M					M	L					L	M
CLO 5				L		M						H		

Introduction to Sensory Disabilities

Semester I **Hours of instruction/week: 2**
21BDSC02 **No. of credits: 2**

Course Objectives

To enable the student teacher to:

1. identify the different types of sensory impairments and its prevalence & describe the process of hearing & implications of various types of hearing loss
2. explain the issues & ways to address challenges in educating students with hearing loss
3. describe nature, characteristics & assessment of students with low vision & visual impairment
4. suggest educational placement and curricular strategies for students with low vision & visual impairment
5. explicate the impact of deaf-blindness & practices for functional development

Unit 1 Hearing Impairment - Nature and Classification

Types of sensory impairments - Single (Hearing Impairment & Visual Impairment) and Dual sensory impairment (Deaf-blindness). Importance of hearing . Process of hearing and its impediment leading to different types of hearing loss. Definition of hearing loss, demographics & associated terminologies - deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped. Challenges arising due to congenital and acquired hearing loss

4

Unit 2 Impact of Hearing Loss

Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication. Language and communication issues attributable to hearing loss and need for earlyIntervention. Communication options, preferences & facilitators of individuals with hearing loss. Issues and measures in literacy development and scholastic achievement of students with hearing loss. Restoring techniques using human (interpreter) & technological support (hearing devices)

6

Unit 3 Visual Impairment-Nature and Assessment

Process of Seeing and Common Eye Disorders in India. Blindness and Low Vision--Definition and Classification. Demographic Information--NSSO and Census 2011. Importance of Early Identification and Intervention. Functional Assessment Procedures

4

Unit 4 Educational Implications of Visual Impairment

Effects of Blindness--Primary and Secondary. Selective Educational Placement. . Teaching Principles. Expanded Core Curriculum--Concept and Areas. Commonly Used Low Cost and Advanced Assistive Devices.

6

Unit 5 Deaf-blindness

Definition, causes, classification, prevalence and characteristics of deaf-blindness. Effects and implications of deaf-blindness on activities of daily living & education.

10

Screening, Assessment, Identification & interventional strategies of deaf-blindness. Fostering early communication development - Methods, assistive devices and practicesincluding AAC. Addressing orientation, mobility & educational needs of students with deaf-blindness

Total Hours: 30

Text Books::

1. Farrell, Michael. (2014). *Educating Special Children : An Introduction to Provision for Pupils with Disabilities and Disorders*. Routledge. England , UK
2. Mangold, Sally S. (1982).*Teacher1s Guide to the Special Educational Needs of Blind and Visually Handicapped Children*. American Foundation For The Blind.
3. Mukhopadhyay, Sudesh. (1989). *Source Book for Teaching of Visually Impaired*. National Council of Educational Research and Training.
4. Rekha Sharma. (2016).*Autism and Developmental Disabilities : Current Practices and Issues*. Sonali Publications
5. Singh, J. P. (2007).*Technology for the Blind: Concept and Context*. Kanishka Publishers, New Delhi

References:

1. Eggermont, J. J. (2017). *Hearing Loss: Causes, Prevention, and Treatment*. Cambridge: Academic Press.
2. Hardman, M. L., Drew, C. J., & Egan, M. W. (2017). *Human Exceptionality: School, community, and family*. Canada: Nelson Education.
3. Hatton, D. (2014). *Current issues in the education of students with visual impairments* (Vol. 46). Cambridge: Academic Press.
4. Holbrook, C. M. & Koenig, A. J. (2000). *Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2nd ed).* New York : AFB Press
5. Lynas, W. (2000). *Communication options. In J. Stokes (Ed), Hearing Impaired Infants - Support in the first eighteen months.* London: Whurr Publishers Ltd.
6. Mani, M.N.G. (2001). *Reading Preference Test (REPT) for Children with Low Vision.* Coimbatore - International Human Resource Development Centre for the Disabled.
7. Mansfield, J. (2017). *Effective Communication with People who Have Hearing Difficulties: Group Training Sessions*. London: Routledge.
8. Martin, F. N. & Clark, J.G. (2012). *Introduction to Audiology. 11th ed.* Boston: Pearson Education.
9. Naomi, G. V. (2017). *Low Vision: Assessment and Educational Needs: A Guide to Teachers and Parents*. Gurgaon: Partridge Publishing.
10. National Institute for the Visually Handicapped. (2015). *Information Booklet on Visual Impairment in India.* Dehradun: Government of India.
11. Nerbonne, M. A. & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation. 6th ed.*Boston: Pearson Education.
12. Northern, J. L. & Downs, M. P. (2002). *Hearing in Children. (5th Ed.)* Philadelphia: Williams & Wilkins

13. Sataloff, R. T. & Sataloff, J. (2005). *Hearing Loss. (4th Ed.)*. London: Taylor & Francis.
14. Vijayan, P.& Naomi,V. G. (2005). *Handbook: Education of Visually Impaired Children with Additional Disabilities.* New Delhi: Rehabilitation Council of India.
15. Vijayan, P.& Vaijayanthi. R. (2002). *Handbook : Visual Impairment - Awareness cum Training Packages in Disability.* New Delhi: Indira Gandhi National Open University.

Web Links:
1. http://www.rehabcouncil.nic.in/writereaddata/hi.pdf
2. https://www.sciencedirect.com/topics/medicine-and-dentistry/vision-assessment
3. http://www.rehabcouncil.nic.in/writereaddata/deafblind.pdf

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. diagnose the sensory impairments and its impact on development of the children.
2. exhibit competency in the intervention strategies to meet the individual needs.
3. carry out functional assessment for VI/HI and foster the effective use of residual vision/hearing
4. foster communication skills using necessary gadgets and train VI/HI/Deafblind children on mobility skills
5. work upon functional academic skills of the sensory impaired

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H									L	H	L	M	
CLO 2	M		M	H	M			M						
CLO 3					H	H	L		H				M	
CLO 4		L		L		M			L	M	H			M
CLO 5	L		H										H	

6

Semester I   **Hours of instruction/week: 2**

21BDSC03   **No. of credits: 2**

Course Objectives

To enable the student teacher to:

1. discuss the characteristics and types of learning disability
2. describe thetools, areas of assessment and apply intervention strategies to enhance learning
3. explain the characteristics and types of Intellectual disability
4. describe thetools, areas of assessment and prepare and apply intervention strategies for independent living
5. explain the characteristics and types of Autism Spectrum Disorder
6. describe the tools, areas of assessment and apply intervention strategies

Unit 1 Learning Disability - Nature and Needs

Concept and definition. Types and characteristics. Associated conditions. Contributions of Orton-Gillingham, Myklebust, Kephart, Fernald, Cruickshank, Kirk, Kim Reid and Resko. Services for Children with Learning Disability - National and International scenario   6

Unit 2 Learning Disability - Intervention

Strategies for reading, writing and math. Curricular adaptation. Individualized Education Plan(IEP). Transition Education. Life long education.   6

Unit 3 Intellectual Disability - Nature and Needs

Concept and definition. Types and characteristics. Associated conditions. Services for Persons with Intellectual Disability - National and International Scenario. Tools and Areas of assessment.   6

Unit 4 Intervention Strategies for Children with Intellectual Disability

Strategies for functional academics and social skills. Assistive devices, Adaptations. Individualized Education Plan. Life skill education. Vocational training and independent living.   6

Unit 5 Autism Spectrum Disorder - Nature, Needs and Intervention

Definition, types and characteristics. Tools and areas of assessment. Instructional approaches. Teaching methods. Vocational training and career opportunities.   6

                                             Total Hours: **30**

Text Books:

1. Chadha, Anupriya. (2008). *A Guide to Educating Childern with Learning Disabilities.* Vikas Publication.

2. Farrell,Michael. (2014). Educating Special Children : An Introduction to Provision for Pupils with Disabilities and Disorders. London: Routledge.

3. Lokanadha Reddy, G. (2004).*Mental Retardation : Education and Rehabilitation Services.* Discovery Publishing House.

4. Rekha Sharma. (2016).*Autism and Developmental Disabilities : Current Practices and Issues.*Sonali Publications.

5. Thambriajah, M. S. (2016). *Essentials of Learning Disabilities and Other Developmental Disorders*. Sage Publications.

References:

1. Accardo,P.J., Magnusen,C. and Capute, A.J. (2000). *Autism: Clinical and Research Issues.* Baltimore: York Press.

2. Ashok. C. A, (2006). *Principles of Management on Employment of Persons with Mental Retardation.* New Delhi: Kanishka Publishers.

3. Boucher, J. M. (2017). *Autism Spectrum Disorder: Characteristics, Causes and Practical Issues*. California: SAGE.

4. Foreman, P. (2009). *Education of students with an intellectual disability: Research and practice*. Charlotte, NC: IAP.

5. Fox, A.M. (2003). *Neuro-Developmental Disorders*. New Delhi: National Trust.

6. Gargiulo, R. M., & Bouck, E. C. (Eds.). (2017). *Instructional Strategies for Students With Mild, Moderate, and Severe Intellectual Disability*. California: SAGE Publications.

7. Howlin, P. and Cohen, S.B. (2000). *Teaching Children with Autism to Mind Read*. England : Wiley.

8. Myreddi, V. & Narayan, J. (2000). *Functional Academics for Students with Mental Retardation*. Secunderabad.: NIMH.

9. Nakra, O. (2002). *Children with Learning Difficulties.* New Delhi: Allied Publishers Limited.

10. Raj, F. (2010). *Breaking Through - A Hand Book for parents and teachers of children with specific learning disabilities.* Secunderabad: Vifa Publications.

11. Reddy, G. L. & Ramar, R. (2000). *Education of children with special needs.* New Delhi: Discovery Pub.

12. Siegel, L. M. (2017). *The complete IEP guide: How to advocate for your special ed child*. California: Nolo.

13. Simpson, R. L. & Myles, B. S. (2008). *Educating children and youth with autism: strategies for effective practice. (2nd edition)*. Texas: Pro Ed.

14. Smith, D.D. (2003). *Introduction to Special Education Teaching in an Age of opportunity.* Boston: Allyn & Bacon.

15. Westwood, P. (2017). *Learning Disorders: A Response-to-intervention Perspective*. London:Taylor & Francis.

Web Links:

1. https://en.wikipedia.org/wiki/Learning_disability

2. https://www.education.com/reference/article/characteristics-learning-disabilities/

3. http://www.apa.org/pi/disability/resources/publications/newsletter/2016/09/intellectual-disability-support.aspx

4. https://www.helpguide.org/articles/autism-learning-disabilities/autism-spectrum-disorders.htm

Course Learning Outcomes:

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

1. describe the nature and needs of the children with Neuro Development Disabilities
2. select appropriate intervention for the children with Neuro Developmental Disabilities looking at the individual strengths and weaknesses
3. apply the appropriate strategies for functional academics
4. improve the social skills of the children through appropriate stimulations for the children with Neuro Developmental Disabilities
5. refer/guide the children with Neuro Developmental Disabilities on suitable vocational training and career opportunities

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H				M				M			H		
CLO 2			H				M					M		H
CLO 3	L			M	H	L		H		L	L		L	
CLO 4		H					L					H		
CLO 5	M					H			H					H

Introduction to Locomotor and Multiple Disabilities

Semester I   **Hours of instruction/week: 2**
21BDSC04   **No. of credits: 2**

Course Objectives
To enable the student teacher to:
1. identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio , Leprosy cured, Muscular dystrophy, Neural and spinal defects and Multiple disabilities
2. plan an effective programme for creating awareness about the persons with Locomotor and Multiple disabilities
3. plan an effective therapeutic and programme for persons with Locomotor and Multiple disabilities and to refer for medical intervention if necessary
4. plan an effective educational programme and functional activities for persons with Locomotor and Multiple disabilities

Unit 1 Cerebral Palsy (CP)
Concept, definitions and characteristics of Neurological Dysfunctions - Cerebral Palsy. Classification and types of Cerebral Palsy. Emerging trends, issues and range of services. Assessment of functional difficulties of Cerebral Palsy. Assessment of abnormalities of joints and movements (Gaits).   **6**

Unit 2 Rehabilitation of Children with Cerebral Palsy
Provision of therapeutic intervention and referral of children with CP. Implications of functional limitations of children with CP in education. Creating prosthetic environment in school and home - seating arrangements, positioning and handling techniques at home and school. Facilitating teaching-learning of children with CP in school, IEP, developing TLM. Assistive technology to facilitate learning and functional activities   6

Unit 3 Amputees, Polio, Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy
Definition, meaning and classification. Assessment of functional difficulties. . Provision of therapeutic intervention and referral. Implications of functional limitations for education and creating prosthetic. Environment in school and home - seating arrangements, positioning and handling. Techniques at home and school. Facilitating teaching-learning - IEP, Developing TLM; Assistive technology   6

Unit 4 Multiple Disabilities and Other Disabling Conditions
Multiple Disabilities - Meaning and Classifications. Various combinations of multiple disabilities. Associated conditions of multiple disabilities. Motor and sensory conditions. Other disabling conditions such as Leprosy Cured students, Tuberous Sclerosis and Multiple Sclerosis.   6

10

Unit 5 Rehabilitation of Multiple Disabilities

Implications of functional limitations for education. Creating prosthetic environment in school and home - seating arrangements, positioning and handling techniques at home and school. Facilitating teaching-learning - IEP, Developing TLM. Assistive technology. Recent practices in the rehabilitation of multiple disabilities.

6

Total Hours: 30

Text Books:
1. Hersen, M. (1990). *Psychological Aspects of Developmental and Physical Disabilities.* New Delhi: Sage Publications.
2. Kirman, Brain, H. (1972). *Mentally Handicapped Child.* Thomas
3. Lokanadha Reddy, G. (2005). *Role Performance of Special Education Teachers : Problems and Prospects.* Discovery Publishing.
4. Rostron, Andrew. *Microtechnology in Special Education.* Croom Helm Publishers
5. Sharma, K. K. (2002). *Psychology and Abnormal Human Beings.* Sublime Publications.

References:
1. Archie. (2003). *Children with Cerebral Palsy: A Manual For Therapists, Parents And Community Workers.* Vistar Publication, New Delhi.
2. Bobalg, O. (2006). Teaching Students with Mental, Physical and Multiple Disabilities. New Delhi: Corwin Press.
3. Dawn, R. (2018). Visual Impairment and Psychosocial Development. In *Educational Achievement and Psychosocial Transition in Visually Impaired Adolescents* (pp. 15-48). Singapore: Springer.
4. James. E. Y. (2007). *Critical Issues in Special Education.*New Delhi: Kanishka Publication.
5. Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving.* Baltimore: A Johns Hopkins Press.
6. Reddy, G. L. & Ramar, R. (2000). *Education of children with special needs.* New Delhi: Discovery Publishers.
7. Smith, D.D. (2003). *Introduction to Special Education Teaching in an Age of Opportunity.* Boston: Allyn & Bacon.

Web Links:
1. http://www.cerebralpalsy.org/about-cerebral-palsy/definition
2. https://www.medicalnewstoday.com/articles/187618.php
3. http://www.projectidealonline.org/v/multiple-disabilities/

Course Learning Outcomes:

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

1. categorize different types loco motor disabled students in and do the basic assessment with the help of checklist.
2. guide and assist the caregivers parents to receive therapeutical intervention, and devices. Develop IEP according the Childs level.
3. classify and the students according to their disability level and plan IEP Facilitating classroom arrangement and modifications.
4. examine appropriate assistive technology for the education and rehabilitation of persons with loco motor and multiple disabilities.
5. summarize the recent trends in the education and rehabilitation of the locomotor and multiple disabled

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H										L	H		
CLO 2			M	H			L						M	
CLO 3							M							L
CLO 4		H				H			H	M		H		
CLO 5	M				H						L			H

School Subject I: Introduction to Mathematics Education

Semester I   **Hours of instruction/week: 4(T) + 1(P)**
21BDSM11   **No. of credits:4**

Course Objectives

To enable the student teacher to:

1. appreciate the nature and scope of mathematics
2. know how mathematics is correlated with other subjects
3. list the aims and objectives of teaching mathematics at various levels
4. realize the importance of history of mathematics education and understand the contributions of mathematicians
5. acquire the qualities of a mathematics teacher

Unit 1 Nature and Scope of mathematics

Meaning and definitions of mathematics. Nature-Abstractness, brevity, logical reasoning, language and symbols. Scope of mathematics.   **10+3**

Practicum: Explain the scope of mathematics with examples.

Unit 2 Correlation

Meaning and importance of correlation. Type of correlation - Correlation of different branches of mathematics and different topics of a particular chapter or branch of mathematics. Correlation of mathematics with other subjects-physics, chemistry, biology, engineering, agriculture, philosophy, geography, history and language. Correlation of mathematics with other aspects of life.   **15+3**

Practicum: Prepare an album correlating mathematics with other subjects.

Unit 3 Aims, Objectives and Values of Teaching Mathematics

Need and significance of teaching mathematics. Aims and objectives of teaching Mathematics at the entire school stage-Primary, secondary and Higher secondary stage. Blooms Taxonomy of instructional objectives-cognitive, affective and psychomotor domain. Values of teaching mathematics-Practical, disciplinary, social, cultural, aesthetic, moral, intellectual and international.   **10+3**

Practicum: Frame objectives on any one topic at secondary stage.

Unit 4 Landmarks in the Development of Mathematics

Historical reviews of development of mathematics. Contribution of The Babylonians, The Egyptians, The Greeks, The Romans, The Chinese, The Japanese, The Hindus, The Arabs. Contribution of Indian mathematicians-Aryabhata, Brahmagupta, Baskara, Ramanujam. Contribution of foreign mathematicians -Euler, Euclid, Pythagoras and Gauss.   **15+3**

Practicum: Prepare any two historical contribution. Preparing papers on contributions of Mathematicians-Photographs to be incorporated.

Unit 5 A Good Mathematics Teacher

Qualities-professional ethics-professional development of mathematics teacher.

Practicum: Prepare a questionnaire for self evaluation and peer evaluation of your teaching.

10+3

Total Hours: 60(T)+15(P)

Text Books::

1. Fatima, R (2008), Teaching Aids in Mathematics, Kanishka Publication.
2. Johnston-Wilder, Sue Ed,(2014), Learning to Teach Mathematics in the Secondary School : A Companion to School Experience, Routledge.

References:

1. Butler &Wren. (1965).*The Teaching of Secondary Mathematics.* New York: Mc Graw Hill Book Company
2. *Dirk J. Struik (2012).A Concise History of Mathematics: Fourth Revised Edition. New York: Dover Publications, INC.*
3. Eves.H. (1963).*The History of Mathematics.* New York: Holt-Rinehart and Winston.
4. Goel, A. (2006). *Learn and Teach Mathematics*. New Delhi: Authors Press.
5. James, A. (2005). *Teaching of Mathematics.* New Delhi: Neelkamal Publication.
6. Jayne Bartlett(2013). *Becoming an Outstanding Mathematics Teacher.* New York : Routledge.
7. Kumar, S. (1993).*Teaching of Mathematics.* New Delhi: Anmol Publication Pvt Ltd.
8. Mangal, S.K. (2004).*The Teaching of Mathematics.* Ludhiana: Prakash Brother.
9. Norman, E.G. & Robert, L.L. (1990). *Measurement and Evaluation in Teaching*. New York: McMillan Publishing Company.
10. Papola, C. (2004). *Teaching of Mathematics.* New Delhi: Anmol Publications Pvt Ltd.
11. Sidhu, K. (1984). *The Teaching of Mathematics*. New Delhi: Sterling Publishers Pvt Ltd.
12. Steven G. Krantz (2015). *How to Teach Mathematics: Third Edition:* American Mathematical Society

Web Links:

1. *https://www.slideshare.net/.../nature-characteristics-and-definition-of-maths*
2. yayoi.senri.ed.jp/ois/curriculum/maths_aims_objs.htm
3. www.preservearticles.com/.../brief-notes-on-the-aims-and-objectives-of-teaching-math.

Course Learning Outcomes:

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

1. gain knowledge on basic concepts of mathematics
2. identify that mathematics is related to other subjects
3. formulate objectives for teaching and learning mathematics and use Bloom's Taxonomy for evaluation
4. familiarize with the development of mathematics and appreciate the contributions of mathematicians
5. demonstrate the qualities and competencies required for a mathematics teacher

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H											M		
CLO 2		M											M	
CLO 3					M		M		M				H	
CLO 4	M			M						M		M		
CLO 5		M	M		M		M	M			H			H

School Subject I: Introduction to Physical Science Education

Semester I   **Hours of instruction/week: 4(T)+1(P)**
21BDSP11   **No. of credits:4**

Course Objectives
To enable the student teacher to:
1. acquire knowledge of nature and scope of Physical science
2. understand the interdisciplinary approach
3. know about the different science and research organisation in India
4. get inspired by learning about the biographies of scientist
5. acquaint with the objectives of teaching physical science in secondary and higher secondary schools and plan learning activities according to those objectives

Unit 1   Nature, scope and values of physical science
Meaning, Nature and Scope of Physical Science - A body of knowledge and method of enquiry-products versus process approach - Components of scientific knowledge facts, concepts -generalizations, laws, theories- Scientific temper and scientific attitude, Values of teaching Physical Science.   **10+3**
Practicum: Conducting a survey to assess the scientific attitude of student teachers.

Unit 2 Correlation
Concept of correlation, need - types of correlation - incidental and systematic, Correlation of science within the subject and with other subjects.   **8+3**
Practicum: Prepare a poster to depict the interdisciplinary approach of science.

Unit 3 Aims and Objectives of Teaching Physical Science
General Aims of Teaching Physical Science - Change of emphasis on aims from the primary level to high and higher secondary levels. Objectives of teaching physical science - Bloom's Taxonomy of Educational Objectives- cognitive, affective and psychomotor domains -Revised Bloom's Taxonomy-Formulation of specific objectives in behavioural terms-Values of teaching Physical Science.   **12+3**
Practicum: Prepare a chart on the different behavioural objectives in teaching physical science.

Unit 4 History of Science Education
Development of science in India. Scientific organizations - DST, DAE, DSIR, DoS, DRDL, BARC, ISRO, IGCAR, IUCAA, TIFR - Impact of Science and Technology on Society. Contributions of Western Scientists - Copernicus, Newton and Einstein. Contributions of Indian Scientists-Aryabhatta, C.V. Raman, S. Chandrasekhar, A.P.J. Abdul Kalam .   **15+3**
Practicum: Preparation of an album on biography of a western and an Indian scientist.

Unit 5A Good Science Teacher

Definition of profession, Teaching as a profession-Academic qualification - professional ethics - clarity of thought and expressions - interest in the subject and pupils - sincerity and open mindedness - Role in eradicating superstitions in Society. Desire to learn and participation in in-service course - role model for a good science learner. Management of class - Personality and dress, attention to individual differences - encouragement to pupils- giving importance to problems raised by students. Self evaluation of teaching - maintenance of records - evaluation of teachers by pupils by informal talk and questionnaire.

15+3

Practicum: Preparation of rubrics on qualities of a teacher for self evaluation, peer evaluation and student's evaluation.

Total Hours: 60(T)+15(P)

Text Books::

1. Bhandula, N., Chanda, P.C. & Sharma, K. S.(1995). *Teaching of Science.* Ludhiana: Prakash Brothers, Educational Publishers
2. Indu,H.(2017). Introduction to Physical Science Education.Gujarat:Sara Book Publication.
3. Mohan, R. (2007). *Innovative Science Teaching.* Hyderabad: Neelkamal Publishers.
4. Vanaja, M. (2006). *Methods of Teaching Physics.* New Delhi: Discovery Publishing House.
5. Wellington, J & Ireson,G. (2018). *Science learning, Science teaching.* New York: Routledge.

References:

1. Davies, D., & McGregor, D. (2016). *Teaching science creatively.* Routledge.
2. Matthews, M. R. (2017). *International handbook of research in history, philosophy and science teaching.* Springer.
3. Scott, T. M. (2016). *Teaching behaviour: Managing classrooms through effective instruction.* Corwin Press.

Web Links:

1. https://academicpartnerships.uta.edu/articles/.../great-science- teacher-qualities.aspx
2. www.barc.gov.in/
3. www.dst.gov.in
4. http://www.tifr.res.in/~outreach/outreach/scientists.pdf

Course Learning Outcomes:

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

1. gain knowledge on basic concepts of physical science
2. identify that science is related to other subjects
3. formulate objectives for teaching and learning science and use Bloom's taxonomy for evaluation
4. familiarize with the development of science and appreciate the contribution of scientists
5. demonstrate the qualities and competencies required for a science teacher

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H											M		
CLO 2	M													
CLO 3	M													H
CLO 4	L									L				
CLO 5				H	M	M	H			H	M		M	

School Subject I: Introduction to Biological Science Education

Semester I   **Hours of instruction/week: 4(T)+1(P)**
21BDSB11   **No. of credits:4**

Course Objectives

To enable the student teacher to:

1. acquaint with the nature of science to develop understanding of the place of science in national school curriculum
2. know the relationship of Biology with other subjects
3. understand the aims and objectives of teaching Biological Science
4. understand the landmarks in the development of science education
5. become a professional science teacher

Unit 1 Nature and Scope of Science

Science- meaning, definitions and natural science as a product and process, science as an ongoing process of enquiry. Importance of science as a school subject. Values of teaching science with special reference to biology. Scientific Attitude

Practicum: List out different methods to evaluate scientific attitude

10+3

Unit 2: Correlation

Concept of correlation, types of correlation-Systematic, Incidental. Correlation of Biological Science within the subject and with other subjects like Mathematics, Physics, Chemistry, Languages, Geography, History, Earth Science, Drawing, Music and Craft.

Practicum: Select a concept in Biology and correlate it with Physics, Chemistry and Geography.

10+3

Unit 3 Aims, Objectives and Values of Teaching Biological Science

Aims and Objectives of teaching science. General aims of teaching natural science, broad national goals of science. Taxonomy of educational objectives, revised Bloom's taxonomy. Values of teaching Biological Science.

Practicum: Prepare a chart on the different behavioural objectives in teaching biological science

12+3

Unit 4 History of Science education

Landmarks in the development of science education in India - All India Seminar on Teaching of Science, National Scientific Policy Resolution of 1958, Indian parliamentary and Scientific Committee, UNESCO Planning Mission and efforts like establishing the NCERT, University Grants Commission, All India Council for Technical Institute of Science, Navodaya Vidyalayas. Contribution of Great Biologists: Charles Darwin, Louis Pasteur, Robert Koth, Luc Montagier, Gallo Dr. Ian Wilmut.

Practicum: Collect Information on contemporary Biologists.

15+3

Unit 5   A Good Science Teacher

Definition of profession, teaching as a profession, traits of professionalism, professional ethics, teacher competencies listed by   NCTE. Professional growth of science teacher - involvement in teaching, research and extension. Role of SCERT and NCERT   in the professional growth of a teacher, professional organizations of teacher. Internet resources and websites for professional growth of a science teacher.

13+3

Practicum: Conduct a discussion in the class on the changing role of teachers.

Total Hours: 60(T)+15(P)

Text Books:

1. Aggarwal, D. D. (2008). *Modern Method of Teaching* Biology, New Delhi: Karanpaper Books.
2. Bhandula, N., Chanda, P.C. & amp; Sharma, K. S. (1995). Teaching of Science. Ludhiana:Prakash Brothers, Educational Publishers
3. Indu,H.(2017). Introduction to Physical Science Education.Gujarat:Sara Book Publication.
4. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
5. Wellington, J & Ireson,G. (2018). Science learning, Science teaching. New York: Routledge.

References

1. Ahmad, J. (2011). *Teaching of biological sciences(Intended for Teaching of Life Sciences, Physics, Chemistry and General Science).* PHI Learning Pvt. Ltd
2. Ameeta, P. (2012). *Methods of Teaching Biological Science*. Neelkamal Publications Pvt. Limited.
3. Davar, M. (2012). *Teaching of Science*. New Delhi: PHI Learning Pvt. Ltd..
4. Sharma, P. (2009). *Teaching of Life Science*. New Delhi: APH Publishing Corporation .
5. Singh, Y. K. (2010). *Teaching of General Science*. New Delhi: APH Publishing Corporation.
6. Stroupe, D. (Ed.). (2017). *Reframing Science Teaching and Learning: Students and Educators Co-developing Science Practices in and Out of School*. London: Taylor & Francis.

Web Links:

1. http://www.preservearticles.com/2012041930717/what-is-the-correlation-of-science-with-other-subjects.html
2. http://pratheeshpallath.blogspot.in/2016/01/nature-scope-of-science.html
3. http://www.kean.edu/~fosborne/E3230/E3230-06Objectives.html
4. https://www.scribd.com/doc/46590012/Characteristics-of-a-Good-Science-Teacher

Course Learning Outcomes:

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

1. gain knowledge on basic concepts of Biological science
2. identify that Biological science is related to other subjects
3. formulate objectives for teaching and learning Biological science and use Blooms taxonomy for evaluation
4. familiarize with the development of Biological science and appreciate the contribution of scientists
5. demonstrate the qualities and competencies required for a Biological science teacher.

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H											M		
CLO 2	M													
CLO 3	M													H
CLO 4	L									L				
CLO 5				H	M	M	H			H	M		M	

School Subject I: Introduction to Home Science Education

Semester I   **Hours of instruction/week: 4(T)+1(P)**
21BDSH11   **No. of credits:4**

Course Objectives

To enable the student teacher to:

1. comprehend the nature and scope of Home Science
2. identify concepts in Home Science related to science and arts
3. familiarize with the different areas of Home Science
4. develop an understanding of the History and Development of Home Science in India
5. develop an understanding of broad aims and objectives of teaching Home Science

Unit 1 Nature, Scope and Values of Teaching Home Science

Meaning, Nature and Scope of Home Science. Home Science- a science as well as an art subject. Areas of Home science-Foods and Nutrition, Child Care and Development, Home Management, Textiles and Clothing. Importance of Home Science in school curriculum. Values-Psychological values-Economic values-Social values-Cultural and aesthetic values-Spiritual and Ethical Values.

Practicum: Planning and preparation of full day's menu and calculation of nutritive value for pregnant women.

10+3

Unit 2 Correlation

Correlation - Need and importance, types of correlation, correlation with other subjects.

Practicum: Prepare a Dummy model to depict the correlation of Home Science with other subjects.

10+3

Unit 3 Aims and Objectives of Teaching Home Science

Broad aims and objectives of teaching Home Science to fulfill national goals of education with special reference to : Population control, Increase in food production, Eradication of diseases, Better nutrition, Conservation of natural resources. Bloom's taxonomy of Objectives: cognitive, affective & psycho-motor domains. Instructional objectives - meaning, classifications & characteristics. Writing of Instructional objectives in terms of specific learning outcome.

Practicum: Write any 10 Instructional objectives.

15+3

Unit 4 History and Development of Home Science

History of Home Science in India, Home Science at Secondary and Higher Secondary levels, Home Science at Colleges and Universities, Historical characteristics of Home Science at Colleges and Universities. Role of Home Science in National development.

Practicum: Contribution of various Home Scientists.

13+3

Unit 5 Becoming a Professional Home Science Teacher

Professional competence of a Home science teacher, changing roles and responsibilities of Home Science Teacher - Service conditions of school teachers, Professional ethics for teachers. Concept and importance of professional development, Programmes for quality improvement by various agencies through seminars, **12+3** conferences, workshop, refresher courses.

Practicum : Locate the agencies which promote the professional development of Home Science teacher.

Total Hours: 60(T)+15(P)

Text Books
1. Aggarwal, D. D. (2008). *Modern Method of Teaching* Biology, New Delhi: Karanpaper Books.
2. Bhandula, N., Chanda, P.C. & amp; Sharma, K. S. (1995). Teaching of Science. Ludhiana:Prakash Brothers, Educational Publishers
3. Indu,H.(2017). Introduction to Physical Science Education.Gujarat:Sara Book Publication.
4. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
5. Wellington, J & Amp; Ireson,G. (2018). Science learning, Science teaching. New York: Routledge.

