



தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY
(Established under Tamil Nadu Act 33 of 2008)
Chennai - 600 097

Regulations and Syllabus
for the Two- year B.Ed Special Education
(Visual Impairment & Inclusive Education) Programme

From the Academic Year 2016 – 2017 onwards

தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
TAMIL NADU TEACHERS EDUCATION UNIVERSITY

**DEGREE OF BACHELOR OF EDUCATION (B.Ed) SPECIAL EDUCATION:
VISUAL IMPAIRMENT & INCLUSIVE EDUCATION
(FOR THE TWO YEAR PROGRAMME IN COLLEGES OF EDUCATION
- FULL - TIME AND REGULAR PRE-SERVICE TEACHER EDUCATION)**

REGULATIONS

(With effect from the academic year 2016-2017)

**1. ELIGIBILITY FOR ADMISSION TO THE B.Ed SPECIAL EDUCATION:
VISUAL IMPAIRMENT & INCLUSIVE EDUCATION PROGRAMME**

A candidate shall be eligible for admission to the B.Ed programme (in Government /Government Aided/Self-Financing Colleges of Education) leading to the Degree of B.Ed Special Education: Visual Impairment & Inclusive Education provided:

- (i) The candidates should have undergone 10+2+3(15) or 11+1+3(15) pattern of study and passed the qualifying examination conducted by the respective State Board or CBSE or any other recognized Board of Education/Examination and UG Degree Examination of the UGC recognized Universities in any one of the school subjects offered by the Directorate of School Education at the Secondary /Higher Secondary Education level.
- (ii) Candidates, who have passed the UG or PG Degree under Open University System without qualifying in 11 years SSLC Examination and one year of Pre-University Course (P.U.C) examination or 10+2 pattern of School Education Examination are not eligible for admission, even if they subsequently qualify in one year SSLC and one year PUC or 10+2 pattern of School Education Examination.
- (iii) Candidates, who have studied more than one main subject in Part III/Part IV (under Double/Triple Major System) of UG Degree course should have to choose only one of the main subjects and should have applied for that optional only. In such cases, marks obtained by the candidates in two/three major subjects

shall be taken in to account to arrive at the percentage of marks as stipulated in item (ix) herein.

- (iv) Candidates, who have passed any degree under Additional Degree Programme with less than three years duration, are not eligible for admission.
- (v) Candidates, who have passed under four year Dual Degree Programme with two major subjects under Part III are not eligible for admission.
- (vi) Candidates, who have qualified the P.G. Degree in the subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy with not less than 50% of marks are eligible for admission, subject to the condition that the major subject in the UG and PG Degrees shall be one and the same.
- (vii) Candidates, who have qualified the PG Degree (5 year integrated course) under 10 + 2 + 5 or 11+1+5 pattern of study, shall be considered for admission. In such cases, the marks obtained by the candidates in the first three years (in major and ancillary or allied subjects alone) of the course alone shall be taken in to account for admission to B.Ed Special Education: Visual Impairment & Inclusive Education Degree programme for the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science. The marks obtained by the candidates in the last two years (4th & 5th year) alone shall be taken into account for admission to B.Ed. Degree programme for subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.
- (viii) **Equivalent Subjects**
 - a) Candidates, who have done their UG Degree in Applied Mathematics can apply for Mathematics.
 - b) Candidates, who have done their UG Degree in Applied Physics, Geo-Physics, Bio-Physics, and Electronics, can apply for Physical Science.
 - c) Candidates, who have done their UG Degree in Applied Chemistry, can apply for Physical Science.

- d) Candidates, who have done their UG Degree in Bio-Technology, Plant-Biology, and Plant Bio-Technology, can apply for Biological Science.
- e) Candidates, who have done their UG Degree in Environmental Science and Micro-Biology, can apply for Biological Science.
- f) Candidates, who have done their UG Degree in Applied Geography, can apply for Geography.
- g) Candidates, who have done their UG Degree in Computer Science, Information Technology, and Computer Application, can apply for Computer Science.
- h) Post Graduate candidates in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic, and Indian Culture with not less than 50% (irrespective of their UG Marks) of marks in PG Degree or in the interdisciplinary subject, which are being declared equivalent by the respective University can apply.
- i) Candidates, who have done their PG Degree in Nutrition and Dietetics, are eligible to apply for Home Science.
- j) Candidates, who have done their UG Degree in the school subjects are eligible for admission to B.Ed Special Education: Visual Impairment & Inclusive Education. However, those who have done the UG in the subjects for which equivalence is not covered under the G.O.(1D)No.257, Higher Education (G1) Department, Dated 19.07.2016, shall have to obtain an equivalence certificate for the respective subjects from the University concerned to consider their admission to B.Ed Special Education: Visual Impairment & Inclusive Education Degree programme.
- k) Candidates, who have done their UG level without language Tamil or other Indian Languages under Part-I and are awarded degree with English and Main subjects concerned will be considered for admission to B.Ed Special Education: Visual Impairment & Inclusive Education subject to the condition that they have to qualify in Tamil Language Test conducted by the TNPSC for the purpose of employment.
- l) Candidates, who have done their Bachelor's Degree in Engineering or Technology with specialization in Science and Mathematics or any other qualification equivalent thereto, are eligible for admission to B.Ed Special

Education: Visual Impairment & Inclusive Education Degree programme. (Physical Science, Biological Science, Mathematics, and Computer Science).

- (ix) Candidates, with the following marks in the UG Degree are eligible for admission to B.Ed Special Education: Visual Impairment & Inclusive Education Degree programme with the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science. The marks obtained in UG Degree alone shall be taken to arrive the eligibility even if they possess PG Degree in the same subject. For the subject in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy, PG Degree with not less than 50% marks is mandatory and the subjects in UG and PG shall be one and the same.

Community/Category	Minimum Marks
OC	50%
BC/ BC(M)	45%
MBC / DNC	43%
SC /SC(A)/ ST	40%

- a) Marks obtained by the candidates in the UG Degree Course Part-III/IV Major and Allied including Practical [*Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science*] alone shall be taken in to account to arrive at the percentage of marks mentioned above. Marks obtained under Part-V subjects shall not be taken into account to arrive at the percentage of marks. If the candidates possess PG Degree in these subjects, weightage of marks for the highest qualification in the relevant subject will be given as follows and added to the base marks for Ranking. However minimum marks mentioned in the 'item (ix)' is mandatory for the subjects in Tamil/Urdu (Urdu in Self-Financing Colleges only), English, Mathematics, Physical Science (Physics), Physical Science (Chemistry), Biological Science (Botany), Biological Science (Zoology), History, Geography, and Computer Science, and not less than 50% of marks for the subjects in Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy.

Highest Qualification	Weightage of Marks
a) Candidates with PG (Except the subjects Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy, since PG Degree is the requisite qualification for admission to B.Ed. Degree.)	4 (four) marks
b) Candidates with M.Phil.	5 (five) marks
c) Candidates with Ph.D.	6 (six) marks

- b) Marks obtained by the candidates in the PG Degree [*Home Science, Economics, Commerce, Political Science, Sociology, Psychology, Logic, Indian Culture, and Philosophy*] shall be considered eligible for admission, but weightage marks will not be given as mentioned in ‘item (ix) (a)’.
- c) To arrive at above percentage of marks, the marks obtained by the candidates in Major/Ancillary/Allied subjects (Part III & IV) including practical alone shall be taken in to account.
- d) For the students who have done their Bachelor’s Degree in Engineering or Technology, the marks obtained in their Degree shall be taken into account.
- e) Rounding of the marks to the next higher integer shall not be permitted.
- f) The candidates who are qualified in UG Degree under Open University System after passing 10th Standard and +2 Examinations shall alone be considered for admission to B.Ed Degree Special Education: Visual Impairment & Inclusive Education programme.
- g) The candidates who are qualified in UG Degree under Open University System without passing 10th Standard and +2 Examination and subsequently passing 10th and +2 examinations are not eligible for admission to B.Ed Degree Special Education: Visual Impairment & Inclusive Education programme.
- (x) Candidates, who have passed PG Degree in Economics, Commerce, Home Science, Political Science, Sociology, Psychology, Philosophy, Logic, and Indian Culture without undergoing 10+2+3 or 11+1+3 pattern of education, are eligible for admission.
- (xi) In the case of Differently-Abled (Physically and Visually Challenged) candidates, a minimum pass in the requisite qualification is enough.

However, the basis of selection shall be in accordance with the Regulations of the University/Government of Tamil Nadu and Rehabilitation Council of India Guidelines for Admission to B.Ed Degree Special Education: Visual Impairment & Inclusive Education programme in force from time to time.

2. DURATION OF THE B.Ed SPECIAL EDUCATION: VISUAL IMPAIRMENT & INCLUSIVE EDUCATION PROGRAMME

The B.Ed. Special Education: Visual Impairment & Inclusive Education programme shall be for duration of two academic years consisting of 200 working days (36 hours in a week- 5 or 6 days in a week) each year, excluding the period of examination and admission.

3. PROGRAMME CONTENT

The B.Ed Special Education: Visual Impairment & Inclusive Education programme will consist of Theory Courses in 'Perspectives in Education', and 'Curriculum and Pedagogic Studies' and 'Disability Specialization' along with 'Engagement with the Field' as Practical Component.

B.Ed Special Education: Visual Impairment & Inclusive Education

COURSES IN PERSPECTIVES IN EDUCATION

- Course 1: Childhood and Growing up
- Course 2: Contemporary India and Education
- Course 3: Learning and Teaching

COURSES IN CURRICULUM AND PEDAGOGIC STUDIES

- Course 7 (a&b): Pedagogy of a School Subject (1/2 Courses)
- Course 8: Assessment for Learning

COURSES IN DISABILITY SPECIALIZATION

- Course 4: Introduction to Persons with Disabilities – Visual Impairment
- Course 5: Assessment and Identification of Needs of Persons with Visual Impairment
- Course 6: Curriculum Designing, Adaptation and Evaluation for Persons with Visual Impairment
- Course 9: Educational Intervention and Teaching Strategies for children with Visual Impairment.
- Course 10: Technology and Disability – Visual Impairment.

Course 11: Psycho-Social, Family Issues and Basic Research Methods

ENGAGEMENT WITH THE FIELD - THE SELF, THE CHILD, COMMUNITY, AND SCHOOL

This curricular area would have three components:

- 1. Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus.**
- 2. School Internship.**
- 3. Courses on Enhancing Professional Capacities (EPC):**
 - i) Course EPC 1: Part –A: Reading and Reflecting on Texts & Part –B: Drama and Art in Education (1/2 Course)
 - ii) Course EPC 2: Part –A: Critical Understanding of ICT & Part –B: Understanding the Self (1/2 Course)

ANNUAL DISTRIBUTION OF THE COURSES AND DISTRIBUTION OF MARKS

Theory Courses for First Year				
Serial No.	Course Name	Marks for Theory	Marks for T&A	Total
Course 1	Childhood and Growing Up	70	30	100
Course 2	Contemporary India and Education	70	30	100
Course 3	Learning and Teaching	70	30	100
Course 4	Introduction to Persons with Disabilities – Visual Impairment	35	15	50
Course 5	Assessment and Identification of Needs of Persons with Visual Impairment	70	30	100
Course 6	Curriculum Designing, Adaptation and Evaluation for Persons with Visual Impairment	70	30	100
Course 7(a)	Pedagogy of a School subject – Part – I (Methodology)	35	15	50
	Sub - Total	420	180	600

Note: T & A refers to 'Tasks and Assignments' which are evaluated by *continuous Internal assessment*.

Engagement with the Field for First Year [Courses on Enhancing Professional Capacities (EPC)]		
Course EPC 1	Part –A: Reading and Reflecting on Texts & Part –B: Drama and Art in Education	50 Marks
Sub - Total		50 Marks
Grand Total (600+50)		650 Marks

Note: The course on ‘Enhancing Professional Capacities’ (EPC1: Part –A & Part -B) is evaluated by *continuous internal assessment*.

Theory Courses for Second Year				
Serial No.	Course Name	Marks for Theory	Marks for T & A	Total
Course 7(b)	Pedagogy of a School Subject – Part II (Content Mastery)	35	15	50
Course 8	Assessment for Learning	70	30	100
Course 9	Educational Intervention and Teaching Strategies for children with Visual Impairment	70	30	100
Course 10	Technology and Disability – Visual Impairment	35	15	50
Course 11	Psycho-Social, Family Issues and Basic Research Methods	35	15	50
Sub-Total		245	105	350

Note: T & A refers to ‘Tasks and Assignments’ which are evaluated by *continuous Internal assessment*.

Engagement with the Field for Second Year [Courses on Enhancing Professional Capacities (EPC)]		
Course EPC 2	Part –A: Critical Understanding of ICT & Part –B: Understanding the Self	50 Marks
	School Internship	250 Marks
Sub-Total		300 Marks
Grand Total (350+300)		650 Marks

Note: The course on 'Enhancing Professional Capacities' (EPC2) is evaluated by *continuous internal assessment*.

DISTRIBUTION OF MARKS FOR TASKS AND ASSIGNMENTS FOR EACH COURSE

S.No.	Type of Course	Marks
1.	Full Course	2 x 15 = 30
2.	Half a Course	2 x 7.50 = 15

Note: Students have to undertake Tasks and Assignments in each course given in the syllabus.

MEDIUM OF INSTRUCTION

The candidates admitted in to the B.Ed Special Education: Visual Impairment & Inclusive Education Degree programme in the Colleges of Education affiliated to Tamil Nadu Teachers Education University should select the medium of instruction either as English or as Tamil (as per the availability of medium of instruction in the Colleges of Education). After the last date of admission, Principals of the Colleges of Education should submit the name list along with the medium of instruction chosen by each candidate to Tamil Nadu Teachers Education University.

In case, if the admitted candidates prefer to change their medium of instruction at later stage of the programme it should be permitted only after obtaining necessary written permission from the Tamil Nadu Teachers Education University, prior to the publication of Nominal Roll.

Medium of instruction chosen by the candidate to pursue the B.Ed Special Education: Visual Impairment & Inclusive Education Degree programme will be indicated in the B.Ed Special Education: Visual Impairment & Inclusive Education Degree programme transfer certificate alone. Classroom instruction shall be carried out separately for different medium of instruction.

ATTENDANCE

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should gain 85% (i.e., 170 days) of attendance, failing which they will not be

permitted to appear for the B.Ed Special Education: Visual Impairment & Inclusive Education Degree examination. However, as per the decision of the Syndicate of Tamil Nadu Teachers Education University in its meeting held on 10.08.2010 candidates who are able to gain attendance only upto 75% on medical ground, will be permitted to appear for the examination after getting condonation of attendance, adhering to the norms of Tamil Nadu Teachers Education University.

EXAMINATIONS

Each candidate whose admission is approved by Tamil Nadu Teachers Education University should apply for the written examinations and practical examination in the first appearance itself. Candidates, who have failed to satisfy the minimum attendance norms of Tamil Nadu Teachers Education University will not be permitted to appear for the written examination. Such candidates appearance in the practical examination will stand cancelled automatically.

WRITTEN EXAMINATIONS

The first year written examinations will be conducted for six and a half theory courses by the University after the completion of 200 working days in the first year.

Each theory course question paper will be designed for 3 hours for full course and 1 ½ hours for half a course. The questions and allotment of marks are as described below.

Type of Course	Type of Questions	Marks	Total Marks	Maximum words / page limits for each question
Full Course	Essay Questions (7 out of 10)	7 x 10	70	600 words/5 pages for each Question
Half a Course	Essay Questions (5 out of 7)	5 x 7	35	300 words/3 pages for each Question

PASSING MINIMUM FOR WRITTEN EXAMINATION

Each candidate who appears for the written examination in the first attempt shall be declared to have passed the Written Examination only if he or she secures not less than 50% in aggregate in each course with a minimum of 45% in the external examination in each full course and half a course. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall

be permitted to appear again only for those courses in which he/she failed.

REVALUATION / RETOTALLING / XEROX COPY OF ANSWER SCRIPTS

Candidates can apply for revaluation/retotalling/xerox copy of answer scripts to the Tamil Nadu Teachers Education University within 10 days after the publication of results by paying necessary fees prescribed by the University.

REAPPEARANCE FOR WRITTEN EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the Theory Examination within the next three consecutive academic years.

PRACTICAL EXAMINATION

Tamil Nadu Teachers Education University will conduct practical examination after the successful completion of 16 weeks of school internship in the second year. Practical examination shall be normally conducted three months prior to the commencement of written examination. A panel consisting of two external members (one Convener and one member) appointed by the University will examine the teaching competency of each candidate and also his/ her practical works, records, and instructional materials as mentioned below.

B.Ed Special Education: Multiple Disabilities & Inclusive Education Details of Practical Components

Sl. No	ACTIVITIES
1	First Year: 4 -Week Internship i) Lesson Plan Writing and Achievement Test Construction: 2- Weeks ii) Teaching Skills Practice (Mini-Teaching): 1- Week iii) Visit to Innovative Schools: 1- Week
2	Second Year: 16 –Week Internship i) Inclusive School : 8 –Weeks ii) Special School: 6 –Weeks iii) Other than Major Disability School : 2- Weeks

Sl. No	ACTIVITIES AND RECORDS	MARKS
--------	------------------------	-------

1	<p>Teaching Competency a) Inclusive School (50 Marks) i) Level – I (Pertaining to the school subject of the student-teachers) ii) Level – II (Pertaining to the school subject of the student-teachers) b) Special School (35 Marks) c) Other than Major Disability School (15 Marks)</p>	100
2	<p>Observation Records a) Inclusive School (10 Marks) i) Observation Record : Level - I (3 Observations of Mentor Classes pertaining to the school subject of student-teachers) ii) Observation Record : Level - II (7 Observation of Mentor Classes pertaining to the school subject of the student-teachers) b) Special School (7 Marks) i) Group Teaching Observation in Major Disability (7 Observations) c) Other than Major Disability (3 Observations in minimum three schools)</p>	20
3	<p>Demonstration Records (Demonstration by Teacher Educators, Subject Experts/Senior School Teachers and Peer Teachers) i) Demonstration Record : Level - I (2 Observations of Demonstration Classes pertaining to the school subject of the student-teachers) ii) Demonstration Record : Level - II (3 Observations of Demonstration Classes pertaining to the school subject of the student -teachers)</p>	10
4	<p>Teaching Skills (Mini-teaching) Practice Records Inclusive School 1) Mini-Teaching Record : Level - I (5 Marks) i) Practicing any 5 skills pertaining to the school subject of the student-teachers ii) Observing and rating of any 5 Peer's Mini-teaching lessons pertaining to the school subject of the student-teachers. 2) Mini-Teaching Record : Level -II (5 Marks) i) Practicing any 5 skills pertaining to the school subject of the student-teachers ii) Observing and rating of any 5 Peer's Mini-teaching lessons pertaining to the school subject of the student-teachers.</p>	10

5	Lesson Plan Records (inclusive of IEP) a) Inclusive School (25 Marks) i) Lesson Plan Record : Level - I (5 Marks) (5 Lesson Plans pertaining to the school subject of the student- teachers) ii) Lesson Plan Record : Level - II (20 Marks) (10 Lesson Plans pertaining to the school subject of the student- teachers) b) Special School (10 Marks) 10 Lesson Plans c) Other Disabilities (5 Marks) 5 Lesson Plans	40
6	Test and Measurement Records (Inclusive School) (Based on the Achievement Tests conducted by the student-teachers) Level – I (Pertaining to the school subject of the student-teachers) (10 Marks) Level – II (Pertaining to the school subject of the student-teachers) (10 Marks)	20
7	Preparation and Use of Teaching and Learning Materials (TLM) a) Inclusive School (10 Marks) (i) Level – I (10 TLM pertaining to the school subject of the student-teachers) (ii) Level – II (20 TLM pertaining to the school subject of the student-teachers) b) Special School (7 Marks) (14 TLM) c) Other Disabilities (3 Marks) (6 TLM)	20
8	Visit to innovative and Special Schools	5
9	Community Based Engagement / Skill Development Records (Camp should be organised for a period of 5 days with prior approval from Tamil Nadu Teachers Education University)	10
10	Reflective Journal (Report on Organisation of Non-Scholastic Activities) a) Inclusive School (Conducting any 4 non-scholastic activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization, Quiz, School Assembly, Awareness Programmes, Rally, etc in the Co-operative schools either at Level – I or Level – II by the student - teachers) b) Special School (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)	5
11	Orientation and Mobility Training i) Sighted Guide technique, Pre-cane skills, Cane techniques, Direction finding techniques.	5
12	Teaching lesson on O & M and ADL Individualized lesson plans on orientation and mobility and activities of daily living	5
	GRAND TOTAL	250
	NOTE: (a) Level - I refers to Standard VI to VIII (Upper Primary), compulsory for all student - teachers. For activities pertaining to Level - I, student-teachers shall select	

	<p>either Standard VI or VII or VIII as per the requirement of the Co-operative Schools.</p> <p>(b) Level - II refers to Standard IX & X (Secondary) for UG qualified student - teachers/Standard XI & XII (Higher Secondary / Senior Secondary) for PG qualified student - teachers.</p>	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

PASSING MINIMUM FOR PRACTICAL EXAMINATION

Each candidate should apply for the practical examination in the first appearance. Candidates who have secured not less than 50% in each of the practical activities for which weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the practical components should be made available to the duly appointed Practical Examination Board at the time of Practical Examination in the second year and their decision on the marks to be awarded shall be final.