References
1. Ahmad, J. (2011). *Teaching of biological sciences(Intended for Teaching of Life Sciences, Physics, Chemistry and General Science).* New Delhi: PHI Learning Pvt. Ltd
2. Ameeta, P. (2012). *Methods of Teaching Biological Science*. Neelkamal Publications Pvt. Limited.
3. Davar, M. (2012). *Teaching of Science*. New Delhi: PHI Learning Pvt. Ltd..
4. Sharma, P. (2009). *Teaching of Life Science*. New Delhi: APH Publishing Corporation .
5. Singh, Y. K. (2010). *Teaching of General Science*. New Delhi: APH Publishing Corporation.
6. Stroupe, D. (Ed.). (2017). *Reframing Science Teaching and Learning: Students and Educators Co-developing Science Practices in and Out of School*. Taylor & Francis.

Web Links:
1. http://www.preservearticles.com/2012041930717/what-is-the-correlation-of-science-with-other-subjects.html
2. http://pratheeshpallath.blogspot.in/2016/01/nature-scope-of-science.html
3. http://www.kean.edu/~fosborne/E3230/E3230-06Objectives.htm
4. https://www.scribd.com/doc/46590012/Characteristics-of-a-Good-Science-Teacher

Course Learning Outcomes:

On successful completion of this course, the student teachers will be able to:
1. gain knowledge on basic concepts of Home Science
2. identify that Home science is related to other subjects
3. formulate objectives for teaching and learning Home science and use Bloom's taxonomy for evaluation
4. familiarize with the development of Home science and appreciate the contribution of scientists
5. demonstrate the qualities and competencies required for a Home science teacher.

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H											M		
CLO 2	M													
CLO 3	M													H
CLO 4	L									L				
CLO 5				H	M	M	H			H	M		M	

School Subject I: Introduction to History Education

Semester I   **Hours of instruction/week: 4(T)+1(P)**
21BDSI11   **No. of credits:4**

Course Objectives

To enable the student teacher to:

1. acquire knowledge about the nature and scope of History
2. understand that no other subject can be studied without History
3. become aware of the different aims and values of teaching history
4. enjoy the development of history
5. evaluate the essential qualities needed for a History teacher

Unit 1 Nature and Scope of History

Definition and meaning of History. Nature, History a Science or an Art. Dimensions of History- Time, Space, Continuity and Development. Scope of History.
Practicum: Collection of any 5 definitions of History by Indian Historians and Western Historians. Discussion on the scientific and artistic nature of History.

10+3

Unit 2 Correlation

Concept, need and types of correlation. Correlation with other subjects- Civics, Geography, Literature, Economics, Physical science and Mathematics.
Practicum: Discussion on the Correlation of History with other subjects.

13+3

Unit 3 Aims, Objectives and Values of Teaching History

General aims and Specific aims. Objectives - Bloom's Taxonomy of Objectives in specific behavioral terms- Cognitive, Affective and Psycho-motor domains. Values of teaching History-Practical, Cultural, Ethical, Intellectual, Political and Educational.
Practicum: Writing the Instructional objectives for a particular lesson for a particular standard at elementary level and Secondary level. Discussion on various other values of teaching History.

13+3

Unit 4 History of History

 The different conceptions of history - Record of the past, Biographical conception and Evolutionary conception. Importance of these conceptions to the History teacher.
Practicum: Preparing Biography of four great leaders. Conducting a discussion on the vision of Teaching History.

12+3

Unit 5 A Good History Teacher

Qualities of a History teacher - personal and professional qualities. Professional development of a teacher. Fostering giftedness and creativity among the students, Relationship with pupils, colleagues and community.
Practicum: Doing survey in the community and teaching to the drop outs and adult. Conducting a discussion on the changing role of teacher

12+3

Total Hours: 60(T)+15(P)

Text Books::
1. Geoff, T. (2008). Teaching and Learning History. New Delhi: SAGE Publications.
2. Sharma, M.M. (1982). *Audio-visual Education - Art and Teaching Aids.* New Delhi: Prakash Brothers Publications.
3. Sharma, R. N. (2008). *Principles and Techniques of Education.* Delhi: Surjeet Publications.
4. Sharma,S. (2004). *Modern Teaching of History.* New Delhi: Anmol Publications.
5. Yadav, N. (2001). *Teaching of History*. New Delhi: Anmol Publications Pvt Limited.

References:
1. Agarwal, J.C. (2004). *Teacher and Education in Developing Society.* New Delhi: Vikas Publication.
2. Mangal, S.K. (2001). *Fundamental of Educational Technology*. Ludhiana: Prakash Brothers.
3. Rao, M.S. (2001). *Teaching of Geography.* New Delhi: Anmol Publications Pvt. Limited.
4. Sharma, R. A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.
5. Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
6. Sivaranjan, K. (2004). *Trends and Developments in Modern Educational Practice.* Calicut: Calicut University.

Web Links:
1. http://ddceutkal.ac.in/Syllabus/MA_Education/Education_Paper_5_history.pdf
2. http://vanjikngce.blogspot.in/2012/07/correlation-ofhistory-with-other.html
3. https://en.wikipedia.org/wiki/History
4. http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. describe the various dimensions of History , its artistic and scientific nature and its unwieldy scope
2. measure the interrelationship between history and other arts and science subjects
3. influence others with different aims and objectives of history and implement them in the society
4. overview the historical development of history and integrate the different conceptions of history and evolve the suitable one
5. prioritize and possess the different qualities essential for an inspiring history teacher

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1					H							H		
CLO 2	H												M	
CLO 3								H				H		
CLO 4	M							H					M	
CLO 5								H						M

School Subject I: Introduction to English Education

Semester I   **Hours of instruction/week: 4(T)+1(P)**
21BDSS11   **No. of credits:4**

Course Objectives
To enable the student teacher to:
1. understand the place of English in India
2. objectives of teaching English at Primary, Secondary and Higher Secondary level
3. gain the basic knowledge of English grammar and internalize the same for improvement
4. understand the phonetics and pronunciation of English and become professional teacher of English
5. develop their listening and speaking skills through different activities

Unit 1 Nature and Scope of English Language
History of English language. Development of Language Policy in India: NPE, Three - Language Formula and NCF, 2009, Status of English in India as a Second Language and as a Global Language, Nature and Importance of English Language, Aims and Objectives of teaching English in Secondary Level.
Practicum: Prepare a report on the importance of English in India

12+3

Unit 2 Basics of English Grammar
General And Specific aims of teaching English. Objectives-Bloom's Taxonomy of objectives in specific behavioral terms-Cognitive, Affective and Psycho motor domains. Values of teaching English- Practical (Skill based) Educational Cultural, Ethical and Political.
Practicum: Exercises on each of the above topics for   learning and teaching English.

12+3

Unit 3 Contribution of Subject Experts
Analysis and Transmission of Sentences:Tense and Time, Voice-Active and Passive, Degree of Comparison, Simple, Complex and Compound Sentences, Concord-Agreement of Noun with Verb, Phrasal Verbs and Prepositional Phrases, Idioms and their uses, Figures of Speech and Common errors by Indian English Users. **Western Writers**:   William Shakespeare (1564-1616), John Milton (1608-1674), T.S Eliot (1888-1965),. **Indian Writers:** Rabindranath Tagore (1861-1941),   R.K Narayan (1906-2001), Kamala das (1934-2009) .
Practicum: Prepare a flip chart on the works of any two writers mentioned above

12+3

Unit 4 Developing Language Skills- Listening and Speaking
Speech Sounds of English, Organs of Speech, The Syllable Stress - Word Stress and Sentences Stress Intonation, Rhythm and Expression in recitation. Exposure to Language through Listening and Speaking Skills,Listening and Reading skills - Sub-

12+3

skills of Listening and Reading, Listening Skills at Elementary Level and Secondary Level - Sub-skills of Speaking,Developing Speaking Skills through various activities
Practicum: Practice in Phonetic Transcription; Organizing Language Laboratory; Developing Skits and presenting; Conversations / Dialogues in Different situations.

Unit 5 Becoming a Professional Teacher of English

Professional competence of a English teacher, changing roles and responsibilities of Teacher-. Service conditions of school teachers, Professional ethics for teachers. Concept and importance of professional development, programs for quality improvement by various agencies through seminars, conferences, workshop, refresher courses.

12+3

Practicum: Prepare a questionnaire for self evaluation and peer evaluation of your teaching.

Total Hours: 60(T)+15(P)

Text Books:
1. Agnihotri, R K Ed.(1995). *English Language Teaching in India.* Sage Publications, New York.
2. Addone Supper (2008). Spoken English: Learn English Easily, Speak English Freely. Addone Publishing Group
3. Bhatia, H.r.(1956). Teaching of English Spelling. Oxford University Press, United Kingdom
4. Chatterjee, Kalyan K. (1976) *English Education in India (issues and Opinions).* Macmillan Education Ltd
5. David, A (2008). Reading Skills in English, Commonwealth Pulishers, New Delhi.

References:
1. Barton, D. (2017). *Literacy: An Introduction To The Ecology Of Written Language*. John Wiley & sons.
2. Chung, S. F. (2017). A Communicative Approach To Teaching Grammar: Theory And Practice. *The English Teacher*, 18.
3. Pennycook, A. (2017). *The Cultural Politics Of English As An International Language*. London: Taylor & Francis.
4. White, R. V. (2017). *Teaching Written English*. Routledge.
5. Pinter, A. (2017). *Teaching young language learners*. Oxford University Press.
6. Pawan, F., Fan, W., & Miao, P. (2017). *Teacher Training and Professional Development of Chinese English Language Teachers: Changing from Fish to Dragon*. London: Taylor & Francis.
7. Hyland, K., & Wong, L. L. (2017). Faces Of English Language Research And Teaching. *Faces of English Education: Students, Teachers, and Pedagogy*, 1
8. Carter, R., McCarthy, M., Channell, J., & McCarthy, M. (2016). *Vocabulary and Language teaching*. Routledge.
9. Vacca, R. T., Vacca, J. A. L., & Mraz, M. E. (2016). *Content area reading: Literacy and learning across the curriculum*. Pearson.

Web Links:
1. http://www.bhojvirtualuniversity.com/slm/B.Ed_SLM/bedteb1u1.pdf
2. http://cdwaymade.blogspot.in/2012/10/aims-and-objectives-of-teaching-english.html
3. https://www.britannica.com/art/English-literature/The-Renaissance-period-1550-1660
4. http://www.englishmate.com/blog/developing-four-essential-skills-listening-speaking-reading-writing/
5. https://www.tandfonline.com/doi/full/10.1080/2331186X.2017.1326652

Course Learning Outcomes:
On successful completion of this course, the student teacher will be able to:
1. acquire the nature and scope of the English language and recognize the status and scope of English in the global and Indian context.
2. equip to use correct usage of English language in listening ,reading,speaking and writing
3. design and create literary form (poetry, fiction, creative nonfiction); texts for a variety of purposes and audiences,
4. apply the acquired knowledge and LSRW skills of English in various fields
5. promote peace and values and create awareness about role of professional English teacher in the society

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H			H	H	H						H		
CLO 2	H	H	H		H	H	H				H	H	H	
CLO 3	H		H	M		H	H				H		H	
CLO 4	H	H			H	H	M		H		H	H		H
CLO 5	H	H		H	H		H				H		H	H

Specialization: Identification of Children with Visual Impairment and Assessment of Needs

Semester I   Hours of instruction/week: 3(T)+2(P)
21BDSSV1   No. of credits: 4

Course Objectives
To enable the student teacher to:
1. describe the structure of eye and common eye defects
2. explain the etiology of visual impairment
3. analyse the implicationsof visual impairment and identify their needs
4. develop skills to identify and assess children with visual impairment
5. describe the needs and develop skills to assess children with visual impairment and multiple disabilities(VIMD)

Unit 1 Anatomy and Physiology of Human Eye
Structure and function of human eye. Normal vision development and process of seeing. Principles of refraction and refractive errors. Concept and definitions of blindness and low vision. Concept of visual acuity, visual field, depth perception and contrast sensitivity

7

Unit 2 Types of Visual impairment and Common Eye Disorders
Loss of visual acuity. Loss of visual field. Colour vision defect and loss of contrast sensitivity.   Refractive errors, vitamin A deficiency, cataract, glaucoma, corneal ulcer,trachoma,albinism, retinal detachment, retinitis pigmentosa, retinopathy ofprematurity, corticalvisual impairment, optic atrophy, nystagmus, amblyopia, and macular degeneration. Educational implications of different eye disorders.

9

Unit 3 Implications of Visual Impairment and Needs of Visually Impaired
Psychosocial implications of visual impairment. Factors affecting implications of visual impairment - Age of onset, degree ofvision, type of vision loss, prognosis, and socio economic status of the family. Effect of visual impairment on growth and development - physical, motor,language,socio-emotional, and cognitive development. Educational needs of the visually impaired and need for expanded corecurriculum. Implications of low vision and needs of children with low vision.

7

Unit 4 Identification and Assessment of Visual Impairment
Interpretation of clinical assessment of vision. Functional assessment of vision - Concept, need and methods. Tools of functional assessment of vision and skills - Functional skills inventory for the blind (FSIB), Low Vision Assessment by Jill Keeffe, Lea tests, and Portfolio assessment. Tools for psychological assessment of the visually impaired - Vithoba Paknikar Performance Test, A short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning

11

Aptitude Test, Concept development for blind children, Reading Preference Test, Cornell Medical Index for Visually Handicapped Children.   Report writing

Unit 5 Assessment of Learning Needs of Children with VIMD

Concept and definition of VIMD. Etiology of VIMD. Impact of VIMD on learning and development. Screening, identification, and assessment of visually impaired children with associated disabilities. Multidisciplinary assessment of visually impaired children with associated disabilities

11

Practicum:

1. Present a seminar on implications of visual impairment on the personality of the visually impaired.
2. Prepare material on early indicators of visual impairment and prevention of visual impairment.
3. Carry out functional assessment of skills of a blind, a low vision, and a VIMD child and submit a report of their assessment.

30

Total Hours: 45(T)+30(P)

Text Books:

1. Frampton, Merle E. (2006). *Education of the Blind : A Study of Methods of Teaching the Blind*. Cosmo Publications, Kottayam, Kerala.
2. Juurmaa, Jyrki. (1967).*Ability Structure and Loss of Vision*. American Foundation For The Blind, United States.
3. Mukhopadhyay, S (1989). *Source Book for Teaching of Visually Impaired.* National Council Of Educational Research And Training
4. Sharma, Anjul. (2003). *Achievement of Visually Handicapped*. Sarup
5. Vijay Pratap Singh. (2004). *Education of the Blind and Visually Impaired*. Sarup.

References:

1. Barraga, N. C. (1980). *Sequences of Visual Development.* Austin: University of Texas.
2. Bhan, S. & Swarup, S. (2010). *Functional Skills Inventory for the Blind.* Mumbai: National association for the blind.
3. Bhandari, R. & Narayan J. (2009). *Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness.* India: Voice and Vision.
4. Brown, D., Edwards, H., Seaton, L., & Buckley, T. (2017). *Lewis's Medical-Surgical Nursing: Assessment and Management of Clinical Problems*. Elsevier Health Sciences.
5. Eisner, E. W. (2017). *The Enlightened Eye: Qualitative inquiry and the enhancement of educational practice*. Teachers College Press.
6. Hyvarinen, L. & Jacob N. (2011). *What and how does this child see: assessment of visual functioning for development and learning.* Finland: Vistest Ltd.
7. Jangira, N.K. Mukhopadhyay, M., Mani M.N.G., & Choudary. R (1988). *Source Book for Training Teachers of Visually Impaired.* New Delhi: NCERT.

8. Leat, S.J., Shute R.H., & Westall, C.A. (1999). *Assessing Children's Vision: A handbook.* Oxford: Butterworth-Heinemann.
9. **Mani, M.N.G. (2001).** *Reading Preference Test (REPT) for Children with Low Vision.* Coimbatore: International Human Resource Development Centre for the Disabled.
10. Scholl, G. T. (Ed.) (1986). *Foundations of the education for blind and visually handicapped children and youth: Theory and Practice.* New York: AFB Press.
11. Singh, T.B. (1986). *Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped.* Dehradun: NIVH.
12. Vijayan, P. & Geetha, T. (2006). *Integrated and Inclusive Education.* New Delhi: Kanishka Publishers.
13. Vijayan, P. & Vaijayanthi. R. (2002). *Handbook : Visual Impairment - Awareness cum Training Packages in Disability.* New Delhi: Indira Gandhi National Open University
14. Vijayan, P.&Naomi, V. G. (2005). *Education of Children with Low Vision.* New Delhi: Kanishka Publishers.
15. Warren, D.H. (1983). *Blindness and Early Childhood Development.* New York: AFB Press.

Web Links:
1. https://www.youtube.com/watch?v=TPfU-knqxGU
2. http://sped.wikidot.com/visual-impairments
3. http://www.perkinselearning.org/videos/webcast/strategies-assessing-and-teaching-students-visual-and-multiple-disabilities

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. describe of the anatomy and physiology of vision and the concept of visual impairment.
2. discuss common eye disorders and their educational implications.
3. examine the implications of the visual impairment for development.
4. make use of results of psychological assessments in educational setting
5. manage the additional disabilities in visual impaired children in educational setting

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H			L		L				L		H		H
CLO 2			H		M		M		M			M	H	
CLO 3		H							L			H		
CLO 4	L			H		H	L			M	H		M	H
CLO 5			M					H					H	L

Specialization: Identification of Children with Hearing Impairment and Assessment of Needs

Semester I   **Hours of instruction/week: 3(T)+2(P)**
21BDSSH1   **No. of credits: 4**

Course Objectives
To enable the student teacher to:
1. explain the need and techniques for early identification of hearing loss in children
2. acquire knowledge in the area of audiological assessment and its relevance in education
3. discuss communicative and language related needs of children with hearing impairment
4. understand the need for assessment of various processes involved in production of speech
5. describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment

Unit 1 Early Identification of Hearing Loss - Need and Strategies
Need for early identification of hearing loss. Overview to behavioural and objective techniques in screening for hearing loss. Team members involved in hearing screening and their role. Use of checklists and behavioural observation in early identification of hearing loss by school teachers (congenital & acquired). Referral of children based on signs and symptoms of hearing loss

9

Unit 2 Audiological Assessment
 Orientation - Sound, physical and psychological parameters/attributes, concept of dB HL vs dB SPL, auditory milestones in typical children (0-2 years). Assessment & methods of assessment - Subjective & Objective tests,orientation to these tests and their importance. Audiometer -block diagram, parts & use; types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry. Audiogram -Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss. Concept of unaided, aided audiograms, Speech spectrum and its applications

9

Unit 3 Assessment of Language and Communication
Communication - Concepts and types (Linguistic versus Non Linguistic). Receptive and Expressive Language - Concept, types (verbal and manual) and structure. 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. Assessing communication and language - Developmental checklists, scales, standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness). Identification of needs related to communication and language.

9

Unit 4 Assessment of Speech

Respiration and Phonation - Pre-requisites, process, types and need for assessment. Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation). Suprasegmental aspects of speech and its assessment. Milestones of speech development in typically developing children. Speech Intelligibility - concept, factors & assessment.

9

Unit 5 Educational Assessment and Identification of Needs

Educational assessment - Concept and scope. Factors affecting educational performance - individual, family and environment. Types of Assessment - Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, conventional and alternate, Performance based and curriculum based. 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). Current trends and challenges in assessment - Independent, dual purpose and constructivist perspective and adaptations.

9

Practicum:

1. Studying and describing standardized language tests and administering any 1 test in a group
2. Observation of developmental scale - 3 children; observing a reading comprehension test - 1 group of students of primary level
3. Observation of: BOA, conditioned Pure Tone Audiometry, VRA, Speech Audiometry, Hearing aid trial and hearing aid testing
4. Using the audiograms of children (at least two), identify the audiological needs of each
5. Listening to speech of children with and without hearing loss and identifying parameters (Non segmental, segmental and supra segmental) 3 children each
6. Observing speech assessment using standardized tool
7. Profiling the speech of children (at least two) by using a speech assessment kit
8. Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
9. Compile various tools used for educational assessment of children

30

Total Hours: 45(T)+30(P)

Text Books:

1. Bernstein, Deena K. (1997).*Language and Communication Disorders in Children*. Allyn And Bacon.
2. Easterbrooks, Susan R. (2002). *Language Learning in Children Who Are Deaf and Hard of Hearing Multiple Pathways*. Allyn And Bacon.
3. Grunwell, Pamela. (1995).*Developmental Speech Disorders : Clinical Issues and Practical Implications*. Aitbs Publishers.
4. Lokanadha Reddy, G. (2004).*Languages Disorders and Intervention Strategies : A Practical Guide to the Teachers.*Discovery Publishing House.
5. Shulman, Brain B.(2010*). Language Development: Foundations, Processes, and Clinical Applications.*Jones and Bartlet Publishers

References:

1. Dunn, M., & Ernst-Slavit, G. (2018). Emotional Challenges Faced by L2 Teachers When Teaching and Assessing Students with Learning Disabilities and Difficulties. In *Emotions in Second Language Teaching* (pp. 223-241). UK: Springer..
2. Frederico, M., Jackson, A. L., Black, C. M., Cox, A., & Joffe, B. (2018). Small talk: identifying communication problems in maltreated children. *Child abuse & neglect*.
3. Jalvi R, Nandurkar A. & Bantwal, A. (2006). *Introduction to hearing impairment.* New Delhi: Kanishka Publication.
4. Linn, R. L. & Gronlund, N. E. (1995). *Measurement and Assessment in Teaching. 7th ed,* New Jersy: Prentice hall publication.
5. Martin, F. N. & Clark, J.G. (2012). *Introduction to Audiology. 11th ed.* Boston: Pearson Education.
6. Nitko, A. J. (1983). *Educational Tests and Measurement, An Introduction.* New York: Harcourt Brace Publication.
7. Northern, J. L. & Downs, M.P. (2002). *Hearing in Children. 5th Edition.* Philadelphia: Lippincott Williams and Wilkins.
8. Rehabilitation Council of India. (2007). *Status of Disability in India - 2007: Hearing Impairment and Deaf-blindness.* New Delhi: Rehabilitation Council of India.
9. Spriggs, A. D., Siereveld, E., Baldridge, M., Ortiz, K., & Young, T. (2018). System of Service Delivery for People with Disabilities in India and Impact in Rural Areas. In *Disability and Vocational Rehabilitation in Rural Settings.* UK: Springer..
10. Vohr, B. (2018). Ear and Hearing Disorders. In *Avery's Diseases of the Newborn (Tenth Edition)*
11. Wilmshurst, L., & Brue, A. W. (2018). *The complete guide to special education: Expert advice on evaluations, IEPs, and helping kids succeed*. London: Routledge.

Web Links:

1. https://consensus.nih.gov/1993/1993hearinginfantschildren092html.htm
2. https://www.infanthearing.org/coordinator_orientation/section2/10_asha_guidelines.pdf
3. https://www.in.gov/isdh/files/Assessment_Guideline__finalized_January_2015.pdf

Course Learning Outcomes:

On successful completion of this course, the student teachers will be able to:
1. identify hearing impairment at an early stage and intervene
2. interpret audiograms for pedagogical implications
3. foster language development among the hearing impaired
4. evaluate the speech of children with hearing impairment and design teacher made tests to identify the educational needs of individuals with hearing impairment
5. summarize the current trends and challenges of educational rehabilitation of the hearing impaired

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H		L						L			H		L
CLO 2		H		H	M	M				M			M	H
CLO 3	M						H	M	H					
CLO 4			M			L					H		L	H
CLO 5		M					L	L		H		M		

Discipline Specific Elective(DSE) I: Braille and Assistive Devices

Semester I   **Hours of instruction/week: 2(T)+3(P)**
21BDSEV1   **No. of credits: 2**

Course Objectives

To enable the student teacher to:
1. acquire basic information about Braille, its relevance and some important functional aspects
2. get basic information on types and significance of different Braille devices
3. familiarize with Mathematical devices in teaching children with visual impairment
4. get acquainted with the types and significance of basic devices relating to Science, Geography and Low Vision as also on sources of their availability

Unit 1 Braille

Louis Braille and the Evolution of Braille. Continuing relevance of Braille vis-a-vis Audio Material; Braille signs, contractions and abbreviations-English Braille. Braille signs and symbols - regional language. Braille reading and writing processes. Mathematical Braille codes (Nemeth Codes) and science notations

6

Unit 2 Braille Devices - Types, Description and Relevance

Slate and Stylus. Braille writer. Electronic Devices- note takers and refreshable Braille displays. Braille embossers. Braille translation software

6

Unit 3 Taylor Frame

Setting of numbers and digits. Setting of various mathematical signs like plus, minus, multiplication and division. Addition and subtraction. Multiplication. Division.

6

Unit 4 Abacus and Geometry Kit

Setting of numbers. Setting of addition and subtraction. Setting of multiplication. Setting of division. Teaching geometry using Geometry Kit.

6

Unit 5 Other Devices - Types, Description and Relevance

Geography - Maps- relief, embossed, models. Science Material. Low vision aids - optical, non-optical, vision training material. Schemes. Sources of availability.

6

Practicum:

1. Learn Regional Braille
2. Learning the use of Taylor Frame: Basic operation using arithmetic and algebriac types
3. Observe at least five devices in use in at least five school periods.
4. Draw up an item-wise price list of at least ten devices from different sources.
5. prepare a presentation - Oral/ Powerpoint - on the relevance of Braille for children with visual impairment

45

6. Prepare a report on the availability and use of Mathematical devices (at least two) in one special school and on inclusive school
7. Make a report on the application of at least two non-optical devices for children with low vision

Total Hours: **30(T)+45(P)**

Text Books:

1. Bamford. (1994). *Hearing Impairment, Auditory Perception and Language Disability : Studies in Disorders of Communication*. Aitbs Publishers. Delhi.
2. Northern, Jerry L. (1991). *Hearing in Children*. Lippincott Williams and Wilkins .
3. Webster, Alec. (1986). *Deafness, Development and Literacy*. Methuen And Co. Ltd, United Kingdom.
4. Grunwell, Pamela Ed.,(1995). *Developmental Speech Disorders : Clinical Issues and Practical Implications*. Aitbs Publishers, Delhi.
5. Vijay Pratap Singh. (2004). *Educating Deaf Child* Sarup

References:

1. Ashkroft, S.C. & Henderson, F. (1963). *Programmed Instruction in Braille.* Pittsburgh : Stanwick House.
2. Lopez, R. M. (2018). *Matuto, Magbasa, Maglaro: Learning to Read Braille through Play* (Doctoral dissertation, Queen's University (Canada)).
3. Lowenfeld, B. (1969). *Blind Children Learn to Read.* Springfield: Charles C. Thomas.
4. Mani, MNG (1997). *Amazing Abacus.* Coimbatore: Sri Ramakrishna Mission Vidyalaya
5. NIVH. (1980). *Manual on Bharti Braille*. Dehradun: National Institute for the Visually Handicapped, Chennai.
6. Olson, Myrna R. (1981). *Guidelines and Games for Teaching Efficient Braille Reading.* New York: AFB.
7. Proceedings - All India Confederation of the Blind. (2001). *National Conference on Past and Present Status of Braille in India* New Delhi: All India Confederation of the Blind.
8. The Royal National Institute for the Blind. (1971). *A Restatement of the Layout, Definitions and the Rules of the Standard English Braille System* London: The Royal National Institute for the Blind.

Web Links:

1. http://www.afb.org/info/living-with-vision-loss/braille/what-is-braille/123
2. http://icevi.org/pdf/Mathematics_%20Made_%20Easy%20for%20Children_%20with%20_Visual%20Impairment.pdf
3. http://www.bpaindia.org/pdf/VIB%20Chapter-VII.pdf

Course Learning Outcomes:

On successful completion of this course, the student teachers will be able to:
1. analyze the impact of blindness on learning.
2. transcribe print in to Braille format by using Braille writing devices.
3. account use of educational devices for children with visual impairment.
4. skill of learning Taylor frame and abacus to teach visually impaired students, teachers, parents and to the caregivers
5. specify various schemes and legislations available for PWDs

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	M	H										M	L	H
CLO 2	L					H						H	H	L
CLO 3						H						M	H	
CLO 4														
CLO 5										M				

Discipline Specific Elective (DSE) I: Augmentative and Alternative Communication

Semester I	Hours of instruction/week: 2(T)+3(P)
21BDSEH1	No. of credits: 2

Course Objectives

To enable the student teacher to:

1. acquire basic information about Augmentative and Alternative Communication(AAC)
2. understand basic principles of AAC intervention
3. familiarize with various areas of AAC assessment
4. get acquainted with the types of AAC devices and challenges in the development of AAC

Unit 1 Organizational framework for Communication

Normal development of speech, language and communication. Factors that influence communication, speech and language in relation to eachother. Levels of communication in children. Functional (Emergent) and Situational (Context Dependent) communication. Development of Independent (Creative) communication.   6

Unit 2 Basic Principles of AAC interventions

Child - Child capacity. Child capacity and context. Working towards symbolic expression. Communication skills. Functions.   6

Unit 3 Areas of AAC Assessment

Sensory areas. Cognition, communication and language. Posture and positioning. Motor planning and control. Scanning. Environment, Interaction &Symbols   6

Unit 4 Context of Communication

Partner/skills, user skills and environment. Competency development - types of competencies and its development.   Linguistic competence and Operational Competence.   Social competence.   Strategic competence   6

Unit 5 Introduction to Communication Tools and Access Mode

Types of AAC devices and systems - No Technology, Low Technology, High Technology. Access to communication charts- hand, finger, eye point, Access to devices: Switches-hand switch, blow switch, infrared devices etc, Software -scan mode combined with a switch. Selection of AAC - Child competency and environment, Design, Access, Motor, Devices. Challenges in the development of AAC and Literacy - Grammar; spelling, Building **Vocabulary**: and richness of language, Motor expression   6

Practicum:

1. Preparing journal on normal development of speech, language and communication   45
2. Learning symbolic expression

3. Prepare a presentation on types of AAC devices
4. Observe at least two children communicating through AAC
5. Developing low cost materials for AAC

Total Hours: 30(T)+45(P)

Text Books:
1. Bamford. (1994). *Hearing Impairment, Auditory Perception and Language Disability : Studies in Disorders of Communication.* Aitbs Publishers, Delhi.
2. Grunwell, Pamela Ed.,(1995). *Developmental Speech Disorders : Clinical Issues and Practical Implications.* Aitbs Publishers, Delhi.
3. Northern, Jerry L.(1991*). Hearing in Children.* Lippincott Williams and Wilkins   .
4. Vijay Pratap Singh. (2004). *Educating Deaf Child.* Sarup.
5. Webster, Alec (1986) *Deafness, Development and Literacy* .Methuen And Co. Ltd, United Kingdom

References:
1. David,R., Beukelman,D.R & Mirenda, P (2013). *Augmentative and Alternative Communication Supporting Children and Adults with Complex Communication Needs* (4th Edn.). Baltimore: Brookes Publishing Co, United States.
2. Drager, K. D. (2017, September). Recognizing Difference: Augmentative and Alternative Communication in Natural Contexts. In *Seminars in Speech and Language* (38, 04, pp. 251-252). New York: Thieme Medical Publishers.
3. Lynch,C.,&Cooper,J. (1991). *Early Communication Skills:Practical Activities for Teachers and Therapists*. Bicester, Oxon: Speechmark Publishing Ltd, United Kingdom
4. McCurtin,A.,& Geraldine,M. (2000).*TheManualofAACAssessment*. London: Speechmark PublishingLtd.
5. O'neill, T., Mandak, K., & Wilkinson, K. M. (2017). Family Leisure as a Context to Support Augmentative and Alternative Communication Intervention for Young Children with Complex Communication Needs. In *Seminars in Speech and Language* (Vol. 38, No. 04, pp. 313-320). New York: Thieme Medical Publishers.
6. Silverman,F.H. (1994). *CommunicationfortheSpeechless(3^{rd}Edn.)*.Boston: Allyn&Bacon
7. Tina, D & Mike, D. (1997). *Literacy Through Symbols: Improving Access for Children and Adults*. London: David Fulton Publishers.
8. Warrick, A., & Kaul, S (1997). *Their Manner of Speaking: Augmentative Communication for Children and Young Adults with Severe Speech Disorders.* Kolkata:Indian Institute of Cerebral Palsy.

Web Links:
1. https://en.wikipedia.org/wiki/Augmentative_and_alternative_communication
2. http://www.pbs.org/parents/education/learning-disabilities/strategies-for-learning-disabilities/communication-strategies/aac/
3. https://www.youtube.com/watch?v=1HiNH2rvXk8

Course Learning Outcomes:

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

1. develop, functional communication for AAC users through appropriate communication partners
2. apply the principles of AAC intervention to the end users
3. select and use appropriate assessment tools and techniques to quantify the communication abilities and needs of the children
4. demonstrate competency in applying AACC service delivery models.
5. apply competency in the area of Linguistic, Operational, Social competence and to meet the needs of children with communication difficulties.

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H					H						H		
CLO 2	L	H			L								L	H
CLO 3			H		M		H	L		L		M		
CLO 4	M										M		L	
CLO 5				L					M			M		H

Practical I: Specialization (Visual Impairment) /
Practical I: Specialization Hearing Impairment)

Semester I   **Duration: 2 hrs. per week**
                                                No. of credits: *

S.No.	Component	Marks
1.	#Observation	5
2.	Micro Teaching	5
3.	Picture Album, Puzzles and Riddles	5

Marks - *

* Credits and Marks will be added and given at the end of Fourth Semester

#Observation

Cross disability & inclusion

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Visit to Special school for CWVI/ CWHI	Special school For children with hearing impairment	Study the infrastructure available in a special school for children with hearing impairment	3	5	Report Including reflections
2	Identification of vision/hearing loss & its implications		Study the summary report of the evaluation carried out on any two children with visual/hearing impairment & study its implications in terms of educational placement	2		
3	Classroom Teaching observation		Observe the teaching of Children with hearing impairment in any one special classroom and write the observation report	5		
	TOTAL			10	5	

43

Practical II: School Subject

S.No.	Component	Marks
1.	Observation Record	5
2.	Micro Teaching	5
3.	Picture Album, Puzzles and Riddles	5

Marks - *

* Credits and Marks will be added and given at the end of Fourth Semester

Practical III: General Practical

Semester I   **Duration: 1 hr. per week**

No. of credits: *

S.No.	Component	Marks
1.	Audio Visual Record	15
2.	Visit to Innovative schools	10
3.	Leadership Training Report	10

Marks - *

* Credits and Marks will be added and given at the end of Fourth Semester

Learning, Teaching and Assessment

Semester II   **Hours of instruction/week: 3(T)+2(P)**
21BDSC05   **No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. comprehend the theories of learning and intelligence and their applications for teaching children
2. analyse the learning process, nature and theory of motivation
3. describe the stages of teaching and learning and the role of teacher
4. situate self in the teaching learning process
5. analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Unit 1 Human Learning and Intelligence

Human learning - Meaning, definition and concept formation. Learning theories - Behaviourism - Skinner, Thorndike; Cognitivism - Piaget, Kohlberg; Social Constructism - Vygotsky, Bandura. Intelligence - Concept and definition; Theories - Two-factor, Multifactor, Triarchic Theory (Robert Steinberg). Creativity - Concept, definition and characteristics. Implications for classroom teaching and learning.

9

Unit 2 Learning Process and Motivation

Sensation - Definition and sensory process. Attention - Definition and affecting factors. Perception - Definition and types. Memory, thinking, and problem solving. Motivation - nature, definition and Maslow's Theory.

9

Unit 3 Teaching Learning Process

Maxims of teaching. Stages of teaching - Plan, implement, evaluate, reflect. Stages of learning - Acquisition, maintenance, generalization. Learning Environment - Psychological and physical. Leadership role of teacher in classroom, school and community.

9

Unit 4 Overview of Assessment and School System

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

7

Unit 5 Assessment - Strategies and Practices

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

11

Practicum:

1. Report submission - observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
2. Study and describe DST, GDS, CPM, SFB, VSMS
3. Study 10 assessment reports and note the diagnosis and recommendation
4. Preparation of Self study report on individual differences among learners
5. Prepare a leaflet for parents on better emotional management of children
6. Compilation of 5 CBM tools from web search in any one school subject
7. Team presentation of case study on assessment outcome used for pedagogic decisions
8. Report on community participation in school assessment or study recent ASAR report to understand school independent assessment.

30

Total Hours: 45(T)+30(P)

Text Books:
1. Ainscow, Mel. (2012). *Developing Equitable Education Systems* Routledge.
2. Shashi Prabha Sharma. (2005). *Fundamentals of Mental Health Education*. Kanishka Publishers.
3. Sujathamalini, J. (2007). *Learning Difficulties in Children : Teacher Competencies.* New Delhi, Discovery Publishing House.

References:
1. Berk, L.E. (2003). *Child Development*, 6th Edition. New Delhi: Prentice Hall of India Pvt. Ltd.
2. Chauhan, S.S. (2013). *Advanced Educational Psychology.* Delhi: Jain Book Agency.
3. Christodoulou, N. (2017). Reflective Development Through the Care Model: Empowering Teachers of English as a Foreign Language. Cambridge: Cambridge Scholars Publishing.
4. Jain, M. (2010). *Encyclopaedia of Educational Psychology*, New Delhi: Anshah Publication House.
5. Larsen, R. J., Buss, D. M., Wismeijer, A., Song, J., & van den Berg, S. M. (2017). Personality psychology: Domains of knowledge about human nature. McGraw Hill Education.

6. Misra, G., Jha, A., & Woolfolk, A.(2012). *Fundamentals of Educational Psychology. 11thedn* Noida: Pearson Publication
7. Panch, R. (2013). *Educational Psychology: Teaching and Learning Perspectives*. New Delhi: McGraw Hill Education (India) Private Limited.
8. Paul, P. (2009). *Language and Deafness.*California: Singular Publishing Group.
9. Pritchard, A. (2017). Ways of Learning: Learning Theories for the Classroom. London: Routledge.
10. Spencer, K. (2017). The Psychology of Educational Technology and Instructional Media. London: Routledge.

Web Links:
1. https://en.wikipedia.org/wiki/Intelligence
2. http://www.edpsycinteractive.org/materials/tchlrnmd.html
3. http://unesdoc.unesco.org/images/0025/002555/255511e.pdf

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. apply the theories of learning for learning enhancement intervention for individual needs
2. apply stage of teaching to attain enhancement in learning.
3. analyze critically the current strategies and practice to learning assessment and apply in classroom
4. examine the assessment of learning in the school system
5. inculcate self management behavior among children especially in learning

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H			H			L					H		
CLO 2			M			H							M	L
CLO 3		ML			M			H	M					
CLO 4										H			H	
CLO 5					L	L						H		

Contemporary India and Education

Semester II   **Hours of instruction/week: 4**
21BDSC06   **No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. explain the history, nature and process and Philosophy of education
2. analyse the role of educational system in the context of Modern Ethos
3. understand the concept of diversity
4. develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context

Unit 1 Philosophical Foundations of Education

Education - Concept, definition and scope. Agencies of Education - School, family, community and media. Philosophies of Education - idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism. Historical Perspective of Indian Education (Gandhi, Tagore, Krishna Murthy, Aurobindo). Contemporary Indian Perspective.

12

Unit 2 Understanding Diversity

Concept of Diversity. Types of Diversity - Gender, linguistic, cultural, socio-economic and disability. Diversity in learning and play. Addressing diverse learning needs. Diversity - Global perspective.

10

Unit 3 Contemporary Issues and Concerns

Universalisation of School Education, Right to Education and Universal Access. Issues of a) Universal enrolment b) Universal retention c) Universal learning. Issues of quality and equity - Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled. Equal educational opportunity - (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues. Inequality in schooling - Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities in school systems.

12

Unit 4 Education Commissions and Policy

Constitutional provisions on education that reflect National Ideals - Equality, liberty, secularism, and social justice. National Commissions and Policies - Kothari Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006). National Acts - Rehabilitation Council of India Act, 1992, Person with Disabilities Act, 1995, NT Act, 1999, RTE Act (2009 &2012). Programmes and Schemes - IEDC (1974, 1983), SSA (2000, 2011), Rashtriya Madhyamik Shiksha Abhiyan, 2009, Inclusive Education of the Disabled at Secondary Stage, 2009, The Rights of Persons with Disabilities Act (2016). International Conventions and Policies - Salamanca Declaration and Framework, 1994, United Nations Convention on the Rights of Persons with Disabilities, 2006, MDG, 2015, INCHEON strategies

14

Unit 5 Issues and Trends in Education

==Challenges of education from preschool to senior secondary. Inclusive education as a rights based model.== Complementarily of inclusive and special schools. Language   12 issues in education. ==Community participation and community based education.==

Total Hours: 60

Text Books:
1. Kaushal Sharma. (2007). *Emerging Trends in Inclusive Education*.   IVY Publication.
2. Agasthya, R.(1976).*A Hand Book of Education in India*. Wardha.
3. Chaube, S. N. (2011).*A Text Book of Educational Philosophy*. Wisdom Press.
4. Sturt, Mary. (1926).*Modern Psychology and Education.*Routledge & Kegan Paul Ltd.
5. Lulla, B. P. (1978).*Current Trends in Modern Education.*Prakash Brothers, Tamil Nadu.

References:
1. Bayer, T. I. (2017). *Moral philosophy and moral education*. Eugene:Wipf and Stock Publishers.
2. Birley, D., & Dufton, A. (2017). *An Equal Chance: Equalities and Inequalities of Educational Opportunity* (Vol. 6). London: Routledge.
3. Biswal, U. N. (2005). *Philosophy of Education.* New Delhi: Dominant Publisher
4. Dash, B. (2009). *Encyclopaedia of Education in Emerging Society* (Vols. I, II,&III). New Delhi: Dominant Publishers and Distributors.
5. Dhawan, M. (2007). *Philosophy of Education.* New Delhi: Isha Books.
6. Ghosh, S. (2009). *Education in Emerging Indian Society.* New Delhi: PHI Learning Pvt. Ltd.
7. Government of India (GoI). (1986/92). *New Education Policy.* MHRD: New Delhi.
8. Government of India (GoI). (2010). *Right to Education Act 2009*. New Delhi: MHRD.
9. Guha, Ramchandra. (2007). *India after Gandhi: The History of the World's Largest Democracy.* Delhi: Macmillon.
10. Kashyap, S. C. (2009). *The Constitution of India.* New Delhi: National Book Trust.
11. Pathak, R. (2007). *Philosophical and Sociological Perspective of Education.* New Delhi: Atlantic Publishers.
12. Seetharamu.A. (2008). *Philosophies of Education.* New Delhi: APH Publishing House.
13. Sharma, Y. (2007). *Education for Values, Environment and Human Rights.* New Delhi: Deep and Deep Publications.
14. Siddiqui, M. (2008). *Philosophical and Sociological Foundations of Education.* New Delhi: APH Publishing Corporation.
15. Triana, M. (2017). *Managing Diversity in Organizations: A Global Perspective*. London: Taylor & Francis.

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1. http://www.d.umn.edu/~fguldbra/educ1101/chapter8.html
2. http://www.kkhsou.in/eslm/DIPLOMA/D.El.Ed/2nd%20Year/English/Course%2012D/75-94.pdf
3. http://shodhganga.inflibnet.ac.in/bitstream/10603/11248/11/11_chapter%204.pdf

4. http://content.inflibnet.ac.in/data-server/eacharya-documents/548158e2e41301125fd790cf_INFIEP_72/79/ET/72-79-ET-V1-S1__l_.pdf

Course Learning Outcomes:

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

1. specify the legal provisions in the policies at the National and International level and use it to individual with disabilities.
2. integrate the best features of various philosophies and apply them in the field of special education.
3. analyse and evaluate the diverse needs of learners from the sociological perspective and apply innovative educational practices.
4. account the philosophies of education in the historical and the contemporary perspective.
5. familiarize themselves with educational provisions and amendments in the Indian Constitution.

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H				L				L			H		
CLO 2						H		H						H
CLO 3				M					L				M	L
CLO 4								M		H			H	
CLO 5			M					H				H		L

School Subject I: Methods and Techniques of Teaching Mathematics

Semester II   **Hours of instruction/week: 4(T)+1(P)**

21BDSM12   **No. of credits:4**

Course Objectives

To enable the student teacher to:

1. develop competence in teaching skills
2. acquire skills in planning their lesson with reference to methods
3. analyse various techniques of teaching mathematics
4. prepare daily lessons for teaching mathematics
5. develop skill in preparing auto-instruction for teaching mathematics

Unit 1 Micro Teaching

Microteaching-origin**,** need, meaning, definition, characteristics, micro teaching cycle, phases of micro teaching, principles, organisation and implementation, micro lesson. Skill emphasis-induction, questioning, explaining, reinforcement and closure.

Practicum: Prepare micro lessons for the skills required in teaching.

12+3

Unit 2 Methods of Teaching   **12+3**

Teacher centered method-lecturing, lecture demonstration-advantages and limitations. Student centered method- Heuristic, Problem solving, project- advantages and limitations.

Practicum: List the projects related to secondary and higher secondary level.

Unit 3 Techniques of Teaching Mathematics   **12+3**

Drill, quiz, brain storming, seminar, symposium, workshop, buzz session, review, assignment, supervised study, oral work, group work, homework.

Practicum: Give examples for each technique

Unit 4 Planning of Instruction   **12+3**

Lesson plan-principles, components of lesson plan- characteristics of a good lesson plan, yearly plan, unit plan. Herbartion steps, constructivism approach-ABL, ALM and AALM.

Practicum: Preparation of yearly, term, monthly and weekly plan

Unit 5 Individualised Instruction

Models of instruction-CAI, PSI, linear, branching and mathetics.

Practicum: Prepare linear, branching and mathetics on any topic

12+3

Total Hours: 60(T)+15(P)

Text Books::
1. Lee, C (Ed). (2014).*Practical Guide to Teaching Mathematics in the Secondary School.* Routledge.
2. Rao, M.S (2003). *Achievement Motivation and Achievement in Mathematics.* Discovery Publishing House.
3. Mustafa. (2005).*Teaching Of Mathematics : New Trends and Innovations.* Deep and Deep.
4. Rock, D (2013). *Teaching Secondary Mathematics.*Routledge.

References:
1. Butler & Wren. (1965).*The Teaching of Secondary Mathematics.* New York: Mc Graw Hill Book Company.
2. Eves, H. (1963).*The History of Mathematics.* New York: Holt-Rinehart and Winston.
3. Goel, A. (2006). *Learn and Teach Mathematics*. New Delhi: Authors Press.
4. James, Ae. (2005). *Teaching of Mathematics.* New Delhi:Neelkamal Publication.
5. Kinfe Abraha Gebre-Egziabher(2010)*Methods and Techniques of Teaching   High School and College Mathematics* VDM Publishing.
6. Kumar, S. (1993).*Teaching of Mathematics.* New Delhi: Anmol Publication Pvt Ltd.
7. Mangal, S.K. (2004).*The Teaching of Mathematics.* Ludhiana: Prakash Brother.
8. Papola, C. (2004). *Teaching of Mathematics.* New Delhi: Anmol Publications Pvt Ltd. Delhi
9. Sharma, M. M. (1982)*Audio Visual Education-Art and Teaching Aids.* New Delhi: Prakash Brother Publishing.
10.Sidhu, K. (1984).*The Teaching of Mathematics.* New Delhi: Sterling Publishers Pvt. Ltd.

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1. https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=methods+of+teaching+&oq=m
2. https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=microteaching+in+teacher+education&oq=microteaching
3. https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=techniques++of+teaching+mathematics&btnG=
4. https://scholar.google.co.in/scholar?hl=en&as_sdt=0%2C5&q=individual+instructions+psi&btnG=
5. http://cec.nic.in/wpresources/Module/B_Ed/Ed-196-COMPUTER%20ASSISTED%20INSTRUCTION%20(CAI)/main.swf

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. apply the micro teaching skills in teaching mathematics
2. investigate the distinctive characteristics of various instructional methods suitable for teaching mathematics
3. apply appropriate techniques and methods for teaching varied context and content in mathematics
4. understand the different approaches in planning for instruction in teaching mathematics
5. design different individualised instructional material for teaching mathematics

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1		M			M		M	L			M		M	H
CLO 2			H				M				L		M	M
CLO 3		M	H	M				M			M		M	L
CLO 4		M	H					M			M			H
CLO 5		M	H	M	M			M		L	M		H	

School Subject I: Methods and Techniques of Teaching Physical Science

Semester II   **Hours of instruction/week: 4(T)+1(P)**
21BDSP12   **No. of credits:4**

Course Objectives

To enable the student teacher to:

1. develop different skills of teaching
2. understand the various methods of teaching Physical Science
3. develop a theoretical and practical understanding of the technology of teaching Physical Science and employ the various techniques in class room teaching
4. acquire specific skills relating to Physical Science, planning their lessons and presenting them effectively
5. prepare self learning materials for their students

Unit 1   Microteaching

Micro teaching: Definition-micro teaching cycle - Phases of microteaching - skill of introduction, skill of explanation, skill of demonstration, skill of stimulus variation, skill of reinforcement, skill of probing questions, Skill of closure. Organization and implementation of micro teaching - micro lessons - bridge lesson.   **12+3**

Practicum: Practice the skills mentioned in the unit by preparing micro lesson plans.

Unit 2 Methods of Teaching

Teacher centered methods-Text book method-Lecture method - Lecture cum demonstration, Historical and biographical method. Student centered methods-Individual practical work, Project method, Heuristic method, Inductive and deductive method.   **12+3**

Practicum: Mnemonics Bank designing for selected units in Physics and Chemistry.

Unit 3 Techniques of Teaching Physical Science

Seminar, Symposium, Workshop, Supervised study, Team teaching, Brain storming-Buzz session, concept mapping, collaborative learning.   **12+3**

Practicum: Preparation of Concept map for science content from selected units.

Unit 4 Planning of Instruction

Year Plan and Unit Plan. Lesson planning - Meaning, Principles of lesson planning, Importance of lesson planning. Lesson plan preparation based on Herbartian and Constructivist Approaches, ABL, ALM.   **12+3**

Practicum: Prepare digital lesson plans in ABL, ALM and Herbartian style of lesson planning.

Unit 5 Individualised Instruction

Individualised instruction-meaning and importance - Programmed Learning-linear, branched, mathetics - PSI, CAI - modes of CAI.   12+3

Total Hours: 60(T)+15(P)

Text Books:
1. Bhandula, N., Chanda, P.C. & Sharma, K. S.(1995). *Teaching of Science.* Ludhiana: Prakash Brothers, Educational Publishers
2. Indu,H.(2017). How to write lesson plans-The basic tool for teachers. Gujarat: Sara Book Publishers.
3. Joseph, T.T. (1992). *Teaching of Modern Science.* Kerala.
4. Mangal, S.K.(1990). *Teaching of Physical and Life Sciences.* New Delhi: Arya Book Depot
5. Mohan, R. (2007). *Innovative Science Teaching.* Hyderabad: Neelkamal Publishers.

Reference
1. Curran, B. (2016). *Better Lesson Plans, Better Lessons: Practical Strategies for Planning from Standards*. Routledge, Taylor & Francis Group.
2. Djoub, Z. (Ed.). (2017). *Fostering Reflective Teaching Practice in Pre-service Education*. IGI Global.
3. Jasme E. Martinez (2017)*The Search for Method in STEM Education: Palgrave Studies In Play, Performance, Learning, and Development* Springer Science & Business Media
4. Martin, D. (1997). *Elementary Science Methods: A Constructivist Approach.* Albany, NY: Delmar.
5. Tang, M., & Karunanithi, A. T. (Eds.). (2017). *Advanced Concept Maps in STEM Education: Emerging Research and Opportunities: Emerging Research and Opportunities*. IGI Global.

Web Links:
1. https://www.exploratorium.edu/education/ifi/constructivist-learning
2. https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html
3. http://info.moe.gov.et/pdf/ALM%20Teaching%20Methods%20Teachers%27%20Guide.pdf

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. apply the micro teaching skills in their teaching sessions
2. investigate the distinctive characteristics of various instructional methods suitable for teaching physical science
3. apply appropriate techniques and methods for teaching varied context and content of physical science
4. understand the different approaches in planning for instruction
5. design different individualised instruction modules

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	M			L		M					M	H		
CLO 2	M		L	H	M								H	H
CLO 3			L	M	H								H	
CLO 4					M									H
CLO 5			M											

School Subject I: Methods and Techniques of Teaching Biological Science

Semester II
21BDSB12

Hours of instruction/week: 4(T)+1(P)
No. of credits:4

Course Objectives
To enable the student teacher to:
1. develop skills for effective teaching
2. know the importance of various methods and techniques of teaching Biological Science
3. develop skills in preparing and using appropriate instructional material in Biology teaching
4. plan and write the lesson plans
5. prepare individualised instructional materials

Unit 1   Micro teaching
Micro teaching -Definition. Microteaching Cycle. Essential Skills for science teaching - Skill of introducing, Explaining, Stimulus Variation, Questioning, Demonstration, Reinforcement, Achieving Closure. Link lesson- Definition and Need for Link lesson.
Practicum: Practice the skills mentioned in the Unit by preparing micro lesson plans

12+3

Unit 2: Methods of Teaching
Meaning of methods, approaches and techniques. Scientific method - importance, steps involved in the scientific method. Instructional technology and its application to the teaching of biology. Lecture method, Demonstration, Lecture cum demonstration, Laboratory method, Project method, Biographical and Historical method, Assignment and Problem solving method. Internet - e-learning, advantages, and use of it as a method of teaching.
Practicum: Practice any two methods to deliver a concept in Biological Science

12+3

Unit 3   Techniques of Teaching Biological Science
Seminar, Symposium, Workshop, Panel Discussion, Team teaching, Brain storming, Inductive approach, Deductive approach- meaning, comparison, examples, merits and demerits. Enquiry and discovery approaches. Guided and unguided enquiry. Procedure, role of teacher, merits and demerits, buzz session and role playing
Practicum: Conducting a brain storming session.

12+3

Unit 4:   Planning of Instruction
Lesson Planning - Importance of Lesson Plans, writing instructional objectives, planning for specific behavioural changes. Preparation and use of unit plan. Herbartian steps.
Practicum: Preparing digital lesson plans based on Herbartian method

12+3

Unit 5: Individualized Instruction

Self Learning - use, merit, demerits. Programmed Instruction- types. Personalized system of instruction, Computer Assisted Instruction.   12+3
Practicum: Preparing programmed instruction material.

                                                                    Total Hours: 60(T)+15(P)

Text Books:
1. Bhandula, N., Chanda, P.C. & Sharma, K. S. (1995). Teaching of Science. Ludhiana: Prakash Brothers, Educational Publishers
2. Indu,H.(2017). How to write lesson plans-The basic tool for teachers. Gujarat: Sara Book Publishers.
3. Maheshwari, V. K. and Maheshwari, Sudha (2010): *Teaching of Science*, R. Meerut. Lall Book depot, Meerut.
4. Mangal, S.K.(1990). Teaching of Physical and Life Sciences. New Delhi: Arya Book Depot
5. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
6. Singh, D. K. (2007). *Teaching of General Science.*New Delhi: A.P.H.Publishing Corporation.
7. Yadav, K. (2008.). *Teaching of Life Science.* New Delhi: Anmol Publications Pvt.Ltd.

References:
1. Curran, B. (2016). Better Lesson Plans, Better Lessons: Practical Strategies for Planning from Standards. Routledge, Taylor & Francis Group.
2. Djoub, Z. (Ed.). (2017). Fostering Reflective Teaching Practice in Pre-service Education.IGI Global.
3. Jasme E. Martinez (2017)The Search for Method in STEM Education: Palgrave Studies In Play, Performance, Learning, and Development Springer Science & Business Media
4. Martin, D. (1997). Elementary Science Methods: A Constructivist Approach. Albany, NY: Delmar.
5. Marzano, R. J., & Brown, J. L. (2009). A handbook for the art and science of teaching. ASCD.
6. Ramakrishna, A. (2012). Methodology of Teaching Life Sciences. New Delhi: Pearson.
7. Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Company.
8. Tang, M., & Karunanithi, A. T. (Eds.). (2017). Advanced Concept Maps in STEM Education: Emerging Research and Opportunities: Emerging Research and Opportunities. IGI Global.

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1. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3724377
2. www.yourarticlelibrary.com/teaching/micro-teaching-in-indian-education.../45209
3. https://content.wisestep.com/micro-teaching-principles-procedures-benefits-limitations/
4. https://www.education.com › ... › Methods of Teaching in the Classroom
5. https://www.slideshare.net/Vijirayar/methods-of-teaching-biological-science
6. https://study.com/academy/.../instructional-planning-quality-materials-strategies.html
7. https://www.nsf.gov/news/classroom/biology.jsp
8. eprogressiveportfolio.blogspot.com/2012/06/individualized-instruction-strategy.html

Course Learning Outcomes:

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

1. apply the micro teaching skills in their teaching sessions
2. investigate the distinctive characteristics of various instructional methods suitable for teaching biological science
3. apply appropriate techniques and methods for teaching varied context and content of biogical science
4. understand the different approaches in planning for instruction
5. design different individualised instruction modules

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	M			L		M					M	H		
CLO 2	M		L	H	M								H	H
CLO 3			L	M	H								H	
CLO 4					M									H
CLO 5			M											

School Subject I: Methods and Techniques of Teaching Home Science

Semester II   **Hours of instruction/week: 4(T)+1(P)**
21BDSH12   **No. of credits:4**

Course Objectives

To enable the student teacher to:

1. develop the ability to make use of teaching skills by the practice of Microteaching
2. know and apply various instructional methods and approaches of teaching Home Science
3. know and understand the various techniques in teaching of Home Science
4. understand the importance, maintenance and uses of various resources for Teaching of Home Science
5. critically analyze the Home Science textbook of the Higher Secondary level

Unit 1 MicroTeaching

Micro Teaching - Definition - Principles of Microteaching - Microteaching cycle. Teaching skills - Explaining, Stimulus Variation, Reinforcement, Questioning-Black board writing. Implementation- Micro lessons-Bridge Lessons.
Practicum: Preparation of Micro lesson.

12+3

Unit 2 Instructional methods

Teacher centred methods -lecture method, lecture cum demonstration method. Learner -centred methods -Individual laboratory method, heuristic method, Project method, Problem-solving method,Inductive method and deductive method .
Practicum: Conduct a Mini Project in Home Science.

12+3

Unit 3 Techniques in teaching

Techniques in Teaching - Seminar, Symposium, Workshop, Concept mapping, Conference, Assignment, Role playing, Dramatization, Group work, Team teaching, Discussion - Group discussion, Panel discussion, Discussion 66, Buzz session, Brain storming, Colloquium.
Practicum: Development of a Concept map for a selected topic in Home science.

12+3

Unit 4 Planning of instruction

Lesson plan -meaning, need, steps - Herbartian steps and Year plan, Term plan, Monthly plan, Weekly plan. Unit plan - meaning, steps, importance and its format .Designing a lesson plan for topic of secondary school Home Science.
Practicum: Preparation of   Lesson plan in Home Science.

12+3

Unit 5 Individualized Instruction

Individualized instruction- Need and importance, Characteristics and Principles. Programmed instruction - Linear and Branching .Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI) its advantages and disadvantages.

12+3

Practicum: Preparation of Programmed Instruction materials - Linear and Branching

Total Hours: 60(T)+15(P)

Text Books
1. Ebel, R.L. &amp;Frisbie, D.A. (1991). Essentials of Educational Measurement. NewJersey: Prentice Hall
2. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
3. Panda, Pratap Kumar (2017). *Educational Evaluation,* NewDelhi : A P H Publishing
4. Siddiqui, M.H. (2009). Educational Evaluation. New Delhi: A.P.H. Publishing Corporation.
5. Sharma, R.C. (1988). Modern Science Teaching. New Delhi: Dhanpat Rai and Sons.
6. Wellington, J & amp;amp; Ireson,G. (2018). Science learning, Science teaching. New York: Rout ledge.

References:
1. Jha, J.K. (2001). *Encyclopaedia of Teaching of Home Science.(Vol I&II).* New Delhi: Anmol Publications Private Limited.
2. Lakshmi, K. (2006). *Technology of Teaching of Home Science* . New Delhi: Sonali Publishers.
3. Nivedita, D. (2004).*Teaching of Home Science* . New Delhi: Dominant Publishers and Distributers.
4. Seshaih, P.R. (2004). *Methods of Teaching Home Science.* Chennai: Manohar Publishers & Distributors.
5. Shaloo, S. (2002). *Modern Methods of Teaching of Home Science .(I Edition).* New Delhi: Sarup&Sons.
6. Yadav, S. (1997). *Teaching of Home Science* .New Delhi: Anmol Publishers.
7. Yadav, S. (1997). *Text book of Nutrition and Health* . **New Delhi: Anmol Publishers.**

Web Links:
1. https://www.exploratorium.edu/education/ifi/constructivist-learning
2. https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html
3. http://info.moe.gov.et/pdf/ALM%20Teaching%20Methods%20Teachers%27%20Guide.pdf

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. apply micro teaching skills in their teaching sessions
2. investigate the distinctive characteristics of various instructional methods suitable for teaching Home Science
3. apply appropriate techniques and methods suitable for teaching varied context and content of Home Science
4. understand the different approaches in planning for instruction
5. design different individualised instruction modules.

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	M			L		M					M	H		
CLO 2	M		L	H	M								H	H
CLO 3			L	M	H								H	
CLO 4					M									H
CLO 5			M											

School Subject I: Methods and Techniques of Teaching History

Semester II   **Hours of instruction/week: 4(T)+1(P)**

21BDSI12   **No. of credits:4**

Course Objectives

To enable the student teacher to:

1. develop various skills involved in the teaching of History
2. acquire knowledge about the Pedagogical and Activity Methods involved in the teaching of History
3. understand the various Techniques of teaching History
4. feel the necessity of planning the lesson
5. develop effective skill in programmed teaching

Unit 1 Micro Teaching

Definition, Principles of Micro teaching and Micro Cycle, Merits and Demerits. Relevant Skills- Skill of Stimulus Variation, Skill of reinforcement, Skill of Questioning, Skill of Explaining and Skill of Black board writing. Organization and implementation of micro teaching - micro lessons and bridge lesson   12+3

Practicum: Preparing Micro lessons and practicing the skill.