REAPPEARANCE FOR PRACTICAL EXAMINATION

Each unsuccessful candidate shall be permitted to reappear for the practical examinations within the next three consecutive academic years in the main examinations only.

CLASSIFICATION OF SUCCESSFUL CANDIDATES

A candidate shall be awarded the B.Ed Special Education: Visual Impairment & Inclusive Education Degree if he/she has passed both theory examination and the Practical Examination.

Successful candidates shall be classified as specified hereunder by taking into account of the marks secured in Theory and Practical Examination separately.

CLASSIFICATION FOR WRITTEN EXAMINATION

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

CLASSIFICATION FOR PRACTICAL EXAMINATION

Percentage of Marks	Classification
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

FIRST YEAR SYLLABUS

for the Two-Year B.Ed Special Education
(Visual Impairment & Inclusive Education)
Degree Programme

For the Academic Year 2016-2017
(Applicable for 2016-2017 Batch)

COURSE 1: CHILDHOOD AND GROWING UP

Course objectives:

At the end of the course, the student-teachers will be able to:

1. understand the growth, stages and dimensions of child development
2. compare various theories and its contributions to child development
3. analyse the gender stereotyping and issues, concerns of marginalized children
4. understand the adolescent behaviours
5. identify the various socializing agencies and their role on child development
6. comprehend the role of play and media on child development
7. examine the impact of urbanization and economic change on child development.

Unit I Growth and development of childhood

Meaning and concepts of growth and development-Principles of growth and development- Difference between growth and development- Impact of nature and nurture on child development.

(Suggested instructional approaches and methods :

- i) Talk by teachers/experts on the principles of growth and development.
- ii) A debate on the influence of nature and nurture on individual development.)

Unit II Stages and dimensions of development

Stages: infancy, early childhood and adolescence and their dimensions of development : physical, cognitive, moral , emotional and social.

(Suggested instructional approaches and methods:

- i) Talk by the teacher/psychologist on the various stages of child development.

- ii) Invited talk by experts on dimensions of child development.)

Unit III Theories of child development

Psycho-social stages (Erikson), Cognitive development (Piaget), Moral development (Kohlberg), Socio-cultural approach to cognitive development (Vygotsky), Ecological systems theory (Bronfenbrenner).

(Suggested instructional approaches and methods:

- i) Teacher talk on child development theories.
- ii) Student seminar on various theories of child development.)

Unit IV Socializing agencies of child development

Agencies of socialization: Family, school, peer, and community

(Suggested instructional approaches and methods:

- i) Presentation of report based on field study/ case study on child rearing practices.
- ii) Seminar on family, school and peer influence on socializing process.)

Unit V Gender stereotypes and gender roles

Gender stereotypes in early child, middle childhood and adolescence - Influences of gender stereotyping: biological, cultural and environmental - Gender identity in middle childhood and in adolescence - Gender schema theory - strategies for development non-gender - stereotyped children.

(Suggested instructional approaches and methods:

- i) invited lecture by a Feminist on gender stereotypes.
- ii) seminar on strategies for development of non-gender-stereotyped children.)

Unit VI Marginalized children: issues and concerns

Meaning and concept of marginalized children – Children living in urban slum; deprived; socially deprived girls (Dalit and Tribal girls); abused child; children growing up in poverty, street children, HIV affected children and children working in unorganized sectors – child labour – Measures to promote the status of marginalized children.

(Suggested instructional approaches and methods:

- i) Presentation of report of the problems of marginalized children based on field study.
- ii) Seminar on the problems of marginalized children and the measures to be taken .)

Unit VII Understanding adolescence

Meaning of adolescence – study of adolescent behavior in their natural settings – at play or in school settings – using observation, interview schedules, case study method and interacting with them – understanding of the physical, social and moral behaviours of children and adolescents

(Suggested instructional approaches and methods:

- i) Teacher talk/ Group discussion on the influences of play on child and adolescent development.
- ii) Presentation of report of the adolescent behavior using observation and other techniques.)

Unit VIII Play and child development

Meaning and characteristics of play – kinds of play and their role in child development – play activities of childhood – factors influencing children's play – contribution of play to children's physical, social, emotional and cognitive development

(Suggested instructional approaches and methods:

- i) Teacher talk / Group discussion on kinds of play and child

development.

- ii) Invited lecture by an expert or psychologist on various aspects of children's development.)

Unit IX Media and child development

Impact of media on early childhood experiences and development – impact of mass media and social media on adolescent development – Influence of media violence on children's and adolescent's behaviour – effects of media on racial and gender stereotyping – regulating healthy media use

(Suggested instructional approaches and methods:

- i) Make a short film on the impact of mass media on children/ adolescents.
- ii) Group discussion on media violence on children).

Unit X Urbanisation and economic change on child development

Impact of urban culture, population density, migration of family, and environmental effects (air, water, noise) on child development - effects of liberalization, privatization, and globalization (LPG) on child development with special reference to India.

(Suggested instructional approaches and methods:

- i) Invited talk/teacher talk on urbanization and child development.
- ii) Report presentation based on the group discussion about the impact of liberalization, privatization, and globalization on child development.)

Tasks and Assignments:

1. Submission of a case study report on an adolescent student in the practice teaching school.

2. Contact various socializing agencies and submit a detailed report on their role on child development.

References:

1. Anitha Woolfolk. (2004). *Educational psychology*. Singapore: Persion Education.
2. Baron.A. Robert (2000). *Pshychology*. New Delhi: Prentice-Hall of India.
3. Bert Laura. E. (2014). *Child development*. New Delhi: PHI Learning.
4. Hurlock, Elizabeth. B. (1980). *Development Psychology*. New Delhi: McGraw Hill Education.
5. Hurlock, Elizabeth. B. (1980). *Adolescent Development*. New Delhi: Tata McGraw Hill.
6. Hurlock, Elizabeth. B. (2015). *Child development*. New Delhi: McGraw Hill Education.
7. Thangasamy, Kokila. (2014). *Psychology of learning and human development*. Madurai: MaaNila Publisher.
8. www.simplypsychology.org
9. psychclassics.yorkn.ca
10. psychology.wikia.com

COURSE 2: CONTEMPORARY INDIA AND EDUCATION

Course objectives:

At the end of the course, the student-teachers will be able to:

1. develop an understanding of the nature of social diversity and the educational demands of the diverse communities
2. explain the salient features of Indian constitutional values on education
3. analyse the causes for inequality, discrimination and marginalisation in education
4. develop an understanding of the educational policies and programmes during the pre-independent and post-independent periods
5. examine the issues of language policy in education
6. develop an understanding on the emerging trends in education.

Unit I Understanding the social diversity

Social diversity: Meaning and definition - Levels of social diversity:

Individual, regional, linguistic, religious, castes and tribes - Education for understanding the social diversity in India.

(Suggested instructional approaches/methods:

- i) Invited talk on the social diversity of Indian society.
 - ii) Report presentation based on the group discussion on the role of education to understand the social diversity in India.)
-

Unit II Educational demands of individuals and diverse communities

Universalisation of primary education - Programmes to achieve universalisation of education: SSA, RMSA, RUSA, integrated education

and inclusive education - Challenges in achieving universalisation of education - Education for collective living and peaceful living: Four pillars of education as viewed by Delor's Commission Report.

(Suggested instructional approaches/methods:

- i) Report presentation based on the group discussion/student seminar on the efforts taken by the Government of India and Tamil Nadu to achieve universalisation of education.
- ii) Report presentation based on the group discussion/student seminar suggesting the curriculum for collective and peaceful living of people.)

Unit III Indian Constitutional values on education

Preamble of the constitution - Fundamental rights and duties of citizens -

Directive principles of State policy and education - Challenges to fulfill the constitutional obligations: freedom, justice, equality, fraternity and education - Right to Education Act.

(Suggested instructional approaches/methods:

- i) Invited talk/teacher talk on the constitutional provisions to enjoy freedom, justice, equality in education.
- ii) Invited talk /legal expert(s) talk on the salient features of Right to Education Act.)

Unit IV Inequality, discrimination and marginalisation in education

Social inequity in society - Causes for inequality, discrimination and marginalization in education - Types of inequity: caste, class, gender, regions - Elimination of social inequities through education - Education for marginalized groups: Dalits, tribals, and women.

(Suggested instructional approaches/methods:

- i) Report presentation based on the field study

/observation about the difficulties of tribals and dalits in accessing education.

- ii) Report presentation based on the brainstorming session on the effective use of education for elimination of social inequities.)

Unit V Policy frameworks on education: Pre-independent India

Salient features of Vedic, Buddhist and Jain system of education - Development of education during the pre-independent period - Characteristics of Basic education and its relevance to the present day context.

(Suggested instructional approaches/methods:

- i) Report presentation based on the group discussion/student seminar about the relevance of basic education to the present day context.
- ii) Report presentation based on the group discussion/student seminar on the impact of pre-independent period education on Indian society.)

Unit VI Policy frameworks on education: Post-independent India

Major recommendations of Kothari Commission (1964-1966) - Iswar Bhai Patel Committee (1977)- Malcom Adishesiah Committee (1978)- New Education Policy (1986) - Programme of Action (1992)- Sachar Committee (2005) - Salient features of National Curriculum Framework (2005)- National Knowledge Commission (2005).

(Suggested instructional approaches/methods:

- i) Student seminar/Teacher talk on the major recommendations of different Education Committees/Commissions.
- ii) Report presentation based on the group discussion/student seminar on the salient fractures of National Curriculum Framework (2005) and National Knowledge Commission - 2005.)

Unit VII Educational planning and financing

Five year plans: Educational policy making and budgeting - Funding systems of education: Public, fees, students' loans, education cess and external aids.

(Suggested instructional approaches/methods:

- i) Invited talk/teacher talk on the Indian educational funding systems and its implications.
- ii) Report presentation based on student seminar/brainstorming session suggesting alternative funding systems in education.)

Unit VIII Language policy in education

Language policy during the pre-independent and post-independent India - Language policy as specified in Indian Constitution - Views of great thinkers on medium of instruction: Views of great thinkers-Tagore, Gandhi, Vivekananda.

(Suggested instructional approaches/methods:

- i) Report presentation based on the student seminar on the advantages and disadvantages of learning through mother tongue in relation to great education thinkers.
- ii) Teacher talk/student seminar on the advantages and disadvantages of the three language formula.)

Unit IX Midday meal scheme as a socialisation process

Objectives of midday meal scheme - Benefits of midday meal scheme on education - Midday meal scheme as a socialization process with special reference to Tamil Nadu.

(Suggested instructional approaches/methods:

- i) Report presentation based on the field study on the impact of midday meal scheme in rural area.

- ii) Report presentation based on the debate: “Midday meal scheme is an effective tool for socialisation of children”.)

Unit X Emerging trends in education

Impact of globalization, liberalization and privatization on education -
Life-long learning and on-line education.

(Suggested instructional approaches/methods:

- i) Invited talk/teacher talk on the impact of globalization, liberalization and privatization on education.
- ii) Invited talk/teacher talk on the importance of life-long learning.)

Tasks and Assignments:

1. Prepare a report based on the interaction/interview with legal expert(s) for the effective implementation of constitutional provisions to eliminate inequality, discrimination and marginalisation in education.
2. Write a detailed report on the five year plans implications of universalisation of education.

References:

1. Freire, Paulo. (2014). *Pedagogy of the oppressed*. New Delhi: Bloomsbury Publishing.
2. Ghosh, S.C. (2007). *History of education in India*. The University of Michigan: Rawat Publications.
3. Government of India.(2007). *National Knowledge Commission Report*. New Delhi.
4. Kumar, K. (2014). *Politics of education in colonial India*. New Delhi: Routledge.
5. Naik, J.P., Andrew, Vereker., & Nurullah, S. (2000). *A student's history of education in India (1800-1973)*.UK: Macmillan.

6. National Council for Educational Research and Training. (2005). *National curriculum framework*. New Delhi: NCERT.
7. Sedwal, M. & Kamat, S. (2008). *Education and social equity: With a special focus on scheduled castes and tribes in elementary education*. New Delhi: NUEPA.
8. http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
9. http://shodhganga.inflibnet.ac.in/bitstream/10603/1918/8/08_chapter3.pdf
10. http://shodhganga.inflibnet.ac.in/bitstream/10603/4244/11/11_chapter%20.pdf

COURSE 3: LEARNING AND TEACHING

Course objectives:

At the end of the course, the student-teachers will be able to:

develop an understanding of the nature of learning and teaching.

develop an understanding of the behavioural theories, cognitive and humanistic theory.

critically evaluate the theory of constructivism.

understanding the teaching diverse classroom.

identify the need and importance of teacher student relationship

discuss the importance of teaching as a profession.

Unit I Nature of learning

Learning: meaning and definition - elements of learning – basic principles of learning and their implications – rote learning vs. meaningful learning – principles and techniques of active learning and their implications – self learning.

(Suggested Instructional approaches/ methods:

- i) Student seminar on principles of active learning.
- ii) Invited talk by experts based on the nature of learning.)

Unit II Nature of Teaching

Teaching: Definition and meaning – Characteristics of good teaching – Views of great thinkers and philosophers on teaching - Becoming a reflective teacher and his characteristics - My goals as a teacher.

(Suggested Instructional approaches/ methods:

- i) Group discussion on characteristic of a good teacher.
- ii) Student seminar on becoming a reflective teacher.)

Unit III Behavioral Theories of Learning

Learning – meaning of learning as defined by behaviourists – classical conditioning (Pavlov) – Law of effect (Thorndike) – operant conditioning and shaping

(Skinner) - social learning (Bandura) - Basic assumptions of behavioural theory - strengths and limitations.

(Suggested Instructional approaches/ methods:

- i) Invited talk by the experts on the behavioural theories of learning.
- ii) Student seminar on basic assumptions of behavioural theory.)

Unit IV Cognitive and humanistic theories of learning

Learning - meaning of learning as defined by cognitive psychologists - Insight learning (Kohlberg) - Modes of cognitive development (Bruner) - Stages of intellectual development (Piaget) - Learning styles (Kolb) - Self-actualization (Maslow) - Theory of a fully functioning person (Carl Rogers).

(Suggested Instructional approaches/ methods:

- i) Student seminar on the cognitive theories of learning.
- ii) Invited talk by experts on the humanistic theory of learning.)

Unit V Theory of Constructivism

Constructivism - meaning and definitions - The nature of constructivist learners the role of teachers, the nature of learning process, collaboration among learners and pedagogical approaches to constructivism - Gagne's eight levels of learning.

(Suggested Instructional approaches/ methods:

- i) Presentation of a report based on the group discussion on constructivism.
- ii) Group discussion on Gagne's eight levels of learning.)

Unit VI Learner- centered teaching

Meaning - characteristics of learner-centered teaching/learner-centered learning. Need for learner-centered approaches in teaching advantages of learner-centered teaching vs teacher-centered learning, teaching - Learner - centered techniques of teaching and their advantages.

(Suggested Instructional approaches/ methods:

- i) Student seminar on learner - centered teaching.
- ii) A debate on learner-centered teaching vs teacher-centered learning.)

Unit VII Teaching in Diverse classrooms

Meaning and definitions of diverse classroom-Teaching in a diverse classroom-preparations of teachers of diverse classroom-Techniques of teaching in a diverse classroom/Diverse teaching strategies for diverse learners-effective teaching in a diverse class room-Diversity in the classroom.

(Suggested Instructional approaches/ methods:

- i) Talk by the expert on preparation of teachers for diverse classroom.
- ii) Student seminar on effective teaching in a diverse classroom.)

Unit VIII Learning in and out of School

Purpose of learning in and out of school: what we know? and what we need to know? Importance of observation learning out of school- out of school learning: extending curriculum learning to the local area -approaches to learning outside the class room- learning for outside the classroom-advantages of learning outside the classroom.

(Suggested Instructional approaches/ methods:

- i) Teacher talk on importance of observation learning.
- ii) Discussion on approaches to learning outside the school.)

Unit IX Teacher- Student Relationship

Meaning - Need for maintaining teacher-student relationship - inter-personal approach in classroom management - strategies for improving student engagement in learning - Healthy classroom management and academic achievement.

(Suggested Instructional approaches/ methods:

- i) Invited talk by experts on the effective teacher student relationship.
- ii) Seminar on healthy classroom management and academic achievement.

Unit X Teaching as a profession

Nature of teaching - Teaching as a profession - characteristics of effective and ineffective teaching - why teaching is the most important profession -Attitude of student-teachers towards teaching profession - Qualities of a professional teacher - Faculty development programmes - Teaching and Learning for sustainable future.

(Suggested Instructional approaches/ methods:

- i) Teacher talk on qualities of a good teacher.
- ii) Student seminar on “teaching as the noblest profession”.)

Tasks and Assignments:

3. Prepare a report based on the interaction/interview with expert(s) for the theories of learning and teaching, teaching as a profession.
4. Prepare records that capture a variety of images of learning and teaching.

References:

1. Bandura, A., & Walters, R. H. (1963). *Social learning and personality development*. New York: Holt, Rinehart, & Winston.
2. Bruner, J.S. (1971). The process of education revisited. *Phi Delta Kappan*, 53, 18-21.
3. Gropper, G.L. (1987). A lesson based on a behavioral approach to instructional design. In C.M. Reigeluth (Ed.), *Instructional theories in action* (pp. 45-112).
4. Jayaraman, Chindhai.(2005). *School days: In Children's Perspective*. Chennai: Vinodh publications.
5. Thangasamy,Kokila. (2016). *Teach Gently*. Chennai : Pavai Pathippagam.
6. Thorndike, E. L. (1905). *The elements of psychology*. New York: A. G. Seiler.

7. Vygotsky's (2004) philosophy: Constructivism and its criticisms examined Liu & Matthews, *International Education Journal*, 2005, 6(3), 386-399.
8. <http://www.businessdictionary.com/definition/conservatism.html>
9. <https://www.oecd.org/edu/ceri/50300814.pdf>
10. <http://www.psychologydiscussion.net/learning/learning-meaning-nature-types-and-theories-of-learning/652>

COURSE 4: INTRODUCTION TO PERSONS WITH DISABILITIES - VISUAL IMPAIRMENT

Course Objectives

At the end of the Course, the Student- teacher will be able to

1. Name the different types of sensory impairments and its prevalence and describe the process of hearing and implications of various types of hearing loss
2. Explain the issues and ways to address challenges in educating students with hearing loss.
3. Describe the nature, characteristics and assessment of students with low-vision and visual impairment.
4. Suggested educational placement and curricular strategies for students with low vision and visual impairment
5. Explicate the impact of deaf-blindness and practices for functional development .
6. Discuss the characteristics and types of learning disability
7. Describe the tools, area of assessment and apply intervention strategies to enhance learning
8. Explain the characteristics and types of intellectual disability
9. Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living
10. Explain the characteristics and types of autism Spectrum Disorder
11. Identify the person with Locomotor Disabilities such as Cerebral palsy, amputees, polio, Leprosy Cured, Muscular Dystrophies, Neural and Spinal Defects and Multiple Disabilities.
12. Planning effective awareness programme, therapeutic programme and education programme for the persons with Locomotor disabilities and Multiple Disabilities..