Unit-II Methods of Teaching History

Lecture method, Biographical method, Text book method, Inductive and Deductive methods. Activity methods- Project method, Dramatization, Source method, Dates and how to teach them and Making the past real.   12+3

Practicum: Assigning Individual projects on topics of historical significance, Preparing some lessons in the schools for teaching through dramatization

Unit 3 Techniques of TeachingHistory

Assignment, Seminar, Symposium, Panel Discussion, Team teaching, Supervised Study, Group study and Workshop

Practicum: Organising seminar and symposium for three significant topics from any standard at Elementary and Secondary levels.   12+3

Unit 4 Planning for Instruction

Planning for teaching - specific instructional objectives (knowledge, understanding, application and skills) .Lesson planning- Need, Principles, Herbartian steps. Year plan, Term plan, Monthly plan, Weekly plan and Unit plan.   12+3

Practicum: preparation and analysis of some Model lesson plans

Unit 5 Individualised Instruction

Programmed Instruction, Computer Assisted Instruction, Personalised System of Instruction, Self study and Home work.   12+3

Total Hours: 60(T)+15(P)

Text Books: :
1. Geoff, T. (2008). Teaching and Learning History. New Delhi: SAGE Publications.
2. Sharma, M.M. (1982). *Audio-visual Education - Art and Teaching Aids.* New Delhi: Prakash Brothers Publications.
3. Sharma, R. A. (2008). *Technological Foundation of Education.* Meerut: R.Lall Books Depot.
4. Sharma, R. N. (2008). *Principles and Techniques of Education.* Delhi: Surjeet Publications.
5. Sharma,S. (2004). *Modern Teaching of History.* New Delhi: Anmol Publications.
6. Sivaranjan, K. (2004). *Trends and Developments in Modern Educational Practice.* Calicut University.
7. Yadav, N. (2001). *Teaching of History*. New Delhi: Anmol Publications Pvt Limited.

References:
1. Kokli, A,S.(2002).*Teaching of Social Studies.* New Delhi: Anmol PublicationsPvt Limited.
2. Mangal, S.K. (2001). *Fundamental of Educational Technology*. Ludhiana: Prakash Brothers
3. Mishra, R. (2007). *Lesson Planning.* New Delhi: APH Publishers.
4. Rao, M.S.(2001).*Teaching of Geography.*New Delhi: Anmol PublicationsPvt Limited.
5. Sharma, R. A. (2008). Technological Foundation of Education. Meerut: R.Lall Books Depot.
6. Sidhu.H.S., Bhatia & Narang. (2002), *The Teaching of Social Studies*. Ludhiana: Tandon Publications.
7. Thirugnanasampandam, R. (2005). *Varalaru Karpithal Muraikal*. Chennai: Shantha Publishers.

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1. http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science
2. https://en.wikipedia.org/wiki/Microteaching
3. http://www.historydiscussion.net/teaching/various-techniques-used-by-history-teachers-to-teach-history/488

Course Learning Outcomes:

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

1. apply the acquired skills involved in the teaching of history in the real classroom teaching learning process

2. practise and adopt suitable methods of teaching to enhance the knowledge and skill of the learners

3. increase time sense by adopting different techniques and create interest in the subject called history to feel the reality of the subject

4. plan and organize various seminars, symposium and many more activities to provide practical experience

5. construct different plans for the preparation of classroom activities for the whole academic year and promote self-learning in the classroom among the learners by the preparation of the self-learning materials

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H	H	H									H		
CLO 2			H		H	H	H		H				H	H
CLO 3			H	H	H	H	H	M	M	H		H	H	H
CLO 4	H	H	H	M	H	H	M	H	M	M	H	H	H	H
CLO 5			M	H	M	M	M		M				H	H

Approaches, Methods and Techniques of Teaching English

Semester II   Hours of instruction/week: 4(T)+1(P)
21BDSS12   No. of credits:4

Course Objectives
To enable the student teacher to:
1. understand and practice teaching skills and implement it among the students
2. become aware of different approaches, methods & techniques in teaching English
3. know the contribution of Western and Indian writers in English
4. gain knowledge of planning of instruction
5. familiarise with individualised instruction

Unit-I Micro Teaching
Microteaching skills: skills of stimulus variation, skill of black board writing, skill of questioning, skill of explaining, skill of dramatization, skill of reinforcement - an understanding of the components of various skills an effective preparation for macro teaching.   12+3
Practicum: Practice and prepare a report on teaching skills

Unit-II: Developing Language Skills- Reading and Writing
Exposure to Language through Reading and Writing Skills, Types of Reading and Writing - Sub-skills of Writing - Elementary and Secondary Level,Integration of Skills - Creative expressions in Speaking and Writing (Presentation) Study Skills - Note Making and Note Taking, using SQ3M and Graphic Organizers Reference Skills - Use of Dictionary, Thesaurus and Encyclopedia   12+3
Practicum: Tasks for developing Reading skills; Writing skills, Writing opinions/ideas/everyday Purpose

Unit-III Approaches and Techniques of Teaching English
Approaches-ESP - English for Specific Purpose. Structural   Approach , Situational Approach , Communicative Approach and Task Approach in Teaching English. Techniques - Seminar, Symposium, Workshop, Concept mapping, Conference, Assignment, Role playing, Dramatization, Group work, Team teaching, Discussion-Group discussion, Panel discussion, , Buzz session, Brain storming, Colloquium.   12+3
 Practicum: Development of a Concept map for a selected topic English. Prepare activities for various Approaches and Techniques of Teaching English

Unit-IV: Group and Individualized Instruction
Teacher centered methods -lecture method, lecture cum dramatization method. Grammar Translation Method, Direct Method, Dr. West's Method and Bilingual Method, Learner centered   methods -Individualized instruction , CAI-Computer Assisted instruction, Programmed instruction Project method , Self study and Home work. Role Play -procedure   12+3

of the role play, activity based teaching methods-kinds of activities-exploratory, constructive, expressive. The Activities you could focus on-experiencing, memorizing, understanding, organizing activities., role of a teacher in an Activity Based Method, ELT through internet, online learning virtual education

Practicum: Learn online certificate course. (MOOC, edx.org, open2study, Alison)

Unit-V: Planning for Instruction

Planning for teaching-self instructional objectives (knowledge, understanding, application and skills). Lesson Planning-Need, Principles, Herbartian steps. Year Plan, Monthly Plan, Weekly Plan and Unit Plan   12+3

Practicum: prepare programmed learning materials-branched and linear programming consisting of 10 frames in English at elementary and secondary level.

Total Hours: 60(T)+15(P)

Text Books:

1. Agnihotri, R K (Ed.) (1995). *English Language Teaching in India.* Sage Publications
2. Chatterjee, Kalyan K. (1976) *English Education in India (issues and Opinions).* Macmillan Education Ltd
3. Kanungo, Gostha Behari (1962) *Language Controversy in Indian Education an Historical Study.* University Of Chicago Press

References:

1. Nagaraj & Geetha. *English Language Teaching - Approaches, Methods, Techniques in Education.* Orient Black Swan
2. Nageswara Rao, S. (2013). *Methods of Teaching English.* Guntur: Master Minds, Sri Nagarjuna Publishers.
3. Springer.Hall, G. (2017). *Exploring English Language Teaching: Language in Action*. Routledge.
4. Gass, S. M. (2017). *Input, Interaction, and the Second Language Learner*. Routledge.
5. Brown, G. (2017). *Listening to spoken English*. Routledge.
6. Verplaetse, L. S., & Migliacci, N. (Eds.). (2017). *Inclusive pedagogy for English language learners: A handbook of research-informed practices*. Routledge.
7. Wong, L. L., & Hyland, K. (Eds.). (2017). *Faces of English Education: Students, Teachers, and Pedagogy*. Taylor & Francis
8. Wilhelm, J. D. (2016). *"You gotta be the book": teaching engaged and reflective reading with adolescents*. Teachers College Press.
9. Sibberson, F., & Szymusiak, K. (2016). *Still learning to read: Teaching students in grades 3-6*. Stenhouse Publishers.
10. Thaler, E. (2016). *Teaching English Literature*. UTB.
11. Kumaravadivelu, B. (2016). The decolonial option in English teaching: Can the subaltern act? *TESOL quarterly*, *50*(1), 66-85.

Web Links:

1. https://www.slideshare.net/moyusuf/microteaching-an-introduction?next_slideshow=1

2. https://www.fluentin3months.com/reading-writing-speaking-and-listening/
3. https://www.ukessays.com/essays/english-language/methods-and-approaches-of-english-language-teaching-english-language-essay.php
4. https://onlinelibrary.wiley.com/doi/pdf/10.1002/tea.3660090110
5. https://us.sagepub.com/sites/default/.../26484_Chapter_1_Decide_What_to_Teach.pdf

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. understand the diversified needs of the learners in ESL/EFL
2. design objective oriented methodology to teach ESL/EFL
3. develop instructional strategies that facilitate the learners in ESL/EFL
4. exercise the technologies related to improving the learner's performance in ESL/EFL
5. Practice suitable testing and evaluation methods in ESL/EFL

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H	H		H	H		H					H	H	
CLO 2	H	H	M	H	H	M		H			H	H	H	M
CLO 3	H		H			H	H	H	H			H	H	
CLO 4	H		H		H		H			H		H		H
CLO 5	H		H			H		H		H		H	H	H

School Subject II: Pedagogy of Teaching English

Semester II   **Hours of instruction/week: 4(T)+1(P)**
21BDSE21   **No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. explain the principles of language teaching, and evolution and trends in English literature
2. preparean instructional plan in English
3. adapt various approaches and methods to teach English language
4. use various techniques to evaluate the achievement of the learner in English

Unit 1 Nature of English Language and Literature

Principles of Language Teaching. Language Proficiency - Basic Interpersonal Communication Skills (BICS) and CognitiveAcademic Language Proficiency(CALP). English Language in the school context - An evolutionary perspective. Current trends in modern English literature in Indian context. Teaching as second language in Indian context   10

Unit 2 Instructional Planning

Aims and objectives of teaching English at different stages of schooling. Instructional Planning - Need and importance. Unit and lesson plan - Need and importance. Procedure of unit and lesson planning. Planning and adapting units and lessons for children with disabilities   12

Unit 3 Approaches and Methods of Teaching English

Difference between an approach and a method.   Task based approach, co-operative learning, language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructiveapproach. Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary-i) Translation method, ii) Structural - Situational method, iii) Direct method. Development of four basic language skills - Listening, speaking, reading, and writing. Accommodation in approaches and techniques in teaching children with disabilities.   14

Unit 4 Instructional Materials

Importance of instructional material and their effective use. The use of the instructional aids for effective teaching of English - Smart boards,chalk board, flannel board, pictures/ picture-cut-outs, charts, tape-records, radio, television, films & filmstrips, overhead projector, language laboratory, language games, reading cards, worksheets, handouts, and power point presentation. Construction of a teacher made test for English proficiency. Teaching portfolio. Adaptations of teaching material for children with disabilities.   12

Unit 5 Evaluation

Evaluation - concept and need. Testing language skills and language elements (vocabulary, grammar and phonology). Adaptation of evaluation tools for children with disabilities. ndividualized assessment for children with disabilities. Error analysis, diagnostic tests and enrichment measures.

12

Practicum:

1. Design teaching programme based on error analysis
2. Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English.
3. Develop work sheet (interactive including language games)
4. Prepare worksheets to enrichvocabularyamongsecondarystudents with disabilities.
5. Develop lessonplans for theteachingofprose and poetry.
6. Criticallyanalyzeanyonepoemoressayofawell knownpoetorwriter.

15

Total Hours: 60(T)+15(P)

Text Books:

1. Gatenby, E.v. (1961).*English As A Foreign Language: Advice to Non-English Teachers.* Longman, Green And Co.
2. Lado, Robert. (1961). *Language Testing*. Longman, Green And Co.
3. Rai, B.C. (1985). *Method Teaching of English.* Prakashan Kendra.
4. Singh, U K. (1996). *Language Education.* Discovery Publishing House.
5. Satya R K (2008). *Modern Methods of Teaching English*. A P H Publication.
6. Verghese, B V (1997).*Modern Methods of Teaching English : Teaching English in Elementary Schools (vol 3).* Anmol Publications.

References:

1. Berry, V. (2013). *English Impact Report: Investigating English Language Learning Outcomes at the Primary School Level in Rural India*. UK: BBC.
2. Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.
3. Bhatia, K.K. and Kaur, Navneet. (2011). *Teaching and Learning English as a Foreign Language.* Ludhiana: Kalyani Publishers.
4. IGNOU CTE - 02 Certificate in Teaching of English. (1989). *The Structure of English.* New Delhi: IGNOU.
5. IGNOU EEG - 02 Elective Course in English. (1989). *The Structure of Modern English Blocks (1 to 7).* New Delhi: IGNOU.
6. Krishna Swamy. (2003). *Teaching English: Approaches, Methods and Techniques.* New Delhi: Macmillan Publication.
7. Ovando, C. J., & Combs, M. C. (2018*). Bilingual and ESL classrooms: Teaching in multicultural contexts*. Rowman & Littlefield.

8. Pennycook, A. (2017). *The cultural politics of English as an International Language.* London: Taylor & Francis.
9. Sachdeva, M. S. (2007). *Teaching of English.* Patiala: Twenty First Century Publications.
10. Sahu, B. K. (2004). *Teaching of English.* Ludhiana: Kalyani Publishers.
11. Shaik, M. & Gosh, R. N. (2005). *Techniques of Teaching English.* Hyderabad: Neelkamal Publications.
12. Sharma, P. (2011). *Teaching of English: Skill and Methods.* Delhi: Shipra Publication.

Web Links:
1. https://www.fluentin3months.com/reading-writing-speaking-and-listening/
2. http://www.englishmate.com/blog/developing-four-essential-skills-listening-speaking-reading-writing/
3. https://www.britishcouncil.org/voices-magazine/five-essential-listening-skills-english-learners
4. http://www.cambridgeenglish.org/learning-english/free-resources/mooc/

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. apply the principles of language teaching to foster language efficiency among children
2. assess the needs of the language learners
3. analyze the instructional strategies that support language development
4. practice inclusive pedagogy teaching language.
5. exercise the technologies related to English Language Learning to suit with individual needs of children with disabilities.

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H											H	M	
CLO 2			H									M		M
CLO 3		M		L		H		M	H			H	M	M
CLO 4												H	M	M
CLO 5							L				L	M	M	M

Specialization: Curriculum Designing, Adaptation and Evaluation for Children with Visual Impairment

Semester II	Hours of instruction/week: 3(T)+3(P)
21BDSSV2	No. of credits: 4

Course Objectives

To enable the student teacher to:

1. define curriculum, its types and explain its importance
2. demonstrate techniques of teaching functional academic skills
3. explain importance and components of independent living skills
4. explain curricular adaptations with reasonable accommodations
5. illustrate how physical education and creative arts activities can be adapted for the children with visual impairment

Unit 1 Concept and Types of Curriculum

Concept, Meaning and need for curriculum. Curricular approaches in Special Education - Developmental, functional, eclectic and universal design for learning approach. Types of curriculum - Need based, knowledge based activity based and skill based and hidden curriculum. Curriculum planning, implementation and evaluation.Role of Special Teachers of the visually impaired. Core curriculum and expanded core curriculum- Meaning, need and components.   8

Unit 2 Teaching Functional Academic Skills

Learning media assessment. Braille reading readiness. Techniques of teaching Braille. Techniques of teaching print to children with low vision. Braille aids and devices, optical devices for print reading and writing.   8

Unit 3 Teaching of Independent Living Skills

Independent living skills - Meaning, importance, components. Orientation and Mobility - Need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids. Daily living skills - Assessment of needs and techniques of teaching age appropriate daily living skills. Sensory efficiency - Importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision. Techniques of teaching social interaction skills, leisure and recreation skills and self -determination.   9

Unit 4 Curricular Adaptation

Curricular adaptation - Need, importance and process. Reasonable accommodation - Need and planning. Planning of lessons for teaching Expanded Core Curriculum - Individualized Education Program writing. Pedagogical strategic - Cooperative, learning, Peer tutoring, reflective teaching, multisensory teaching. Preparation of teaching learning material for ECC - Reading Readiness kit, Flash cards, Sensory Kits, and Mobility Maps   10

Unit 5 Curricular Activities

Curricular activities - Meaning and need for adaptation.   Adaptation of physical education activities and yoga.   Adaptation of games and sports- both indoor and out door. Creative Arts for the children with visual impairment. Agencies/Organisations   10 promoting -sports, culture and recreation activities for the visually impaired in India - Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket.

Practicum:
1. Reading and writing English Braille text.
2. Transcript from print to Braille and vice versa (Grade II).
3. Prepare reading readiness material for pre-school children with visual impairment.   45
4. Preparation and presentation of a kit to develop sensory efficiency.
5. Select one chapter from a primary level text book of your choice and adapt it for learners with visual impairment.
6. Adapt one diagram and one map from secondary classes into non-visual format.

Total Hours: 45(T)+45(P)

Text Books:
1. Frampton, Merle E. (2006). Education of the Blind : A Study of Methods of Teaching the Blind. Cosmo Publications.
2. Mukhopadhyay, S. (1989). Source Book for Teaching of Visually Impaired. National Council Of Educational Research And Training.
3. Premavathy Vijayan (Ed)., (2009). Education of Visually Impaired Children with Additional Disabilities. Kanishka Publishers.
4. Pumani, B. (1993). Hard Book : Visual Handicap. Ashish Publishers, New Delhi.
5. Vijay Pratap Singh .(2004). Education of the Blind and Visually Impaired. Sarup.

References:
1. Aggarwal, J.C. (2005). *Curriculum development.* Delhi: Shipra Publication, New Delhi.
2. Arora,Vicky. (2005). *Yoga with Visually Challenged.* New Delhi: Radhakrishna Publication.
3. Baratt, Sarah, H. (2008). *The Special Education Tool Kit.* New Delhi: Sage Publication.
4. Caldwell, H., & Cullingford-Agnew, S. (2017). *Technology for Send in Primary Schools: A Guide for Best Practice.* UK: Learning Matters.
5. Cutter, J. (2006). *Independent Movement and Travel in Blind Children.* North Carolina: IAP
6. Dawn, R. (2017). *Educational Achievement and Psychosocial Transition in Visually Impaired Adolescents: Studies from India.* New York: Springer.
7. Epler, P. L. (Ed.). (2017). *Instructional Strategies in General Education and Putting the Individuals with Disabilities Act (IDEA) Into Practice.* Hershey, PA: IGI Global.
8. Epler, P. L. (Ed.). (2017). *Instructional Strategies in General Education and Putting the Individuals with Disabilities Act (IDEA) Into Practice.* Hershey, PA: IGI Global.
9. Lowenfeld, B. (1971). *Our blind children: Growing and Learning with Them.* Springfield: Charles C. Thomas.

10. Mani, M.N.G. (1992). *Techniques of Teaching Blind Children.* New Delhi: Sterling Publishers Pvt. Ltd.
11. Mani, M.N.G. (1997). *Amazing Abacus.* Coimbatore: S.R.K. Vidyalaya Colony.
12. Mason, H. & Stephen McCall et al. (2003) *Visual Impairment - Access to Education for Children and Young people.* London: David Fulton Publishers.
13. Metzler, M. (2017). *Instructional Models in Physical Education.* London: Taylor & Francis.
14. Sharma, R.A. (2011). *Curriculum Development and Instruction.* Meerut: R. Lall book depot.
15. Vijayan, P.& Naomi, V. G. (2010). *Education of Children with Low Vision.* New Delhi: Kanishka Publication.

Web Links:
1. https://research-education-edu.blogspot.in/2014/08/types-of-curriculum.html
2. http://www.khayma.com/muhannad/Dr%20Amer%20lectures/curriculum%20lectures%20en/curriculum%20concepts%20nature%20and%20purposes.pdf
3. http://www.dsnetworkaz.org/PDF/PREP/part_vi.pdf

Course Learning Outcomes:
On successful completion of this course, the student teachers will be able to:
1. identify curriculum and select the appropriate for children with visual impairment.
2. providing types functional academic skills training to the visually impaired children
3. identify appropriate DLS and train.
4. adapt the curriculum to suit the needs of visually impaired children and choose appropriate instructional strategies to teach visually impaired children
5. train the visually impaired children on creative art activities and adapt physical education activities; Work in collaboration with the organizations promoting sports, culture and recreation activities for visually impaired children

CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H											H		L
CLO 2			M						M			H	H	
CLO 3					H							L		
CLO 4				H							L			M
CLO 5								L				L		

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Specialization: Curriculum Designing, Adaptation and Evaluation for Children with Hearing Impairment

Semester II	**Hours of instruction/week: 3(T)+3(P)**
21BDSSH2	**No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. 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
2. develop capacity of developing literacy skills of reading and writing in children with hearing impairment
3. describe the need for curricular adaptation and decide suitable adaptation and undertake it
4. appreciate the need for curricular evaluation and describe the tools and methods for evaluating it

Unit 1 Curriculum and It's Designing

Curriculum-Concept, Types and Models. Approaches and Steps for Curriculum Designing. Curricular Needs of children with hearing impairment in Scholastic Areas. Curricular Needs of children with hearing impairment in Non-scholastic Areas. Curricular Framework for 21st Century.

8

Unit 2 Developing Literacy Skills - Reading

Pre-requisites for Reading and Emergent Reading Skills. Assessment of Reading Skills at Different Levels. Approaches and strategies to Develop reading Skills and Independent Reading. Types and Models of Developing Reading Skills. Challenges and Remedial Strategies

10

Unit 3 Developing Literacy Skills - Writing

Pre-requisites for Writing and Emergent Writing Skills. Assessment of Written Language at Different Levels. Components and Types of Writing. Steps and Strategies in Developing Writing. Challenges and Remedial Strategies.

9

Unit 4 Curricular Adaptation

Curricular Adaptation - Meaning and Principles. Need Assessment and Decision Making for Adaptation. Adapting Curriculum- Content, Teaching-Learning Material, and Instruction. Types of Adaptation and Process. Adaptation and Accommodations in Student's Evaluation and Examinations.

10

Unit 5 Curriculum Evaluation

Concept and need for curriculum evaluation. Factors associated with curricular evaluation (learner, content, instructor and resources). Areas of curriculum evaluation - Context, input, process and product. Methods and tools for curriculum evaluation. Challenges in curriculum evaluation

8

Practicum:

1. 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.
2. Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation.   45
3. 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.

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                                                            Total Hours: 45(T)+45(P)

Text Books:

1. Greer, R Douglas. (2008). *Verbal Behavior Analysis : Inducing and Expanding New Verbal Capabilities in Children with Language Delays.* Boston: Pearson Education.
2. Jolliffe, Wendy. (2012). *Teaching Systematic Synthetic Phonics in Primary Schools.* London: SAGE.
3. Oyiborhoro, John M A. (2005). *Aural Rehabilitation for People with Disabilities.* California: Elsevier Academic Press.

References:

1. Dunn, M., & Ernst-Slavit, G. (2018). Emotional Challenges Faced by L2 Teachers When Teaching and Assessing Students with Learning Disabilities and Difficulties. In *Emotions in Second Language Teaching*. UK: Springer.
2. Fontas, I. (2001). *Guiding Reader and Writers (Grades 3-6): Teaching Comprehension, Genre and Context Literacy.* Portsmouth, NH: Heinemann.
3. Gathoo, V. (2006). *Curricular Startegies and Adaptations for Children with Hearing Impairment.* New Delhi: Kanishka Publishers
4. Marsh, C.J. (2004). *Key concepts for understanding curriculum.* Routledge Falmer.
5. Moores, D.F., Martin, D.S. (2006). *Deaf Learner: developments in curriculum and Instruction.* Gallaudet University Press.
6. Richards, J. (2001). *Curriculum Development in Language Teaching.* Cambridge: Cambridge University Press.
7. Sharma, M. (2013). *Education Management, Curriculum Development and Teaching Techniques.*New Delhi: Kanishka Publishers.
8. Spriggs, A. D., Siereveld, E., Baldridge, M., Ortiz, K., & Young, T. (2018). System of Service Delivery for People with Disabilities in India and Impact in Rural Areas. In *Disability and Vocational Rehabilitation in Rural Settings* (pp. 383-397). UK: Springer.

Web Links:

1. https://research-education-edu.blogspot.in/2014/08/types-of-curriculum.html
2. http://www.khayma.com/muhannad/Dr%20Amer%20lectures/curriculum%20lectures%20en/curriculum%20concepts%20nature%20and%20purposes.pdf
3. http://www.dsnetworkaz.org/PDF/PREP/part_vi.pdf

Course Learning Outcomes:

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

1. design curriculum based on the individualistic needs of the hearing impaired
2. apply strategies to foster the literacy needs of the hearing impaired
3. adapt the existing curriculum to include the children with hearing impairment.
4. plan interventional strategies to develop study habits to the children with hearing impairment for self learning.
5. adapt the curriculum evaluation strategies to meet the needs of children with hearing impairment.

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CLO / PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10	PLO 11	PSO 1	PSO 2	PSO 3
CLO 1	H		L									H	M	
CLO 2				M								H		L
CLO 3						H		L				H		
CLO 4		M							M			H	M	
CLO 5			L			H						H		L

Practical I: Specialization (Visual Impairment) /
Practical I: Specialization (Hearing Impairment)

Semester II   **Duration: 2 hrs. per week**

No. of credits: *

S.No.	Component	Marks
1.	#Internship - Observation & Disability Specialization (2 weeks)	25
2.	Programmed Learning Material	5
3.	Project	10

Marks - *

* Credits and Marks will be added and given at the end of Fourth Semester

 # Internship -Observation & Disability Specialization

Hearing Impairment

Sl. No.	Tasks	Educational settings	Specific activities	Hrs	Marks	Submissions
1	Assessment of hearing	Institute/ Clinic	*Observation of: BOA, conditioned Puretone 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	15	5	Journal with reflections
2	Assessment of speech	Institute/ Clinic	*Listening to speech of children with and without hearing loss and identifying parameters (Nonsegmental, segmental & suprasegmental) 3 children each *Observing speech assessment (screening) - 2 children *Carrying out speech assessment(screening) -2 children *Observing speech assessment using standardized tool-	15	5	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 *Observation of developmental scale - 3 children *Observing a reading comprehension test - 1 group of students of primary level	15	5	Journalwith reflections
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	15	10	
			TOTAL	**60**	25	

Visual Impairment

Sl. No.	Tasks	Education al settings	Specific activities	Hrs	Marks	Submission s
1	Learning of Braille	Institute	Bharati Hindi or Regional Braille Braille Mathematical sign for: Numeric indicator, basic operations, simple fraction and brackets	30 15	10 15	
2	Learning the use of Assistive Devices	Institute	Taylor Frame: Basic operation using arithmetic and algebraic types	15		
			TOTAL	**60**	**25**	

Practical II: School Subject

Semester II   **Duration: 2 hrs. per week**

No. of credits: *

S.No.	Component	Marks
1.	Internship -Observation (2 weeks)	25
2.	Programmed Learning Material	5
3.	Project	10

Marks - *

* Credits and Marks will be added and given at the end of Fourth Semester

Practical III: General Practical

Semester II   **Duration: 1 hr. per week**

No. of credits: *

S.No.	Component	Marks
1.	Reflective Journal	10
2.	Psychology Practical Record	10

Marks - *

* Credits and Marks will be added and given at the end of Fourth Semester

Teacher Behaviour
(Self Study Course)

Semester III   **Hours of instruction/week: 1**
21BDSC07   **No. of credits: 4**

Objectives

To enable the student teacher:

1. understand the importance of professional etiquette
2. describe and define the components of school-wide positive behavior support
3. assess and create a positive learning environment in schools
4. build strong, positive relationships with children and youth
5. use a positive teaching approach
6. organize an effective classroom management system for all students, particularly those with exceptional learning needs

Unit 1 Introduction to Teacher Behavior

Meaning, nature and importance. Professional etiquette- Meaning, definition, its importance. Teacher Etiquette - Attire, punctuality, effectiveness. Behaviour in meetings. Behaviour in classroom and communication.   3

Unit 2 Teacher Behavior and Classroom Climate

Classroom climate- Meaning, factors contributing towards positive classroom climate. Assessment of classroom climate- Various tools and methods-Correct use of social skills assessments. Positive behavior support system for classroom and non-classroom environments. Data collection system for evaluating individual student behavior. Steps involved in developing a classroom management plan/disclosure document.   3

Unit 3 Orchestration of the Elements in the 21st Century Classroom

Critical role of classroom management, rules and procedures, disciplinary interventions. Teacher-student relationships, mental set, getting off to a good start. A new way of thinking about classroom management, functional behavioural analysis and intervention planning. Basics of applied behaviour analysis. Technology use for classroom and behaviour management.   3

Unit 4 Building an Emotionally Safe and Engaging Environment

Meaning of emotionally safe environment. Ways to deal with feelings that interfere with learning, skills that invite kids to cooperate. Pitfalls of punishment - alternatives that lead to self-discipline, solving problems together. Steps that engage children's creativity and commitment, praise that doesn't demean, criticism that doesn't wound. Parent-teacher partnership, reducing or eliminating disruptive and rule-violation behaviour.   3

Unit 5 Legal and Ethical Practices for the Benefit of all Learners within the Classroom

Basic responsibilities of the teacher, student and parent. Positive expectations and being a good manager. Designing lessons to help students reach mastery, becoming a professional, individuals with disabilities – no child left behind. Classroom management. Select and implement the least intensive intervention consistent with the needs of individuals with exceptionalities

3

Practical:

Assess a school climate on the following areas and identify strengths and areas in which to improve the environment.

1. Profile of the school 2. History of the School 3. Physical conditions 4. Human resources / teacher resources 5. Infra structural facilities / School Building 6. School Governance 7. Special Services Provided 8. Co-curricular Activities Provided 9. Records Maintained 10. Details of Dropouts 11. Results 12. Special Achievements 13. Teacher resources 14. School – Community relationships 15. Any other dimension.

Total Hours: 15

Text Books::
1. Buch, M.B. (1975). *Studies in Teaching and Teacher Behaviour.* M.S.UNIV
2. Dosajh, N.l. (1977). *Modification of Teacher Behaviour Through Micro Teaching.* Sterling Publishers Pvt.ltd.
3. Mishra ,R.C. (2016). *Classroom Management.*, New Delhi: APH Publishing Corporation.
4. Murthy, S.K. (1985). *Educational Technology and Teacher Behaviour.* Prakash Brothers Educational Publishers.
5. Premalatha, R. (1990). *Study of Teacher Behaviour.* Coimbatore: Avinashilingam Institute.

References:
1. Bell,P.(2013). Teacher Behaviour –A Teacher's Guide to understanding the Disruptive Behaviour,UK: AuthorHouse**.**
2. Cipani, E. (2004). *Classroom Management for All Teachers.* (2nd edition). New Jersey: Pearson Prentice Hall.
3. Coogan , J.(2015). Classroom Management : The First step to Effective Teaching, Bulljive Publishing.
4. Evertson, C.M. & Emmer, E.T. (2009). *Classroom Management for Elementary Teachers.* (8th edition). New Jersey: Pearson.
5. Faber, A. & Mazlish, E. (1995). *How to talk so kids can learn at home and in school.* New York: Simon & Schuster – A Fireside Book.
6. Glasberg, B. (2005). *Functional behaviour assessment for people with autism.* Bethesda, MD: Woodbine House.

Web Links:
1. http://shodhganga.inflibnet.ac.in/bitstream/10603/22964/5/ch-1.pdf
2. http://www.projectorcentral.com/21st_Century_Classroom.htm

3. https://www.edutopia.org/blog/creating-emotionally-healthy-classroom-environment-mark-phillips
4. http://teaching.monster.com/benefits/articles/3522-creating-an-ethical-classroom

Course Outcomes:

On successful completion of this course the learner will be able to :

1. observe, analyze and document student behavior to match an appropriate intervention strategy to change behavior in a desired direction.
2. establish classroom procedures and expectation (rules) to promote a positive, effective and efficient learning environment
3. construct the organization of a classroom schedule/time management plan that includes various content areas, instructional strategies, grouping strategies
4. experiment with new and innovative approaches to planning and teaching.
5. analyze a given classroom situation for legal, ethical and professional issues and concerns, by applying legal, ethical, and professional reactions to the situation and provide resolutions to align the classroom

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1			H	H										
CO 2		L							H					
CO 3	H		M		H							M		
CO 4		M	H							M				H
CO 5	M			H		H	H	H		M		H		H

Semester III   **Hours of instruction/week: 4(T)+1(P)**
21BDSM13   **No. of credits: 4**

Course Objectives
To enable the student teacher to:
1. create understanding about principles of curriculum and curriculum development
2. device suitable resources for enhancing learning
3. get an insight in organization of co-curricular activities like maths clubs, seminar, etc.
4. get knowledge about the books to be kept in a mathematics library
5. device suitable aids to teaching which results in better learning construct and standardized achievement test in mathematics

Unit 1 Curriculum development
Curriculum-meaning, characteristics of a good curriculum, principles of curriculum construction and syllabus. Organisation of curriculum-logical, psychological, concentric and spiral.