Unit 1 – Blindness and Low Vision

1.1 Definition , Classification and Characteristics

1.2 Processing of seeing and common Eye Disorder in India

1.3 Demographic information – NSSO and census 2011

1.4 Tools and functional Assessment procedure, Importance of Early identification and intervention

1.5 Educational Implication – Strategies and Curricular adaptation , Teaching Principles, Expanded Core Curriculum, Used Low cost and advanced Assistive Devices.

Unit 2- Hearing Impairment and Deaf Blindness

1.1 Definition , Classification and Characteristics

1.2 Processing of hearing and Impediment leading to different types of hearing loss.

1.3 Incidence and prevalence , Language and communication issues attributes to hearing loss and need of early intervention .

1.4 Educational Implication - Strategies and curricular adaptation, Resorting Techniques arise human (interprets) and technical support (hearing aid)

1.5 Deaf Blindness – Definition, Classification, Characteristics , Assessment and early identification and intervention , Educational implication – Strategies and curricular adaptation, Assistive Devices and addressing O& M.

Unit 3- Intellectual Disability

1.1 Definition , Classification and Incidence and prevalence

1.2 Characteristics – Mild, Moderate , Severe and Profound

1.3 Tools and Area of Assessment , importance of EARLY identification and intervention

1.4 Educational Implication – Strategies Functional Academics and Social Skills and curricular Adaptation , Individualized Education Plan, Person Centered Plan, Developing TLM and. Assistive Devices,

1.5 Vocational Training – Life Skill Education and Independent Living.

Unit 4- Neuro Developmental Disabilities – Learning Disability and Autism Spectrum Disorder

1.1 Learning disabilities - Definition , Types and Characteristics

1.2 Tools and Area of Assessment , Importance of EARLY identification and intervention

1.3 Educational Implication – Strategies and curricular Adaptation , IEP, Developing TLM and assistive Devices.

1.4 Autism Spectrum Disorder - Definition , Types and Characteristics and Tools and Area of Assessment ,

1.5 Importance of Early identification and intervention , Educational Implication – Strategies and curricular Adaptation , IEP, Developing TLM and assistive Devices.

Unit -5 Loco motor and Multiple Disabilities

5.1 Cerebral palsy – Definition , Nature , Type ,Assessment of CP, Educational Implication – Strategies , Curricular adaptation and Assistive Devices and Therapeutic intervention

5.2 Amputees, Polio, Spinal Cord Injuries Spinal-bifida and Muscular

Dystrophy: Definition, Meaning and Classification - Assessment of Functional Difficulties - Provision of Therapeutic Intervention and Referral.

5.3 Multiple Disabilities – Definition, classification, nature, Various Combination of Multiple Disabilities and Tools and Area of Assessment

5.4 Educational Implication : Strategies and curricular Adaptation , IEP, facilitating teaching- learning , Developing TLM and Assistive Technology to Facilitate Learning and Functional Activities.

5.5 Therapeutic intervention Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School and Vocational Training

References:

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

11. Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
12. Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviours: Implementing Data Driven Strategies, Sensory World, Texas.
13. Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
14. Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.
15. Simpson, R.L., & Myles, B.S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
16. Smith, D.D (2003). Introduction to special education teaching in an age of opportunity, Allyn & Bacon.
17. Strichart, S.S. (1993)/ Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
18. Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
19. Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
20. Wong, B.Y.L. (1996). The ABCs of learning disabilities (1st ed.) Academic Press, Sand Diego, CA.
21. Miller, F. And Bachrach, S.J. (2012). Cerebral Palsy: A Complete Guide for Caregiving. A Johns Hopkins Press Health Book.
22. Sarva Siksha Abhiyan. Module on Multiple Disabilities. http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at_download/file

COURSE 5: ASSESSMENT AND IDENTIFICATION OF NEEDS OF PERSONS WITH VISUAL IMPAIRMENT

Objectives

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

- Describe the structure of the eye and common eye defects
- Explain the etiology of Visual Impairment
- Analyse the implications of visual impairment and identify their needs
- Develop skills to identify and assess children with visual impairment
- Describe the needs and develop skills to assess children with visual impairment and multiple disabilities

Unit 1: Anatomy and Physiology of Human eye

- 1.1. Structure and functioning of Human eye.
- 1.2. Normal vision development and process of seeing
- 1.3. Principles of refraction and refractive errors
- 1.4. Concept and definitions of blindness and low vision
- 1.5. Concept of visual acuity, visual field, depth perception and contrast sensitivity

Unit 2: Types of Visual Impairment and Common Eye Disorders

- 2.1. Loss of Visual Acuity
- 2.2. Loss of Visual field
- 2.3. Colour vision and loss of contrast sensitivity
- 2.4. Refractive errors, Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, Trachoma, albinism, retinal Detachment, Retinitis Pigmentosa, Retinopathy of Prematurity, Cortical Visual Impairment, Optic Atrophy, Nystagmus, Amblyopia and Macular degeneration
- 2.5. Educational implication of different eye disorders

Unit 3: Implications of visual Impairment and needs of Visually Impaired

- 3.1. Psychosocial implications of visual impairment
- 3.2. Factors affecting implications of visual impairment: age of onset, degree of vision, type of vision loss, prognosis and socioeconomic status of the family
- 3.3. Effects of visual impairment on growth and development : physical, Motor, Language, Motor, Language, Socio-emotional, and Cognitive development
- 3.4. Educational needs of the visually impaired

3.5. Need for expanded core curriculum

Unit 4: Implications of Visual Impairment on Personality Development and attitude towards Visual Impairment

- 4.1. Effects of early blindness on personality, verbalism and mannerism
- 4.2. Problems of visually impaired adolescents and coping styles
- 4.3. Positive and Negative attitudes towards persons with Visual Impairment
- 4.4. Parental attitudes, attitudes of siblings, peer group attitude and stereotypic attitude towards blindness
- 4.5. Teachers attitudes, social attitudes and need for attitude modification

Unit 5: Early Identification and Vision loss

- 5.1 Need for Early Identification and its importance
- 5.2 Signs and symptoms for identifying children with eye problems
- 5.3 Use of check lists and observation schedules in early identification of vision loss
- 5.4 Preparation of screening kit and vision screening
- 5.5 Educational implications

Unit 6: Understanding children with Low vision

- 6.1 Concept and definition of low vision
- 6.2. Ramifications of Children with Low vision
- 6.3. Major causes of low vision
- 6.4 Visual Problems encountered by children with low vision
- 6.5 Implications of low vision and needs of children with low vision

Unit 7: Identification and Assessment of Visual impairment

- 7.1 Interpretation of clinical assessment of vision
- 7.2 Commonly used adapted tests for assessment
- 7.3 Functional Assessment of Vision: Concept need and Methods
- 7.4 Understanding the concept of Vision stimulation, visual skills, visual efficiency
- 7.5 Assessment of Expanded core Curriculum Component

Unit 8: Assessment tools and Report writing

8.1 Tools of Functional Vision assessment: functional skills inventory for the blind (FSIB)

8.2 Low Vision Assessment by Jill Keeffe, Lea tests

8.3 Portfolio Assessment

8.4 Tools for Psychological assessment: Vithoba Paknikar Performance Test, A Short Scale IQ measure for the visually impaired based on WISC-R, Adapted EPQ, Adapted Blind Learning Aptitude Test, Concept Development for the blind children, Reading preference Test, Cornell Medical Index for visually handicapped children

8.5 Report Writing

Unit 9: Introduction to VIMD

9.1 Concept and definition of VIMD

9.2 Classification of VIMD

9.3 Etiology of VIMD

9.4 Impact of VIMD on learning and Development

9.5 Early Intervention strategies

Unit 10: Assessment of Learning Needs of children with VIMD

10.1 Screening and Identification of Children with Associated Disabilities

10.2 Developing checklist and assessment of Visually impaired children with associated disabilities

10.3 Multidisciplinary assessment of Visually impaired children with associated disabilities

10.4 Role of Parent and teachers in assessment procedures for visually impaired children with associated disabilities

10.5 Developing IEP for Visually impaired children with associated disabilities

Course Work/ Practical/ Field Engagement

- Present a seminar on implications of visual impairment on the personality of persons

with visual impairment

- Prepare materials on early indicators Of visual impairment and prevention of visual impairment
- Prepare an album about common eye problems
- Carry out functional vision assessment and submit a report

SUGGESTED READING

- Barraage, N.C. (1980). Sequences of Visual Development. Autism: University of Texas.
- Bhan, S. & Swarup, S. (2010). Functional Skills Inventory for the Blind. Mumbai: National Association for the blind.
- Bhandari, R & Naraysnan 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.
- Bright Hub Education (2012). Identifying students with Visual Impairment. Retrieved from <http://www.brightubeducation.com/special-ed-visual-impairments/69240-early-signs-of-visual-impairment-in-a-child/>
- Holbrook, M.C. & Koenig, A.J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2nd Ed): New York: AFB Press.
- Hyvarie, L. & Jacob N. (2011). What and how does this child see: assessment of visual functioning for development and learning. Finland: Vistest Ltd.
- Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI
- Leat, S.J., Shute R.H., & Westall, C.A. (1999). Assessing children's Vision: A Handbook. Oxford: Butterworth- Heineman.
- Mani, M.N.G., (1992). Concept Development of Blind children. Coimbatore: SRK Vidyalaya.
- Mukhopadhyay, s., Mani, M.N.G., RoyChoudary and Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT.
- National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH
- Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi: Ashish Publishing House.
- Scholl, G.T. (Ed.) (1986). Foundations of the Education for blind and visually handicapped children and youth: Theory and Practice. New York: AFB Press.
- Singh, T.B & Sati, G. (1992). Use of Blind learning Aptitude Test as a performance measure for the assessment of Visually Handicapped children in India. Dehradun: NIVH.
- Singh, T.B. (1986). Eyssenck Personality Questionnaire (EPQ) for the Visually Handicapped Children. Dehradun: NIVH

Singh, T.B. (1986). Standardization of Cornell Medical Index on Visually Handicapped Children. Dhradun: NIVH

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

COURSE 6: CURRICULUM DESIGNING, ADAPTATION AND EVALUATION FOR PERSONS WITH VISUAL IMPAIRMENT

Course Objectives

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

- Define curriculum, its type and explain its importance
- Demonstrate techniques of teaching functional academic skills
- Explain importance and components of independent living skills
- Explain curricular adaptations with reasonable accommodations.
- Illustrate how physical education and creative art activities can be adapted for the children with visual impairment
- 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: Concept and types of curriculum

- 1.1. Concept , Meaning and need for curriculum
- 1.2. Curricular approaches in Special Education- Developmental, Functional, Eclectic and Universal Design for learning Approach
- 1.3. Types of Curriculum- Need based, Knowledge based, activity based, skill based and hidden curriculum
- 1.4. Curriculum planning, implementation and Evaluation; Role of Special teachers of the Visually Impaired
- 1.5. Core Curriculum and Expanded Curriculum- Meaning, Need and Components

Unit 2: Teaching Functional Academic Skills

- 2.1. Learning Media Assessment
- 2.2. Braille Reading Readiness
- 2.3. Techniques of Teaching Braille

- 2.4. Techniques of Teaching Print to children with low vision
- 2.5. Braille Aids and Devices, Optical devices for print reading and writing

Unit 3: Teaching of Independent Living skills

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

Unit 4: Curricular Adaptation

- 4.1. Curricular Adaptation- Need , importance and Process
- 4.2. Reasonable accommodation- Need and planning.
- 4.3. Planning of lessons for teaching Expanded core curriculum- Individualized Education program writing
- 4.4. Pedagogic strategic- cooperative learning, peer tutoring, reflective teaching, multisensory teaching.
- 4.5. Preparation of teaching Learning Material for ECC- Reading readiness kit, flash cards, sensory kits and Mobility maps

Unit 5: Curricular Activities

- 5.1. Curricular Activities- Meaning and Need for Adaptation
- 5.2. Adaptation of Physical Education Activities and Yoga
- 5.3. Adaptation of Games and Sports- both indoor and outdoor
- 5.4. Creative arts for the children with visual impairment
- 5.5. Agencies/ Organisations 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

Unit 6: Introduction to Inclusive Education

- 6.1 Marginalisation vs. Inclusion: Meaning & Definitions
- 6.2 Changing Practices in Education of Children with Disabilities: Segregation,

Integration & Inclusion

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

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

6.5 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit 7: Policies & Frameworks Facilitating Inclusive Education 5 Hours

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

7.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), MDG (2015), INCHEON strategies

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

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

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

Unit 8: Inclusive Academic Instructions

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

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

8.3 Differentiated Instructions: Content, Process & Product

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

8.5 ICT for Instructions

Unit 9: Supports and Collaborations for Inclusive Education

9.1 Stakeholders of Inclusive Education & Their Responsibilities

9.2 Advocacy & Leadership for Inclusion in Education

9.3 Family Support & Involvement for Inclusion

9.4 Community Involvement for Inclusion

9.5 Resource Mobilisation for Inclusive Education

Unit 10: Issues and trends in Education

10.1 Challenges of education from Preschool to Senior secondary, inclusive education as a rights based model

10.2 Language issue in education

10.3 Community participation and community based education

Course Work/ Practical/ Field Engagement

- Prepare Reading readiness material for pre-school children with visual impairment.
- Preparation and presentation of a kit to develop sensory efficiency
- Adapt one diagram and one map from secondary classes into non-visual format
- Design a poster on Inclusive Education
- Prepare a Lesson Plan on any one school subject of your choice using any one Inclusive Academic Instructional Strategy.

SUGGESTED READING

- Aggarwal, J.C. (2005). Curriculum development. Shipra Publications. Dlehi
- Arora, V. (2005). Yoga with visually challenged: Radhakrishna Publication, New Delhi.
- Ashcroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Stanwik House, Pittsburgh
- Baratt, S.H. (2008). The Special Education ToolKit. Sage Publication. New Delhi.
- Barraga, N.C. (1986). 'Sensory Perceptual Development' in : G.T> Scholl (ed.) Foundations of education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Bartlett, L.D., & Weisentein, G.G. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chapman, E.K. (1978). Visually Handicapped Children and Young People. Routledge and

- Kegan Paul, London.
- Choate, J.S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J.S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Cutter, J. (2006). *Independent Movement and travel in Blind Children*. IAP, North Carolina.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P.L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Dickman, I.R. (1985). *Making life more liveable*. AFB, New York.
- Dodds, A. (1988). *Mobility Training for visually Handicapped People*. Croom Helm, London.
- Garguila, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*, Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P.H. Brookers Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, developing and writing IEPs*. Corwin Press. Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Hodapp, R.M. (1998). *Developmental and disabilities: Intellectual, sensory and motor impairment*. Cambridge Uni. Press, New York.
- Jose, R. (1983). *Understanding Low Vision*. American Foundation for the Blind, New York.
- Karant, P., & Rozario, J. (2003). *More Inclusion Strategies that Work*. Corwin Press, Sage Publishers.
- Kauffman, J.M ., & Hallahan, D.PP. (1981). *Handbook od Special Edcuation*. Prentice Hall, New Delhi.
- Kelly, A.V. (1997). *The Curriculum: theory and practice*. Harper and Row, London.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications
- Lewis, R.B., & Doorlag, D. (1995). *Teaching Special Students in Mainstream*. 4th Ed. New Jersey: Pearson.
- Lowenfeld, B. (1973). *The Visually Handicapped Child in School*. John Day Company, New York.
- Lowenfweld, B. (1971). *Our blind children: Growing and learning with them*, Springfield, Charles C. Thomas
- Mangal, S.K. (2011) *Educating Exceptional children: An Introduction to Special*

- Education, PHI Learning Pvt. Ltd., New Delhi
- Mani, M.N.G. (1997). *Amazing Abacus*. S.R. K. Vidyalaya Colony, Coimbatore.
- Mani, M.N.G. (1992). *Techniques of teaching blind children*. Sterling Publishers PVT. Ltd., New Delhi.
- Mason, H., & Stephen McCall, S. (2003). *Visual Impairment- Access to Education for Children and Young People*. David Futon Publishers, London.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey: Pearson.
- Mukopadhysy, S., Mani, M.N.G., RoyChoudary, M., & Jangira, N.K. (1988). *Source Book for Training Teachers of Visually Impaired*. Blind Peoples' Association, Ahmedabad.
- National Curriculum Framework. (2005). *Position paper National focus group in Education of Children with Special Needs*. NCERT, New Delhi.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D.L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Scholl. G.T. (1986). *Foundations of the education for blind and visually handicapped children and youth: Theory and Practice*. AFB Press, New York.
- Sedlak, R. A., & Schloss, P.C. (1986). *Instuctional Methods for Students with Learning and Behavioural Problems*: Allyn and Bacon.
- Sharma, R.A. (2011). *Curriculum development and instruction*. R. Lall Book Depot, Meerut.
- Status of Disability in India. (2012). *Rehabilitation Council of India*, New Delhi.
- Stow, L. & Selfe, L. (1989). *Understanding Children with Special Needs*, London: Unwin Hyman.
- The Expanded Core Curriculum. (2013). Retrieved from <http://www.afb.org>
- Turnbull, A., Turnbull,R., Trunbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*, 2nd Ed. New Jersey: Prentice- Hall. Inc.
- Vijayan,P., & Gnaumi, V. (2010). *Education of Children with Low Vision*. Kanishka Publication, New Delhi.
- Vlachou D.A. (1997). *Struggles for Inclusive Education: An Ethnographic Study*. Philadelphia: Open University Press.
- Welsh, R., & Blasch, B. (1980). *Foundation of Orientation and Mobility*, AFB, New York.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs-Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group
- Wright,L. (2013). *The Skills of Blindness: What should students know and when students know*. Retrieved from <http://www.lofob.org>.

COURSE 7(a): PEDAGOGY OF A SCHOOL SUBJECT
(PART I - METHODOLOGY)

The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level -I is pertaining to standard VI to VIII and is compulsory for all the student- teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject.

The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject - Social Sciences; students of Computer Science should study the subject - Mathematics; and students of Home Science should study the subject - Sciences at Level- I.

Level II is pertaining to standard IX and X for undergraduate students and standard XI and XII for post-graduate students. They should achieve mastery in their chosen subjects.

Note:

The content for Level I (std. VI to VIII) and Level II (IX to X or XI to XII) are as per the syllabus prescribed by the Government of Tamil Nadu.

பாடம் 7(a): தமிழ் கற்பித்தல்
(பகுதி-1 கற்பிக்கும் முறைகள்)

நோக்கங்கள்:

இப்படிப்பு முடிவுறும் தருவாயில், மாணவ ஆசிரியர்கள்:

1. தமிழ் மொழி கற்பித்தலின் நோக்கங்களையும் குறிக்கோள்களையும் புரிந்துகொள்வர்.
2. தமிழ்ப் பாடத்திற்கான கற்பித்தல் குறிக்கோள்களைத் தயாரித்து எழுதுவர்.
3. கற்பித்தல் திறன்களில் முழுத் திறனறிவு பெறுவர்.
4. தமிழ் மொழி கற்பித்தலில் பல்வேறு முறைகளைக் கையாள்வர்.
5. தமிழ் மொழி கற்பித்தலுக்கு பல்வேறு வளங்களைப் பயன்படுத்துவர்.

அலகு 1 தமிழ் கற்பித்தலின் நோக்கங்களும் குறிக்கோள்களும்

தமிழ் மொழி கற்பித்தலின் நோக்கங்கள்: முக்கியத்துவம் - அடிப்படை மொழித்திறன்களை வளர்த்தல் - சிந்தனையை வளர்த்தல் - எண்ணத்தை வெளியிடல் - கருத்துக்களைப் பகிர்ந்துகொள்ளுதல் - கற்பனைத் திறனை வளர்த்தல் - படைப்பாற்றலை வளர்த்தல் - இலக்கிய நயமுணர்ந்து இன்புறல் - சமூகப் பண்பாட்டு மரபினை அறிதல் - ஒழுக்கப் பண்புகளை வலியுறுத்தல் - மொழிப் பற்றை வளர்த்தல் - நாட்டுப்பற்றை வளர்த்தல் - மொழி கற்பித்தலின் - பொதுக் கோட்பாடுகள் - உளவியல் கோட்பாடுகள் - பண்பாட்டிற்கும் மொழிக்குமுள்ள தொடர்பு.

(பரிந்துரைக்கும் கற்பித்தல் முறைகள்:

- i) பள்ளிக் கலைத்திட்டத்தில் தாய்மொழி வகிக்கும் இடம் குறித்து ஆசிரியர் / மொழி வல்லுநர் பேச்சு.
- ii) தாய்மொழி கற்பித்தலின் நோக்கம், தேவை, முக்கியத்துவம் குறித்து மாணவர் கருத்தரங்கம் நடத்துக.)

அலகு 2 கற்பித்தலுக்கான திட்டமிடல்

பாடம் கற்பித்தலின் படிநிலைகள்: பாடம் கற்பித்தலுக்கான நோக்கங்களைத் தயாரித்தல் - அலகுத் திட்டம் தயாரித்தல் - பாடம் கற்பிப்புத் திட்டம் வடிவமைத்தல் - புள்ளம் என்பாரின் கற்பித்தல் நோக்கங்களின் வகைப்பாடு: அறிவுப் புலம் - உணர்வுப் புலம் - உள-இயக்கப் புலம் சார்ந்த நோக்கங்களை எழுதுதல் - நான்கு கட்ட கற்பிப்புத்திட்ட அட்டவணையின் அமைப்பு - நான்கு கட்ட அட்டவணையின்படி மாதிரி கற்பிப்புத் திட்டம் தயாரித்தல்.

(பரிந்துரைக்கும் கற்பித்தல் முறைகள்:

- i) தமிழ்ப் பாடம் நடத்துவதற்கு (நிலை 1, நிலை 2) கற்பித்தல் குறிக்கோள்களை எழுதுக.
- ii) தமிழ்ப் பாடம் நடத்துவதற்கு (நிலை 1, நிலை 2) மாதிரிக் கற்பிப்புத் திட்டம் தயாரித்து வழங்குக.)

அலகு 3 கற்பித்தல் திறன்களில் பயிற்சி பெறுதல்

கற்பித்தல்: விளக்கம் - முக்கிய கற்பித்தல் திறன்களைப் புரிந்துகொள்ளல்: தொடங்குதல் திறன், விளக்குதல் திறன் - பொழிப்புரைத் திறன் - வினாக் கேட்டல் திறன் - தூண்டல் மாற்றுத் திறன் - சைகை மொழித் திறன் - வலுவூட்டல் திறன் - முடிக்கும் திறன் - சரளமாகப் பேசும் திறன் - கற்பித்தல் திறன்களை இணைத்துக் குறுநிலைக் கற்பித்தலில் (சிறு பாடம் நடத்துதல்) பயிற்சி பெறுதல் (20 மணித்துளிகள்) - கற்பித்தலின் முக்கிய படிக்களைப் புரிந்துகொள்ளல்: ஊக்கப்படுத்துதல் - பாடக் கருத்துகளை வழங்குதல், இடைவினைப் பேச்சு - மீளச்சிந்தித்தல் - தொகுத்துக்கூறல் - கற்பித்தல் படிக்களை இணைத்துக் குறுநிலைக் கற்பித்தலில் (சிறு பாடம் நடத்துதல்) பயிற்சி பெறுதல் (20 மணித்துளிகள்) - குறுநிலைக் கற்பித்தலை உற்றுநோக்கிப் பின்னூட்டம் வழங்குதல். (குறிப்பு: கற்பித்தல் திறன்களை ஒருங்கிணைத்து / கற்பித்தல் படிக்களை ஒருங்கிணைத்து சிறு பாடங்களை 20 நிமிடங்கள் நடத்துவது குறித்து வகுப்பாசிரியர் (Teacher-educator) மாணவர்கள் முன்னிலையில் குறுநிலைப் பயிற்சிக்கான செயல் விளக்கம் (Demonstration) மேற்கொள்ளவேண்டும்.)

உரைநடை கற்பித்தல்: உரைநடையின் பொருள் - உரைநடை கற்பித்தலின் நோக்கம் - உரைநடை கற்பித்தலிலுள்ள படிக்கள் - சொற்களஞ்சியத்தைக் கற்பித்தல் - அருஞ்சொற்களைக் கற்பித்தல் - சொற்களஞ்சியத்தைப் பெருக்குவதற்கான வழிகள். **இலக்கணம் கற்பித்தல்:** இலக்கணத்தின் பொருள் - இலக்கணம் கற்பித்தலின் நோக்கங்கள் - இலக்கணம் கற்பிக்கும் முறைகள்: விதிவருமுறை, விதிவிளக்குமுறை - இலக்கணப் பாடத்தை இனிமையாக்குதல் - **கட்டுரை கற்பித்தல்:** பொருள் - கட்டுரையினுடைய வகைகள் - குறிப்புகளையொட்டி கட்டுரை எழுதுதல்-வழிகாட்டுதலையொட்டி கட்டுரை வரைதல் - சொந்தமாகக் கட்டுரை வரைதல் (controlled, guided and free composition).

(பரிந்துரைக்கும் கற்பித்தல் முறைகள்:

- i) கற்பித்தல் திறன்களைப் பயன்படுத்திச் சக மாணவர்கள் முன்னிலையில் குறுநிலைக் கற்பித்தல் பயிற்சி மேற்கொண்ட தன்மை குறித்து ஓர் அறிக்கை தயாரித்து வழங்குக.
- ii) தமிழ்ப் பாடத்தில் (நிலை 1, நிலை 2), குறுநிலைக் கற்பித்தல் பயிற்சி மேற்கொள்வதற்கு இரு சிறு கற்பிப்புத் திட்டங்கள் தயாரித்து, அவற்றைச் சக மாணவர்கள் முன்னிலையில் குறுநிலைப் பயிற்சி மேற்கொள்க.
- iii) உரைநடை, செய்யுள் கற்பிக்கும் முறைகள் குறித்து ஆசிரியர்/ வல்லுநர் பேச்சு.

iv) கட்டுரை, இலக்கணம் கற்பிக்கும் முறைகள் குறித்து ஆசிரியர் / வல்லுநர் பேச்சு.)

அலகு 4 மொழித் திறன்களைக் கற்பித்தலும் மதிப்பிடுதலும்

கேட்டல் திறன் கற்பித்தல் : கேட்டல் திறனின் பொருள் - கேட்டல் வழியே கற்றல் - கேட்டல் பழக்கத்தினை வளர்த்தல்: சொல்வதைக் கேட்டுத் திரும்பச் சொல்லுதல் - தொலை / அலைபேசியில் பேசிப்பழகுதல் - சொல்வதைக் கேட்டு எழுதுதல் (Dictation) நேர்ப்படுத்திக்கேட்டல் (jigsaw listening) – கேட்டல் திறனை மதிப்பிடல்.

பேசுதல் திறன் கற்பித்தல்: பேசுதல் திறனைக் கற்பித்தலின் நோக்கங்கள் - இன்றியமையாமை - வாய்மொழிப் பயிற்சியின் நோக்கங்கள்: திருத்தமாகப் பேசுதல்- அழுத்தமாகப் பேசுதல் - தெளிவாகப் பேசுதல்- அச்சமும் கூச்சமுமின்றிப் பேசுதல் - அளவறிந்து பேசுதல் - உணர்வுடன் பேசுதல் - பிழையின்றிப் பேசிப் பழகுதல் - சொற்களஞ்சியப் பெருக்கம் - திருந்திய பேச்சின் பொருந்திய நல்லியல்புகள் - திருத்தமில்லாப் பேச்சில் தென்படும் குறைகள் - நாநெகிழ்ப் பயிற்சி - நாபிறழ்ப் பயிற்சி - பேசுதல் திறனை வளர்க்கும் பயிற்சிகள் - பேசுதல் திறனை மதிப்பிடல்.

படிக்கும் திறன் கற்பித்தல்: படித்தலின் நோக்கங்கள் - படித்தலின் வகைகள்: வாய்விட்டுப் படித்தல் - மனத்துக்குள் படித்தல் - படிக்க பயிற்றும் முறைகள்: எழுத்து முறை - சொல் முறை - சொற்றொடர் முறை - நிறை, குறைகள் - படித்தல் திறனை மதிப்பிடல்.

எழுதும் திறன் கற்பித்தல்: எழுதுதலின் நோக்கங்கள் - எழுதுதலின் நிலைகள்- எழுத்துப் பயிற்சி - கையெழுத்தின் நல்லியல்புகள்- எழுத்துப் பயிற்சி முறைகள் - பிழையின்றி எழுதப் பயிற்சியளித்தல் - பிழைக்குரிய காரணங்களைக் கண்டறிதல் - பிழைகளைக் களையும் வழிமுறைகள் - எழுதுதல் திறனை மதிப்பிடல்.

(பரிந்துரைக்கும் கற்பித்தல் முறைகள்:

i) கேட்டல் திறன், பேசும் திறன் குறித்து ஆசிரியர் / வல்லுநர் பேச்சு.

ii) கேட்டல் திறன், பேசும் திறன் ஆகியவற்றை வளர்க்கும் வகுப்பறைச் செயல்களில் மாணவர்கள் பங்குபெற்றுப் பயிற்சி பெறுக.

iii) படிக்கும் திறன்/ எழுதும் திறன் குறித்து ஆசிரியர் / வல்லுநர் பேச்சு.

iv) படிக்கும் திறன்/ எழுதும் திறன் ஆகியவற்றை வளர்க்கும் வகுப்பறைச் செயல்களில் மாணவர்கள் பங்குபெற்றுப் பயிற்சி பெறுக.)

அலகு 5 கற்பிக்கும் முறைகள்

ஆசிரியர் மையக் கற்பித்தல்: விரிவுரை முறை - ஆசிரியரணிக் கற்பித்தல்- மாணவர் மையக் கற்பித்தல்: சக மாணவர் கற்பித்தல் - மாணவர் கற்பித்தல்- சிறு குழு / வகுப்பு மாணவர்கள் விவாதித்துக் கற்றல்: மாணவர் கருத்தரங்கம் - பட்டிமன்றம் - குழு விவாதம் - அண்மைக் கால கற்பித்தல் போக்குகள்: கருத்து கட்டமைப்பு கற்றல் - இ-கற்றல் - காணொலிக் காட்சிவழிக் கற்றல் - அச்செழுத்து வளங்கள்: நாளிதழ்கள், ஆய்விதழ்கள் - கலைக்களஞ்சியங்கள் ஒலிசார் வளங்கள்: வானொலிப் பேச்சுகள் - ஒலிப்பதிவு நாடாக்கள் - குறுந்தட்டுகள் - காட்சியொளி வளங்கள்: படங்கள் - ஒளிப்படங்கள் - மின் அட்டைகள். வரைபடங்கள் - விளம்பரத்தட்டிகள், தகவல்தொடர்பு வளங்கள்: வானொலி - தொலைக்காட்சி - இணையம், பல்லுடகம் - இடைவினை வெண்மென்பலகை- சமுதாய வளங்கள்: நாட்டுப்புறக் கலைஞர்கள் - களப் பயணம், மொழிவள மையங்கள் - இலக்கிய மன்றம் - தமிழாசிரியரின் பண்புகள்.

(பரிந்துரைக்கும் கற்பித்தல் முறைகள்:

- i) தமிழ் மொழியைக் கற்பிக்க உதவும் பல்வேறு வளங்கள் குறித்து ஆசிரியர் / மொழி வல்லுநர் பேச்சு.
- ii) தமிழ் மொழியைக் கற்பிக்க உதவும் பல்வேறு வளங்கள் குறித்து ஆய்வுக் கட்டுரை தயாரித்து வகுப்பில் வழங்குக.)

அலகு 6 சோதித்தலும் மதிப்பிடலும்

சோதித்தலின் நோக்கம் - முக்கியத்துவம் - மொழியறிவுச் சோதனையின் வகைகள் - உள்ளார்வ ஆற்றல் சோதனை - திறனறிச் சோதனை - குறையறிதல் சோதனை - மொழியறிவுச் சோதனையின் வகைகள் - ஒற்றை வினா விடைச் சோதனை - ஒற்றை விடை வினாக்கள் தயாரித்தல் - பிழையறியும் சோதனை - எழுத்துச் சோதனைகள் - குறு வினா விடைச் சோதனை - பத்தி வினா விடைச் சோதனை - கட்டுரை வினா விடைச் சோதனை - ஆசிரியர் தயாரிக்கும் கற்றலடைவுச் சோதனை : தயாரித்தலிலுள்ள படிகள் - வினா வகைகளின் அட்டவணை தயாரிப்பு (Table of specifications/ Blueprint) - மதிப்பெண் வழங்கும் முறையும் மதிப்பிடுதலுக்கான விடைக் குறிப்புகளும் - வினாக்களைப் பகுப்பாய்வு செய்தல்.

(பரிந்துரைக்கும் கற்பித்தல் முறைகள்:

- i) மொழித் திறன்களைச் சோதிக்கும் முறைகள் குறித்து ஆசிரியர் / மொழி வல்லுநர் பேச்சு.
- ii) மொழித் திறன்களைச் சோதிக்கும் வினாக்கள் தயாரிக்கும் முறையில் பயிற்சி பெறுக. அது குறித்த விவரங்களைக் தொகுத்துக் கட்டுரையொன்று வழங்குக.)

செயல்களும் ஒப்படைப்புகளும்:

1. தமிழ் மொழி கற்பித்தலில் மேற்கொள்ளப்படும் பல்வேறு கற்பிக்கும் முறைகள் குறித்து ஓர் ஆய்வுக் கட்டுரை வழங்குக.

2. மொழித் திறன்களை வளர்க்கும் பல்வேறு முறைகள் குறித்து ஓர் ஆய்வுக் கட்டுரை வழங்குக.

மேற்கோள் நூல்கள்:

1. கலைச்செல்வி.வெ. (2012). *தமிழ் பயிற்றல் நுட்பங்கள்*. குமாரபாளையம்: சஞ்சீவ வெளியீடு.
2. தேன்மொழி (2012). *பாடப்பொருளும் தமிழ் கற்பித்தலும்*. மதுரை: மாநிலா பதிப்பகம்.
3. இரத்தினசபாபதி.பி & விஜயா.கு (2016). *தமிழ் கற்பித்தல் முறைகள்-1*. சென்னை: சாந்தா வெளியீடு.
4. பிரபாகரன்.உ.(2012).*தமிழ் பயிற்றல் முறைகள்*, கும்பகோணம்: அரவிந்த் பதிப்பகம்.
5. சொக்கலிங்கம்.என்.(2016). *நல்ல தமிழில் எழுதுவோம்*. சென்னை: கிழக்கு பதிப்பகம்.
6. கோகிலா தங்கசாமி. (2016). *தமிழ் மொழி, குழந்தைகள், ஆசிரியர்கள்*. சென்னை: பாவை பதிப்பகம்.
7. தமிழ்நாட்டுப் பாடநூல் நிறுவனம் (2001). *தமிழ்மொழி கல்வி கற்பித்தல்*. சென்னை.
8. வீரப்பன்.பா. (2000). *உயர்நிலைத் தமிழ் கற்பித்தல் ஆசிரியர் கையேடு*. மைசூர்: தேசிய ஆராய்ச்சி பயிற்சி நிறுவனம். (NCERT).
9. Principles of preparing textbooks in mother tongue, NCERT Publication (1970).
10. <http://textbooksonline.tn.nic.in>

COURSE 7(a): PEDAGOGY OF ENGLISH

(Part - I Methodology)

Course objectives:

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives of teaching English.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching English.
5. use various resources in teaching English.

Unit I Aims and objectives of Teaching English

Importance of English Language in India - Rationale for learning English - Four important aims of teaching English in schools - Objectives of teaching English as a second language - General principles of language teaching - Psychological principles of teaching English as a second language - Relationship between culture and language.

(Suggested instructional approaches/ methods:

- i) Teacher talk / Invited talk on the place of English as second language in school curriculum.
- ii) Student seminar on the need, significance and values of teaching English as second language)

Unit II Planning for Instruction

Steps in planning a lesson: setting lesson goals - Designing unit plans -Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels. Structure of a four-fold lesson plan - Preparation of a model lesson plan.

Unit III Practicing the Skills in Teaching English

Meaning of teaching – Understanding major teaching skills: Introducing - Explaining - Paraphrasing - Questioning - Varying the stimulus - Non-verbal cues -Reinforcement, Closure and Fluency in communication – Practicing a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on integration of teaching skills - Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing

up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. *(Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

Teaching prose : Meaning of prose - Steps in teaching a prose lesson - **Teaching vocabulary:** Nature of words - Types of vocabulary: Active and passive - Expansion of vocabulary - Selection and grading of vocabulary - Strategies to develop vocabulary - **Teaching poetry:** Meaning of poetry - Aims of teaching poetry - Effects of teaching poetry - Steps in teaching poetry - **Teaching grammar:** Meaning of grammar - Traditional model of teaching grammar - Grammar-free teaching model - Communicative competence model - Strategies for learning grammar: Mechanical and communicative skills - Developing grammar activities - Teaching textbook grammar effectively - Inductive and Deductive methods of teaching grammar - Testing grammar - Teaching composition: Meaning of composition - Types of composition: controlled, guided and free composition.

Teaching and Testing Language Skills

Teaching listening skill: Meaning of listening skill - Types of listening - Goals of teaching listening -Sub-skills of listening – Three stages of listening – Listening material: Characteristics of the listening text – Listening activities: Dictation - Following a route - Listening to a telephone call - Listening to Commentaries - Listening to instructions - Jigsaw listening - Developing listening skill - Teaching listening skill - Testing listening.

Teaching speaking skill: Purposes of teaching speaking - Developing speaking skill - Strategies for developing speaking skill - Techniques in teaching speaking: Conversation class - topic-based discussion class- Task-centred fluency practice – Tasks for developing speaking skill: individual, pair and group work– Improving oral fluency: parallel structure in a sentence – dialogues – role play- Dramatization - Play reading – Group discussion – Storytelling - Narration – Description – Communicative games: Debate – Interview – Extempore speech – Barriers to effective communication – Communicative output activity - Testing speaking.

Teaching Reading Skill: Aims of teaching reading – Purposes for reading –Reading as a process - Types of reading: Reading aloud - Silent reading: skimming – scanning – Intensive reading – Extensive reading –Strategies for developing reading skill – Methods of teaching reading to beginners – Criteria for selection of an English reader – Reading for perception and comprehension - Developing reading activities/tasks - Testing reading.

Teaching Writing Skill: Mechanics of writing – Sub-skills in writing – Importance of writing - Writing skills: mechanical skills - grammatical skills – judgment skills – Discourse skills – Characteristics of good hand-writing: distinctiveness, legibility, simplicity, uniformity, spacing, capitalization – punctuation - speed - Common problems in writing - Testing writing skills: Remedial teaching and correcting –Grammatical mistakes – disorder of written expression.

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Method of Teaching English

Methods: Grammar-Translation Method - Bilingual Method - Direct Method - The Audio-Lingual Method - Dr.West’s New Method - **Other methods:** Silent way -Total physical response - Dogme language teaching - Pimsleur language learning method - Michel Thomas method - Computer-Assisted Language Learning (CALL) - Learning by teaching - Mixed-ability grouping.

Approaches: The Structural-Situational approach - Communicative approach - Recent trends in communicative approach: Content-based instruction - Task-based instruction and text-based instruction - Eclectic approach in language teaching - Recent trends in teaching English subject: Learner-centred models of teaching.

Resources in teaching English - Teacher-made aids: Flash cards, pictures, charts, models and blackboard sketches - Mechanical aids: Overhead projector, tape-recorder, Radio, Television - Language Lab - PowerPoint presentation - Websites for teaching English - Multimedia - Internet for teaching English - Newspaper articles in language class - Mobiles to learn English - Films in learning English - English clubs - Qualities of a good language textbook - Professional competencies of a language teacher - Programmes for professional development of English teachers.