Practicum: Analyse the differences in State Board, CBSE and ICSE curriculum.

15

Unit 2 Teaching learning Materials in Mathematics
Edger Dale cone of experience, Low cost improvised teaching aids-paper folding and paper cutting. Use of mass media in teaching, integrating IT in teaching mathematics. Supplementary resources-Text books, manuals, e-books

Practicum: Preparation of mathematical models and improvised aids.

15

Unit 3 Mathematics Laboratory
Mathematics laboratory-need and importance, types of material and equipments to be kept in the laboratory.

Practicum: List the equipments in a mathematics laboratory.

15

Unit 4 Mathematics Library
Mathematics library-need and importance, types of books – textbooks, reference books, workbooks, e-books, etc. to be kept in the library

Practicum: Observe and list the Math books available in your school during your Internship.

15

Unit 5 Evaluation
Evaluation-Concept of evaluation, importance, steps in construction of achievement test, Qualities of a good test, diagnostic and remedial teaching. CCE-meaning and importance.

Practicum: Prepare a blue print for an achievement test that you can conduct for IX standard student.

15

Text Books:
1. Rock, David(2013),Teaching Secondary Mathematics,Routledge
2. Sankhala, D P(2009), Teaching of Mathematics in Secondary School, Adhyayan Publishers

References:
1. Arnon, I., Cottrill, J., Dubinsky, E., Oktaç, A., Fuentes, S. R., Trigueros, M., & Weller, K. (2013). APOS theory: *A framework for research and curriculum development in mathematics education.* Springer Science & Business Media.

2. Brahier, D. J. (2016). *Teaching secondary and middle school mathematics*. Routledge.

3. Butler &Wren. (1965). *The Teaching of Secondary Mathematics.* New York: Mc Graw Hill Book Company.

4. Eves.H. (1963). *The History of Mathematics.* New York: Holt-Rinehart and Winston.

5. Goel, A. (2006). *Learn and Teach Mathematics.* New Delhi: Authors Press.

6. James, Ae. (2005). *Teaching of Mathematics.* New Delhi: Neelkamal Publication.

7. Kumar, S. (1993). *Teaching of Mathematics.* New Delhi: Anmol Publication Pvt Ltd.

8. Mangal, S.K. (2004). *The Teaching of Mathematics.* Ludhiana: Prakash Brother.

9. Norman, E. G. & Robert, L. L. (1990). *Measurement and Evaluation in Teaching.* New York: McMillan Publishing Company.

10. Papola, C. (2004). *Teaching of Mathematics.* New Delhi: Anmol Publications Pvt Ltd.

11. Sharma, M. M. (1982). *Audio Visual Education-Art and Teaching Aids.* New Delhi: Prakash Brother Publishing.

12. Sidhu, K. (1984). *The Teaching of Mathematics.* New Delhi: Sterling Publishers Pvt Ltd.

13. Skovsmose, O. (2013). *Towards a philosophy of critical mathematics education* (Vol. 15. Springer Science & Business Media.

Web Links:
1. http://cec.nic.in/wpresources/Module/B_Ed/Ed-269-ROLE%20OF%20MASS%20MEDIA%20IN%20EDUCATION/main.swf
2. http://cec.nic.in/wpresources/Module/B_Ed/Ed-6%20-%20TYPES%20OF%20AUDIO-VISUAL%20AIDS/main.swf

Course Outcomes:
On successful completion of this course, the student teachers will be able to:
1. design the curriculum based on the principles of curriculum
2. choose suitable resources for enhancing learning

3. establish a mathematics laboratory with the required equipments
4. collect books for enriching a mathematics library
5. construct tests to measure the achievement test in mathematics

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M											M		
CO 2			H		H			M					H	
CO 3		M	H			H	M	M			M		H	
CO 4				M	H				M		H			M
CO 5					M	M	M		H				M	M

School Subject I: Curriculum and Resources in Physical Science Education
Semester III   **Hours of instruction/week: 4(T)+1(P)**
21BDSP13   **No. of credits: 4**

Course Objectives
To enable the student teacher to:
1. understand the principles of curriculum construction and examine critically the syllabi in physical science of the secondary/higher secondary schools
2. understand and prepare teaching learning resources
3. know about different resources related to library
4. familiarize themselves with laboratory organization and administration
5. understand the evaluation techniques and prepare objective based test items to assess the achievement and progress of pupils

Unit 1 Curriculum Development
Definition–meaning and concept. Principles of curriculum development. Approaches to curriculum organisation - psychological, concentric, historical, Nature study. Curricular Models – PSSC and CHEM study.   10
Practicum: Analyse Tamil Nadu State board, CBSE and ICSE curriculum.

Unit 2 Teaching Learning Material in Physical Sciences
Importance of audio-visual aids-principles, preparation and uses. Hardware, software in educational technology – charts, graphs, pictures, display boards, models, slides, film-strips.Projectors-Over-Head Projector, Slide projector, Visualiser, Mass media-Radio Television, News paper, Computer, Internet   20
 Practicum: ChemTube3D or You tube downloading of video clippings for science learning

Unit 3 Physical Science Laboratory
Planning and organization of science laboratory - Procurement, organization and maintenance of laboratory equipment. Storage of chemicals – records to be maintained. First-Aid and Safety Management. Improvisation of apparatus.   20
Practicum: Prepare a sample stock register for breakables, non-breakables and consumables.

Unit 4 Science Library
Science library - Different kinds of books - Text books, Reference books, Do it yourself books, Work Book, Teachers handbook, Biography of scientists, Science periodicals.   10
Practicum: Facility analysis of Science Library of practicing schools and the teacher education institution with respect to the existing curriculum.

Unit 5 Evaluation
 Evaluation- meaning, types. Achievement test in physical science – steps involved in the construction of achievement test. Hall marks of a good test. Diagnostic testing and remedial teaching. Continuous and Comprehensive Evaluation   15
 Practicum: Develop a MCQ question bank based on Bloom's taxonomy for any one Science Education Syllabus.

Total Hours: 75

Text Books:
1. Ebel, R.L. &Frisbie, D.A. (1991). *Essentials of Educational Measurement.* New Jersey: Prentice Hall
2. Mohan, R. (2007). *Innovative Science Teaching.* Hyderabad: Neelkamal Publishers.
3. Sharma, R.C. (1988). *Modern Science Teaching.* New Delhi: Dhanpat Rai and Sons.
4. Vanaja, M. (2006). *Methods of Teaching Physics.* New Delhi: Discovery Publishing House.
5. Wellington,J & Ireson,G. (2018). *Science learning, Science teaching*. New York: Rout ledge.

References:
1. Hill, R. H., & Finster, D. C. (2016). Laboratory safety for chemistry students. John Wiley & Sons.
2. Jonathon Grooms, Patrick J. Enderle, Todd Hutner, Victor Sampson (2016) Student Lab Manual for Argument-Driven Inquiry in Physical Science: Lab Investigations for Grades 6-8 Argument-Driven Investigations NSTA Press.
3. Schyrlet Cameron, Carolyn Craig (2017) STEM Labs for Physical Science, Mark Twain Media.
4. Suskie, L. (2018). Assessing student learning: A common sense guide. John Wiley & Sons.

Web Links:
1. www.open.edu/openlearn/science-maths...and...laboratory.../content-section-1.4.1
2. https://www.csun.edu/science/ref/curriculum/reforms/pssc.
3. Html://www.yourarticlelibrary.com/statistics

Course Outcomes:
On successful completion of this course, the student teachers will be able to:
1. design a curriculum based on the different needs of students and society by keeping in mind the principles and approaches of curriculum development
2. prepare different teaching learning materials and use different technological gadgets for classroom instruction and management.
3. design and maintain a science laboratory with all security measures
4. catalogue the periodicals and books in the library
5. construct and validate diagnostic test and achievement test

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1			M		H			M						
CO 2					H	H								
CO 3				M										
CO 4					L									
CO 5							H							

School Subject I: Curriculum and Resources in Biological Science Education

Semester III	**Hours of instruction/week: 4(T)+1(P)**
21BDSB13	**No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. understand the principles of organizing curriculum
2. develop ability to use instructional aids
3. develop the ability to organise science laboratory
4. know about different resources related to library
5. prepare objective based test items as per the existing state syllabus pattern in science

Unit 1 Curriculum Development

Curriculum – meaning and definition. Curriculum and Syllabus. Principles of Curriculum construction. Approaches to curriculum organization- integrated, disciplinary and interdisciplinary approach, concentric and spiral approach, nature rambling, nature Study. Curriculum reforms abroad – BSCS Nuffield foundation.

Practicum: Make a table of similarities and differences of any two of BSCS versions.

15

Unit 2 Teaching Learning materials in Biological Science

Audio visual aids, general value of audio-visual presentation in biology, use of television. Use of real objects such as microscopic slides, skeletal materials, plant and animal specimens. Representational materials such as pictures, photographs, diagrams, models, display boards, museum, herbarium, aquarium, vivarium, terrarium. Apparatus such as projectors, micro-projectors and microscope, using film strip, and motion pictures in the teaching of biology.

Practicum: Prepare a Herbarium stating the steps in preparation.

15

Unit 3 Biological Science Laboratory

Planning and organization of Biological Science laboratory - procurement, organization and maintenance of laboratory equipment. Preservation of specimens, records to be maintained. First Aid and Safety management.

Practicum: Prepare a Herbarium

15

Unit 4 Science Library

Science Library and its organization. Selecting good books for a science library. Organizing a science library. Using Internet for accessing information, websites for authoritative information like ERIC, INFLIBNET etc.

Practicum: Facility analysis of Science Library of practicing schools and the teacher education institution with respect to the existing curriculum

15

Unit 5 Evaluation

Different types of test items, merits and demerits. Construction and administration of achievement tests and diagnostic tests. Continuous and comprehensive Evaluation,

15

Evaluation criteria for assignment, Seminar and project. Various types of test items, essays, short answer, completion, matching two choice, multiple choice, steps in test construction, table of specification, scoring, interpretation and follow up

Practicum: Develop a MCQ question bank based on Bloom's taxonomy for any one unit in Biological Science Education Syllabus.

Total Hours: 75

Text Books:
1. Ebel, R.L. &Frisbie, D.A. (1991). Essentials of Educational Measurement. New Jersey: Prentice Hall
2. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
3. Siddiqui, M. H. (2009). *Educational Evaluation.* New Delhi: A.P.H.Publishing Corporation.
4. Sharma, R.C. (1988). Modern Science Teaching. New Delhi: Dhanpat Rai and Sons.
5. Vanaja, M. (2006). Methods of Teaching Physics. New Delhi: Discovery Publishing House.
6. Wellington,J & Ireson,G. (2018). Science learning, Science teaching. New York: Rout ledge.

References:
1. Griffin, P., & Care, E. (Eds.). (2014). *Assessment and teaching of 21st century skills: Methods and approach*. Springer.
2. Hill, R. H., & Finster, D. C. (2016). Laboratory safety for chemistry students. John Wiley &Sons.
3. Jonathon Grooms, Patrick J. Enderle, Todd Hutner, Victor Sampson (2016) Student Lab Manual for Argument-Driven Inquiry in Physical Science: Lab Investigations for Grades 6-8Argument-Driven Investigations NSTA Press.
4. Mishra, R. (2007). *Lesson Planning.*Ansari road, Daryaganj, New Delhi: A.P.H.Publishing Corporation.
5. Robert Coe, Michael Waring, Larry V Hedges, James Arthur (2017) Research Methods and Methodologies in Education SAGE.
6. Schyrlet Cameron, Carolyn Craig (2017) STEM Labs for Physical Science, Mark Twain Media.
7. Suskie, L. (2018). Assessing student learning: A common sense guide. John Wiley & Sons.
8. Swe Khine (2013) Critical Analysis of Science Textbooks: Evaluating instructional effectiveness Springer Science & Business Media.

Web Links:
1.   https://ncse.com/media/voices/biological-sciences-curriculum-study-1971
2.   https://www.ncbi.nlm.nih.gov/books/NBK218805
3.   https://archive.org/stream/.../methodsandmateri031873mbp_djvu.txt
4.   https://www.slideshare.net/kavukavya/types-of-test-items

Course Outcomes:
On successful completion of this course, the student teachers will be able to:
1.   operate the different educational technology gadgets

2. design and arrange a science laboratory and prepare the registers required for a lab
3. demonstrate the ways of administering first aid
4. catalogue the periodicals and books in the library
5. Construct and validate diagnostic test and achievement test

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		M										H		
CO 2				M				M						
CO 3			M				H			M				
CO 4					M								M	
CO 5						M					M			

School Subject I: Curriculum and Resources in Home Science Education

Semester III   Hours of instruction/week: 4(T)+1(P)
21BDSH13   No. of credits: 4

Course Objectives

To enable the student teacher to:

1. know the concept and principles of Curriculum construction
2. develop teaching-learning material for teaching Home Science
3. familiarize with laboratory organization and administration
4. know about different resources related to library
5. understand the evaluation techniques and prepare objective based test items to assess the achievement and progress of pupils

Unit 1 Curriculum Development

Concept of curriculum and syllabus, Bases and principles of curriculum development and study of present school curriculum on the bases of them. Approaches to Home Science curriculum: Integrated v/s disciplinary, Child centered v/s teacher centered, flexible v/s structured, process based v/s content based, conceptual v/s factual, spiral v/s unit based.   15

Practicum: Analysis of Higher Secondary Home Science Textbook

Unit 2 Teaching – learning materials

Audio – Visual aids- Meaning, Definition, Characteristics and importance . Edgar Dale's Cone of Experience. Classification- Projected aids, Non –projected aids and Activity aids.   15

 Practicum: Prepare low-cost and no cost teaching aids and study their effectiveness in a classroom transaction

Unit 3 Home Science Laboratory

Home Science Laboratory – organization of the laboratory – Laboratory equipment and their maintenance – Planning of   Multipurpose room – Maintenance of records and registers.   15

Practicum: Organize Multipurpose Home Science Laboratory.

Unit 4 Home Science Library

 Text books, Workbooks, Handbooks, Reference books - Encyclopaedia, Periodicals, Newsletters, Magazines, Journals and Internet in Home Science teaching   15
Practicum: Collect 10 reference material/article related to Home Science.

Unit 5 Achievement Test Construction

Achievement test- type of test items – Objective type, short answer type and Essay type, Concept of Achievement Test – purpose, Construction, Statistical analysis and Interpretation, Qualities of good Test,,Preparation of Blue print .Diagnostic test and remedial teaching.   15

Practicum: Construction of Achievement test in Home Science.

Total Hours: 75

Text Books:
1. Yadav, S. (1997). *Text book of Nutrition and Health.* New Delhi: Anmol Publisher.
2. Devadas, R .P. (1989). *Methods of Teaching Home science.* New Delhi: NCERT.
3. Nivedita, D. (2004). *Teaching of Home Science.* New Delhi: Dominant Publishers and Distributors.

References:
1. Jha, J.K. (2001). *Encyclopaedia of teaching of Home Science.* (Vol I&II). New Delhi: Anmol Publications Private Limited.
2. Lakshmi, K. (2006). *Technology of teaching of Home Science.* New Delhi: Sonali Publishers.
3. Seshaih, P.R. (2004). *Methods of teaching Home Science.* Chennai: Manohar Publishers & Distributors.
4. Shaloo, S. (2002). *Modern Methods of teaching of Home Science.* (I Edition). New Delhi: Sarup & Sons.
5. Yadav, S. (1997). *Text book of Nutrition and Health.* New Delhi: Anmol Publisher.

Web Links:
1. www.open.edu/openlearn/science-maths...and...laboratory.../content-section-1.4.1
2. https://www.csun.edu/science/ref/curriculum/reforms/pssc.html
3. **www.yourarticlelibrary.com/statistics**

Course Outcomes:
On successful completion of this course, the student teachers will be able to:
1. get acquaint with modern principles in the construction and designing of Home Science curriculum
2. acquire hands-on experience in designing and developing suitable learning aids for class room instruction
3. familiarize with laboratory organization and administration
4. identify different resources related to library
5. develop skill in construction, administration and interpretation of a Unit test

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M				M									M
CO 2					H	H					L		H	
CO 3					M									
CO 4						M								

CO 5						M							

School Subject I: Curriculum and Resources in History Education

Semester III   **Hours of instruction/week: 4(T)+1(P)**
21BDSI13   **No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. acquire knowledge about the curriculum development in History
2. acquaint with the various teaching learning materials
3. understand the role of History room in the teaching of History
4. get familiarized with the purpose of History Library
5. develop the skill of tool construction

Unit 1 Curriculum Development

Meaning and concept, Principles of Curriculum construction. Organization of Curriculum-Chronological plan, Concentric and Spiral plans, Regressive plan and Unit Plan and Topical Plan. History syllabus-On the basis of geographical boundaries-World history, National history, Regional and Local history. On the basis of period- Ancient history, Medieval history and Modern history. On the basis of circumstances - Political history, Economic history and Social history.

Practicum: Analysis of present day History Curriculum at secondary levels in Tamil Nadu.

15

Unit 2 Teaching Learning Materials in History

Uses and Principles of Hardware- T.V, Films, Slides, Over Head Projector, Tape Recorder and Radio. Uses and Principles of Software- Maps, Globe, Chalk Board, Bulletin Board, Chart and Picture. Hardware and Software- an Integrated approach.

Practicum: Conducting Audio Visual Workshop

15

Unit 3 History Room

Need for History room, Essential Equipments for a History room, Laboratory work in History, History Museum

Practicum: Formation of model History Room by preparing and keeping all equipment and materials needed for it.

15

Unit 4 History Library

History Department Library- Need and importance, Materials for History Library, Collateral reading and the Library. How to motivate pupils to utilise Library resources

Practicum: Maintaining History Library by collecting Social Studies books, Yearbooks and Biographies. Conducting competitions and discussion on current events.

15

Unit 5 Evaluation in History

Meaning and purpose of Evaluation. Characteristics of a Good test in History. Preparation and implementation of different types of tests- Achievement test- Teacher made test-Essay and Objective types. Test Construction. Diagnostic test and Remedial teaching.

Practicum: Construction of a test tool establishing reliability and validity.

15

Total Hours: 75

Text Books:

1. Geoff, T. (2008). Teaching and Learning History. New Delhi: SAGE Publications.

2. Sharma, M.M. (1982). *Audio-visual Education – Art and Teaching Aids.* New Delhi: Prakash Brothers Publications

3. Sharma, R. A. (2008). *Technological Foundation of Education.* Meerut: R.Lall Books Depot

4. Sharma, R. N. (2008). *Principles and Techniques of Education.* Delhi: Surjeet   Publications.

5.Sharma,S. (2004). *Modern Teaching of History.* New Delhi: Anmol Publications

References:

1. Kokli, A,S. (2002). *Teaching of Social Studies.* New Delhi: Anmol Publications Pvt. Limited.

2. Rao, M.S. (2001). *Teaching of Geography.* New Delhi: Anmol Publications Pvt. Limited.

3. Sharma, M.M. (1982). *Audio-visual Education – Art and Teaching Aids.* New Delhi: Prakash Brothers Publications.

4. Sidhu, H. S., Bhatia & Narang. (2002). *The Teaching of Social Studies.* Ludhiana: Tandon Publications.

5. Sivaranjan, K. (2004). *Trends and Developments in Modern Educational Practice.* Calicut University.

6. Sivaranjan, K. (2004). *Trends and Developments in Modern Educational Practice.* Calicut University

7. Thirugnanasampandam, R. (2005). *Varalaru karpithal muraikal*. Chennai: Shantha Publishers.

Web Links:

1. http://cec.nic.in/E-Content/Pages/Result.aspx?p=Paper04&s=BED&Name=B.Ed.&PaperName=Methodology%20of%20Teaching%20Social%20Science

2. https://en.wikipedia.org/wiki/Curriculum_development

3. http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2223-03862009000100005

Course Outcomes:

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

1. curriculum for different levels of education and emerge as expert curriculum designers

2. analyse suitable resources for enhancing teaching learning process in History

3. collect various materials needed for establishing History room and arrange it in a proper manner

4. promote the library reading among the future citizens to widen their knowledge in the area of history

5. construct different test tools and judge the quality of a test with the help of the tool to measure the achievement test in History

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M	H										M		H
CO 2	M												H	
CO 3							M	M					H	
CO 4		M				M							M	
CO 5									H					H

School Subject I: Curriculum and Resources in English Education

Semester III   **Hours of instruction/week: 4(T)+1(P)**

21BDSS13   **No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. understand the principles of curriculum construction and development
2. use ICT in teaching English effectively
3. gain knowledge of different types of resources and use it effectively in the classroom
4. use library resources to the optimal level
5. understand the different types of tests and evaluation

Unit 1 Curriculum Development

Curriculum and Syllabus - Distinction, Academic Standards, Curriculum Design - Principles of Curriculum Construction, Characteristics of a Good English Reader at Secondary Level,: Co-curricular Activities Club activities: - Role play, Quiz, debates, extempore, puppet show, public speaking, soliloquy, simulation, poster-making, paper folding, fieldtrips, discussion.

Practicum: Plan and conduct any two activities mentioned above Critical Analysis of a Secondary and Higher Secondary School English Text Book

15

Unit 2 Teaching Learning Resources in English

Teacher made aids- audio visual aids, pictures, charts, flash cards, models- merits and demerits, Mechanical aids – radio, tape recorder, OHP, TV, visualize, Com-puter assisted aids- computer in English language classes- PPT, videos and educational CDs

Practicum: Prepare two lesson plans by using the above teaching aids

15

Unit 3 Supplementary Resources

Library, importance of library in language learning, Techniques to inculcate interest in students to use library. Principles of selecting books for a language class library, e-library, Inflibnet-meaning features and advantages.

Practicum: Collect materials and use it to enhance teaching skills

15

Unit 4 Computer Assisted Teaching and Language lab

Need and importance, appearance and configuration of Language lab Software and Hardware - aspects of Language lab, Online courses, SWAYM MOOC courses, Alison online courses, online test. Digital lesson plans. Smart classrooms.

Practicum: Prepare two computer assisted lessons

15

Unit 5 Evaluation in English

Meaning and Purpose of Evaluation, Characteristics of a good test in English. Preparation and implementation of different types of tests-, Achievement test –Teacher

15

made test. Different types of questions Blue print Analysis and Interpretation of test scores . Diagnostic and Remedial teaching

Practicum: Construct a blue print and achievement test in English.

Total Hours: 75

Text Books:

1.   Rai, B.c. (1985) Method Teaching of English. Prakashan Kendra.
2.   Singh, U K. (1996). Language Education. Discovery Publishing House.
3.   Satya R K (2008). Modern Methods of Teaching English   A P H Publication
4.   Verghese, B V (1997) Modern Methods of Teaching English : Teaching English in Elementary Schools (vol 3) Anmol Publications

References:
1.   McArthur, T. (2002). *Using English Suffixes and Prefixes.* London: Collins.
2.   Nageswara Rao, S. (2013). *Methods of Teaching English*. Guntur: master minds, Sri
3.   Matsuda, A. (Ed.). (2017). *Preparing teachers to teach English as an international language*. Multilingual Matters.
4.   Paris, D., & Alim, H. S. (Eds.). (2017). *Culturally sustaining pedagogies: Teachin*Gass, S. M. (2017). *Input, interaction, and the second language learner*.
5.   Routledge.*g and learning for justice in a changing world*. Teachers College Press.
6.   Skinner, B. F. (2016). *The technology of teaching*. BF Skinner Foundation.
7.   Sleeter, C., & Carmona, J. F. (2016). *Un-standardizing curriculum: Multicultural teaching in the standards-based classroom*. Teachers College Press.
8.   Van Manen, M. (2016). *The tone of teaching: The language of pedagogy*. Routledge.
9.   Cremin, T. (2015). *Teaching English Creatively*. Routledge.
10. Jacobs, D. T. (2016). Teaching truly: A curriculum to indigenize mainstream education. *Curriculum and Teaching Dialogue: Vol. 18# 1 & 2*, 183.
11. Pang, A., & Yeo, M. (2015). Editorial.
12. Singh, G. (2016). Challenges for Teachers in the Era of E-learning in India. *Scholedge International Journal of Multidisciplinary & Allied Studies ISSN 2394-336X*, *3*(2), 14-18.
13. Mathew, L. (2016). *Aspiring India: The politics of mothering, education reforms, and English*. University of Pennsylvania.

Web Links:

1. https://education.alberta.ca/curriculum-development/how-is-curriculum-developed/
2. https://jtmadhavan.wordpress.com/2010/07/08/teaching-learning-materials-english/
    mrscollazo-cnsp.weebly.com/supplementary-resources.html
3 https://en.wikipedia.org/wiki/Language_la
4.https://www.teachingenglish.org.uk/article/assessing-evaluating-english-language-teacher-education-teaching-learning

Course Outcomes:

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

1. acquire knowledge about the curriculum development in English.
2. acquaint with the various teaching learning materials in ELT
3. understand the role of Language lab and Library in the teaching of English.
4. get thorough with the purpose of Evaluation and develop the skill of tool construction
5. prepare and practice tools to evaluate the students

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M			M				M				M		
CO 2		M			M				M				M	
CO 3	M					M								M
CO 4		M			M					M				
CO 5	M		H			M				M			M	

Specialization: Educational Intervention and Teaching Strategies for Children with Visual Impairment

Semester III

Hours of instruction/week: 4(T)+2(P)

21BDSSV3

No. of credits: 4

Objectives

To enable the student teacher:

1. explain various theoretical perspectives related to intervention & teaching strategies
2. demonstrate techniques of teaching Mathematics to visually impaired children
3. acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment
4. acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment
5. describe the process of assessment visual efficiency and classroom management for children with low vision

Unit 1 Theoretical Perspectives

Difference among methods, approaches and strategies. Intervention - Concept, Scope and Importance. Intervention for lately blinded students- Role of special teachers/ educators. Mediated teaching-learning - Concept, need and procedure. Enriched teaching for concept development - Converting visual concepts into accessible experiences

12

Unit 2 Teaching of Mathematics

Coping with mathematics phobias. Conceptualization of mathematical ideas- processes and challenges for children with visual impairment. Preparation and use of tactile materials. Mental arithmetic abilities- Concept, importance and application. Evaluation procedures with special reference to the needs of children with visual Impairment

12

Unit 3 Teaching of Science

Providing first-hand experience in the class and the school environment. Inclusive/collaborative learning for laboratory work. Science teaching learning materials and equipment - i) Preparation and use of TLM,ii) Locating and procuring Science equipment. Problem solving and learning by doing approach for visually impaired students. Evaluation procedure with particular reference to practical and adaptations in examination questions.

12

Unit 4 Teaching of Social Science

Techniques of preparation and presentation of adapted Tactile maps, diagrams, and Globe. Procuring, adapting and use of different types of models. Organizing field trips. Teaching Skills - Dramatization, narration, explanation, story-telling, and role

12

play. Evaluation of concepts and skills in social science with particular reference to Geography.

Unit 5 Teaching of Children with Low Vision

Visual Stimulation - Concept and procedure. Selection of an appropriate medium of reading and writing. Techniques and procedures for developing reading and writing skills. Orientation and Mobility for low vision children. Classroom management- Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast.

12

Practicum:
1. Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
2. Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
3. Functionally assess the vision of a low vision child and plan a teaching programme.
4. Learn and use Abacus and Geometric Kit in teaching children with visual impairment.

30

Total Hours: 60(T)+30(P)

Text Books:
1. Frampton, Merle E. (2006). *Education of the Blind : A Study of Methods of Teaching the Blind*. Cosmo Publications.
2. Mukhopadhyay, Sudesh. (1989). *Source Book for Teaching of Visually Impaired.* National Council Of Educational Research And Training.
3. Premavathy Vijayan Ed.,(2009). *Education of Visually Impaired Children with Additional Disabilities.* Kanishka Publishers.
4. Pumani, B.(1993). *Hard Book : Visual Handicap*. Ashish Publishers.
5. Vijay Pratap Singh.(2004). *Education of the Blind and Visually Impaired.* Sarup.

References:
1. Bonilla-Silva, E. (2017). *Racism without racists: Color-blind racism and the persistence of racial inequality in America*. Maryland: Rowman & Littlefield.
2. Fernandez,G., Koening, C, Mani. M.N.G. and Tensi. S. (1999). *See with the Blind.* Banglalore: Books for Change
3. Jackson, J. (2007). *Low Vision Manual.* Edingurgh: Butterworth Heinemann (Elsevier)
4. Macnaughton, J. (2005). *Low Vision Assessment.* Edingurgh: Butterworth Heinemann (Elsevier)

5. Macnaughton, J. (2005). *Low Vision Assessment.* Edingurgh: Butterworth Heinemann (Elsevier)
6. Mani, M.N.G. (1992). *Techniques of Teaching Blind Children.* New Delhi: Sterling Publishers Pvt. Ltd.
7. Mason, H. and Stephen McCall et al. (Ed.) (2003). *Visual Impairment – Access to Education for Children and Young people.* London: David Fulton Publishers.
8. Niemann, S.& Jacob, N. (2009) *Helping Children who are Blind.* California: The Hesperon/ Chennai, Chetana Charitable Trust
9. Punani, B. &Rawal, N. (2000). *Handbook for Visually Impaired.* Ahmedabad: Blind Peoples' Association
10. Roskos, K. A. (Ed.). (2017). *Play and literacy in early childhood: Research from multiple perspectives*. London: Routledge.
11. Sen, A. (2017). *Collective Choice and Social Welfare: Expanded Edition*. UK: Penguin
12. Vijayan, P.& Naomi, V. G. (2010). *Education of children with low vision.* New Delhi: Kanishka Publication.

Web Links:
1. http://www.afb.org/info/teachers/educational-interventions-for-students-with-low-vision-2646/35
2. https://www.teachingvisuallyimpaired.com/early-intervention.html
3. http://publications.gov.sk.ca/documents/11/40209-Vision.pdf

Course Outcomes:
On successful completion of this course the learner will be able to :
1. apply intervention strategies to convert the visual concepts into accessible experiences to the visually impaired
2. alleviate math phobias and develop mental math skills among the visually impaired children
3. possess necessary competencies and skills to teach science to the visually impaired students
4. prepare TLM in social science for the children with visual Impairment and adapt strategies of evaluation
5. increase the use of residual vision of the low vision students through visual efficiency training

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H		H		H	M		L	L			H		H
CO 2	H		H		H	H	M	M	H	M	L			H
CO 3	H		H		H	H	M	M	H	M	L			H
CO 4	H		H		H	H	M	M	H	M	L	L		H
CO 5	H		H			H		H				H		

Specialization: Educational Intervention and Teaching Strategies for Children with Hearing Impairment

Semester III   **Hours of instruction/week: 4(T)+2(P)**
21BDSSH3   **No. of credits: 4**

Objectives

To enable the student teacher:

1. understand about programmes for early intervention of infants and children with HI
2. describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment
3. explain various approaches to teaching, strategies for speech intervention
4. describe methods, techniques and options to facilitate language and communication
5. explain the concept, principles and practices, linkages and outcomes of educational intervention

Unit 1 Need and Strategies for Early Intervention of Hearing Loss
Parent-infant programmes for children with HI - Overview, need, requirements and plan of action. Pre-school training programmes - Overview, need, requirements and plan of action. Individual Speech-Language Therapy Programmes - Overview, need, requirements and plan of action. Impact of early intervention on school outcomes. Intervention of late identified children with hearing impairment - Challenges and strategies.

12

Unit 2 Auditory Learning (AVT & Auditory Training) & Speech Reading
Concept of 'Auditory Listening' - Unisensory & Multisensory approaches. Auditory training - Importance, types (Individual & Group) and Stages. Auditory Verbal Therapy - Principle, importance and role of teacher. Auditory Training and AVT - Pre-requisites, challenges, similarities and differences. Speech Reading - Concept, importance, pre-requisites, challenges and role of teacher

12

Unit 3 Speech Intervention strategies
Approaches to teaching speech - Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach. Formulation of Lesson plan - Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants. Orientation to acoustics of speech. Strategies for production of speech - Modelling and shaping through auditory, visual, tactile modalities. Individual and group speech teaching - Strengths and challenges.

12

Unit 4 Communication and Language Teaching Strategies
Methods of teaching language - Natural, structural and combined. Principles and techniques of developing language. Communication Options - Compare and contrast. Communication Options - Justification and challenges. Tuning the environment (Home and School) for facilitating language and Communication

12

Unit 5 Educational Intervention Strategies

Educational Intervention - Concept, need and areas (curricular & co curricular) and Types of educational intervention (group, individual, developmental, remedial). Principles and practices in early educational intervention – Familycentred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services. Maxims, methods of teaching & lesson planning (group, individual, developmental, and remedial). Partnership of various professionals & agencies in educational intervention. Child and family outcomes of early educational intervention   12

Practicum:

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   30
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.

Total Hours: **60(T)+30(P)**

Text Books:
1. Northern, Jerry L. (1991). *Hearing in Children*. Lippincott Williams and Wilkins.
2. Grunwell, Pamela Ed. (1995). *Developmental Speech Disorders : Clinical Issues and Practical Implications*. Aitbs Publishers.
3. Webster, Alec. (1986). *Deafness, Development and Literacy*. Methuen And Co. Ltd.
4. Haynes, William O. (2006). *Communication Disorders in the Classroom : An Introduction for Professionals in School Settings*.   Jones and Bartlet Publishers.
5. Vijay Pratap Singh. (2004). *Educating Deaf Child*.   Sarup.

References:
1. Ashman, A. F., & Conway, R. N. (2017). *Cognitive strategies for special education: Process-based instruction*. London: Routledge.
2. Campbell, R. (2018). *Hearing children read*. London: Routledge.
3. Estabrooks, W., (2006). *Auditory-Verbal therapy and practice.* Washington DC: Alexander Graham Bell Association for Deaf.
4. Guralnick, M, J, (2005).*The Developmental Systems Approach to Early Intervention.* London: PAULH Brooks.
5. Ling, D. (2002). *Speech hearing-impaired child: Theory and practice. 2ⁿᵈ Ed.* Deaf and hard of hearing.

6. Nerbonne, M. A. & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation. 6th ed.* Boston: Pearson Education.
7. Pringle, K. C. (2017). *An Exploratory Investigation of the Effects of Powersolving, a Social Problem Solving Method, on Students with Communication Impairments*. New Jersy: Rowan University.
8. Reddy, G. L. (2004). *Hearing Impairment An Educational Consideration.* New Delhi: Discovery Publishing House.
9. Rhoades, E., & Duncan, J. (2010). *Auditory-verbal practice: Toward a family centered approach.* Springfield: Illinois: Charles C. Thomas

Web Links:
1. https://www.educationcorner.com/strategies-for-hearing-impaired-students.html
2. https://online.sju.edu/graduate/masters-special-education/resources/articles/modern-teaching-techniques-for-deaf-students
3. https://www.brighthubeducation.com/special-ed-hearing-impairments/67528-tips-and-strategies-for-teaching-hearing-impaired-students/

Course Outcomes:
On successful completion of this course the learner will be able to :
1. be aware of the early intervention programmes for the hearing impaired infants and children
2. apply auditory listening and speech reading to facilitate language development among the children with hearing impairment
3. facilitate speech through speech intervention with appropriate strategies among the hearing impaired children
4. select and train on appropriate mode of communication for the children with hearing impairment
5. know and shape up the outcomes of educational intervention

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1					M		L	L						H
CO 2	H	M	L	H	M	H	M	H	L			H		H
CO 3	H	M	L	H	M	H	M	H	L			H		H
CO 4	H	M	L	H	M	H	M	H	L	L		M	L	H
CO 5			L			L			M					H

Discipline Specific Elective(DSE) II: Orientation and Mobility

Semester III   **Hours of instruction/week: 2(T)+2(P)**
21BDSEV2   **No. of credits: 2**

Objectives

To enable the student teacher:

1. describe the nature and scope of O&M as also the O&M related responsibilities of the special teacher
2. acquire basic knowledge of human guide techniques
3. describe pre-cane and cane travel skills and devices
4. get acquainted with the importance and skills of training in independent living for the visually impaired

Unit 1 Introduction to Orientation and Mobility

Orientation and Mobility -Definition, importance and scope. Basic terminologies associated with O&M - Trailing, landmarks, clues, cues, shoreline, squaring off, clockwise direction, sound masking, sound shadow. Roles of other senses in O&M training. Special responsibilities of special teacher/ educator with reference to O&M training. Blindfold-Rationale and uses for the teacher   6

Unit 2 Human/Sighted Guide Technique

Grip. Stance. Hand Position. Speed Control. Negotiating - Narrow spaces, seating arrangements, staircases, muddy paths   6

Unit 3 Pre-Cane Skills

Upper and lower body protection. Room familiarization. Using oral description for orientation. Search patterns. Building map reading skills.   6

Unit 4 Cane Travel Techniques and Devices

Canes-Types, parts, six considerations. Cane travel techniques - Touch technique, touch and drag technique, diagonal cane technique. Use of public transport. Asking for help - When and How. Electronic devices, tactile and auditory maps - Description and uses.   6

Unit 5 Training in Independent Living Skills

Self Care, gait and posture. Personal grooming. Eating skills and etiquette. Identification of coins and currency notes. Basics of signature writing   6

Practicum:

Undertake any two of the following -

1. Practice on: a) Sighted guide technique; b) Pre Cane Skills; c) Cane technique; d) Direction finding technique   30
2. Prepare a list of canes and other devices available with various sources along with

prices.
3. Undergo an experience of moving under a blindfold for a few minutes and describe it were about 200 words.
4. Make a short PowerPoint/ oral presentation were about 5 minutes were on the importance of O&M for the visually impaired.
5. Draw up a list of important clues /cues/landmarks which the visually impaired student can use in the school.

Total Hours: 30(T)+30(P)

Text Book:
1. Frampton, Merle E. (2006). *Education of the Blind : A Study of Methods of Teaching the Blind*. Cosmo Publications.
2. Mukhopadhyay, Sudesh. (1989). *Source Book for Teaching of Visually Impaired.* National Council Of Educational Research And Training.
3. Premavathy Vijayan . (2009). *Education of Visually Impaired Children with Additional Disabilities*. Kanishka Publishers.
4. Pumani, B. (1993). *Hard Book : Visual Handicap*. Ashish Publishers.
5. Vijay P Pumani, B. (1993). *Hard Book : Visual Handicap.* Ashish Publishers.

References:

1. Cutter, Joseph (2006). *Independent Movement and Travel in Blind Children.* North Carolina: IAP
2. Fazzi, D. L. & Petersmeyer, B. A. (2001). *Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired.* New York: AFB Press.
3. Knott, N. I. (2002). *Teaching Orientation and Mobility in the Schools: An Instructor's Companion.* New York: AFB Press.
4. Oh, Y., Kao, W. L., & Min, B. C. (2017, July). Indoor Navigation Aid System Using No Positioning Technique for Visually Impaired People. In *International Conference on Human-Computer Interaction* . UK: Springer.
5. Pissaloux, E., & Velazquez, R. (Eds.). (2017). *Mobility of Visually Impaired People: Fundamentals and Ict Assistive Technologies*. UK: Springer.
6. Strumillo, P., Bujacz, M., Baranski, P., Skulimowski, P., Korbel, P., Owczarek, M., ... & Unnthorsson, R. (2018). Different Approaches to Aiding Blind Persons in Mobility and Navigation in the "Naviton" and "Sound of Vision" Projects. In *Mobility of Visually Impaired People* (pp. 435-468). UK: Springer.
7. Vijayan, P. & Victoria, N.G. (2009). *Teaching Orientation and Mobility Skills to Persons with Visual Impairment.*Coimbatore: Saradalaya Press.

8. Vijayan, P. and Vaijayanthi. R. (2002). *Handbook: Visual Impairment - Awareness cum Training Packages in Disability.* New Delhi: Indira Gandhi National Open University.
9. Wilmshurst, L., & Brue, A. W. (2018). *The complete guide to special education: Expert advice on evaluations, IEPs, and helping kids succeed*. London: Routledge.

Web Links:
1. http://www.visionaware.org/info/everyday-living/essential-skills/an-introduction-to-orientation-and-mobility-skills/123
2. http://www.tsbvi.edu/seehear/fall98/waytogo.htm
3. http://www.bpaindia.org/pdf/VIB%20Chapter-IV.pdf

Course Outcomes:

On successful completion of this course the learner will be able to :
1. orient the visually impaired on mobility
2. be capable of training the visually impaired with sighted guide techniques
3. facilitate the visually impaired to make use of mobility canes for smooth travel
4. be familiar with the developments in the field of mobility techniques and gadgets for the visually impaired
5. train the visually impaired on the independent living skills

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H		H		M		M	M	L	M		M		H
CO 2	H		H		M		M	M	L	M		M		H
CO 3	M		M		L	L			L			M		L
CO 4						H								M
CO 5	H		M		M	L	M	M		M				H

Discipline Specific Elective(DSE) II: Communication Options - Oralism

Semester III　　　　　　　　　　　　　　**Hours of instruction/week: 2(T)+2(P)**
21BDSEH2　　　　　　　　　　　　　　　　　　　　**No. of credits: 2**

Objectives
To enable the student teacher:

1. discuss the Aural Oral Options with reference to persons with hearing impairment in the context of India
2. discuss the relevant issues like literacy, inclusion and training with reference to Oralism /Oral Rehabilitation
3. exhibit beginner level hands on skills in using these options
4. motivate self to learn and practice more skills leading to linguistic adequacy and fluency to be used while developing spoken language in children with hearing losses

Unit 1 Understanding Hearing Loss in Real Life Context
Basic awareness on paradigms of D/Deafness (Medical and Social). Basic awareness on deafness and communicative access - Challenges and concerns. Basic awareness on autonomy, inclusion and identity with reference to oral options. Oral / aural verbal options and realistic expectations of family and teachers. Importance of neural plasticity and early listening opportunities.
　　　　　　　　6

Unit 2 Advanced Understanding of Oral Options
Difference between uni sensory and multi sensory approach in oralism. Oracy to Literacy - Why and How. Speech Reading - Need, role and strategies in all communication options. Training and guidance on aural oral practices for families and tuning home environment - Current scenario, importance and strategies. Tuning mainstream schools/classrooms for aural oral communication - do's and don'ts.
　　　　　　　　6

Unit 3 Skill Development Required for Oralism
Practicing interpreting audiograms and exposure to goal setting in listening skills. Practicing Motherese (addressing /talking to young children) and age appropriate discourse with children using appropriate language, turn taking and eye contact. Practicing fluency skills in verbal communication - spontaneous conversations, narrations and loud reading. Practicing skills in story telling /narrations/jokes/ poems / nursery rhymes. Ongoing monitoring and assessing auditory functioning and speech development - Reading model formats used for the purpose (checklists, recordings, developmental scales).
　　　　　　　　6

Unit 4 Skill Development Auditory Verbal (AV) Approach
AV Approach - Meaning, misconcepts and justification. Stages of Auditory Hierarchy. Understanding listening strategies, techniques of AV approach and their relation to listening environment. Reading model plans and observing a few weekly
　　　　　　　　6

individual sessions. Developing instructional material for AVT sessions linking listening, language and cognition.

Unit 5 Implementing Oralism and AV Approach in Indian Special Schools and Summing Up

Use of oralism and AV approach in Indian special schools - Current scenario. Oralism / AV Approach - Prerequisites for special schools. Strategies of implementation oral communication policy and fulfilling prerequisites. Resource mobilization for listening devices - (ADIP, Organized Charity, CSR, Fund Raising Events, Web Based Fund Raising). Reflections on the course - From theory to practice to initiating change.

6

Practicum:
1. Watching Video's Of Individual Sessions and Classroom Teaching
2. Role Play and Dramatization
3. Developing Learning Material for Facilitating Connectivity Among Listening, Language and Cognition
4. Recording Self Narrated Stories / Poems and Writing Reflections Upon It
5. Interacting with Non Disabled Children for Practicing Expansion Of Ideas

30

Total Hours: 30(T)+30(P)

Text Books:
1. Grunwell, Pamela Ed.,(1995) Developmental Speech Disorders : Clinical Issues and Practical Implications. Aitbs Publishers
2. Haynes, William O (2006) Communication Disorders in the Classroom : An Introduction for Professionals in School Settings   Jones and Bartlet Publishers
3. Northern, Jerry L(1991) Hearing in Children. Lippincott Williams and Wilkins
4. Vijay Pratap Singh (2004)Educating Deaf Child. Sarup
5. Webster, Alec(1986) Deafness, Development and Literacy. Methuen And Co. Ltd.

References:
1. Borden, G. J., Harris, K. S. & Raphael, L. J. (2005). *Speech Science Primer (4th*) Philadelphia: Lippincott Williams and Wilkins.
2. Braden, J. P. (2017). Best Practices in Assessing Those Who Are Deaf or Hard-of-Hearing. In *Handbook of Nonverbal Assessment* UK: Springer.
3. Cobb, G. T. (2017). *Habitus of Deafhood: Compiling a corpus-based academic ASL dictionary using the sociolinguistic practices of Deaf individuals*. Indiana, PA: Indiana University of Pennsylvania.
4. Heller, R. (1999). *Managing Change*. New York: Dk Publishing.
5. Ling, D.(1990) *Acoustics, Audition and Speech Reception. (Cd).*Alexandria: Auditory Verbal International.

6. Mathews, E. S. (2017). *Language, Power, and Resistance: Mainstreaming Deaf Education*. Washington D.C.: Gallaudet University Press.
7. Paul, P. V. (2009). *Language and Deafness*. Boston: Jones and Bartlett.
8. RCI (2010) *Communication Options and Students with Deafness*. New Delhi: Rehabilitation Council Of India

Web Links:
1. http://blogs.ucl.ac.uk/library-rnid/2011/11/18/the-rise-of-oralism/
2. http://sk.sagepub.com/reference/download/the-sage-deaf-studies-encyclopedia/i3490.pdf
3. https://oralismandthedeafcommunity.weebly.com/what-is-oralism.html

Course Outcomes:

On successful completion of this course the learner will be able to :
1. have a clear idea of the hearing loss in real life context
2. know the pros and cons of Aural Oral options in India
3. conduct training sessions on literacy development for the hearing impaired
4. motivate the hearing impaired for self learning
5. foster supportive skills leading to linguistic adequacy and fluency while developing spoken language in children with hearing impairment

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H					M		M	H					H
CO 2						L	M	L						M
CO 3	H	H	H		M	M			M					H
CO 4			L										M	
CO 5	M		H		M			L			H			H

Enhancement of Professional Capacities(EPC): Reading and Reflecting on Text

Semester III   **Hours of instruction/week: 3(P)**
21BDSPE1   **No. of credits: 2**

Objectives

To enable the student teacher:

1. reflect upon current level of literacy skills of the self
2. show interest and begin working upon basic skills required to be active readers in control of own comprehension
3. show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content
4. prepare self to facilitate good reading writing in students across the ages
5. find reading writing as learning and recreational tools rather than a course task

Unit 1 Reflections on Literacy

Literacy and current university graduates - status and concerns. Role of literacy in education, career and social life. Literacy, Thinking and Self Esteem. Literacy of Second Language / English - Need and Strategies. Basic Braille Literacy.   9

Unit 2 Reflections on Reading Comprehension

Practicing responses to text - personal, creative and critical. Meta cognitive awareness of reading processes and strategies applied for meaning making. Developing good reading skills and habits in primary level students. Activities and strategies. Basic understanding of reading comprehension of children with hearing impairment and learning disability.   9

Unit 3 Skill Development in Responding to Text

Indicators of text comprehension - retelling, summarizing, answering, predicting, commenting and discussing. Practicing responding to text (using the indicators) for recreational reading material (narrations) and school textbooks (description). Practicing responding to text (using the indicators) for reports, policy documents and news (expositions) and editorial, academic articles, advertisement copy, resume (argumentation). Practicing web search. Practicing rapid reading and comprehensive reading.   9

Unit 4 Reflecting upon Writing as a Process and Product

Understanding writing as a process - content (intent, audience and organization). Understanding writing as a process - language (grammar, vocabulary, spelling). Understanding writing as a process - surface mechanics (handwriting, neatness, alignment and spacing). Practicing self editing and peer editing of sample texts. Practicing evaluating students writing using parameters - productivity, correctness, complexity, text organization and literary richness   9

Unit 5 Practicing Independent Writing

Practicing writing - picture description/ expansion of ideas / essays / stories. Practicing daily leaving writing - applications / agenda - minutes/ note taking. Practicing converting written information into graphical representation. Practicing filling up surveys, forms, feedback responses, checklists. Reflections on the course - from theory to practice to initiating process to improve self.

9

Total Hours: **45(P)**

Text Books::

1. Bordia, Anil. (1973). *Adult Education in India: A Book of Reading.* Indian Adult Education Association.
2. Henry, Nelson B. (1961). *Development in and Through Reading*. The University Of Chicago Press.
3. Anderson, Lorin W. (1989). *Effective Teacher : Study Guide and Readings*. Random House.

References:

1. Evans, J. (2005). *Spelling Made Easy.* Basing Stoke: McMillan.
2. Haldon, S. (2005). *Materials for language teaching. Interaction package.* Allyn & Bacon Oxford: Modern English Publications.
3. Hartley,V. (2005). *Learning English Handwriting.* Nashville: TN: Nelson
4. Hubbard, P.J. (2005). *A Training course for TEFL,ELBS.* UK: Oxford University Press.
5. Kettering, J. (2005). *Developing Communicative Competency- Interaction Activities in English as a Second Language.* Pittsburgh: Pittsburgh University Press.
6. Miller.D (2002).*Reading With Meaning: Teaching Comprehension in the Primary Grades.* New York: Stenhouse Publishers.
7. Ramabhadracharyulu, G. & Sarojini, B. (2009). *Methods of Teaching English.* Hyderabad: Neelkamal Publications Pvt. Ltd.
8. Shankar, P. (2013). *Teaching of English.* New Delhi: APH Publishing.
9. Ur & Wright. (2005). *5 Minute Practice Activities*. Cambridge: Oxford University Press.
10. Ur. (2005). *Grammar Practice Activities*. Cambridge: Oxford University Press.

Web Links:

1. https://rover.whoistheo.com/reflections-on-literacy-9e12d77232c2
2. https://files.eric.ed.gov/fulltext/EJ991966.pdf
3. http://blog.mywebtext.com/writing-as-a-process-and-product-of-learning/

Course Outcomes:

On successful completion of this course the learner will be able to :

1. facilitate the students to reflect upon the current level of literacy skills
2. promote interest among students to acquire skills required to be active readers
3. help students acquire basic skills of independent writing
4. facilitate good reading writing in students across the ages
5. encourage students to find reading writing as recreational tools

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		M				M		L						L
CO 2		M			M	L		L						M
CO 3		M			M	L			L					M
CO 4		M			M	L			L					L
CO 5		M			L			L						L

Enhancement of Professional Capacities(EPC): Drama and Art in Education

Semester III   **Hours of instruction/week: 4(P)**

21BDSPE2   **No. of credits: 2**

Objectives

To enable the student teacher:

- exhibit basic understanding in art appreciation, 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 Drama and Art in Education

Art and art education - Meaning, scope and difference. Artistic expression - Meaning and strategies to facilitate. Art therapy - Concept and application to students with and without disabilities. Linking art education with multiple intelligences. understanding emerging expression of art by students

12

Unit 2 Performing Arts - Dance and Music

Range of art activities related to dance and music. Experiencing, responding and appreciating dance and music. Exposure to selective basic skills required for dance and music. Dance and Music - Facilitating interest among students - planning and implementing activities. Enhancing learning through dance and music for children with and without special needs - strategies and adaptations

12

Unit 3 Performing Arts - Drama

Range of art activities in drama. Experiencing, responding and appreciating drama. Exposure to selective basic skills required for drama. Drama - Facilitating interest among students - planning and implementing activities. Enhancing learning through drama for children with and without special needs - strategies and adaptations

12

Unit 4 Visual Arts

Range of art activities in visual arts. Experiencing, responding and appreciating visual art. Exposure to selective basic skills in visual art. Art education - Facilitating interest among students - planning and implementing activities. Enhancing learning through visual art for children with and without special needs - strategies and adaptations.

12

Unit 5 Media and Electronic Arts

Range of art activities in media and electronic art forms. Experiencing, responding and appreciating media and electronic arts. Exposure to selective basic skills in media and electronic arts. Media and electronic arts - Facilitating interest among students - planning and implementing activities. Enhancing learning through

12

media and electronic art for children with and without special needs - strategies and adaptations.

Total Hours: 60(P)

Text Books:
1. Cross, Jack. (1977). *For Art's Sake? : A Strategic Approach to Teaching Art in Schools.* George Allen and Unwin.
2. Dodd, Nigel. (1971). *Drama and Theatre in Education.* Heinemann Educational Books.
3. Kulkarni, Prabhjot S. (1994). *Drama in Education : Its Use in Teaching - Learning Process.* Reliance Publishing House.
4. Morgan, Elizabeth. (1968). *Practical Guide to Drama in the Primary School.* Ward Lock Educational.

References:
1. Baniel, Anat. (2012). *Kids beyond limits.* New York: Perigee Trade.
2. Finlay, Victoria.(2000). *The brilliant History of Color in Art.* China: Getty Publications.
3. Greene, Sheila & Hogan, Diane. (2005).*Researching children's experience.* London: Sage Publication:
4. Shirley, Greenway. (2000). *Art, an A to Z guide.* USA: Franklin Watts
5. Vaze, Pundalik. (1999). *How to Draw and Paint Nature.* Mumbai: Jyosna Prakashan.
6. Ward, Alan.(1993) *Sound and Music.* New York: Franklin Watts.

Web Links:
1. http://www.btac.nsw.edu.au/2016/10/importance-drama-performing-arts-education/
2. http://nios.ac.in/media/documents/dled/Block1_508.pdf
3. http://teachingthroughthearts.blogspot.in/2011/07/drama-as-teaching-tool.html

Course Outcomes:
On successful completion of this course the learner will be able to :
1. possess basic understanding in art appreciation, art expression and art education
2. enhance learning through dance and music for children with and without special needs
3. plan and implement activities to facilitate interest in drama among the children with and without special needs
4. adapt the strategies of art expression for the children with special needs
5. be familiar in applying media and electronic art forms to enhance learning among children

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		M			L	M		H		H				
CO 2			H		H			M	L			H		
CO 3			H		H			M	L			H		
CO 4		M			L	M		H		H				H
CO 5		H	H	M				M				H		

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Semester III   **Duration: 2 hrs.**
per week

No. of credits: *

S.No.	Component	Marks
1.	# Internship - Teaching Competency (4 weeks)	75
2.	Lesson plan – Level I & II	5
3.	Teaching Learning Materials	10
4.	Test and Measurement Record	10

Marks - *

* Credits and Marks will be added and given at the end of Fourth Semester

 # Internship – Observation & Disability Specialization

Hearing Impairment

Sl. No.	Tasks	Educational settings	Specificactivities	Hrs	Marks	Submiss-ions
Disability Specialization						
1	Aural intervention	Institute/ Clinic	- Carrying out daily listening checks on children with hearing impairment (5children) - 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)	9	5	
2	Speech intervention	Clinic	- Observing individua lspeech Teaching sessions(2children) - Observing group teaching sessions(2children) - Planning and executing lesson plan for teaching non-segmental, Segmental and Suprasegmental aspects of speech (2children)	9	5	

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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)	30	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 timetable of the school-Minimum 18 school periods - Language - School subjects - Co-curricular	**Hrs.** 4 4 4 / 24	5	
			Primary-Observing and reporting classroom teaching for various subjects as per the timetable of the school-Minimum 18 school periods - Language - School subjects - Co-curricular	4 4 4		
5	Lesson planning	Institute	Supervised activity by college Faculty with specific feedback	6		
6	Delivering Lessons	Special school	20lessons(Science/Maths-5,Social Science-5,Language–8,Art–2)	24	10	
7	Individualised lessons		5lessonson1student	6	5	
8	Delivering lessons	Inclusive School	4 lessons of school periods Indicating appropriate curricular adaptations	6	5	
9	Visit to Other than practice teaching school	Special School	Observing infrastructure and Curricular transaction	6	5	
			TOTAL	**120**	**45**	

Sl. No.	Tasks	Educational settings	Specificactivities	Hrs.	Marks	Submissions
	Main Disability Special School					
1	Teacher assistant **	Special school for children with Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, homework/ classwork, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	30	5	Journal of daily reflection and learning
2	Practicing functioning as a teacher **		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	3	Daily diary
3	Understanding school examination **		Assisting in exam related planning, setting question papers, assessing, entering out come in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	12	2	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– any3	12	5	*
5	Development of(TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	2	TLM

#	Topic		Description			
6	Document Study		Reading and reporting on academic calendars, timetable, diaries, workbooks, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school	12	3	*
7	Use of internet and modern technology for improving the class	Special school for children with Hearing Impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading powerpoints, AVs for concept development involving students	12	5	*
8	Compilations of language teaching material news, conversation, stories		Compiling language material news, conversations, stories and unseen pictures, Directed activities	6	2	Journal of compilations
9	Program end presentation		Powerpoint presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	6	3	
	TOTAL			**120**	**30**	

*Certificate from school head grading the performance 0n 5 point scale. Candidates below the score 3 repeat the placement

**For items each student will be assigned a class and the class teacher is expected to support as the long term mentor for the student placed in her / his class

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Visual Impairment

Sl. No.	Tasks for the Student -	Educational Settings	Disability Focus	Specific Activities	Hrs.	Marks	Subm-issions
	Disability Specialization						
1	Reading and writing of standard English braille	College	VI	1. Reading and writing English Braille text. Transcription from print to Braille and viceversa (GradeII) 2. Braille Mathematics Code: Radicals, fraction(Mixed,complex and hypercomplex),sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometric functions 3. Abacus and Geometric kit	60 Hours 30 Hours	15 12	
	Main Disability Special School						
2.	Classroom teaching	Special Schools for VI	VI	classroom teaching for various subjects as per the timetable of the school- Minimum 90 school periods	65 Hours	35	
				TOTAL	**185**	**75**	

Practical II: School Subject

Semester III   **Duration: 2 hrs. per week**

No. of credits: *

S.No.	Component	Marks
1.	Internship - Teaching Competency (4 weeks)	75
2.	Lesson plan – Level I & II	5
3.	Teaching Learning Materials	10
4.	Test and Measurement Record	10

Marks - *

* Credits and Marks will be added and given at the end of Fourth Semester

l.	Tasks	Specific activities	Hrs	Marks
1	Internship - Teaching Competency (4 weeks)	Every student is expected to complete 4 weeks of field experience in the assigned schools under the supervision of a mentor teacher (MT) and teacher educator. Delivering lesson for School subject I Developing 2 Teaching Learning Material (TLM) for each lesson plan Using technology for classroom teaching, record keeping, communication, preparing power points Working as teacher assistant for Prayers,/ assembly, attendance, home work/class work/ lab work, library work/writing diaries, preparing TLM, Conducting remedial classes Assisting in exam related planning, setting question papers, assessing, writing progress reports, feedback to students and parents. Participating in School committee meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical checkups.	9	5

2	Lesson plan – Level I & II	Planning and executing 25 lesson plan each for school subject I and II for teaching at level I (Middle school) and Level II (High School /Higher Secondary). Of the 25 lesson plans 22 in Herbartian/ALM format and 3 Digital lesson plans for School Subject I	9	5
3	Teaching Learning Materials	Preparation of teaching learning materials for both level I and level II teaching	3	5
4	Test and Measurement Record	Preparing Blueprint along with Question paper, Scoring key, marking scheme and conducting achievement test for School Subject I and analyzing and interpreting the scores achieved and reporting in the form of a record		

Practical III: General Practical

Semester III

Duration: 1 hr. per week

No. of credits: *

S.No.	Component	Marks
1.	Community based Engagement/ Skill Development Record	10
2.	Action Research Record	10
	Marks - *	

* Credits and Marks will be added and given at the end of Fourth Semester

S.No	Tasks	Specific activities	Hrs	Marks
1.	Community based Engagement/ Skill Development Record	Adopting villages and conducting remedial instruction in schools in that village, creating awareness among the villagers on health, civic, social and environmental issues, Carrying out socially useful productive work in the adopted villages		
2.	Action Research Record	Conducting action research in school during internship and submitting a report		

Early Childhood Care and Education

Objectives

To enable the student teacher:

1. explain the biological & sociological foundations of early childhood education
2. describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities
3. enumerate the inclusive early education pedagogical practices
4. apply different approaches and techniques in studying children
5. develop network for care and education of children

Unit 1 The Early Years - An Overview

Facts about early childhood learning and development. Neural plasticity. Critical periods of development of motor, auditory, visual, linguistic and cognitive skills. Sensitive periods of learning - Maria Montessori's framework windows of opportunity and learning timelines of development in young children. Integrating theories of development & learning for early childhood education curricula

9

Unit 2 Early Education of Children with Disabilities

Young children at risk and child tracking. Interdisciplinary assessments and intervention plan. Developmental systems model for early intervention (Guralnick, 2001). Curricular activities for development of skills of - imagination, joy, creativity, symbolic play, linguistic, emergent literacy, musical, aesthetic, scientific and cultural skills. Evidenced based practices for early intervention.

9

Unit 3 Inclusive Early Childhood Educational (ECE) Practices

Natural environments, service delivery models and importance of universal designs of learning (UDL). Practices for inclusive ECE programs - adaptations of physical environment and equipments, visual support materials, parent partnerships, friendships and engagements with typical children. Principles of inclusive ECE practices. Full participation; open ended activities. Collaborative planning.

9

Unit 4 Methods of Studying Children

Approaches – cross sectional and longitudinal approaches. Techniques – observation, interview, questionnaire. Projective techniques and their application in special education. Considerations while selecting methods to study children. Developmental tasks.

9

Unit 5 Developing Network

9

Collaborating with parents and family, and developing Individualised Family. Service Plan (IFSP). School readiness and transitions, importance of sign language in developing readiness skills among young children with hearing impairment. Networking with professionals. Community for successful rehabilitation. Tapping support from local authorities and village leaders.

Practicum:
1. Developing a journal on developmental milestones and learning timelines of children from 0 to 8 years
2. Participation in workshop and develop 5 creative teaching learning materials for children in inclusive early childhood education programs
3. Learning and practicing ISL: Basic vocabulary, common phrases, conversations, sample subject texts and stories in signs

30

Total Hours: 45(T)+30(P)

Text Books:
1. Biber, Barbara. (1969). *Challenges Ahead for Early Childhood Education*. National Association For The Education Of Young Children
2. Law, Norma. (1966). *Basic Propositions for Early Childhood Education.* Association For Childhood Education International
3. Lokanadha Reddy, G. (2004). *Mental Retardation : Education and Rehabilitation services*. Discovery Publishing House.
4. Narayana Reddy, G. (2003). *Managing Childhood Problems : Support Strategies and Interventions*. Kanishka Publishers.