(Suggested instructional approaches/methods

- i) Teacher talk / Expert talk on different methods of teaching English as a second language.
- ii) Preparation and presentation of a report on different methods of teaching English as a second language.)

Unit V Testing and Evaluation in English

The value of testing - Focus of testing - Different kinds of test: achievement tests - aptitude tests - proficiency tests - diagnostic tests -Types of test in English: objective tests - construction of objective-types questions - Error recognition- Written tests: short answer tests - paragraph tests - essay tests - Teacher-made achievement test: steps in planning and constructing a test - Constructing a table of specification for building a test - Marking scheme and scoring key - Item analysis.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different kinds of test in testing and evaluation of English as a second language.
- ii) Preparation and presentation of a teacher-made Achievement Test in English.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching English.
2. Prepare and submit a critical report on different kinds of instructional resources in teaching English.

References:

1. Allen, Edward and Rebecca M. Valettee (1977). *Classroom Techniques: Foreign Languages and English as a Second Language*. New York: Harcourt Brace Jovanich Inc.
2. Bright J A and McGregor G P (1970). *Teaching English as a Second Language*. Essex: E L B S and Longman.
3. Chastain, Kenneth (1976). *Developing Second Language Skills: Theory to Practice*. Chicago: Rand McNally Publishing Company.
4. Crystal, David (1987). *The Cambridge University Encyclopedia of Language*. Cambridge: Cambridge University Press.

5. Davis, Fiona and Rimmer, Wayne (2011). *Active Grammar (Level 1, 2 & 3)*. Cambridge University Press.
6. Doff, Adrian (1990). *Teach English: A Training course for Teachers*. Cambridge: Cambridge University Press.
7. Krashen, Stephen D (1982). *Principles and Practice in Second Language Acquisition*. New York: Pergamon Press.
8. Larsen-Freeman, Diane (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
9. Littlewood, William (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
10. Richards, Jack, C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
11. Rivers, Wilga M (1981). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press:
12. Swan, Michael (2000). *Practical English Usage*. Oxford: Oxford University Press.
13. Thangasamy, Kokila S. (2016). *Pedgogy of English*. Chennai: Vinodh publishers.
14. Ur, Penny (1991). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
15. Wright, Andrew (1976). *Visual Materials for the Language Teacher*. London: Longman.
16. www.britishcouncil.org

COURSE 7(a): PEDAGOGY OF URDU

(Part - I Methodology)

Course objectives:

At the end of the course, the student- teachers will be able to:

6. understand the aims and objectives of teaching Urdu.
7. formulate instructional objectives for a lesson.
8. gain mastery of the teaching skills.
9. apply various methods in teaching Urdu.
10. use various resources in teaching Urdu.

Unit I Aims and Objectives of Teaching Urdu

Importance of Urdu Language in India - Important aims of teaching Urdu in schools - Objectives of teaching Urdu as a first, second and third language - General principles of teaching Urdu as a first, second and third language - Relationship between culture and language.

(Suggested instructional approaches/ methods:

- iii) Teacher talk / Invited talk on the place of Urdu as a first, second and third language in school curriculum.
- iv) Student seminar on the relationship between culture and language)

Unit II Planning for Instruction

Steps in planning a lesson: setting lesson goals - Designing unit plans -Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels. Structure of a four-fold lesson plan - Preparation of a model lesson plan.

Unit III Practising the Skills in Teaching Urdu

Meaning of teaching – Understanding major teaching skills: Introducing - Explaining - Paraphrasing - Questioning - Varying the stimulus - Non-verbal cues -Reinforcement, Closure and Fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on integration of teaching skills - Understanding major

steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. *(Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

Teaching Prose : Meaning of prose - Steps in teaching a prose lesson - **Teaching Vocabulary:** Types of vocabulary: Active and passive - Expansion of vocabulary - Strategies to develop vocabulary -**Teaching Poetry and drama:** Meaning of poetry - Aims of teaching poetry – Ghazal and Nazam - Steps in teaching poetry - Techniques of teaching drama - **Teaching Grammar:** Meaning of grammar - Traditional model of teaching grammar - Grammar-free teaching model - Developing grammar activities - Inductive and Deductive methods of teaching grammar - Testing grammar - **Teaching Composition:** Meaning of composition - Types of composition: controlled, guided and free composition.

Teaching and Testing Language Skills

Teaching Listening Skill: Meaning of listening skill - Types of listening - Goals of teaching listening -Sub-skills of listening – Listening material: Characteristics of the listening text – Listening activities: Dictation - Developing listening skill - Teaching listening skill - Testing listening.

Teaching Speaking Skill: Purposes of teaching speaking - Developing speaking skill - Strategies for developing speaking skill - Techniques in teaching speaking: Conversation class - Topic-based discussion class- Task-centered fluency practice – Tasks for developing speaking skill: individual, pair and group work– Improving oral fluency: Dialogues – Role play- Dramatization – Group discussion – Storytelling - Narration – Description – Communicative games: Debate – Interview – Extempore speech – Testing speaking.

Teaching Reading Skills: Aims of teaching reading – Purposes for reading – Types of reading: Reading aloud - Silent reading: Intensive reading – Extensive reading –Strategies for developing reading skill – Methods of teaching reading to beginners – Criteria for selection of an Urdu reader – Developing reading activities/tasks - Testing reading.

Teaching Writing Skill: Mechanics of writing – Sub-skills in writing – Importance of writing - Writing skills: Mechanical skills - grammatical skills – judgment skills – discourse skills – Characteristics of good hand-writing: distinctiveness, legibility, simplicity, uniformity, spacing, capitalization – punctuation - speed - Common problems in writing - Developing writing activities/tasks: poetry, short stories, letters, diary, notices, articles, reports dialogues, speeches, advertisements - Testing writing skills: Remedial teaching and correcting – Grammatical mistakes – disorder of written expression - **Reference Skill:** Note-making and Note-taking .

(Suggested instructional approaches/methods:

- iii) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- iv) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.
- v) Teacher/Expert talk on the methods of teaching prose poetry and drama in Urdu.
- vi) Teacher/Expert talk on the methods of teaching grammar in composition in Urdu.)

Unit IV Method of Teaching Urdu

Methods: Grammar-Translation Method - Bilingual Method - Direct Method - The Audio-Lingual Method.

Approaches: Structural and Situational approach - Communicative approach - Recent trends in communicative approach: Content-based - Task-based instruction and text-based instruction - Eclectic approach in language teaching - Recent trends in teaching Urdu subject: Learner-centered models of teaching.

Resources in Teaching Urdu - Teacher-made aids: Flash cards, pictures, charts, models and blackboard sketches - Mechanical aids: Overhead projector, tape-recorder, Radio, Television - Language Lab - PowerPoint presentation - Websites for teaching Urdu - Multimedia - Internet for teaching Urdu - Newspaper articles in language class - Mobiles to learn Urdu - Films in learning Urdu - Urdu clubs - Qualities of a good language textbook - Professional

competencies of a language teacher - Programmes for professional development of Urdu teachers.

(Suggested instructional approaches/methods

- iii) Preparation and presentation of a report on different methods of teaching Urdu as a first, second and third language.
- iv) Teacher talk / Expert talk on recent trends in teaching Urdu as a first, second and third language.)

Unit V Testing and Evaluation in Urdu

The value of testing - Focus of testing - Different kinds of test: Achievement tests, aptitude tests, proficiency tests, diagnostic tests -Types of test in Urdu: objective tests - construction of objective-type questions - Error recognition- Written tests: short answer tests - paragraph tests - essay tests - Teacher-made achievement test: steps in planning and constructing a test - Constructing a table of specification for building a test - Marking scheme and scoring key - Item analysis.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different kinds of test in testing and evaluation of Urdu as a first, second and third language.
- ii) Preparation and presentation of a Teacher-made achievement test in Urdu.)

Tasks and Assignments:

- 3. Prepare and submit an evaluative report on different methods of teaching Urdu.
- 4. Prepare and submit a critical report on different kinds of instructional resources in teaching Urdu.

References:

- 1. Ahemed Hussain: Tadress – Urdu.
- 2. Afazal Hussian, Fun-e-Ataleem aur Tarbeeat, Markazi Maktaba Islami, Delhi.
- 3. Akhtar Ansari, Ghazal and Dars-e-Ghazal.

4. Farooq Ansari: Instructional Material for Teachers on the New Techniques and Approaches of Teaching Urdu at Secondary level.
5. Gordon, D.S. Usool-e-Talim aur Amal-e-Taleem. New Delhi.
6. Inamullah Sharwani, Tadres-e-Zaban – c – Urdu, Usmania Book Depot, Calcutta.
7. Jalees Abidi: Ibtiaayee School Mein taleem Ke Tariqey.
8. Kahlilur Rahman Saifi Premi, Usool-e-Taleem aur Amal-e-Taleem, National council for Promotion of Urdu language, West Block, R.K.Puram, New Delhi.
9. Mauliv Abdul Haq, Quwaid-e-Urdu, Anjuman Taraqqi Urdu, (Hindi), New Delhi.
10. Muenuddin, Hum Urdu Kaise, Padhen, National Council for Promotion of Urdu Language, New Delhi.
11. Muenuddin, Hum Urdu Zabari Ki Tadrees, National Council for Promotion of Urdu Language, New Delhi.
12. Moinuddin: Hum Urdu Kaise Parhayen.
13. Rafiq Kareem: Urdu Zaban ka Tariqa-e-Tadrees.
14. Rasheed Hasan Khan, Hum Urdu Kaise Likhaen, Marktaba Jamia, New Delhi.
15. Rasheed Hasan Khan, Hum Urdu Imla Maktaba Jamia, New Delhi.
16. Veena Pani Pandey, Teaching of Urdu Mohit Publications New Delhi (In English).
17. Teaching of Urdu - Saleem Farani
18. Method of Teaching Urdu - Fakarul Hasan
19. Teaching of Language - Moulvi Abdul Hai
20. How to Teach? - Dr.Salamathullah
21. How to teach Urdu? - Moulvi Saleem Abdullah
22. How to write Urdu? - Rasheed Hasan Khan
23. Poetry of Teaching of Poetry - Akthar Ansari
24. Urdu Sources - Rashee Hasan Khan

COURSE 7(a): PEDAGOGY OF MATHEMATICS

(Part - I Methodology)

Course objectives:

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives of teaching Mathematics.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills .
4. apply various methods in teaching of Mathematics.
5. use various resources in teaching Mathematics.

Unit I Aims and objectives of teaching Mathematics

Mathematics: Meaning, nature and scope - Aims and objectives of teaching Mathematics in schools – Need and significance of teaching Mathematics - Values of teaching Mathematics.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture on the place of Mathematics in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Mathematics.)

Unit II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan - Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels - Structure of a four-fold lesson plan - Preparation of a model lesson plan - Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Mathematics for Level I & II.
- ii) Prepare a model lesson plan for Level I & II in Mathematics.)

Unit III Practising the Teaching Skills in Mathematics

Meaning of teaching – Understanding major teaching skills: Introducing – explaining – questioning - varying the stimulus - non-verbal cues – reinforcement -closure and fluency in

communication - Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation –presentation – interaction - reflection and summing up - Practising a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (*Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- vii) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- viii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Mathematics

Teacher-centered methods: Lecture method – Analytical and Synthetic methods - Deductive and Inductive methods - Demonstration method - Team-teaching. **Learner-centered methods:** Project method - Peer tutoring/teaching by students- Individual activities - experiential learning- Teacher-guided learning- Problem-solving method- Small group/whole-class interactive learning: Student seminar - group discussion - Mixed-ability grouping - Maths through games and puzzles. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/Expert talk on different methods of teaching Mathematics.
- ii) Preparation and presentation of a report on different methods of teaching Mathematics.)

Unit V Resources for Teaching Mathematics

Print resources: Newspapers – Journals – Magazines - Mathematics Encyclopaedias. **Audio resources:** Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures – charts – posters – photographs - flash cards - models. **ICT resources:** Radio – TV –Internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips - Mathematics exhibition/fair - Mathematics Laboratory/ Mathematics Resource centre - Mathematics club – Qualities of a good Mathematics textbook - Qualities of a Mathematics teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited lecture talk on different resources for teaching Mathematics.
- ii) Preparation and presentation of a report on different resources for teaching Mathematics.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Mathematics.
2. Prepare and submit a report on Mathematics Resource Centre.

References:

1. Agarwal, S.M. (2001). *A course in teaching of modern mathematics*. New Delhi: Dhanapat Rai Publishing.
2. Bagyanathan, D. (2007). *Teaching of mathematics*. Chennai: Tamil Nadu Textbook Society.
3. James, Anice. (2010). *Teaching of mathematics*. Hyderabad: Neelkamal Publications.
4. Sidhu, Kulbir Singh. (2010). *Teaching of mathematics*. New Delhi: Sterling Publishers.
5. Mathematics Books for Standard VI – XII. Tamil Nadu TextBook Corporation, Government of Tamil Nadu.
6. Wadhwa, S. (2008). *Modern methods of teaching mathematics*. New Delhi: Karan.
7. கிருஷ்ணவேணி அருணாசலம்(2004). *கரும்பென இனிக்கும் கணிதம்*. சென்னை: பிரியா பதிப்பகம்.
8. <http://tcthankseducation.blogspot.in/2010/04/micro-teaching-and-teaching-skills.html>
9. http://shodhganga.inflinnet.ac.in/bitstream/10603/418/8/08_chapter3.pdf
10. <http://www.mathematics.com>

COURSE 7(a): PEDAGOGY OF PHYSICAL SCIENCE

(Part - I Methodology)

Course objectives:

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives teaching of physical science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching physical science.
5. use various resources in teaching physical science.

UNIT I Aims and objectives of teaching Physical Science

Physical Science: Meaning, nature and scope – Aims and objectives of teaching Physical Science in schools - Need and significance of teaching Physical Science - Values of teaching Physical Science.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited talk on the place of Physical Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Physical Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives: Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write the instructional objectives for a lesson in Physical Science at Level I & II.
- ii) Prepare a model lesson plan in Physical Science for Level I & II).

UNIT III Practising the Teaching Skill in Physical Science

Meaning of teaching – Understanding major teaching skills: Introducing- explaining – questioning - varying the stimulus - non-verbal cues- reinforcement - closure and fluency in communication – Practicing a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation-interaction- reflection and summing up – Practicing a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (*Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Physical Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching.

Learner-centered methods: Laboratory method – Project method - Peer tutoring/teaching by students- Project method- Individual activities - experiential method – Teacher-guided learning- Problem-solving method - Small group/whole-class interactive learning: Student seminar- group discussion - Mixed-ability grouping. *Recent Trends:* Constructivist learning - Problem-based learning- Brain-based learning- Collaborative learning- Flipped learning - Blended learning - e-Learning trends - Videoconferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture on different methods of teaching Physical Science.
- ii) Preparation and presentation of a report on different methods of teaching Physical Science.)

UNIT V Resources for Teaching Physical Science

Print Resources: Newspapers - journals and magazines- science encyclopedias. *Audio*

Resources: Radio talk- audio tapes- DVDs/ CDs. *Visual Resources:* Pictures - flash cards- charts- posters - photographs- models. *ICT Resources:* Radio – television- Internet- multimedia- Interactive whiteboard. *Community Resources:* Science centres -Science

exhibition/ fair - Fieldtrip – Qualities of a good science textbook - Qualities of a Science teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture talk on different resources for teaching Physical Science.
- ii) Preparation and presentation of a report on different resources for teaching Physical Science.)

Tasks and Assignments:

- i) Prepare and submit an evaluative report on different methods of teaching Physical Science.
- ii) Prepare and submit a report on Physical Science resource centre.

References:

1. Bawa, M.S. & Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
3. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives: Book 1 Cognitive domain*. New York: Longmans, Green.
4. Gupta, S.K. (1985). *Teaching of physical science in secondary schools*. New Delhi: Sterling Publications.
5. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
6. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.
7. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications.
8. <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/150-teaching-methods>
9. http://en.wikipedia.org/science_education
10. <http://iat.com/learning-physical-science>

COURSE 7(a): PEDAGOGY OF BIOLOGICAL SCIENCE

(Part - I Methodology)

Course objectives:

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives teaching of biological science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching biological science.
5. use various resources in teaching biological science.

UNIT I Aims and objectives of teaching Biological Science

Biological Science: Meaning, nature and scope –Aims and objectives of teaching Biological Science in schools - Need and significance of teaching Biological Science - Values of teaching Biological Science.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited talk on the place of Biological Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Biological Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write the instructional objectives for a lesson in Biological Science at level I & II.
- ii) Prepare a model lesson plan in Biological Science for level I & II.)

UNIT III Practising the Teaching Skills in Biological Science

Meaning of teaching – Understanding major teaching skills: Introducing - explaining, questioning - varying the stimulus - non-verbal cues – reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes):

Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up –Practising a mini-lesson with five teaching steps (for 20 minutes):Observation and feedback on the integrating of teaching steps in mini-teaching. (*Note: Teacher- Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Biological Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching.

Learner-centered methods: Laboratory method – Project method - Peer tutoring/teaching by students - Project method - Individual activities - Experiential method – Teacher-guided learning - Problem-solving method - Small group/whole -class interactive learning: Student seminar - Group discussion - Mixed-ability grouping. **Recent Trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture on different methods of teaching Biological Science.
- ii) Preparation and presentation of a report on different methods of teaching Biological Science.)

UNIT V Resources for Teaching Biological Science

Print Resources: Newspapers - journals and magazines - Science Encyclopedias. **Audio**

Resources: Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures - flash cards – charts - posters - photographs - models. **ICT Resources:** Radio – television - Internet, multimedia - interactive whiteboard. **Community resources:** Zoological gardens, Botanical gardens, eco-park - aquarium - science exhibition/fair - fieldtrip – Qualities of a good biology textbook - Qualities of a Biology teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/Expert talk on different resources for teaching Biological Science.
- ii) Preparation and presentation of a report on different resources for teaching Biological Science.)

Tasks and Assignments:

- i) Prepare and submit an evaluative report on different methods of teaching Biological Science.
- ii) Prepare and submit a report on Biological Science resource centre.

References:

1. Bawa, M.S.&Nagpal, B.M. (2010). *Developing teaching competencies*. New Delhi: Viva Book House.
2. Bhatia, K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
3. Bloom, S. Benjamin, (1984). *Taxonomy of educational objectives*. Book I Cognitive domain. New York: Longmans, Green.
4. Joyce & Weil, (2004). *Models of teaching*. New Delhi: Prentice Hall of India.
5. Miller, David.F.(1938) *Methods and materials for teaching biological sciences*. New York: McGraw Hill Book Company.
6. Passi, B.K. (1991). *Models of teaching*. New Delhi: NCERT.
7. Verma Ramesh, & Sharma, K. Suresh, (1998). *Modern trends in teaching technology*. New Delhi: Anmol Publications.
8. <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/150-teaching-methods>
9. www.sciencesourcebook.com
10. www.csun.edu/science/biology

COURSE 7(a): PEDAGOGY OF HISTORY

(Part - I Methodology)

Course objectives:

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives of teaching History.
2. formulate instructional objectives for a lesson .
3. gain mastery of the teaching skills.
4. apply various methods in teaching History.
5. use various resources in teaching History.

Unit I Aims and objectives of teaching History

History : Meaning - nature – scope - Aims and objectives of teaching History in schools – Need and significance of teaching History - Values of teaching History.

(Suggested instructional approaches/ methods:

- i) Teacher talk / Invited lecture on the place of History in school curriculum.
- ii) Student seminar on the need, significance and values of teaching History.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in History for Levels I & II.
- ii) Prepare a model lesson plan in History lessons for Levels I & II).

UNIT III Practising the Teaching Skills in History

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation - interaction - reflection and summing up – Practising mini-lesson (for 20 minutes); Observation and feedback on mini-teaching. (*Note: Teacher -Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching History

Teacher-centered methods: Lecture method - Demonstration method - Dramatization method - Team-teaching –Source method. **Learner-centered methods:** Project method - Peer tutoring / teaching by students - Individual activities - experimental learning - Teacher-guided learning - Small group / whole-class interactive learning: Student seminar - Group discussion - Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods

- i) Teacher talk / Invited lecture on different methods of teaching History at Level I & II.
- ii) Preparation and presentation of a report on different methods of teaching History.)

Unit V Recourses for Teaching History

Print resources: Newspapers - Journals - Magazines - Reference books - History /Humanities Encyclopedias. **Audio resources:** Radio talk - audio tapes - DVDs / CDs. **Visual resources:** Cartoons - Charts - Comics - Flash cards - Graphs - Maps- Photographs - Pictures - Posters - Diagrams - Models - Specimens. **ICT resource:** Radio – TV – Internet – Multimedia - Interactive whiteboard. **Community resources:** Fieldtrips - museum - archives - library - excavated archeological sites - monuments- History resource centre - History club - Characteristics of a good History textbook - Qualities of a History teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different resources for teaching History.
- ii) Preparation and presentation of a report on different resources for teaching History.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching History.
2. Prepare and submit a report on History resource center.

References:

1. Burton, W.H. (1972). *Principles of history teaching*, London: Methuen.
2. Chaudhary, K. P. (1975). *The effective teaching of history in India*. New Delhi: NCERT.
3. Dhaniya Neelam (1993). *Multimedia approaches in teaching social studies*. New Delhi: Harman Publishing House.
4. Gunning, Dennis. (1978). *The teaching of history*. London: Goom Helm.
5. Kochar, S. K. (1972). *The teaching of history*. Delhi: Sterling Publishers.
6. Lewis, E.M. (1960). *Teaching history in secondary schools*. Delhi: Sterling Publishers.
7. <http://www.anselm.edu/internet/ces/index.html>
8. <http://www.decwise.com/>
9. <http://www.mindtools.com>
10. [http:// nrcl.org/edu./](http://nrcl.org/edu/)

COURSE 7(a): PEDAGOGY OF GEOGRAPHY

(Part - I Methodology)

Course objectives:

At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Geography.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Geography.
5. use various resources in teaching Geography.

UNIT I Aims and objectives of teaching Geography

Geography: Meaning, nature and scope – Aims and objectives of teaching Geography in schools – Need and significance of teaching Geography – Values of teaching Geography.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on the place of Geography in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Geography.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives – Formulating Instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Geography for Level I and Level II.
- ii) Prepare a model lesson plan in Geography for Level I and Level II.)

UNIT III Practicing the Teaching Skills in Geography

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes) -

Observation and feedback on the practice of integration of skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising a mini-lesson (for 20 minutes) - Observation and feedback on mini-teaching. (*Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Geography

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching. **Learner-centered methods:** Project method - Peer tutoring/teaching by students - Individual activities - experiential learning - Teacher-guided learning - Problem-solving method - Small group/ whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different methods of teaching Geography.
- ii) Preparation and presentation of a report on different methods of teaching Geography.)

UNIT V Resources for Teaching Geography

Print resources: Newspapers - Journals - Magazines - Geography encyclopedias. **Audio resources:** Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures - charts - posters - photographs - flash cards- maps - specimens - models. **ICT resources:** Radio - TV- internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips - exhibitions/fair – Geography Resource Centre – Geography Club – Qualities of a good geography textbook - Qualities of a Geography teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different resources for teaching Geography.
- ii) Student preparation and presentation of a report on different resources for teaching Geography.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Geography.
2. Prepare and submit a report on Geography Resource Centre.

References:

1. Arche, R, L & Lewis, W.J. (1924). *The teaching of geography*. London: A & C Black.
2. Aurora, M.L. (1979). *Teaching of geography*. Ludhiana: Prakash Brother.
3. Bloom, S. Benjamin. (1984). *Taxonomy of educational objectives: Book1: Cognitive domain*. Boston: Addison Wesley Publication.
4. Bruce R. Joyce & Marsha Weil. (1972). *Models of teaching*. Scotts Valley: ETR Association.
5. Basha, Salim S.A. (2004). *Methods of teaching geography*. New Delhi: Discovery Publishing House.
6. Rao, M.S. (2004). *Teaching of geography*. New Delhi: Anmol Publications.
7. Siddiqui, M. H. (2004). *Teaching of geography*. New Delhi: APH Publication.
8. www.geography-site.co.uk
9. www.geographyeducation.org
10. www.tcthankseducation.blogspot.in

COURSE 7(a): PEDAGOGY OF COMPUTER SCIENCE

(Part - I Methodology)

Course objectives:

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives of teaching Computer Science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Computer Science.
5. use various resources in teaching Computer Science.

UNIT I Aims and objectives of teaching Computer Science

Computer Science: Meaning, nature and scope – Aims and objectives of teaching Computer Science in schools – Need and significance of teaching Computer Science– Values of teaching Computer Science.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on the place of Computer Science in school curriculum.
- ii) Student seminar on the need, significance and values in teaching Computer Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Mathematics (for Level I) and in Computer Science (for Level II.)
- ii) Prepare a model lesson plan in Mathematics (for level I) and in Computer Science for Level II.)

UNIT III Practising the Teaching Skills in Computer Science

Meaning of teaching – Understanding major teaching skills: Introducing, explaining, questioning, varying the stimulus, non-verbal cues, reinforcement and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes)- Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson (for 20 minutes)- Observation and feedback on mini-teaching. (*Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Computer Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching.
Learner-centered methods: Laboratory method - project method - Peer tutoring/teaching by students - Individual activities - experiential learning, -Teacher - guided learning - problem-solving method - Small group/whole-class interactive learning. Student seminar - group discussion – mixed-ability grouping. **Recent trends in teaching:** Constructivist learning- Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends- Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited lecture on different methods of teaching Computer Science.
- ii) Preparation and presentation of a report on different methods of teaching Computer Science.)

UNIT V Resources for Teaching Computer Science

Print resources: Newspapers –Journals - Magazines - Computer Science encyclopedias. **Audio resources:** Radio talk - audio tapes- DVDs /CDs.**Visual resources:** Pictures – charts –posters - photos - graphs - flash cards - models. **ICT resources:** Radio - TV – Internet – multimedia - interactive whiteboard. **Community resources:** Fieldtrips - Computer Science exhibition/fair – Computer Science Laboratory – Computer Science Resource Centre – Computer Science Club- Qualities of a good Computer Science textbook - Qualities of a Computer Science teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/ Invited lecture talk on different resources for teaching Computer Science.
- ii) Preparation and presentation of a report on different resources for teaching Computer Science.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Computer Science.
2. Prepare and submit a report on Computer Science Resource Centre.

References:

1. Bloom, Benjamin, S.(1984). *Taxonomy of educational objectives: Book1: Cognitive domain*. Boston:Addison Wesley Publication.
2. Chauhan, S.S. (1985). *Innovation in teaching and learning process*. New Delhi: Vikas Publishing House.
3. Sandeep, John Milin (2014). *Teaching of computer science*. New Delhi: Neelkamal Publication.
4. Khirwadkar, A. (2005). *Information and communication technology in education*. New Delhi: Sarup& Sons.
5. Rajasekar, S. (2004). *Computer education and educational computing*. New Delhi:Neelkamal Publications.
6. Saxena, S. (1999). *A first course in computers*. New Delhi: Vikas Publishing House.

7. Singh, Y.K. (2005). *Teaching of computer science*. New Delhi: A.P.H. Publishing Corporation.
8. www.Freetechbooks.com.
9. www.e-booksdirectory.com
10. www.springer.com

COURSE 7(a): PEDAGOGY OF ECONOMICS

(Part - I Methodology)

Course objectives:

At the end of the course, the student- teachers will be able to:

1. understand the aims and objectives of teaching Economics.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Economics.
5. use various resources in teaching Economics.

Unit I Aims and objectives of teaching Economics

Economics : Meaning - nature – scope - Aims and objectives of teaching Economics in schools – Need and significance of teaching Economics - Values of teaching Economics.

(Suggested instructional approaches/ methods:

- i) Teacher talk / Invited lecture on the place of Economics in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Economics.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating instructional objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items - Constructing test- items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Social science for Level I and Economic for Level II.
- ii) Prepare a lesson plan in Social Science for Level I & Economics for Level II).

UNIT III Practising the Teaching Skills in Economics

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in the communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation, presentation, interaction, reflection and summing up – Practising mini-lesson (for 20 minutes); observation and feedback on mini-teaching. (*Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Economics

Teacher- centered of methods: Lecture method - Demonstration method - Team-teaching. *Learner-centered methods:* Project method - Peer tutoring/teaching by students - Individual activities – Experiential Learning - Teacher-guided learning - Problem-solving method –Small group/whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping. *Recent trends:* Constructivist learning – Problem-based learning – Brain-based learning – Collaborative learning – Flipped learning – Blended learning – e-Learning trends – Video conferencing

(Suggested instructional approaches/methods

- i) Teacher talk / Invited lecture on different methods of teaching Economics.
- ii) Preparation and presentation of a report on different methods of teaching Economics.)

Unit V Resources for Teaching Economics

Print resources: Newspapers - Journals - Magazines - Economics Encyclopedias.
Audio resources: Radio talk - audio tapes - DVDs / CDs. **Visual resources:** Flash cards - Pictures -Cartoons - Charts - Posters - photograph - maps - models. **ICT resource:** Radio- TV- Internet- Multimedia- Interactive whiteboard. **Community resources:** Exhibitions/fairs - Fieldtrips- Economics club - Economics Resource Centre - Qualities of a good economics textbook - Qualities of an Economics teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different resources for teaching Economics.
- ii) Preparation and presentation of a report on different resources for teaching Economics.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Economics.
2. Prepare and submit a report on Economics resource centre.

References:

1. Agarwal, J.C. (2005). *Teaching of economics*. Agra: Vinod Pustak Mandir.
2. Bloom. Benjamin.S. (1984). *Taxonomy of educational objectives: Book 1: Cognitive doman*. Boston: Addison Wesley Publication.
3. Bruce R. Joyce & Marsha Weil. (1972). *Model of Teaching*. ETR Association.
4. Siddique Mujibul Hasan. (2004). *Teaching of economics*. New Delhi: Ashish Publishing House.
5. Sharma, R.N. (2008). *Principles and techniques of education*. Delhi: Surgeet Publications.
6. Sharma, R.A. (2008). *Technological foundation of education*. Meerut: Lall Books Depot.
7. Yadav.A. (2003). *Teaching of economics*. New Delhi: Anmol Publications.

8. http://www.ncert.nic.in/departments/nie/dess/publication/prin_material/Teaching_Economics_in_India.pdf
9. <https://en.wikipedia.org/wiki/Economics>
10. <https://en.wikipedia.org/wiki/Education>.

COURSE 7(a): PEDAGOGY OF COMMERCE AND ACCOUNTANCY
(Part - I Methodology)

Course objectives:

At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Commerce and Accountancy.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching Commerce and Accountancy.
5. use various resources in teaching Commerce and Accountancy.

UNIT I Aims and objectives of teaching Commerce and Accountancy

Commerce: Meaning, nature and scope – Aims and objectives of teaching Commerce in schools – Need and significance of teaching Commerce – Values of teaching Commerce.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on the place of Commerce in school curriculum.
- ii) Student seminar on the need, significance and values of teaching Commerce.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan – Designing a lesson plan – Bloom’s Taxonomy of educational objectives - Formulating educational objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan – Preparation of a model lesson plan – Types of test-items – Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Social Science for Level I and in Commerce for Level II.
- ii) Prepare a model lesson plan in Social Science for Level I and in Commerce for Level II.)

UNIT III Practicing the Teaching Skills in Commerce and Accountancy

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication – Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation -interaction - reflection and summing up – Practising a mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (*Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

UNIT IV Methods of Teaching Commerce and Accountancy

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching.
Learner-centered methods: Project method - Peer tutoring/teaching by students - Individual activities - experiential learning -Teacher-guided learning - Problem-solving - Small group/whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning -Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends – Video- conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk / Invited lecture on different methods of teaching Commerce and Accountancy.
- ii) Preparation and presentation of a report on different methods of teaching Commerce and Accountancy.)

UNIT V Resources for Teaching Commerce and Accountancy

Print resources: Newspapers - Journals – Magazines - Commerce Encyclopedias.
Audio resources: Radio talk- audio tapes - DVDs/CDs. **Visual resources:** Pictures – charts – posters – photographs - flash cards – diagrams – graphs - models. **ICT resources:** Radio - TV - Internet -multimedia - interactive whiteboard. **Community resources:** Fieldtrips - Commerce exhibition/fair –Commerce Resource Centre – Commerce Club – Qualities of a good commerce textbook - Qualities of a Commerce teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different resources for teaching Commerce and Accountancy.
- ii) Preparation and presentation of a report on different resources for teaching Commerce and Accountancy.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Commerce.
2. Prepare and submit a report on Commerce Resource Centre.

References:

1. Anderson, W. L & Krathwohl. (2008). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Boston: Allyn & Bacon.
2. Bloom, Benjamin, S. (1984). *Taxonomy of educational objectives: Book1: Cognitive domain*. Boston: Addison Wesley Publication.
3. Gronlund, N.E. (1970). *Stating behavioural objectives for classroom instruction*. London: MacMillan.
4. Krathwohl et.al,. (1999). *Taxonomy of educational objectives, Hand Book II: Affective domain*. New York: McKay.
5. Kumar, Mahesh. (2004). *Modern teaching of commerce*. New Delhi: Anmol Publications.
6. Raj, Rani Bansal. (1999). *New trends in teaching of commerce: Models of teaching and concepts of learning*. New Delhi: Anmol Publications.

7. Rao, Digumarti Bhaskara. (2006). *Methods of teaching commerce*. New Delhi: Discovery Publishing House.
8. <http://ecommerce.about.com>
9. <http://www.manjeetss.com>
10. <http://www.teachervision.com>

COURSE 7(a): PEDAGOGY OF HOME SCIENCE

(Part - I Methodology)

Course objectives:

At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Home Science.
2. formulate instructional objectives for a lesson.
3. gain mastery of the teaching skills.
4. apply various methods in teaching of Home Science.
5. use various resources in teaching Home Science.

Unit I Aims and objectives of teaching Home Science

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

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited lecture on the place of Home Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Home Science.)

Unit II Planning for Instruction

Steps in planning a lesson: Setting lesson goals - Designing a unit plan - Designing a lesson plan - Bloom's Taxonomy of educational objectives - Formulating Instructional objectives at cognitive, affective and psychomotor levels - Structure of a four-fold lesson plan - Preparation of a model lesson plan - Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Science for Level I and in Home Science for Level II.
- ii) Prepare a model lesson plan in Science for Level I and in Home Science for Level II.)

Unit III Practising the Teaching Skills in Home Science

Meaning of teaching – Understanding major teaching skills: Introducing - explaining - questioning - varying the stimulus - non-verbal cues - reinforcement - closure and fluency in communication - Practising a mini-lesson with multiple-teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation - presentation -interaction - reflection and summing up - Practising mini-lesson (for 20 minutes): Observation and feedback on mini-teaching. (*Note: Teacher- Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.*)

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Home Science

Teacher-centered methods: Lecture method - Demonstration method - Team-teaching. **Learner-centered methods:** Project method - Peer tutoring/teaching by students - Individual activities - experiential learning - Teacher-guided learning - Problem-solving method - Small group/whole-class interactive learning: Student seminar - Group discussion – Mixed-ability grouping. **Recent trends:** Constructivist learning - Problem-based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e-Learning trends - Video conferencing.

(Suggested instructional approaches/methods:

- i) Teacher talk/Invited lecture on different methods of teaching Home Science.
- ii) Preparation and presentation of a report on different methods of teaching Home Science.)

Unit V Resources for Teaching Home Science

Print resources: Newspapers -Journals -Magazines - Home Science Encyclopedias. **Audio resources:** Radio talk - audio tapes - DVDs/CDs. **Visual resources:** Pictures - charts - posters - photographs - flash cards models. **ICT resources:** Radio - TV - Internet – multimedia

- interactive whiteboard. **Community resources:** Fieldtrips (farm, home and kitchen garden visits) - Home Science exhibition/fair - Home Science Resource Centre - Home Science Club – Qualities of a good Home science textbook - Qualities of a Home Science teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk/Expert talk on different resources for teaching Home Science.
- ii) Preparation and presentation of a report on different resources for teaching Home Science.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Home Science.
2. Prepare and submit a report on Home Science Resource Centre.

References:

1. Bloom, Benjamin, S. (1984). *Taxonomy of educational objectives - Book1: Cognitive domain*. Boston: Addison Wesley Publication.
2. Devadas, R. P. (1989). *Methods of teaching home science*. New Delhi: NCERT.
3. Jha, J.K. (Ed). (2001). *Encyclopaedia of teaching of home science*, Vol. I&II. New Delhi: Anmol Publications.
4. Nivedita, D. (2004). *Teaching of home science*. New Delhi: Dominant Publishers and Distributors.
5. Shah, A., Joshi, U., & Chandra, A. (1990). *Fundamentals of teaching home science*. New Delhi. Sterling Publishers.
6. Shalool, Sharma. (2002). *Modern methods of teaching of home science*. New Delhi: Sarup & Sons.
7. Yadav, S. (1997). *Teaching of home science*. New Delhi: Anmol Publishers.
8. <http://collections.infocollections.org/ukedu/en/d/Jgtz017e/6.9.1.html>
9. http://shodhganga.inflibnet.ac.in/bitstream/10603/418/8/08_chapter3.pdf
10. <http://www.nwlink.com/~donclark/hrd/bloom.html>

COURSE 7(a): PEDAGOGY OF SOCIAL SCIENCE

(Part - I Methodology)

Course objectives:

At the end of the course, the student-teachers will be able to:

1. understand the aims and objectives of teaching Social Science
2. formulate instructional objectives for a lesson
3. gain mastery of the teaching skills
4. apply various methods in teaching Social Science
5. use various resources in teaching Social Science.

Unit I Aims and Objectives of Teaching Social Science

Social Science: Meaning - nature – scope - Aims and objectives of teaching Social Science in schools – need and significance of teaching Social Science - Values of teaching Social Science.

(Suggested instructional approaches/ methods:

- i) Teacher talk / Expert talk on the place of Social Science in the school curriculum.
- ii) Student seminar on the need, significance and values of teaching Social Science.)

UNIT II Planning for Instruction

Steps in planning a lesson: Setting lesson goals – Designing a unit plan – Designing a lesson plan – Bloom's taxonomy of Educational Objectives – Formulating instructional Objectives at cognitive, affective and psychomotor levels – Structure of a four-fold lesson plan– Preparation of a model lesson plan – Types of test-items - Constructing test-items for formative evaluation in class.

(Suggested instructional approaches/methods:

- i) Write instructional objectives for a lesson in Social Science at Levels I & II.
- ii) Prepare a model lesson plan in Social Science lessons for Levels I & II).

UNIT III Practising the Teaching Skills in Social Science

Meaning of teaching – Understanding major teaching skills: Introducing – explaining– questioning – varying the stimulus – non-verbal cues – reinforcement – closure and fluency in communication – Practising a mini-lesson with multiple teaching skills (for 20 minutes): Observation and feedback on the practice of integration of teaching skills – Understanding major steps in teaching a mini-lesson: Motivation– presentation – interaction – reflection and summing up – Practising a mini - lesson (for 20 minutes); Observation and feedback on mini-teaching. *(Note: Teacher-Educators should give a demonstration of a mini-lesson by integrating major teaching skills (for 20 minutes) and they should demonstrate a mini-lesson by integrating major teaching steps in teaching.)*

(Suggested instructional approaches/methods:

- i) Prepare a report on the practising of a mini-lesson with multiple-teaching skills by observing peers.
- ii) Prepare two mini-lessons and practise them in front of peers in the class for Level I and Level II.)

Unit IV Methods of Teaching Social Science

Teacher-centered methods: Lecture method, Demonstration method, Dramatization method - Team Teaching –Source method. **Learner-centered methods:** peer tutoring / teaching by students - project method, individual activities – laboratory method - experimental learning, teacher-guided learning problem- solving method, small group / whole class interactive learning: student seminar and group discussion and mixed ability grouping. **Recent trends:** constructivist learning - Problem - based learning - Brain-based learning - Collaborative learning - Flipped learning - Blended learning - e- Learning trends - video conferencing.