References:
1. Bayat, M. (2016). *Teaching Exceptional Children: Foundations and Best Practices in Inclusive Early Childhood Education Classrooms*. London: Taylor & Francis.
2. Costello, P. M. (2000).*Thinking Skills & Early Childhood Education*. London: David Fulton Publishers.
3. Isaacs, B. (2018). *Understanding the Montessori approach: Early years education in practice*. London: Routledge.
4. Krogh, S. L. & Slentz, K. (2001). *Early Childhood Education, Yesterday, Today & Tomorrow*. London: Lawrence Erlbaum Associates Publishers.
5. Narayan J. (2003). *Educating Children with Learning Problems in Regular schools.* Secunderabad. : NIMH.
6. Video Films. (2002). *Help Them Learn Make It Easy*. NIMH, Secunderabad.
7. Vijayan, P. & Geetha, T. (2006). *Integrated & Inclusive education*. Sage Publications : New Delhi.

Web Links:

1. https://en.unesco.org/themes/early-childhood-care-and-education
2. http://unicef.in/Whatwedo/40/Early-Childhood-Education
3. http://www.child-encyclopedia.com/child-care-early-childhood-education-and-care

Course Outcomes:

On successful completion of this course the learner will be able to :
1. Know the fundamentals of early childhood education
2. Work in interdisciplinary teams as a resourceful special educator
3. Practice the early education pedagogy in inclusive set ups
4. Study the children scientifically
5. Develop network for care and education of the children

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M		M					L						M
CO 2								H		M			M	
CO 3	H		H	M	H	L		L				H		
CO 4	M		L		L		L					H		
CO 5		M						H		M		M		L

Inclusive Education

Objectives
To enable the student teacher:

- 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
Marginalisation vs. Inclusion - Meaning & Definitions. Changing practices in education of children with disabilities - Segregation, integration& inclusion. Diversity in classrooms - Learning styles, linguistic & socio-cultural multiplicity.   Principles of inclusive education - Access, equity, relevance, participation & empowerment. Barriers to inclusive education - Attitudinal, physical & instructional.

4

Unit 2 Polices and Framework Facilitating Inclusive Education
International Declarations - Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990). International Conventions - Convention against discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006). International Frameworks - Salamanca Framework (1994), Biwako Millennium Framework of Action (2002). National Commissions &Policies - Kothari Commission (1964) National Education Policy (1968), National Policy On Education (1986), Revised National Policy Of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006).   National Acts & Programs - IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013).

8

Unit 3 Adaptations Accommodations and Modifications
Meaning, difference, need & steps. Specifics for children with sensory disabilities. Specifics for children with neuro-developmental disabilities. Specifics for children with loco motor & multiple disabilities. Engaging gifted children.

8

Unit 4 Inclusive Academic Instructions
Universal design for learning - Multiple means of access, expression, engagement & assessment. Co-teaching methods - One teach one assist, station-teaching, parallel

6

teaching, alternate teaching & team teaching. Differentiated instructions - Content, process & product. Peer mediated instructions - Class wide peer tutoring, peer assisted learning strategies. ICT for instructions.

Unit 5 Support System and Collaborations for Inclusive Education
Stakeholders of inclusive education & their responsibilities. Advocacy & leadership for inclusion in education. Family support & involvement for inclusion. Community involvement for inclusion. Resource mobilisation for inclusive education.

4

Practical & Field Engagement:

1. Visit special schools of any two disabilities & an inclusive school & write observation report highlighting pedagogy.
2. Prepare a checklist for accessibility in mainstream schools for children with disabilities.
3. Design a poster on inclusive education.
4. Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy

Total Hours: **30**

Text Books:
1. Balsara, Maitreya. (2011). *Inclusive Education for Special Children.* Kanishka Publishers.
2. Bharti Sharma. (2011). *Inclusive Education.* Kanishka Publishers, Distributors.
3. Jayanta Mete. (2016). *Inclusive Education.* Kanishka Publishers.
4. Kaushal Sharma. (2007). *Emerging Trends in Inclusive Education.* IVY Publication.
5. Madan Mohan Jha. (2010). *From Special to Inclusive Education in India.* Pearson Education.
6. Madhu Singh. (2016). *Inclusive Education : Education is Our Right.* Ane Books.
7. Mustafa, K M. (2016). *Inclusive Education : Thourght and Practice.* A P H Publishing.

References:
1. Bartlett, L. D. & Weisentein, G. R. (2003).*Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
2. Giuliani, G. A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs.* New Delhi: Sage Publishers.
3. Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers. New Delhi: Sage Publishers.
4. Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion.* New Delhi: Sage Publishers.
5. Karant, P. & Rozario, J. (2003).*Learning Disabilities in India.* New Delhi: Sage Publishers.
6. Karten, T. J. (2007). *More Inclusion Strategies that Work*. New Delhi: Sage Publishers.
7. Leipziger, D. (2017). *The corporate responsibility code book*. London: Routledge..
8. O'Hanlon, C. (Ed.). (2017). *Inclusive education in Europe*. London: Routledge.

9. Rayner, S. (2007).*Managing Special and Inclusive Education.* New Delhi: Sage Publishers.
10. Spence, L. J., Frynas, J. G., Muthuri, J. N., & Navare, J. (Eds.). (2018). *Research Handbook on Small Business Social Responsibility: Global Perspectives*. Massachusetts: Edward Elgar Publishing.

Web Links:
1. https://education.cu-portland.edu/blog/classroom-resources/inclusive-education/
2. http://inclusiveeducation.ca/about/what-is-ie/
3. https://www.opensocietyfoundations.org/explainers/value-inclusive-education

Course Outcomes:

On successful completion of this course the learner will be able to :

1. understand the changing practices in education of children with disabilities.
2. Interpret the policies and access the educational needs of children with different disabilities
3. compare and interpret the specifics for children with disabilities
4. equip the necessary skills for universal design for learning of children with disabilities
5. design a check list/teacher made tool to mainstream children with disabilities in regular schools

CO / PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO 10	PO1 1	PS O 1	PSO 2	PS O3
CO 1	H	M			M							M		
CO 2	M	M	H		M			H						
CO 3			M	M			M		M			M		
CO 4		M									M			M
CO 5			M			M	M		M			M		M

Gender and Disability

Semester IV   **Hours of instruction/week: 2**
21BDSC10   **No. of credits: 2**

Objectives

To enable the student teacher:

1. familiar with the existing socialization pattern in the society, functioning of institutions and disseminate gender sensitive approaches
2. understand human rights based approach in context of disability
3. explain the impact of gender on disability
4. describe the personal and demographic perspectives of gender and disability
5. analyse the issues related to disabled women and girl children

Unit 1 Introduction to Gender studies

Gender concepts - Sex and Gender. Social construction of gender. Gender discrimination. Gender roles. Gender inequality.

4

Unit 2 Human Right-Based Approach and Disability

Human Rights-Based Approach: Concept and History. Principles of Human Rights-Based Approach: Equality and Non-discrimination, Universality and Inalienability, Participation and Inclusion, Accountability and Rule of Law. Elements of Human Rights system – Legal Framework, Institutions, Development Policies and Programs, Public Awareness, Civil Society. Advantage of Human Rights-Based Approach. Implications for disability – Empowerment, Enforceability, Indivisibility, Participation

7

Unit 3 Gender and Disability

Sex & Gender: Concept & Difference. Impairment & Disability: Concept & Difference. Gendered experience of disability: Public domain - Social and Outside School – Private and familial domain, Normalization and Social role valorization
3.4 Gender and disability analysis: Techniques and strategies. Psyche and Gender: Implications for teaching.

7

Unit 4 Women and Girl Child with Disability

Inclusive equality: Access to family life, Access to education, vocational training and employment, Access to political participation. Factors contributing to disability: Gender-based violence in school and within family, Traditional practices. Sexual and reproductive health. Teacher's role in promoting gender equality. Gender critique of legislation, government policy and schemes.

6

Unit 5 School and Society for Gender Justice

Identifying solutions for gender biases, discrimination and gender based violence in curricula and textbooks. Gender-sensitive teaching and learning strategies and

6

Total Hours: 30

Text Books:
1. Cleugh, M F. (1971). *Discipline and Morale in School and College.* Tavistock Publications.
2. Khandekar, Mandakini. (1976). *Disadvantaged Pre-schlooers in Greater Bombay.* Somaiya Publications Pvt. Ltd.
3. Lewis, Vicky. (2003). *Development and Disability.* Blackwell Publishing.
4. Rohini Prasad. (2015). *Disability and Human Rights.* Global Vision Publishing House.
5. Sheviakov, George V. (1956). *Discipline for Today1s Children and Youth.* Association For Supervision And Curriculum Development.

References:
1. Aikman, Sheila and Unterhalter, Elaine (eds.). (2007). *Practising Gender Equality in Education.* UK: Oxfam.
2. Balakrishnan, A. (2005). *Rural Landless women Labourers- Problems and Prospects.* New Delhi: Kalpaz Publications.
3. Bathla& Sonia. (1998). Women, Democracy and the Media: Cultural and Political Representations in the Indian Press. New Delhi: Sage.
4. Habib, L.A. (1997). *Gender and Disability: Women's Experience in the Middle East.* UK: Oxfam.
5. Hans, A. (2015). *Disability, Gender and the Trajectories of Power.* New Delhi: Sage Publications Pvt. Ltd.
6. Lips, H. M. (2017). *Sex and gender: An introduction.* IL, USA: Waveland Press.
7. Meekosha, H. (2004). *Gender and Disability.* New Delhi: Sage Encyclopaedia of Disability.
8. Palmer, E. (Ed.). (2017). *Gender Justice and Development: Vulnerability and Empowerment* (Vol. 2). London: Routledge.
9. Rege, Sharmila (ed), (2003). *Sociology of Gender: The Challenge of Feminist Sociological Knowledge.* New Delhi: Sage Publications Pvt. Ltd.
10. Sheela, V. (2003*). Employment of Women in the unorganized manufacturing sector*. Jaipur: University Book House Private limited.
11. Singh &InduPrakash. (1991). *Indian Women: The Power Trapped.* New Delhi: Galaxy Pubishers.

Web Links:
1. http://unesdoc.unesco.org/images/0014/001469/146931e.pdf
2. http://www.isidelhi.org.in/wl/article/nilika1802.pdf
3. http://gendermatters.in/2015/07/indian-women-and-disability/

4. http://www.isiswomen.org/index.php?option=com_content&view=article&id=659

Course Outcomes:

On successful completion of this course the learner will be able to :

1. be familiar with gender concepts and social construction of gender
2. practice gender sensitive approaches in education
3. know the impact of gender on disability
4. Promote gender justice
5. Handle the issues related to disabled women and girl children

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1									M	M	H			
CO 2	M	L	M	L	L	M			L				L	
CO 3						L		M		M	L		L	
CO 4			M					H		L	M		H	
CO 5			M											

School Subject I: Professionalising Mathematics Education

Semester IV   **Hours of instruction/week: 4(T)+1(P)**
21BDSM14   **No. of credits: 4**

Course Objectives
To enable the student teacher to:
1. acquire skills in analyzing the content
2. critically analyze the quality of Textbook
3. develop knowledge about e-content preparation
4. develop research attitude among student
5. organize co-curricular activities in Mathematics

Unit 1 Content analysis (Std VI –XII)
Content analysis-meaning, steps in content analysis, analysis of mathematics content of
TNSB textbook.   15
Practicum: Analyse TNSB IX text book.

Unit 2 Text Book Analysis
Textbooks - Need, importance, criteria for a good text book, use of textbooks outside the c
NCERT books, critically analyse VI-XII standard text book.   15
Practicum: Analysis of VI to XII standard text book using Vogel's spot checklist

Unit 3 e-content development-module preparation
Meaning, importance, phases involved in the e-content development, script writing for
e-content.   15
Practicum: Prepare an e-content lesson for any topic.

Unit 4 Research
Research-meaning, characteristics, hypotheses, variables-independent, dependent and
moderator. Types of research-basic, applied and action research. Steps in conducting
action research.   15
Practicum: Conduct an action research.

Unit 5 Co-curricular Activities
Recreational activities-co curricular activities-field trips, excursions, fairs and clubs.
Practicum: Preparation of Puzzles and Riddles, conducting Club Activities.   15

           Total Hours: **75**

Text Books:
1. Johnston-Wilder, Sue Ed.,(2014), Learning to Teach Mathematics in the Secondary School : A Companion to School Experience, Routledge.
2. Rock, David(2013),Teaching Secondary Mathematics, Routledge

References:

1. Butler & Wren. (1965).*The Teaching of Secondary Mathematics.* New York: Mc Graw Hill Book Company.
2. Eves.H. (1963).*The History of Mathematics.* New York: Holt-Rinehart and Winston.
3. Goel, A. (2006). *Learn and Teach Mathematics*. New Delhi: Authors Press.
4. James, A. (2005). *Teaching of Mathematics.*New Delhi:Neelkamal Publication.
5. Kumar, S. (1993).*Teaching of Mathematics.* New Delhi: Anmol Publication Pvt Ltd.
6. Mangal, S.K. (2004).*The Teaching of Mathematics.* Ludhiana: Prakash Brother.
7. Norman, E.G. & Robert, L.L.(1990).*Measurement and Evaluation in Teaching*. New York:McMillan Publishing Company.
8. Papola, C.(2004). *Teaching of Mathematics.*New Delhi: Anmol Publications Pvt Ltd.
9. Sidhu, K. (1984).*The Teaching of Mathematics.* New Delhi: Sterling Publishers Pvt Ltd.
10. Sharma, M. M. (1982). *Audio Visual Education-Art and Teaching Aids.* New Delhi: Prakash Brother Publishing.

Web Links:

1.   www.mathematicsecontents.com/e-content.html
2.   https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf

Course Outcomes:

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

1.   describe and analyse the steps in content analysis
2.   critically analyse the quality of mathematics textbook
3.   design and develop e-content lesson
4.   explain the types of research and develop research attitude among students
5.   organize co-curricular activities in mathematics

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1				H				M		M	M			M
CO 2			M	M					M				H	
CO 3		M	M	M	H	H				M			H	
CO 4						M			M		M			H
CO 5		M		M	H					M	M		M	

Semester IV   **Hours of instruction/week: 4(T)+1(P)**

21BDSP14   **No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. critically analyse the pedagogical aspects in physics and chemistry
2. analyse the quality of textbooks
3. describe the meaning, purpose, scope and types of research in education
4. familiarise with e-content preparation
5. get an insight into the organization of co-curricular activities like science clubs, science fairs.

Unit 1 Pedagogical analysis

Pedagogic Analysis- Meaning and Steps of Analysis-content analysis of the Physics and Chemistry content of 8th and 9th standard of Tamil Nadu state.

Practicum: Compare the 8th standard science content of Tamil Nadu state board and CBSE textbook.

15

Unit 2 Textbook Analysis

Text books – criteria for selection, use of text books outside the classroom, NCERT books. Vogel's spot checklist, Hunter's score card

Practicum: Analyse the readability index and fog index of selected units of any science textbook.

15

Unit 3 e-content development

E-content- meaning, importance, phases involved in e content development-script writing for e-content material

Practicum: Prepare an e-content module on any topic in physical science (standard VI-XII)

15

Unit 4 Research

Research – meaning and characteristics. Variables – independent, dependent, and moderator. Types of Research - pure, applied and action research. Procedure to conduct action research.

Practicum: Preparation of a mini project proposal for action research in science

15

Unit 5 Co-curricular Activities in Science

Use of co-curricular activities for science learning-Modes of popularization and propagation of science – Science Clubs-its organisation, and activities like Science Quiz, Debates, Science Fair and Exhibition, Field Trips and Excursions.

Practicum: Development of puzzles, riddles and folk songs to popularize science among students and public.

15

                                                Total Hours: **75**

Text Books:

1. Best, J.W. & Khan, J.V. (2003). *Research in Education.* USA: Prentice-Hall Inc.
2. Mohan, R. (2007). *Innovative Science Teaching.* Hyderabad: Neelkamal Publishers.
3. Sharma, R.C. (1988). *Modern Science Teaching.* New Delhi: Dhanpat Rai and Sons.
4. Vanaja, M. (2006). *Methods of Teaching Physics.* New Delhi: Discovery Publishing House.
5. Wellington, J & Ireson, G. (2018). *Science learning, Science teaching*. New York: Rout ledge.

References:

1. Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Cengage Learning

2. Myint Swe Khine (2013) *Critical Analysis of Science Textbooks: Evaluating instructional effectiveness* Springer Science & Business Media.

3. Robert Coe, Michael Waring, Larry V Hedges, James Arthur (2017) *Research Methods and Methodologies in Education* SAGE.

Web Links:

1. https://www.ispringsolutions.com/.../the-addie-model-for-e-learning-instructional-desgn
2. https://www.elearninglearning.com/addie/instruction/
3. https://study.com/.../co-curricular-activities-definition-advantages-disadvantages.html

Course Outcomes:

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

1. analyse the content and pedagogy of text books
2. analyse and evaluate text books
3. design and develop e - content material
4. sense problems and find out solutions by conducting different types of research
5. organise different co-curricular activities to popularise science among students and society

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L		L											
CO 2					M	L								
CO 3			M		M						L			
CO 4	L			M					H					
CO 5		L						M						

School Subject I: Professionalising Biological Science Education

Semester IV   **Hours of instruction/week: 4(T)+1(P)**
21BDSB14   **No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. carry out the pedagogic analysis in biological science
2. know the criteria in selecting good text book
3. script e-content for the school students
4. understand the types of research and carry out action research
5. acquaint with the co-curricular activities in science

Unit 1 Pedagogical Analysis

Pedagogic analysis - Conceptual overview pedagogic analysis of the biology content portions of 6th, 7th, 8th and 9th standard text books of Tamil Nadu state.

Practicum: Analyse the Botany/Zoology content to bring out the merits and demerits of High school textbook

15

Unit 2 Textbook Analysis

Textbook- Need and importance, characteristics and value of good textbook, categories of text book, and how to use a text book

Practicum: Discussion on the advantages of text book and listing out the text books and categories

15

Unit 3 e-content development – module preparation

E-content- meaning, importance, phases involved in e content development-script writing for e-content material

Practicum Prepare an e-content module on any topic in biological science (standard VI-IX

15

Unit 4 Research

Research – meaning and characteristics. Variables – independent, dependent, and moderator. Types of Research – pure, applied and action research. Procedure to conduct action research

Practicum: Preparation of mini project proposal for action research.

15

Unit 5 Co-curricular activities in Science

Co-curricular activities -need and significance, importance, merits, values. Field trip and study tour. Science Club –its pattern, organization and activities such as science fairs, science exhibition, science debates Experimental projects, nature rambling, nature calendar

Practicum: Prepare an action plan to make a campaign on eradication of diseases

15

Total Hours: 75

Text Books:

1. Best, J.W. & Khan, J.V. (2003). Research in Education. USA: Prentice-Hall Inc.
2. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.
3. Sharma, R.C. (1988). Modern Science Teaching. New Delhi: Dhanpat Rai and Sons.
4. Vanaja, M. (2006). Methods of Teaching Physics. New Delhi: Discovery Publishing House.
5. Wellington, J & Ireson, G. (2018). Science learning, Science teaching. New York: Routledge.

References:

1.   Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). Introduction to research in education. Cengage Learning
2. Marzano, R. J., & Brown, J. L. (2009). A handbook for the art and science of teaching. ASCD.
3. Mangal, S.K. (2005): Teaching of Life Sciences, New Delhi; Arya Book Depot
4. Ramakrishna, A. (2012). Methodology of Teaching Life Sciences. New Delhi: Pearson. 14.
5. Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Company.

Web Links:

1.   www.ncert.nic.in/departments/nie/desm/publication/pdf/phy_sci_partI.pdf
2.   https://edufocus.blogspot.com/2014/08/pedagogic-analysis.html
3.   cec.nic.in/NME-ICT%20Project/dth/.../E-Content%20Development%20Guidelines.pdf
4.   http://www.vkmaheshwari.com/WP/?p=402
5.   teachersofindia.org/en/article/action-research-power-action-through-inquiry
6.   https://www.scribd.com/document/282785173/Co-Curricular-Activities

Course Outcomes:

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

1. describe the importance of pedagogical content analysis and interpret the content of different Boards of education
2.   analyse and evaluate textbooks
3.   design and develop e - content material
4.   conduct an action research
5.   organise science exhibitions and science fairs

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	M				M								L	
CO 2			L					M				M		
CO 3					H									M
CO 4		M				H			H					

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CO 5					M				M			

School Subject I: Professionalising Home Science Education

Semester IV   **Hours of instruction/week: 4(T)+1(P)**

21BDSH14   **No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. develop skill and knowledge about content analysis of school curriculum of Home Science
2. acquire knowledge on analysis of Home Science Text book
3. develop knowledge about e-content preparation
4. familiarise the concept of research
5. acquire knowledge about various co-curricular activities in Home Science

Unit 1 Pedagogic Analysis

Pedagogic Analysis-meaning and steps of analysis- Content Analysis of Standard 11 & 12 text books --listing of Objectives, Curricular objectives, pre-requisites, resources, teaching strategies, learning activities and evaluation strategies.

Practicum: Prepare evaluation strategies for content analysis

15

Unit 2 Text Book Analysis

Text book-criteria for selection- Analysis of text book using Vogel's spot checklist, Hunter's score card

Practicum: Analyze the Higher Secondary Home Science Text book using Vogel's spot checklist

15

Unit 3 e- content development

e- content – meaning, importance, phases involved in e-content development, scripting of e- content material

Practicum: Prepare e-content material for Home science.

15

Unit 4 Research

Research – meaning, characteristics, Variables - Independent, Dependent, Moderate Hypothesis- Directional, Non directional and Null. Types –Pure, Applied and Action research.

Practicum: Review of researches in Home Science done in India and abroad.

15

Unit 5 Co-curricular Activities

Meaning, Organization & importance of the following activities-Home Science Club, Home Science Exhibition, Home Science quiz, and Field trip.

Practicum: Reporting of one's participation in Home Science club activities.

15

                                                      Total Hours: **75**

Text Books:

1. Best, J.W. &amp; Khan, J.V. (2003). Research in Education. USA: Prentice-Hall Inc.

2. Mohan, R. (2007). Innovative Science Teaching. Hyderabad: Neelkamal Publishers.

3. Sharma, R.C. (1988). Modern Science Teaching. New Delhi: Dhanpat Rai and Sons.

4. Vanaja, M. (2006). Methods of Teaching Physics. New Delhi: Discovery Publishing House.
5. Wellington, J &amp; Ireson, G. (2018). Science learning,. New York: Routledge.

References:
1. Jha, J.K. (2001). *Encyclopaedia of teaching of Home Science.(Vol. I&II).* New Delhi: Anmol Publications Private Limited.
2. Lakshmi, K. (2006). *Technology of teaching of Home Science.*New Delhi: Sonali Publishers.
3. Nivedita, D.(2004). *Teaching of Home Science* . New Delhi: Dominant Publishers and Distributers.
4. Seshaih, P.R. (2004). *Methods of teaching Home Science.* Chennai: Manohar Publishers & Distributors.
5. Shalool, S. (2002). *Modern Methods of teaching of Home Science.* (I Edition). New Delhi: Sarup&Sons.
6. Yadav, S. (1997). *Teaching of Home Science*. New Delhi: Anmol Publishers.
7. Yadav, S. (1997). *Text book of Nutrition and Health.* New Delhi: Anmol Publishers.

Web Links:
1. https://www.ispringsolutions.com/.../the-addie-model-for-e-learning-instructional-desgn
2. https://www.elearninglearning.com/addie/instruction/

Course Outcomes:
On successful completion of this course, the student teachers will be able to:
1. establish relationship between pedagogic with content analysis
2. conduct critical review of Home Science Textbook
3. develop e-content on school topic of Home Science
4. develop a positive attitude towards research
5. organize co-curricular activities in Home Science

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1			M											
CO 2								M						
CO 3			M	H		H								H
CO 4									H					

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CO 5								L	M				

School Subject I: Professionalising History Education

Semester IV **Hours of instruction/week: 4(T)+1(P)**
21BDSI14 **No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. develop the skill to analyse the History content
2. acquaint with the recent trends and challenges in the History education
3. acquire the ability to prepare e content and module in teaching History
4. gain fundamental knowledge of educational research
5. know the importance of the various Co curricular activities

Unit 1 Content analysis

Pedagogic analysis – meaning and need, content analysis of XI and XII standard Histroy Textbooks.

Practicum: Doing content analysis of a History text book for a particular standard at Elementary and Secondary levels on the basis of objectives, Learning Activity and Learning Experience.

15

Unit 2 Text Book Analysis

History textbook - Need and Importance, Characteristics and Value of Good textbook, Categories of text book, and How to use a text book and advantages.

Practicum: Analysis of the Textbooks available for VIII to X standard of Tamilnadu State Board syllabus and finding out their characteristics

15

Unit 3 e content development

Method of e content preparation and module preparation for History syllabus

Practicum: Prepare e-content and a module for a particular Unit from History syllabus of a particular class at Elementary level and secondary level.

15

Unit 4 Research

Definition, Meaning and characteristics. Selection of a problem. Problem encountered by a researcher. Hypothesis-Characteristics and types, Variables-independent, dependent and moderator. Types of Research - Pure, Applied and Action Research. Procedure for Action Research.

Practicum: preparing a research proposal and Undertaking an Action research in the school

15

Unit 5 Co curricular activities in History

Need and importance, History Club, Museum, Exhibition, Field Trips and Competitions.

Role of a Teacher in Organising Co curricular Activities.

Practicum: Conducting a quiz competition in the class on a day of national importance. Preparing an action plan for the formation of History club and Field trip.

15

Total Hours: **75**

Text Books:

1. Geoff, T. (2008). Teaching and Learning History. New Delhi: SAGE Publications.

2. Sharma, M.M. (1982). *Audio-visual Education – Art and Teaching Aids.* New Delhi: Prakash Brothers Publications.

3. Sharma, R. A. (2008). *Technological Foundation of Education.* Meerut: R.Lall Books Depot.

4. Sharma, R. N. (2008). *Principles and Techniques of Education.* Delhi: Surjeet Publications.

5. Sharma,S. (2004). *Modern Teaching of History.* New Delhi: Anmol Publications.

6. Sivaranjan, K. (2004). *Trends and Developments in Modern Educational Practice.* Calicut University.

7. Yadav, N. (2001). *Teaching of History*. New Delhi: Anmol Publications Pvt Limited.

References:

1. Best, J.W. & Kahn, J. (2003).*Research in Education.* USA: Prentice Hall. Inc.

2. Elahe, N. (2006). *Teacher Education in India(INSET).* New Delhi: APH Publishers.

3. Kothari, C.R. (2006).*Research Methodology.* New Delhi: New Age International (P) Ltd.

4. Sidhu,H.S. Bhatia &Narang. (2002).*The Teaching of Social Studies.* Ludhiana: Tandon Publications.

5. http://www.usip.org/publications/unite-or-divide-the-challenges-teaching-history-in-societies-emerging-violent-conflict

Web Links:

1. https://en.wikipedia.org/wiki/Content_analysis

2.http://www.specialconnections.ku.edu/?q=instruction/strategies_for_accessing_the_social_studies_curriculum/teacher_tools/textbook_analysis

3. http://shodhganga.inflibnet.ac.in/bitstream/10603/31797/7/07_chapter%201.pdf

4. https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf

Course Outcomes:

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

1. attempt the pedagogical analysis and suggest improvement in it

2. critically analyse the quality of History textbooks at all levels of education

3. develop e-content lesson for any topic either at school level or higher education level

4. undertake any type of research and develop research attitude

5. stimulate the interest among the future citizens to involve themselves in the co-curricular activities

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		L										M		
CO 2			L											L
CO 3			L										H	
CO 4							L						M	H
CO 5		M									M			H

School Subject I: Professionalising English Education

Semester IV   **Hours of instruction/week: 4(T)+1(P)**

21BDSS14   **No. of credits: 4**

Course Objectives

To enable the student teacher to:

1. understanding the stages of content analysis
2. familiarize with pedagogical and textbook analysis
3. demonstrate e-content development and modules
4. develop fluency in English through co-curricular activities
5. gain the knowledge to do action research

Unit 1 Content Analysis

Content analysis and text book from standard VI to XII, Content –is it logical arrangement, authentic piece of language, variety of literary genres, Vocabulary and grammar, grammar rules, logical arrangement, techniques for learning new vocabulary, Exercises and activities-critical thinking, Physical makeup-appealing visual imagery, aesthetic quality, simple illustration   15

Practicum: Critical Analysis of different Standard text books of different boards CBSE, ICSE, Anglo-Indian, State Board

Unit 2 Pedagogical Analysis

Analyzing the different methods of Teaching English in standard XI and XII. Analyzing the content for teaching.   15

Practicum: preparation of supportive materials for economics teaching.

Unit 3 e-content Development and module preparation

Meaning, importance, phases of e-content development, scripting for e-content.   15

Practicum; preparation of e-content development for any topic from XI, XII text books

Unit 4 Action Research

ction Research in ELT, Collection and Analysis of Data, Documentation, Planning Remedial Teaching, Reciprocal Teaching in English, Reflective Teaching in English   15

Practicum: Give a plan for any two problems to be solved in the class.

Unit 5 Co-curricular Activities

Club activities: -Relic, Role play, Quiz, debates, extempore, puppet show, public speaking, soliloquy, simulation, poster-making, paper folding, fieldtrips, discussion.   15

Practicum: Plan and conduct any two activities mentioned above

                                                          Total Hours: 75

Text Books:
1. Gurrey,p. (1966). Teaching of Written English. Longman, Green And Co.
2. Lado, Robert. (1961) Language Testing   Longman, Green And Co.
3. McCarthy, Michael. (2007). English Vocabulary in Use. Cambridge University Publication
4. Sunita, K S. (2006). Communication Skills : English Conversation Practice. Streling Publishers

References:
1. Nageswara Rao, S. (2013). *Methods of Teaching English.* Guntur: master minds, SriNagarjuna Publishers
2. Verplaetse, L. S., & Migliacci, N. (Eds.). (2017). *Inclusive pedagogy for English language learners: A handbook of research-informed practices*. Routledge.
3. Wong, L. L., & Hyland, K. (Eds.). (2017). *Faces of English Education: Students, Teachers, and Pedagogy*. Taylor & Francis
4. Fenton-Smith, B., Humphreys, P., & Walkinshaw, I. (Eds.). (2017). *English* Fenton-Smith, B., Humphreys, P., & Walkinshaw,(Eds.).(2017).
5. *English medium instruction in higher education in Asia-Pacific: From policy to pedagogy* (Vol. 21). Springer.Fenton-Smith, B., Humphreys, P., & Walkinshaw, I. (Eds.). (2017).
6. *English medium instruction in higher education in Asia-Pacific: From policy to pedagogy* (Vol. 21). Springer.*medium instruction in higher education in Asia-Pacific: From policy to pedagogy* (Vol. 21). Springer.
7. Saville-Troike, M., & Barto, K. (2016). *Introducing second language acquisition*. Cambridge University Press.
8. Olsen, B. (2016). *Teaching for success: Developing your teacher identity in today's classroom.* Routledge.
9. Selden, R., Brooker, P., & Widdowson, P. (2016). *A reader's guide to contemporary literary theory*. Taylor & Francis.