(Suggested instructional approaches/methods

- i) Teacher talk / Expert talk on different methods of teaching Social Science at Level I & II.
- ii) Preparation and presentation of a report on different methods of teaching Social Science.)

Unit V Recourses for effective Social Science Teaching

Print resources: News Papers - Journals – Magazines - Reference books, and Social Science Encyclopedia, **Audio resources:** Radio talk- audio tapes - DVDs / CDs. **Visual resources:** cartoons - charts – comics - flash cards - graphs – maps - photographs - pictures, posters - diagrams - models - puppets - specimens: **ICT resource:** Radio – TV – Internet – Multimedia - Interactive whiteboard. **Community resources:** Fieldtrips – museum - Archives - library - excavated archeological sites and monuments- Social Science exhibition - social science resource centre - social science club - characteristics of a social science text book - Qualities of a Social Science teacher.

(Suggested instructional approaches/methods:

- i) Teacher talk / Expert talk on different resources for teaching Social Science.
- ii) Preparation and participation of a report on different resources for teaching Social Science.)

Tasks and Assignments:

1. Prepare and submit an evaluative report on different methods of teaching Social Science.
2. Prepare and submit a report on Social Science resource center.

References:

1. Batra, P. (Ed 2010). *Social science learning in schools: Perspective and challenges*. New Delhi: Sage Publications.
2. Bining, A.C. & Bining, D.H. (1952) . *Teaching of social studies in secondary schools*, Bombay: Tata McGraw Hill Publishing.
3. Edwin, Fenton (1967) . *The new social studies in secondary schools – An inductive approach*. New York: Holt Binchart and Winston.
4. Kochhar, S.K. (1988). *Teaching of social studies*. New Delhi: Sterling Publishers.
5. Martorella, Peter. M. (1976). *Social studies strategies – Theory into practice*, New York: Harper and Row Publishers.

6. Mechlinger, M. D. (1981) .*UNESCO handbook of teaching social studies*. London: Croom Helm.
7. <http://www.pbs.org/teachers>
8. <http://www.theteacherscorner.net/>
9. <http://www.4teachers.org>
10. <http://www.funlessonplans.com/>

COURSE EPC 1A: READING AND REFLECTING ON TEXTS

The aim of this course is to enhance the professional capacities of a student-teacher, specifically reading and writing skills.

Course objectives: To enable student-teachers:

1. To enhance their capacities as readers and writers by becoming participants in the process of reading.
2. To read diverse texts/books and learn to think together.
3. To use their reading and writing skills for effective preparation for the other courses.

Teacher/Learner Activities for Transaction of the course

To translate these objectives into practice, the teachers in colleges of education should:

1. Engage the student-teachers in reading interactively - individually and in small groups.
2. Offer opportunities to the student-teachers to read wide variety of texts (such as empirical, conceptual and historical texts, policy documents, studies about schools, teaching and learning, texts about people's experiences relating to teaching, learning and schools.
3. Engage the student-teachers in reading the autobiographical narratives, field notes, ethnographies (scientific description of different races cultures), etc. and develop different types of reading skills and strategies
4. Engage the student-teachers in reading expository texts so that they can make predictions, check their predictions, answer question and then summarize or retell what they have read.
5. Engage the student-teachers to analyses various text structures and develop comprehension of them.

6. Engage the student-teachers in developing their writing skill by providing various contexts for writing.
7. Prepare the student-teachers for selected readings and writings required for other courses.
8. Train the student-teachers, through structured tasks, in writing with of sense of purpose and audience and responding to a text with one's own opinion or writing within the context of others' ideas.
9. Train the student-teachers to learn to combine both reading and writing that leads to the development of critical skills.
10. Read any three books related to education and make a critical a presentation.

Tasks and Assignments:

Preparing a Record on "Reading and Reflecting on Texts".

1. Every student-teacher should prepare and submit a comprehensive record of the reading writing activities done throughout the course for his/her teacher's feedback and evaluation.
2. Read any three books related to education and submit a review of them.

Recommended Books for Reading and Reflecting

1. வரதராசன், மு. (1979). *கல்வி*. சென்னை: பாரி நிலையம்.
2. அமனஷ்வீலி. (2006). *குழந்தைகளின் எதிர்காலம்*. சென்னை: அறிவுப் பதிப்பகம். (044 2848 2441/2848 2973).
3. உதயமூர்த்தி, எம்.எஸ்.(2015). *வெற்றிக்கு முதல் படி*. சென்னை: கங்கை புத்தக நிலையம் (044 - 2434 2810).
4. அப்துல் கலாம், ஆ.ப.ஜெ. (2006). *கலாமைக் கேளுங்கள்*. சென்னை: நியூசெஞ்சுரி பக்ஹவுஸ் (044 - 2625 8410).
5. சுவாமி விவோனந்தர். (1997). *புதிய இந்தியாவைப் படைப்போம்*. சென்னை: ஸ்ரீராமகிருஷ்ண மடம்.

6. கோகிலா தங்கசாமி.(2016). *சிறந்த ஆசிரியராக*. சென்னை: பாவை பதிப்பகம், (9443323840).
7. சோம வள்ளியப்பன். (2013). *நல்லதாக நாலு வார்த்தை*. சென்னை: ஆப்பிள் பப்ளிஷிங் இண்டர் நேஷனல், (044 -32440099/33464677).
8. அழகியநாதன்,எம்.பி.(2008). *அறிவுலக மேதை ஆல்பர்ட் ஜன்ஸ்டீன்*. சென்னை: அறிவுப் பதிப்பகம். (044 -2848 244/2848 2973).
9. ஜெயசீலன், சூ.ம.(2015). *இது நம் குழந்தைகளின் வகுப்பறை*. சென்னை: அரும்பு பதிப்பகம். (94870 36865 / 90429 82821)
10. குப்புசாமி.பி.ச.(2015). *ஓர் ஆரம்பப் பள்ளி ஆசிரியரினின் குறிப்புகள்*: கோவை: விஜயா பதிப்பகம், (0422-2382614).
11. நடராஜன் ஆயிஷா. (2013). *இது யாருடைய வகுப்பறை?* சென்னை: புகள் .:பார் சில்ரன், (044 -2433 2424).
12. சுவாமி மூர்த்தானந்தர். வி.(2015) *ஆசிரியர்களே அச்சாணிகள்*. சென்னை: ஸ்ரீராமகிருஷ்ண மடம் (email: mail@chennaiath.org).
13. இறையன்பு.வெ. (2008). *ஏழாவது அறிவு*. சென்னை: நியூசெஞ்சூரி புக்ஹவுஸ் (044 -2625 8410 / 2625 1968).
14. கமலா கந்தசாமி. (2012). *சீனத்து ஞானி கன்.:புவியஸ் சிந்தனைகள்*. சென்னை: நர்மதா பதிப்பகம், (98402 26661).
15. தோப்பில் முஹம்மது மீரான். (2013). *துறைமுகம்*. புத்தாந்தம்: அடையாளம்: (044332 -273 444).
16. ஸ்ரீதர். (2015). *ஒரு பிடி மண்*. சென்னை: விஜயா பப்ளிகேஷன்ஸ் (044-2481 0501).
17. Allen, James. (2016). *As a man Thinketh*. Noida, UP: Om Books International. (+911 20477 4100).
18. Arden, Paul (2003). *It's not how good you are, its how good you want to be*. New York: Phaidon (www.phaidon.com).
19. Dyer, W.Wayne. (2005). *Co-creating at its best*. Australia: Hay House of India. (email: contact @hayhouse.co.in).
20. Goldsmith, Marshall(2013). *What got you here, won't get you there*. London: Profile Bookb. (www.profilebooks.com).
21. Jayaraman, Chindhai. (2007). *Turtles in Schools*. Chennai: Vinodh Publishers

(044 -2639 0525).

22. Kokila Thangasamy, (2010). *100 Inspirational Quotes for Teachers*. Gandhigram : Anichum Blooms, (90033 58873).
23. Shiv Khera. (2014). *Freedom is not free*. New Delhi: Bloomsbury Publishing India, (www.bloomsbury.com).
24. Swami Sachidananda Bharathi. (2013). *The Second Freedom of Struggle*. Nagpur: Navastrugsti Publications (086005 67232 / 091201 37984).

(Note: This list is not intended to be exhaustive.)

COURSE EPC 1B : DRAMA AND ARTS IN EDUCATION

The aim of this course is to enhance the professional capacities of a student-teacher, specifically his/her creativities and aesthetic sensibilities.

Course objectives: To enable the student-teachers:

1. To use the techniques of art, music and drama for enhancing teaching and learning.
2. To use art, music and drama for enhancing one's self, expression and creativity.
3. To identify and recognize the experts in art, music and drama in the community and involve them for enhancing of teaching-learning process.

How to use art, music and drama in Education.

The teachers in Colleges of Education should:

1. With fine arts experts, engage the student-teachers in making a work of art/a drawing/a sketch/a sculpture/a statue relating to school subjects, in doing an oil painting/a line drawing/ a rough sketch, in painting a picture/landscape/mural/in oils/in water colours/ draw a picture /a protract /a cartoon / a line / a figure / a human form/ in charcoal /in ink.
2. Engage the student-teachers in visiting art galleries /art exhibitions and cultural festivals
3. Encourage the student-teachers to understand local culture and art forms and interpret art works, movies and other media.
4. Train the student-teachers to use drama to interrogate/question and seek clarity in the areas of 'discomfort' and 'confusion' to them (such as completely segregated social environments, bounded by caste, class, religions or gender, etc).

5. Train the students-teachers in choosing themes and stage them as skits plays/dramas/street plays, so that they can develop the ability to feel empathy for and relate with others.
6. Engage the student-teachers to nurture and build their sensitivities through drama, based on experience, emotions and interpretation.
7. Guide the student-teachers to identify and recognize local artists, drama experts in schools/ colleges and use them for transformational action.
8. Motivate the student-teachers to use drama as a '**critical pedagogy**' moving beyond the classroom and develop collective consciousness by involving the community to participate in educational and social change.
9. Guide the student-teachers to experience and stage different kinds of drama/skits/streetplays /folk and contemporary traditions relating to day-to-day problems of people of different walks of life.
10. Invite local experts in music and explore the possibilities of teaching certain contents in school subjects through music.

Tasks and Assignments:

1. Write a detailed report on how you have used drama as a technique for teaching your school subject.
2. Write a comprehensive report on how you have used fine arts and music for teaching your school subject.

SECOND YEAR SYLLABUS

for the Two-Year B.Ed Special Education
(Visual Impairment & Inclusive Education)
Degree Programme

For the Academic Year 2017-2018
(Applicable for 2016-2017 Batch)

COURSE 7 (b) PEDAGOGY OF A SCHOOL SUBJECT - PART II

(CONTENT MASTERY)

The major objective of the course is to make the student-teachers to attain mastery in their own chosen school subject. The course comprises two levels: Level I and Level II.

Level -I is pertaining to standard VI to VIII and is compulsory for all the student- teachers. At level-I, the student-teachers should get mastery in their own chosen and related school subject.

The students of Economics, Commerce, Psychology, Philosophy, Sociology, Political Science, Logic, and Indian Culture should study the subject-Social Sciences; students of Computer Science should study the subject-Mathematics; and students of Home Science should study the subject-Sciences at Level- I.

Level II is pertaining to standard IX and X for undergraduate students and standard XI and XII for post graduate students. They should achieve mastery in their chosen subjects.

Note:

The content for Level-I (std. VI to VIII) and Level- II (IX to X or XI to XII) are as per the syllabus prescribed by the Government of Tamil Nadu.

COURSE 8: ASSESSMENT FOR LEARNING

OBJECTIVES

On completion of this course, the students will be able to:

1. Describe the meaning and role of assessment in learning.
2. Know the principles of assessment practices.
3. Understand the assessment practices in various approaches of teaching
4. Differentiate different types of assessment
5. Identify tools and techniques for classroom assessment
6. Develop necessary skills for preparation of achievement test and diagnostic tests
7. Point out key issues in classroom assessment
8. Understand how assessment can be possible in inclusive settings
9. Master various statistical techniques for reporting quantitative data

Unit I BASICS OF ASSESSMENT

Meaning and definition - measurement, assessment and evaluation - Role of Assessment in Learning- as learning, for learning, of learning - Formative and Summative assessment - Purposes of Assessment -Principles of Assessment Practices -principles related to selection of methods forassessment, collection of assessment information, judging and scoring of studentperformance, summarization and interpretation of results, reporting of assessment findings.

(Suggested instructional approaches/ methods:

- i) Identify the formative and summative assessments in a course.
- ii) Organize a debate on the purpose of assessment.
- iii) Conduct a brainstorming session on principles of assessment.)

Unit II Assessment for Learning in Classroom

Student evaluation in transmission-reception (behaviourist) model of education- drawbacks - Changing assessment practices- assessment in constructivist approach Continuous and Comprehensive evaluation- projects, seminars, assignments, portfolios; Grading - Types of assessment- practice based, evidence based, performance based, examination based - Practices of assessment- dialogue,

feedback through marking, peer and self - assessment, formative use of summative tests.

(Suggested instructional approaches/ methods:

- i) Discuss the criteria for student evaluation
- ii) Conduct seminar on changing assessment practices
- iii) Prepare power point presentation on types of assessment
- iv) Group discussion on practices of assessment.)

Unit -III TOOLS & TECHNIQUES FOR CLASSROOM ASSESSMENT

Tools & techniques for classroom assessment- observation, Self reporting, anecdotal records, check lists, rating scale, types of tests - Rubrics- meaning, importance - Assessment Tools for affective domain- Attitude scales, motivation scales- interest inventory - Types of test items-principles for constructing test items

(Suggested instructional approaches/ methods:

- i) Conduct a workshop on tools & techniques for classroom assessment.
- ii) Discussion on rubrics of assessment
- iii) Workshop on types of test items.)

Unit IV ISSUES IN CLASSROOM ASSESSMENT

Major issues-commercialization of assessment, poor test quality, domain dependency, measurement issues, system issues - Reforms in assessment-open book and on line - Examination reform reports.

(Suggested instructional approaches/ methods:

- i) Debate major issues on commercialization of assessment
- ii) Seminar on reforms in assessment.)

Unit V ASSESSMENT IN INCLUSIVE PRACTICES

Differentiated assessment- culturally responsive assessment - Use of tests for learner appraisal- Achievement test, Diagnostic test construction scoring key- marking scheme - question wise analysis - Quality of a good test -Ensuring fairness in assessment -Assessment for enhancing confidence in learning- Relationship of assessmentwith self-confidence, self-esteem, motivation.

(Suggested instructional approaches/ methods:

- i) Prepare an achievement test and present in the classroom.
- ii) Discussion on quality of a good test.
- iii) Debate on fairness in assessment.)

Unit VI ASSESSMENT FOR INCLUSIVE SCHOOL

Assessing the disabled and performance outcomes of diverse learners - Assessment and feedback -Process of feedback.

(Suggested instructional approaches/ methods:

- i) Visit an Inclusive school and prepare a report on mechanisms available for assessment.
- ii) Discussion on role of feedback on learning.)

Unit VII PHILOSOPHICAL AND EDUCATIONAL UNDERPINNINGS OF ASSESSMENT

No Competitive exams and non - detention policies -RTE act and its relationship with curriculum, pedagogy and teachers - Psycho-social and political dimensions of assessment.

(Suggested instructional approaches/ methods:

- i) Discuss the merits and demerits of Competitive exams
- ii) Organize the debate on non-detention policy whether it promotes learning society or not
- iii) Organize a talk on RTE act 2009 by an expert.)

Unit VIII PARTICIPATORY ASSESSMENT

Processes of Participatory assessment - Community monitoring of assessment - Teachers autonomy in assessment.

(Suggested instructional approaches/ methods:

- i) Brainstorming session on ways and measures for participatory assessment.
- ii) How can community monitor assessment - Discuss.
- iii) Do teachers have autonomy in assessment - Debate.)

Unit IX PREVALENT PRACTICES OF ASSESSMENT

Drawbacks of present assessment system - Assessment for better learning - Assessment for confident building - Assessment for creative learners.

(Suggested instructional approaches/ methods:

- i) Buzz session on demerits of present assessment system.
- ii) Workshop on devising mechanisms of assessment for confident learning and creative learning.)

Unit X : REPORTING QUANTITATIVE ASSESSMENT OF DATA

Reflective journal- Student portfolio - Statistical techniques for interpreting and reporting pquantitative data -Measures of central tendency - Measures of dispersion - Correlation -Graphs & Diagrams

(Suggested instructional approaches/ methods:

- i) Work out examples for central tendency, dispersion and correlation.
- ii) Present different Graphs and Diagrams used for various data.)

Tasks and Assignments

1. Find out measures of central tendency and measure of dispersion for the students' scores.

Or

Find out the correlation of the scores secured by the pupil in a subject.

REFERENCES

1. Baker, E.L and Quellmalz, E.S Ed. (1980) Educational Testing and Evaluation. London:SagePublications.
2. Bloom, S.B. Hastings, J.T. and Madans, G.F. (1971) Handbook on Formative andSummativeEvaluation of student Learning.New York: McGraw - Hill Book Co.
3. Dave, R.H. and Patel, P.M. (1972) Educational Evaluation and Assessment, New Delhi:NCERT.

4. Ebel, R. L. (1966). *Measuring Educational Achievement*. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Griffin, P., McGaw, B., & Care, E. (2012). (Eds.). *Assessment and teaching of 21st century skills*. New York: Springer.
6. Gronlund, E.N. (1965) *Measurement and Evaluation in Teaching*. London: Collier -Macmillan Ltd.
7. Harper (Jr.) A. E. & Harper E.S. (1990). *Preparing Objective Examination, A Handbook for Teachers, Students and Examiners*. New Delhi: Prentice Hall.
8. Linn, R. L. & Gronlund, N.E. (2003). *Measurement and Assessment in Teaching*. New Delhi Pearson Education Pvt. Ltd. Camberwell: ACER
9. Stella, A. (2001). *Quality Assessment in Indian Higher Education: Issues of Future Perspectives*. Bangalore: Allied Publishers Ltd.
10. Thangasamy, Kokila (2016), *Teach Gently*, Chennai : Pavai Publications.

COURSE 9: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES FOR CHILDREN WITH VISUAL IMPAIRMENT

Objectives:

At the end of the course, the student-teachers will be able to

- Explain various theoretical perspectives related to intervention and teaching strategies
- Demonstrate techniques of teaching Mathematics to visually impaired children
- Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.
- Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment
- Describe the process of assessment of visual efficiency and classroom management for children with low vision
- Relating the concept and nature of educational technology and ICT to the education of children with visual impairment
- Acquire knowledge of the concept and nature of adaptive technology and explain the underlying principles and technologies
- Get familiar technologies for print-access for children with visual impairment
- Describe and use different technologies for teaching low vision children as also various school subjects
- Demonstrate and understanding of computer based teaching learning process

UNIT I: THEORETICAL PERSPECTIVE

- 1.1 Difference among Methods, Approaches and Strategies
- 1.2 Intervention- Concept, scope and Importance
- 1.3 Intervention for lately blinded students- Role of Special teachers/educators
- 1.4 Mediated teaching-learning- Concept, Need and Procedure
- 1.5 Enriched teaching for concept development: converting visual concepts into accessible experiences

UNIT II: MATHEMATICS

- 2.1 Coping with mathematical phobias
- 2.2 Conceptualization of mathematical ideas – Processes and Challenges for children with Visual Impairment
- 2.3 Preparation and Use of tactile materials
- 2.4 Mental arithmetic abilities- concept, Importance and Application
- 2.5 Evaluation procedures with special reference to the Needs of children with Visual Impairment.

UNIT III: SCIENCE

- 3.1 Providing first -hand experience in the class and school environment
- 3.2 Inclusive/Collaborative learning for laboratory work
- 3.3 Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM.
ii) Locating and procuring Science equipment
- 3.4 Problem solving and Learning by doing approach for visually impaired students
- 3.5 Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

UNIT IV: SOCIAL SCIENCE

- 4.1 Techniques of preparation and presentation of adapted Tactile maps, Diagrams and Globe
- 4.2 Procuring, adapting and use of different types of models
- 4.3 Organizing field trips
- 4.4 Teaching Skills: Dramatization, Narration, Explanation, Story-telling and Role Play
- 4.5 Evaluation of concepts and skills in social science with particular reference to Geography.