Web Links:
1.https://www.slideshare.net/eibeed/content-analysis-10187392
2. https://www.slideshare.net/PoojaYadav266/content-and-pedalogical-analysis-ppt
3. https://www.ugc.ac.in/oldpdf/xiplanpdf/EContentxiplan.pdf
4.http://www.ascd.org/publications/books/100047/chapters/What-Is-Action-Research%C2%A2.aspx
5. www.gyanunlimited.com/education/co-curricular-activities-meaning.../2437/

Course Outcomes:
On successful completion of this course, the student teachers will be able to:
1. analyze the different types of contents
2. exercise pedagogical and textbook analysis
3. prepare e-content for English teaching
4. practice fluency in English through co-curricular activities
5. carryout action research ELT Classroom

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1				M				M				M		
CO 2		M			M		M					M		
CO 3			M					M			M			
CO 4		M			M			M			M			
CO 5	M			M			M			M			M	

Specialization: Technology and Education of Children with Visual Impairment

Semester IV   **Hours of instruction/week: 4(T)+2(P)**
21BDSSV4   **No. of credits: 4**

Objectives

To enable the student teacher:

1. relate the concept and nature of educational technology and ICT to the education of children with visual impairment
2. acquire knowledge of the concept and nature of adaptive technology and explain underlying principles and techniques
3. get familiar with technologies for print-access for children with visual impairment
4. describe and use different technologies for teachinglow vision children as also various school subjects
5. demonstrate understanding of computer-based teaching-learning processes

Unit 1 Introducing Educational and Information Communication Technology

Educational Technology-Concept, importance, and scope. Difference between Educational Technology and Technology in Education. Special significance and goals of technology for the education of children with visual impairment. Information and Communication Technology (ICT) - Concept and special significance for teaching-learning of the visually impaired. . ICT and the UN Convention on the Rights of Persons with Disabilities.

12

Unit 2 Adaptive Technologies

Concept and purposes. Basic Considerations-Access, affordability, and availability. Addressing user's perspectives in developing adaptive technologies. . Roles of IIT's and the scientific community. . Universal/Inclusive Design - Concept, advantages, and limitations.

12

Unit 3 Access to Print for the Visually Impaired

 Screen readers with special reference to Indian languages; magnifying software, and open source software. Braille Notetakers and Stand-alone Reading Machines. . Braille translation software with particular reference to Indian languages and Braille embossers. On-Line libraries and bookshare. Daisy books, recordings, and smart phones.

12

Unit 4 Assistive Technologies for the Visually Impaired with Reference to School Subjects and Low Vision

Mathematics - Taylor Frame, Abacus, Geo Board, Algebra and Math Types, Measuring Tapes, Scales, and Soft-wares for teaching Math. Science - Thermometers, Colour Probes, Scientific and Math Talking Calculators, Light Probes, and Weighing scales and Soft-wares for teaching Science. Social Science - Tactile/Embossed Maps,

12

Charts, Diagrams, Models of Different Types, Auditory Maps, Talking compass, and GPS. Low vision devices - Optical, Non-Optical and Projective. Thermoform and Swell Paper technology and softwares for developing tactile diagrams.

Unit 5 Computer-Aided Learning

Social Media. Creation of Blogs. Tele-Conferencing. Distance Learning and ICT. e-Classroom - Concept and adaptations for children with visual impairment

12

Practicum:

Any three of the following -

1. Prepare a list of devices for Mathematics and Science available for the visually impaired in one special school and one inclusive school.
2. Write a short list of hints and suggestions you will offer to the scientific community for motivating them to develop adaptive technologies for the visually impaired.
3. Make a short report (in about 500 words) on the advantages and limitations as well as sources of availability in respect of any print-access technology indicated in Unit 3 above.
4. Make a case study of a student with low vision at the secondary stage, indicating clearly his educational needs and how you can address them.
5. Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers.
6. Prepare a short note (in about 400 words) on various aspects of a classroom and how it could be made accessible to the visually impaired.

30

Total Hours: 60(T)+30(P)

Text Books:

1. Frampton, Merle E. (2006). *Education of the Blind : A Study of Methods of Teaching the Blind.* Cosmo Publications.
2. Juurmaa, Jyrki.(1967). *Ability Structure and Loss of Vision.* American Foundation For The Blind.
3. Premavathy Vijayan Ed. (2009). *Education of Visually Impaired Children with Additional Disabilities*. Kanishka Publishers.
4. Pumani, B. (1993). *Hard Book : Visual Handicap*. Ashish Publishers.
5. Vijay Pratap Singh. (2004). *Education of the Blind and Visually Impaired.* Sarup.

References:

1. Biwas, P.C. (2004). *Education of children with Visual Impairment: in inclusive education.* Delhi: Abhijeet Publication.
2. Chaudhary, Monica. (2006). *Low Vision Aids.* New Delhi: Japee Brothers
3. Dash, N. K. (2018). Introduction to Communication Technology. New Delhi: IGNOU.
4. Dell, A. G., Newton, D. A., & Petroff, J. G. (2016). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities*. London: Pearson.

5. Mani. M.N.G. (1997).*Amazing Abacus.* Coimbatore: S.R.K. Vidyalaya Press.
6. Punani, B.& Rawal, N..(2000). *Handbook for Visually Impaired.* Ahmedabad: Blind Peoples' Association
7. Scheiman, M., Scheiman, M. & Whittaker,S. (2006). *Low Vision Rehabilitation:a practical guide for occupational therapists.* Thorefore (New Jersy): Slack Incorp.
8. Singh, J.P (2003). *Technology for the Blind: Concept and Context.* New Delhi: Kanishka Publication
9. Vijayan, P.& Naomi, V. G. (2010). *Education of Children with low Vision*. New Delhi: Kanishka Publication
10. Wilmshurst, L., & Brue, A. W. (2018). *The complete guide to special education: Expert advice on evaluations, IEPs, and helping kids succeed*. London: Routledge.

Web Links:
1. http://www.tsbvi.edu/school/1076-principles-of-assistive-technology-for-students-with-visual-impairments
2. http://www.afb.org/info/teachers/inclusive-education/35
3. http://6abc.com/education/new-tech-helping-visually-impaired-students/1664146/
4. https://www.familyconnect.org/blog/familyconnect-a-parents-voice/technology-for-children-with-visual-impairment/12

Course Outcomes:

On successful completion of this course the learner will be able to :
1. relate ICT to the education of children with visual impairment
2. adapt technology for the visually impaired
3. be familiar with print access technologies for the visually impaired
4. apply appropriate technologies for teaching various school subjects to the low vision children
5. apply computer aided teaching learning for the children with visual impairment

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	L							M	L	L		M		
CO 2	L		L						L			M		
CO 3	L		M					L	M			M		
CO 4	L		M					L	M			M		
CO 5	L		M					L	M			M		

Specialization: Technology and Education of Children with Hearing Impairment

Semester IV   **Hours of instruction/week: 4(T)+2(P)**
21BDSSH4   **No. of credits: 4**

Objectives
To enable the student teacher:
1. enumerate various listening devices and describe ways of effective usage and maintenance
2. create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech
3. narrate the range of technological applications that can be used for facilitating communication and language
4. explain the present and future technologies facilitating the education of children with hearing impairment
5. identify different resources (financial & human) to obtain technology

Unit 1 Listening Devices and Classroom Acoustics
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. Ear moulds - Types, importance, care & maintenance . Classroom amplification devices - Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management. Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant - Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme. Comparison between individual hearing aids, group hearing aids & cochlear implant and theircare & maintenance.   12

Unit 2 Technology for Management for Speech
Computer based training aids / equipment for management of speech (Dr.Speech; Vaghmi; Speech viewer). Use of computer based speech equipment for management of voice in children with hearing impairment. Use of computer based speech equipment for management of supra-segmental features of speech in children with hearing impairment. Basic infrastructure required for using computer based speech training aids/ equipment. Tele Speech Therapy.   12

Unit 3 Technology Facilitating Language and Communication
Low cost technology and its application in development of teaching learning material. Electronic and web-based technology applications - TV, digital Recorders, downloaded AV films, search engines, online learning material, language apps. Web based technology for using and training of ISL. Sign to text and text to sign   13

technology.   Augmentative and Alternative Communication for children with hearing impairment with additional/associating concerns.

Unit 4 Technology Facilitating Education

Technology and its impact on education - Changing Trends in teaching & learning. 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). Technology Based Educational Services - online - learning, web based learning,computer assisted learning, video remote interpreting, C-Print technology, open, close and real time captioning. ICT and education of children with hearing impairment - Planning, implementation & evaluation of teaching-learning. Future technologies - Universal design - Meaning & scope.

13

Unit 5 Resource Mobilisation for Technology

Agencies for Aids & Appliances - Government and non-government.   Eligibility criteria for availing funding under government schemes. Procedure for availing funding from different agents.   Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome. 5 Agencies / Strategies to locate required human resources for various services and referrals

10

Practicum:

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.

30

Total Hours: 60(T)+30(P)

Text Books:

1. Bamford. (1994). *Hearing Impairment, Auditory Perception and Language Disability : Studies in Disorders of Communication.* Aitbs Publishers.
2. Grunwell, Pamela. (1995). *Developmental Speech Disorders : Clinical Issues and Practical Implications.* Aitbs Publishers.
3. Haynes, William O. (2006). *Communication Disorders in the Classroom : An Introduction for Professionals in School Settings*. Jones and Bartlet Publishers.
4. Northern, Jerry L. (1991). *Hearing in Children.* Lippincott Williams and Wilkins.
5. Vijay Pratap Singh. (2004). *Educating Deaf Child.* Sarup.
6. Webster, Alec. (1986). *Deafness, Development and Literacy.* Methuen and Co. Ltd.

References:

1. Berg, F. (2008). *Speech Development Guide for Children with Hearing Loss.* San Diego: Plural Publishing.

2. Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
3. Harris, J., & White, V. (2018). *A dictionary of social work and social care*. UK: Oxford University Press.
4. Katz, J. (1994). *Handbook of Clinical Audiology*. (4th ed.). Baltimore: Williams and Wilkins.
5. Mathew, S.M. (2012).*Technology for persons with hearing impairment. Status of Disability in India-2012*.NewDelhi: RCI
6. Spriggs, A. D., Siereveld, E., Baldridge, M., Ortiz, K., & Young, T. (2018). System of Service Delivery for People with Disabilities in India and Impact in Rural Areas. In *Disability and Vocational Rehabilitation in Rural Settings* UK: Springer.
7. Stewart, D.A. & Kluwin, T.N. (2001).*Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum*. London : Allyn & Baccon
8. Taylor, Brian M., H. Gustav (2011). *Fitting and Dispensing Hearing Aids.* San Diego: Plural Publishing.
9. Tesolin, A., & Tsinakos, A. (2018). Opening Real Doors: Strategies for Using Mobile Augmented Reality to Create Inclusive Distance Education for Learners with Different-Abilities. In *Mobile and Ubiquitous Learning* (pp. 59-80). UK: Springer.
10. Waldman, D., & Roush, J. (2010). *Your child's Hearing Loss; A Guide for Parents.* San Diego: Plural Publishing.
11. Whicker, J., Muñoz, K., & Schultz, J. C. (2018, February). Counseling in Audiology: Au. D. Students' Perspectives and Experiences. In *Seminars in hearing* (Vol. 39, No. 01), New York: Thieme Medical Publishers.
12. Wilmshurst, L., & Brue, A. W. (2018). *The complete guide to special education: Expert advice on evaluations, IEPs, and helping kids succeed*. London: Routledge.

Web Links:
1. http://sped.wikidot.com/assistive-technology-for-students-with-hearing-impairments
2. https://cid.edu/wp-content/uploads/2013/10/Assistive-Technology-in-the-Classroom.pdf
3. https://www.chs.ca/sites/default/files/mhg_images/CHS003_AccessibilityGuide_EN_APPROVED.PDF

Course Outcomes:

On successful completion of this course the learner will be able to :
1. Be familiar with the listening devices and classroom acoustics for effective teaching and learning
2. Apply technology for speech management of the hearing impaired
3. Facilitate language and communication among the hearing impaired with the help of appropriate technology
4. Know the trends in the field of teaching learning and evaluation of the hearing impaired through technology
5. Be a resource mobilize for technology for the hearing impaired

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3

CO 1	H	M	L	M	L	L	M		L		L	L	M	
CO 2	M		M		L		M				L			
CO 3		L						M		L			L	
CO 4	L					H		L	M	H				L
CO 5		L				H		L	M	H				L

Specialization: Psycho Social and Family Issues of Individuals with Visual Impairment

Semester IV Hours of instruction/week: 3(T)+1(P)
21BDSSV5 **No. of credits:2**

Objectives

To enable the student teacher:

1. describe the effect of birth of a child with visual impairment on the family
2. analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood
3. explain the role of parent, community partnership in the rehabilitation of a person with visual impairment
4. develop different skills to empower families in meeting the challenges of having a child with visual impairment

Unit 1 Family of a Child with Visual impairment

Birth of a child with visual impairment and its effect on parents and family dynamics. Parenting styles: Overprotective, authoritative, authoritarian, and neglecting. Stereotypic attitudes related to visual impairment. Need for attitude modification. Counseling for parents and family members

9

Unit 2 Role of Family

Role of family in early stimulation, concept development and early intervention. Role of siblings and extended family. Impact of immediate society on the family and child with Visual Impairment. Awareness on attitudinal change in society. Developing network.

9

Unit 3 Parental Issues and Concerns

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

9

Unit 4 Rehabilitation of Children with Visual impairment

Concept of habilitation and rehabilitation. Community Based Rehabilitation (CBR) and Community Participatory Rehabilitation (CPR). Legal provisions, concessions and advocacy. Vocational rehabilitation: need and challenges. Issues and challenges in rural settings.

9

Unit 5 Meeting the challenges of children with Visual Impairment

Enhancing prosocial behaviour. Stress and coping strategies. Recreation and leisure time management. Challenges of adventitious visual impairment. Soft skills and social skills training.

9

Practical:
1. Interview family members of three children with visual impairment (congenital /adventitious and blind, low vision and VIMD) and analyze their reactions and attitude towards the child.
2. Prepare and present a list of activities how parents, siblings, and grandparents can be engaged with the child with visual impairment.
3. Prepare charts/conduct street plays/make oral presentations to remove myths related to visual impairment.   15
4. Visit schools for the visually impaired and make presentations before the parents on government concessions and auxiliary services available.

Total Hours: **45(T)+15(P)**

Text Books:
1. Anupriya Chadha. (2008). Educating Children with Special Needs. A P H Publishing.
2. Littleboy, Lynda. (2000). Special Educational Needs and Early Years Care and Education. Bailliere Tindall.
3. Mubarak Singh. (2010). Education of Childran with Special Needs. Centrum Press Publication
4. Sharma, Anjul. (2003). Achievement of Visually Handicapped. Sarup.
5. Vijayan, Premavathy. (2009). Education of Visually Imparired Children with Additional Disabilities. Kanishka Publication.

References:
1. Lowenfeld, B. (1969). *Blind children learn to read.* Springfield: Charles C. Thomas.
2. Lowenfeld, B. (1975). *The Changing Status of the Blind from Separation to Integration.*Springfield: Charles C. Thomas.
3. Mani, M.N.G. (1992). *Techniques of Teaching Blind Children.* New Delhi: Sterling publishers Pvt. Ltd.
4. Narayan, J. & Riggio, M. (2005). *Creating play environment for children.* USA: Hilton/Perkins.
5. Bhandari, R. & Narayan, J. (2009).*Creating learning opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deafblindness.* India: Voice and vision.
6. Hansen,J.C., Rossberg,R.H., Cramer,S.H. (1994). *Counselling Theory and Process.* USA: Allyn and Bacon.
7. Lowenfeld, B. (1973).*Visually Handicapped Child in School.* New York: American Foundation for the Blind.
8. Shah, A. (2008). *Basics in guidance and Counselling.* New Delhi: Global Vision Publishing House.
9. Smith,D.D. & Luckasson,R. (1995). *Introduction to Special Education – Teaching in an age of Challenge.(2Ed)*.USA: Allyn & Bacon.

Web Links:

1. https://www.ucl.ac.uk/bartlett/casa/sites/bartlett/files/migrated-files/paper114.pdf
2. https://link.springer.com/chapter/10.1007/978-1-4757-5375-2_20
3. https://academic.oup.com/gerontologist/article/45/6/747/553034

Course Outcomes:

On successful completion of this course the learner will be able to :

1. counsel the parents and the members to foster the education of visually impaired\
2. tap support from family of the visually impaired in early stimulation, concept development and early intervention
3. involve parents in Individualized Education Plan(IEP) and Individualized Family Support Plan(IFSP)
4. be familiarize with the legal provisions and concessions pertaining to visual impairment
5. enhance prosocial behaviour among children with visual impairment

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1		M						M		L			L	
CO 2		L						M		L			L	
CO 3		M						M					L	
CO 4		M						L					L	
CO 5				L			L					L		

Specialization: Psycho Social and Family Issues of Individuals with Hearing Impairment

Semester IV   **Hours of instruction/week: 3(T)+1(P)**
21BDSSH5   **No. of credits:2**

Objectives
To enable the student teacher:
1. explain psycho social development of early childhood
2. describe the role of family on psycho social development
3. to understand the family needs and find self- ready to support families for empowering the child with disability
4. ensure family involvement in educational programs

Unit 1 Psychosocial Aspects and Disability
Psychosocial development - meaning, need and importance. Overview of psychosocial development. Wellbeing and quality of life. Implications of hearing impairment on domains of psychosocial development. Role of family in psychosocial development of children with hearing impairment

9

Unit 2 Role of Family and Community
Role of parents, siblings and family members. Role of peers. Role of community in psychosocial development of children with hearing impairment. Challenges and issues in psychosocial development of children with hearing impairment. Coping strategies.

9

Unit 3   Family Needs
Identifying Family Needs for information, decision making, skill transfer and referral. Fostering family's acceptance of child's impairment and creating a positive environment. Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy. Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits. Encouraging family participation in self-help groups and family support networking.

9

Unit 4 Family Empowerment
Encouraging family centred practices, parent self- efficacy belief and family involvement in child's learning and parenting. Encouraging family acceptance of listening devices and ensuring its regular use. Supporting family in fostering and developing communication and language. Involving family in fostering and developing play, recreation and values. Encouraging family involvement in educational programme and participation in community based rehabilitation programme.

9

Unit 5 Guidance and Counseling

Meaning of Guidance and Counseling. Need for Guidance and Counseling for Persons with Hearing Impairment and their Family. Approaches and techniques of Guidance and Counseling with Hearing Impairment. Vocational Assessment, Guidance and Counseling. Yoga and other adjunctive aids(Music, Dance and Art)

9

Practical:

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

15

Total Hours: 45(T)+15(P)

Text Books::

1. Narasimhan, M.c.. (1987). Disability : A Continuing Challenge. Wiley Eastern.
2. Dash, Neena. (2005). Essentials of Exceptionality and Special Education. Atlantic Publishers.
3. Northern, Jerry L. (1991). Hearing in Children. Lippincott Williams and Wilkins.
4. Maitra, Krishna. (2008). Inclusion Issues and Perspectives. Kanishka Publication.
5. Easterbrooks, Susan R. (2002). Language Learning in Children Who Are Deaf and Hard of Hearing Multiple Pathways. Allyn And Bacon.

References:

1. 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.
2. Dunst.C, Trivette.C & Deal.A (1996). *Enabling & empowering families. Principles & guidelines for practice.* Cambridge, MA : Brookline Books.
3. Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Psychological perspectives of deafness: Cambridge University,
4. Scheetz nancy, A. (2000). *Orientation to Deafness.* UK: Allyn and Bacon
5. Ed Par Ila, (1966). *Cultural diversity and the deaf experiences.* USA: Cambridge university press.

Web Links:

1. https://ilearn.careerforce.org.nz/mod/book/tool/print/index.php?id=53
2. http://etheses.lse.ac.uk/1497/1/U111456.pdf
3. https://dspace.nal.gov.au/xmlui/bitstream/handle/123456789/456/Psychosocial%20Development_Main%20Document_IJA_revised_clean.pdf?sequence=1

Course Outcomes:

On successful completion of this course the learner will be able to :

1. be familiar with the psychological aspects and disability
2. support family and community in fostering psycho social development of children with hearing impairment
3. foster family's acceptance of child's impairment
4. involve family in fostering and developing play, recreation and values in education of the hearing impaired
5. guide and counsel persons with hearing impairment and their family

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1					L					L				L
CO 2										L				L
CO 3								L			L			
CO 4								H		L		L		
CO 5					L			L					L	

Enhancement of Professional Capacities(EPC): Basic Research and Statistics

Semester IV   **Hours of instruction/week: 3(P)**
21BDSPE3   **No. of credits: 2**

Objectives

To enable the student teacher:

1. describe the concept and relevance of research in education and special education
2. develop an understanding of the research process and acquire competencies for conducting a research
3. understanding the nature of population and sampling process
4. apply suitable measures for data organization and analysis

Unit 1 Introduction to Research

Research- Concept, Definition and Meaning of Research. Nature and significance of research in Education. Criteria of Good Research and Qualities of a Researcher. Funding agencies for Research.   Research in Special Education.   8

Unit 2 Types and Process of Research

Types of Research - Basic/Fundamental, applied, action.   Process of research. Tests – NRT, CRT and Teacher made Test.   Tools of research - Questionnaire, interview, checklist and rating scale. Application of the test and tools.   9

Unit 3 Sampling and Variables

Concept of statistical population.   Characteristics of good sample. Types of sampling. Techniques of sampling.   Variables- Concept, definition and types.   8

Unit 4 Basic Elements in Statistics

Concept of parameter and statistics- Concept, meaning and definition. Use of statistics in research.   Frequencies and continuous measures. Scale for measurement - Nominal, ordinal, interval and ratio. Organization of data - Array, grouped distribution.   8

Unit 5 Measurement and Analysis of Data

Measures of Central Tendency and Dispersion - Mean, Median and Mode, Standard deviation and Quartile deviation. Skewness and Kurtosis. Normal Probability Curve. Correlation - Product Moment *r* and Rank Order Correlation. Graphic representation of data.   12

Total Hours: 45(P)

Text Books::

1. Anita Sharma Ed. (2010). *Education Research and Statistics*. Global Publications.
2. Buch, M.b. Ed. (1991). *Fourth Survey of Research in Education. 1983-88 Vol 2*. National Council Of Educational Research And Training (NCERT).

3. Cartwright, Dorwin. (1953*). Group Dynamics : Research and Theory*. Peterson And Company.

References:

1. Guptha, S. (2003). *Research Methodology and Statistical Techniques*. New Delhi: Deep & Deep Publishing.
2. Kothari, C.R. (2006). *Research Methodology.* India: New Age International Pvt .Ltd.
3. Paneerselvam,R. (2004). *Research Methodology.* New Delhi: PHI Learning Pvt.Ltd.
4. Potti, L. R. (2004). *Research Methodology*. Thiruvananathapuram: Yamuna Publications
5. Rajagopal, K. R. (2006). *Evaluation, Elements of Statistics and Research in Education*. Chennai: Shantha Publications.
6. Sambath, K.P. (2006). *Introduction to Educational Technology.* NewDelhi:Sterling Publications Pvt.Ltd.
7. Vashist,S. (2006). *Practice of Educational Evaluation.* New Delhi: Anmol Publications Pvt, Ltd.

Web Links:
1. https://support.sas.com/publishing/pubcat/chaps/59814.pdf
2. https://www.nemoursresearch.org/open/StatClass/October2008/Class1.ppt
3. https://www.statpac.com/statistics-book/basics.htm

Course Outcomes:

On successful completion of this course the learner will be able to :
1. know the role of research in education and special education
2. possess competencies for conduct of research
3. communicate the results of the research with due specifications
4. possess scientific attitude in interpreting the results of a research
5. adapt the results of a research to the local specific needs

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1						M		L				M		
CO 2	M			H		L		M				H		
CO 3						L		L				M		
CO 4	L							L		L		M		
CO 5	M		L			L		L		L			M	

Enhancement of Professional Capacities(EPC) - Application of ICT in Classroom

Semester IV   **Hours of instruction/week: 3(P)**

21BDSPE4   **No. of credits: 2**

Objectives

To enable the student teacher:

1. gauge the varying dimensions in respect of ICT and Applications in Special Education
2. delineate the special roles of ICT Applications
3. acquire familiarity with different modes of computer-based learning

Unit 1: Information Communication Technology (ICT) and Special Education

Meaning and Scope of ICT and Its Role in 'Construction of Knowledge'. Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers). Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy. Three as of ICT Application—Access, Availability, Affordability. Overview of WCAG (Web Content Access Guidelines).   7

Unit 2: Using Media and Computers

Media: Radio and Audio Media- Script Writing, Storytelling, Songs, Etc., Television and Video in Education, Importance of Newspaper in Education. Computers: Functional Knowledge Of Operating Computers–On/Off, Word Processing, Use Of Power Point, Excel. ICT Applications For Access To Print. Computer as a Learning Tool: Effective Browsing of The Internet for Discerning and Selecting Relevant Information. Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources.   9

Unit 3: Computer-Aided Learning

Application of Multimedia in teaching and learning. Programmed Instruction. Computer-Assisted Instruction. Interactive Learning. E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities.   9

Unit 4: Visualising Technology-Supported Learning Situations

Preparation of learning schemes and planning interactive use of Audio-Visual programme. Developing PPT Slide show for classroom use and using of available software or CDs with LCD Projection for Subject Learning Interactions. Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects. Interactive Use of ICT.   10

Unit 5: Interactive use of ICT

Participation in Social Groups on Internet. Creation of 'Blogs'. Organizing Teleconferencing and Video-Conferencing;. Identifying Software for Managing Disability Specific Problems. Identifying and applying software for teaching school subjects to children with special needs.   10

Text Books::
1. Anita Sharma. (2017). Role of ICT in Education : Trends and Approaches. ABD Publishiers.
2. Pandey, V C Ed. (2007). Framework for ICTs and Teacher Education. ISHA Books.
3. Sanjana Dasgupta. (2007). Learn and Teach Information Technology : Based on UNESCO ICT Initiatives. Authors Press.

References:
1. Abbot, C. (2001). *ICT: Changing Education*. London: Routledge Falmer
2. Florian, L. & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. UK: Open University Press
3. Kozma, R.B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2*. International Society for Technology in Education

Web Links:
1. https://en.wikibooks.org/wiki/ICT_in_Education/The_Uses_of_ICTs_in_Education
2. https://learningportal.iiep.unesco.org/en/improve-learning/curriculum-materials/appropriate-educational-technologies
3. http://tictc.cti.gr/documents/Presentation_anihta.pdf

Course Outcomes:
On successful completion of this course the learner will be able to :
1. apply ICT in special education
2. use the media effectively in the field of special education
3. be familiar with different modes of computer based learning
4. visualize technology supported learning situations
5. identify software for managing disability specific problems

CO / PO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PSO 1	PSO 2	PSO 3
CO 1	H											M		
CO 2	H													
CO 3				M		M								M
CO 4			M							M			L	
CO 5	M													

Practical I: Specialization (Visual Impairment) /
Practical I: Specialization Hearing Impairment)

Semester IV   **Duration: 2**
hrs. per week 21BDSPV1/21BDSPHI
No. of credits: 8

S.No.	Component	Marks	
		CIA	**CE**
1.	# Internship - Teaching Competency (4 weeks)	75	
2.	Lesson plan – Level I & II	5	
3.	Teaching Learning Materials	10	
4.	Text book review	5	
5.	Marks for Practical I in Semester I	15	
6.	Marks for Practical I in Semester II	40	
7.	Marks for Practical I in Semester III	100	
8.	Practical Commission i) Teaching Competency ii) Oral Viva-Voce iii) Practical Records		30 40 30
	Sub-Total	**250**	**100**
	Total Marks	**350**	

 # Internship - Teaching Competency

Hearing Impairment

Sl. No.	Tasks	Educational	Specific activities	Hrs.	Marks	Submission
	Cross disability & Inclusion					
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	04	3	Report with reflect-ions
2	Classroom teaching observations		Observing 10 lessons (5 language + 5 subjects) and writing report	08	3	

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	08	4	
			SUB-TOTAL	**20**	**10**	
Other Disability Special School						
	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	12	4	Journal of daily reflections and learning
	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	4	3	Journal
	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	4	3	Journal
			SUB-TOTAL	**20**	**10**	

Inclusive Education					
Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted class	06	5	Report with reflections
Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12	5	
Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM &Planning celebrations	60	20	
Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	20	
Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12	5	
		SUB-TOTAL	**120**	**55**	
		TOTAL	**160**	**75**	

Visual Impairment

Sl. No.	Tasks	Educational	Specific activities	Hrs.	Marks	Submission
Cross disability & Inclusion						
1	Classroom Observation For school subjects at different levels	Special Schools other than VI / Inclusive school	Observation For school subjects at different levels	10	5	Report with reflect-ions
2	Orientation and Mobility Training	College Campus and outside campus	Sighted Guide Technique Pre Cane skills Cane technique Direction finding technique	5	5	
3	Teaching lessons on O&M and ADL	Special and inclusive school	Individualized Teaching lessons on orientation and mobility and activities of daily living	10	5	
			SUB-TOTAL	**25**	**15**	
Other Disability Special School						
	Classroom teaching	Special school of other disability	Classroom teaching, development of TLM, document study, maintenance of record for VIMD	10	10	Journal of daily reflections and learning
	Classroom teaching		Classroom teaching, development of TLM, document study, maintenance of record for other than visual impairment	15	10	Journal
			SUB-TOTAL	**25**	**20**	
Inclusive Education						
	Classroom teaching	Inclusive School	Classroom teaching with special focus on functional academic skills e.g., Braille, special equipments, preparation of TLM to facilitate inclusion and creating awareness about the needs of CWDs.	70	40	Report with reflections
			SUB-TOTAL	**70**	**40**	
			TOTAL	**120**	**75**	

Practical II: School Subject

Semester IV   **Duration: 2 hrs. per week**

21BDSPS1   **No. of credits: 8**

S.No.	Component	Marks	
		CIA	**CE**
1.	Internship - Teaching Competency (4 weeks)	75	
2.	Lesson plan – Level I & II	5	
3.	Teaching Learning Materials	10	
4.	Text book review	5	
5.	Marks for Practical II in Semester I	15	
6.	Marks for Practical II in Semester II	40	
7.	Marks for Practical II in Semester III	100	
8.	Practical Commission		
	i) Teaching Competency		30
	ii) Oral Viva-Voce		40
	iii) Practical Records		30
	Sub-Total	**250**	**100**
	Total Marks	**350**	

l.	Tasks	Specific activities	Hrs	Marks
1	Internship - Teaching Competency (4 weeks)	Every student is expected to complete 4 weeks of field experience in the assigned schools under the supervision of a mentor teacher (MT) and teacher educator. Delivering lesson for both School subject I Developing 2 Teaching Learning Material (TLM) for each lesson plan Using technology for classroom teaching, record keeping, communication, preparing power points Working as teacher assistant for Prayers,/ assembly, attendance, home work/class work/ lab work, library work/writing diaries, preparing TLM, Conducting remedial classes Assisting in exam related planning, setting question papers, assessing, writing progress reports, feedback to students and parents. Participating in School committee meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical checkups.	9	5
2	Lesson plan – Level I & II	Planning and executing 25 lesson plan for school subject I for teaching at level I (Middle school) and Level II (High School /Higher Secondary). Of the 25 lesson plans 22 in Herbartian/ALM format and 3 Digital lesson plans for School Subject I	9	5
3	Teaching Learning Materials	Preparation of teaching learning materials for both level I and level II teaching	3	5
4	Text Book Review	Analyzing a text book on the content, illustration, examples, clarity of language, paper quality, font style & size, exercise, etc. and writing a report on it.	3	5

Practical III: General Practical

Semester IV   **Duration:**
1 hr. per week
    21BDSPG1
No. of credits: 1

S.No.	Component	Marks
1.	Case Study Record	10
2.	Yoga, Health & Physical Education	10
3.	Marks for Practical III in Semester I	35
4.	Marks for Practical III in Semester II	25
5.	Marks for Practical III in Semester III	20
	Total Marks	**100**

Sl. No.	Tasks	Educational settings	Specific activities	Hrs.	Marks	Submission
1	Case study record	Inclusive school	Identifying a case in the class during school internship and planning and implementing remedial strategies to enhance the capabilities of the case	04	3	Report with reflections
2	Yoga, Health & Physical Education		Practicing and reporting on different yogasanas, health practices and conducting physical education classes in practicing schools.	08	3	
	TOTAL			**20**	**10**	