UNIT V: TEACHING OF CHILDREN WITH LOW VISION

- 5.1 Visual Stimulation: Concept and Procedure
- 5.2 Selection of appropriate medium of reading and writing

- 5.3 Techniques and procedures for developing reading and writing skills
- 5.4 Orientation and Mobility for low vision children
- 5.5 Classroom Management- Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

UNIT VI: INTRODUCING EDUCATION AND INFORMATION COMMUNICATION TECHNOLOGY

- 6.1 Educational Technology- concept, Importance and Scope
- 6.2 Difference between Educational Technology and Technology in Education
- 6.3 Special Significance and Goals of Technology for the Education of children with Visual Impairment
- 6.4 Information and Communication Technology (ICT)- concept and Special Significance for teaching-learning of the visually impaired
- 6.5 ICT and the UN Convention on the Rights of Persons with Disabilities

UNIT VII: ADAPTIVE TECHNOLOGIES

- 7.1 Concept and Purposes
- 7.2 Basic Considerations-Access, Affordability and Availability
- 7.3 Addressing User's Perspectives in Developing Adaptive Technologies
- 7.4 Roles of IIT's and the Scientific Community
- 7.5 Universal/Inclusive Design – concept, Advantages and Limitations

UNIT VIII: ACCESS TO PRINT FOR THE VISUALLY IMPAIRED

- 8.1 Screen Readers with special reference to Indian Languages: Magnifying Software and Open Source Software.
- 8.2 Braille Note-takers and Stand-alone Reading Machines
- 8.3 Braille Translation Software with Particular reference to Indian Languages and Braille Embossers
- 8.4 On-line Libraries and Bookshare
- 8.5 Daisy Books, Recordings and Smart Phones

UNIT IX: ASSISTIVE TECHNOLOGY FOR THE VISUALLY IMPAIRED WITH SPECIFIC REFERENCE TO SCHOOL SUBJECTS AND LOW VISION

9.1 Mathematics: Taylor Frame, Abacus, Geo Board, Algebra and Math Types, Measuring Tapes, Scales and Soft-wares for teaching Maths

9.2 Science: Thermometers, Colour Probes, Scientific and Maths Talking Calculators, Light Probes and Weighing Scales and Soft-wares for teaching Science

9.3 Social Science: Tactile/Embossed Maps, Charts, Diagrams, Models of Different Types, Auditory Maps, Talking Compass and GPS.

9.4 Low Vision Devices: Optical, Non-Optical and Projective

9.5 Thermoform and Swell paper Technology and Softwares for Developing tactile Diagrams

UNIT X: COMPUTER-AIDED LEARNING

10.1 Social Media

10.2 Creation of Blogs

10.3 Tele-Conferencing

10.4 Distance learning and ICT

10.5 E-Classroom: Concept and Adaptations for Children with Visual Impairment

Course Work/Practical /Field Engagement

- Prepare and use two teaching learning materials for teaching Maths/Science/Social Science
- Prepare a short Concept paper (about 500 words) on developing science laboratory for the visually impaired students
- Functionally assess the vision of a low vision child and plan a teaching programme.
- Prepare a list of devices for the Mathematics and Science available for the visually impaired in one special school and one inclusive school.
- 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 Unit3 above.
- 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.

- Prepare a report on the possibilities and prospects available for the visually impaired students through the use of computers
- 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

Essential Readings

- Biswas P.C. (2004). Education of Children with Visual Impairment: in inclusive education. Abhijeet Publicaiton, New Delhi.
- Bourgeault, S.E. (1969). The method of Teaching the Blind: The language Arts American Foundation for the Overseas Blind, Kuala Lumpur.
- Chapman, E.K. (1978). Visually Handicapped Children and Young People. Routledge, London
- Chaudhary, M. (2006). Low Vision Aids. Japee Brothers, New Delhi
- Fernandez, G., Koenig.C. , Mani. M.N.G., & Tensi.S. (1999). See with the Blind. Books for Change, Bangalore.
- Jackson, J. (2007). Low vision Manual. Edingurgh: Butterworth Heinemann/Elsevier, Edingurgh.
- Jose,R. (1983). Understanding Low vision. American Foundation for the Blind. New York.
- Kauffman, J.M & Hallahan, D.P. (1981). Handbook of Special education. Prentice Hall, New Delhi
- Lowenfeld, B. (1973). The visually Handicapped Child in School. John Day company, New York.
- Macnaughton, J. (2005). Low Vision assessment. Butterworth Heinemann/Elsevier, Edingurgh.
- Mangal. S. K. (2011). Educating Exceptional Children-an introduction to special education. PHI Learning PVT. Ltd., New Delhi.
- Mangal. S.K.(2007). Educating Exceptional Children-an introduction to special education. PHI Learning PVT. Ltd., New Delhi.
- Mani. M.N. G. (1997). Amazing Abacus. S.R. K. Vidyalaya Colony. Coimbatore
- Mani. M.N.G. (1992). Techniques for teaching Blind Children. Sterling Publishers Pvt. Ltd. New Delhi
- Mukhopadhyy, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book for Training Teachers of Visually Impaired. New Delhi: NCERT
- Niemann, S., & Jacob, N. (2009). Helping Children who are Blind. The Hesperian Foundation, California.
- Proceedings: Asian Conference on Adaptive technologies for the Visually Impaired (2009). New Delhi: Asian Blind Union.

- Punanai, B., &Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples' Association, Ahmedabad.
- Scholl, G.T. (1986). Foundations of the education for blind and visually handicapped children and youth: Theory and Practice. AFB Press, New York.
- Scholl, G.T. (1986).foundations of the education for blind and visually handicapped childrenadn youth: Theory and Practice. AFB Press, New York.
- Singh, J.P. (2003). Technology for the Blind: Concept and Context. Kanishka Publication, New Delhi.
- Vijayan, P., &Gnaumi, V. (2010). Education of children with low vision. Kanishka Publication, New Delhi.

COURSE 10: TECHNOLOGY AND DISABILITY – VISUAL IMPAIRMENT

Objectives:

At the end of the course, the student-teachers will be able to

- Acquire basic information about Braille, its relevance and some important functional aspects
- Get Basic information on types and significance of different Braille devices
- Get acquainted with the types and significance of basic devices relating to Mathematics, Science, Geography and Low vision as also on sources of their availability.
- Describe the nature and scope of O&M related responsibilities of the Special Teacher
- Acquire basic Knowledge of human guide techniques.
- Describe pre-cane and cane travel skills and devices
- Get acquainted with the importance and skills of training in independent living for the visually impaired.

UNIT I: THEORETICAL PERSPECTIVE

- 1.1 Louis Braille and Evolution of Braille
- 1.2 Continuing Relevance of Braille vis-a vis Audio Material
- 1.3 Braille Signs, Contractions and Abbreviations- English Braille
- 1.4 Braille Signs and symbols – Regional Language
- 1.5 Braille Reading and Writing Processes

UNIT II: BRAILLE AND OTHER DEVICES

- 2.1 Slate and Stylus, Braille Writer, Braille Embossers & Braille Translation Softwares
- 2.2 Electronic Devices- Note takers and Refreshable Braille Displays
- 2.3 Mathematical Devices: Taylor Frame and Types, Abacus , Geometry Kit
- 2.4 Science Materials and Geography: Maps- Relief, Embossed, Models
- 2.5 Low Vision Aids (optical, Non-optical, Vision Training Material) and Schemes and Sources of Availability

UNIT III: INTRODUCTION TO ORIENTATION AND MOBILITY

- 3.1 Orientation and Mobility- Definition, importance and Scope
- 3.2 Basic Terminologies Associated with O& M: Trailing, Landmarks, Cues, Shoreline, Squaring Off, clockwise Direction, Sound Masking, Sound Shadow
- 3.3 Role of other senses in O&M Training

- 3.4 Special Responsibilities of Special Teacher/Educator with reference to O&M Training
- 3.5 Blindfold- Rationale and uses for the Teacher.

UNIT IV: HUMAN/SIGHTED GUIDE TECHNIQUE, PRE-CANE SKILLS AND CANE TRAVEL TECHNIQUES

- 4.1 Sighted Guide Technique : Grip, Stance, Hand Position, Speed Control, Negotiating – Narrow spaces, seating arrangements, stair cases, muddy paths
- 4.2 Pre- Cane skills : Upper and Lower Body protection, room familiarization, using oral Description for Orientation, Search patterns & Building map reading skills
- 4.3 Canes – types, Parts, Six considerations and Cane Travel Techniques: Touch Technique, touch and Drag Technique, Diagonal Cane Technique
- 4.4 Use of Public Transport and Asking for Help: When and How
- 4.5 Electronic Devices., Tactile and Auditory maps- Description and users

UNIT V: TRAINING IN INDEPENDENT LIVING SKILLS

- 5.1 Self Care, Gait and Posture
- 5.2 Personal Grooming
- 5.3 Eating Skills and Etiquette
- 5.4 Identification of Coins and Currency Notes
- 5.5 Basics of Signature writing

Course Work/Practical /Field Engagement

- Observe at least five devices in use in at least five school periods
- Prepare a presentation- Oral/ Powerpoint- on relevance of Braille for Children with visual impairment
- Make a report on the application of at least two non-optical devices for children with low vision
- Prepare a list of canes and other devices available with various sources along with prices
- Make a short Power Point/Oral Presentation for about 5 minutes on the importance of O& M for the visually impaired.
- Draw up a list of important clues/cues/landmarks which the visually impaired student

can use in the school.

Essential Readings

- A restatement of layout, Definitions and the Rules of the Standard English Braille System (1971). London: The Royal National Institute for the Blind
- Ashcroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Pittsburgh: Stanwick House
- Blasch, B.B., Weiner, W.R., & Welsh, R.L. (1997). Foundations of Orientation and Mobility (2nd ed.). New York: AFB Press
- Cutter, Joseph (2006). Independent Movement and Travel in Blind Children. IAP, North Carolina
- Fazzi, D.L. & Petersmeyer, B.A. (2001). Imagining the Possibilities: Creative Approaches to Orientation and Mobility Instruction for Persons who are Visually Impaired: AFB Press, New York
- Jaejle, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. ChristoffelBlinden Mission.
- Knott, N.I (2002). Teaching Orientation and Mobility in the Schools: An Instructor's Companion. AFB Press, New York.
- Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C. Thomas.
- Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRKV Vidyalaya
- Manual on Bharathi Braille (1980). Dehradun: NIVH
- Olson, M.R. (1981). Guidelines and Games for Teaching Efficient Braille Reading. New York: AFB
- Proceedings: National Conference on Past and Present Status of Braille in India (2001). New Delhi: All India Confederation of the Blind.
- Smith, A.J. & Geruschat, D.R. (1996). Orientation and Mobility for Children and Adults with Low Vision. In A. L. Corn & A.J. Koenig (Eds), Foundations of Low Vision: clinical and Functional Perspectives: AFB Press, New York.

COURSE 11: PSYCHO-SOCIAL, FAMILY ISSUES AND BASIC RESEARCH METHODS

Objectives:

At the end of the course, the student-teachers will be able to

- Describe the effect of the birth of a child with visual impairment in the family.
- Analyze the role of family and parental concerns related to their child with visual impairment from birth to adulthood.
- Explain the role of parent community partnership in the rehabilitation of a person with visual impairment
- Develop different skills to empower families in meeting the challenges of having a child with visual impairment
- Describe the concept and relevance of research in education and special education
- Develop an international understanding of the research process and acquire competencies for conducting a research.
- Apply suitable measures for data organization and analysis.

UNIT I: FAMILY, PARENTAL ISSUES AND CONCERNS OF A PERSON WITH VISUAL IMPAIRMENT

- 1.1 Birth of a child with visual impairment and its effect on parents and family dynamics; Parenting styles: overprotective, Authoritative, Authoritarian and Neglecting.
- 1.2 Stereotypic attitudes related to visual impairment and attitude modification-Role of family in Early Stimulation, Concept development and Early Intervention -Role of siblings and extended family.
- 1.3 Parental issues and concerns: Choosing an educational Setting- Gender and disability- Transition to adult hood: Sexuality, marriage and employment
- 1.4 Parent support groups
- 1.5 Attitudes of professionals in involving parents in IEP and IFSP

UNIT II: MEETING THE CHALLENGES AND REHABILITATION OF CHILDREN WITH VISUAL IMPAIRMENT

- 2.1 Challenges of Adventitious visual impairment & enhancing prosocial behaviour
- 2.2 Stress and Coping Strategies; Recreation and leisure time management
- 2.3 Soft skills and social skills Training
- 2.4 Concept of habilitation and rehabilitation; Community Based Rehabilitation (CBR) and

Community Participatory Rehabilitation (CPR)

2.5 Legal provisions, concessions and advocacy; Vocational Rehabilitation: need and Challenge; Issues and Challenges in rural settings

UNIT III: INTRODUCTION TO RESEARCH

3.1 Scientific Method

3.2 Research: Concept and Definition

3.3 Application of Scientific Method in Research

3.4 Purpose of Research

3.5 Research in Education and Special Education

UNIT IV: TYPES AND PROCESS OF RESEARCH

4.1 Types of Research-Basic/Fundamental, Applied, Action

4.2 Process of Research- Selection of problem – formulation of hypothesis- Collection of Data- analysis of Data & Conclusion

4.3 Tools of Research: Tests, Questionnaire, checklist and Rating Scale

4.4 Action Research in Teaching Learning Environment

4.5 Professional Competencies for Research

UNIT V: MEASUREMENT AND ANALYSIS OF DATA

5.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio

5.2 Organization of data: Array, Grouped distribution

5.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard Deviation and Quartile deviation

5.4 Correlation: Product Moment and Rank Order Correlation

5.5 Graphic Representation of data.

Course Work/Practical /Field Engagement

- Interview family members of three children with visual impairment (congenital/adventitious and blind, low vision and VIMD) and analyse their reactions and attitude towards the child
- Visit schools for the visually impaired and make presentations before the parents on Government concessions and auxiliary services available.
- Prepare charts .conduct street plays/make oral presentations to remove myths related to

visual impairment.

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research.

Essential Readings

- Best.J.W.,& Kahn, J.V. (1996). Research in Education. Prentice- Hall of India, New Delhi.
- Bhandari, R., & Narayan, J. (2009). Creating Learning Opportunities: a step by step guide to teaching students with vision impairment and additional disabilities, including deaf blindness. India: Voice and Vision
- Dooley, D. (1997). Social Research Methods. Prentice – Hall of India, New Delhi.
- Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
- Gupta, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
- Hansen, J.C., Rossberg, R.H., & Cramer, S.H. (1994). Counselling Theory and Process. Allyn and Bacon: USA.
- Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
- Lowenfeld, B. (1969). Blind children learn to read. Springfield: Charles C. Thomas
- Lowenfeld, B. (1973). Visually Handicapped Child in School: New York: American Foundation for the Blind.
- Lowenfeld. B (1975). The Changing Status of the Blind from Separation to Integration. Springfield: Charles C. Thomas.
- Mani. M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers Pvt. Ltd.
- Narayan, J., &Riggio, M. (2005). Creating Play Environment for Children. USA: Hilton/Perkins.

- Potti, L.R. (2004). Research Methodology: Yamuna Publications, Thiruvananthapuram.
- Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.
- Smith, D.D., & Luckasson, R. (1995). Introduction to Special Education- Teaching in an age of Challenge. (2ED). USA: Allyn & Bacon

Suggested Readings

- Bhan, S. (2014). Understanding learners- A Handbook for teachers. Prasad Psycho Corporation, New Delhi.
- Cohen, J. (1988). Statistical Power Analysis for the Behavioural Sciences. Academic Press, New York.
- Early Support for Children, Young people and families (2012). Information about visual impairment, retrieved from http://www.ncb.org.uk/media/875236/earlysupportvisimppart1_final.pdf
- Greene, S., & Hogan, D. (2005). Researching Children's experience. Sage Publications: London.
- Kundu, C.L. (2000). Status of Disability in India. New Delhi. RCI
- Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice – Hall.

COURSE EPC 2A: CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The aim of this course is to enhance the professional capacities of a student teacher in integrating Information and Communication Technologies (ICTs) with effective teaching and learning in a classroom.

Course objectives: To enable the student-teachers:

1. To teach effectively in a “technology enhanced classroom” (previously referred to as “smart classroom”).
2. To achieve knowledge-comprehension, practice skills and presentation skills in ICT.

How to prepare a student teacher for a technology enhanced classroom?

The teachers in Colleges of Education should train the student- teachers:

1. To operate /use various ICT tools such as computer, laptop/Internet, Interactive whiteboard, Tablet PC, iPad, iPhone, Mobile phones, Digital cameras, Multimedia equipments (audio/video), Skype and video - conferencing.
2. To browse the Internet, using a computer /laptop, identify and use education related websites and video/audio resources in teaching- learning.
3. To prepare teaching material/learning resource materials: e-content, e-booklet for selected school subject areas and to create edu(cational) blogs for individual/ group students for strengthening sharing and learning.
4. To use a laptop /PC for preparing slides for PowerPoint presentations/ lectures and also download the video resources available on the internet and use them embedded with slide presentations.
5. To teach a content /lesson using an Interactive whiteboard (by connecting a desktop computer to a whiteboard and project Google images onto it).

6. To use a visualizer/document camera (visual projector) to display and share an information to the whole class.
7. To use a mobile device/a camera phone to take a series of snapshots of children's actions events/ scenes/ activities and prepare a photo documentary or photo album with explanatory notes/ descriptions.
8. Prepare videos on different teaching styles of experienced teachers/ peers and keep them available for viewing as a stream on a computer.
9. Organize a few video-conferencing classes (organize Skype-based video conferencing) inviting experts in school subjects and encourage the students to share the learning experiences through Whatsapp with their classmates and others.
10. To create educational blogs (edublogs) for individual/group students for sharing and learning articles/ class notes/ assignments and participating in active blogging community.

Tasks and Assignments:

1. Write a report based on your preparation of e-content and presentation of it to the class with different ICT tools.
2. Write a report on the organization of video-conferencing with an educational expert.

COURSE EPC 2B: UNDERSTANDING THE SELF

The aim of this course is to develop understanding of student-teachers about themselves as a person and as a teacher through conscious ongoing reflections.

OBJECTIVES:

To enable the student-teachers:

1. to develop sensibilities, dispositions and skills that will help them in facilitating their personal growth and students.
2. to develop social-relational sensitivity and effective communication skill such as listening and observing.
3. to develop a holistic and integrated understanding of the human self and personalities.

How to Prepare a Student-teacher for understanding the self

The teachers in the College of Education should:

1. provide opportunities to listen to case studies / biographies / stories of different children who raised in different circumstances and how this affected their sense of self and identity formation.
2. screening movies / documents where the protagonists (the main character in play, film, movie and book) undergoes trials and finally discovers her / his potential despite odds.
3. discuss the issues of contemporary adolescents / youths to enable the student-teachers to understand themselves, with students and classroom situations.
4. provide opportunities to student-teachers to express themselves through different modes that they are comfortable with them.
5. arrange sessions for resource persons / experts and the family to reflect back whether all modes of expression have been used by the student-teachers to express themselves.
6. give exercises to the student-teachers for 'developing reflective journals' and providing regular feedback on those reflective thoughts and experiences.
7. provide opportunities to student-teachers for story making to reflect their self.

8. encourage student-teachers to disclose their self, through art, dance and theatre exercises.
9. conduct nature walk / field visit / adventure to enable the student-teachers to realise the importance of team work.
10. conduct small group interactions on a task with people to enable the student-teachers to understand the social structure and role of individuals and to participate and / or lead in the activities of the family, college and community.

Tasks and Assignments

1. Every student-teacher should write one's autobiography, and biography of a child who has grown up in different socio-economic and cultural backgrounds.
2. Every student-teacher should write a report on their experiences gained through art, dance and theatre exercises undertaken by them.

&&&&&