

# DEPARTMENTOF SPECIAL EDUCATION AND REHABILITATION SCIENCE B.Ed SPECIAL EDUCATION (VISUAL IMPAIRMENT)

REGULATIONS ANDSYLLABUS [For the candidates admitted from the Academic Year 2022 –2023 onwards]



ALAGAPPA UNIVERSITY

(A State University Accredited with "A+" grade by NAAC (CGPA: 3.64) in the Third Cycle and Graded as Category-I University by MHRD-UGC) Karaikudi -630003, Tamil Nadu.

# The panel of Members - Broad Based Board of Studies

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Chairperson:	
Name: Dr. J. Sujathamalini	
Designation: Professor & Head	
Department: Department of Special Education & Rehabilitation Science	1
University: Alagappa University	
TeachingExperience:15 Years	
ResearchExperience:15 Years	
Area of Research: Special Education & Psychology	A A
Foreign Expert:	
Name: Dr. Madhyazhagan A/L Ganesan,	A CONTRACTOR OF
Designation: Senior Lecturer	Construction of the second
Department: Department of Educational Psychology & Counselling	
University: University of Malaysia,	L'arton
Teaching Experience:	
Research Experience:	
Area of Research: Psychology, Special Education	
150 <b>5</b> 60	
Indian Expert:	
Name: Dr. Jayanti Pujari	
Designation: Professor & Director	
Department: Amity Institute of Rehabilitation Sciences,	
University: Amity University, Noida	
Teaching Experience:15 Years	
Research Experience: 15 Years	
Area of Research: Special Education, Intellectual Disabilities	
Indian Expert:	
Name: Dr. Manivannan,	-
Designation: Professor & Chairperson	
Department: Faculty of Education	( in all
University: Tamil Nadu Open University, Chennai.	
Teaching Experience:17 Years	
Research Experience: 17 Years	
Area of Research: Special Education, Education	
Industry Expert:	
Name: Dr. Sreepriya	
Designation: Lecturer in Special Education & Regional Director(i/c)	and the second
Company name and address: Regional Centre, National Institute for Visually	
Handicapped. Chennai.	000
Experience:15 years	
Area: Special Education – Visual Impairment	

(All Department faculty) Members Name: Dr. K. Gunasekaran Designation: Assistant Professor Department: Department of Special Education and Rehabilitation Science University: Alagappa University Teaching Experience: Research Experience: Education Area of Research: Education & Psychology Name: Dr. M. Karuppasamy Designation: Assistant Professor in Special Education Department: Government Rehabilitation Institute for Intellectual Disabilities University: Government Rehabilitation Institute for Intellectual Disabilities Teaching Experience: 15 Years Area of Research: Education & Special Education - Intellectual Disabilities



# ALAGAPPA UNIVERSITY DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION SCIENCE Karaikudi - 630003, Tamil Nadu

# **REGULATIONS AND SYLLABUS - (CBCS-University Department)** [For the candidates admitted from the Academic Year 2022 – 2023 onwards]

Name of the Department	: Department of Special Education and Rehabilitation Science
Name of the Programme	: B.Ed Special Education (Visual Impairment)
Duration of the Programme	e : Two Years- Full Time

#### **Choice-Based Credit System**

A choice-Based Credit System is a flexible system of learning. This system allows students to gain knowledge at their own tempo. Students shall decide on electives from a wide range of elective courses offered by the University Departments in consultation with the Department Committee. Students undergo additional courses and acquire more than the required number of credits. They can also opt an inter-disciplinary and intra-disciplinary course of to learning, and make the best use of the expertise of available faculty.

#### Programme

"Programme" means a course of study leading to the award of a degree in a discipline.

#### Courses

'Course' is a component (a paper) of a programme. Each course offered by the Department is identified by a unique course code. A course contains lectures/ tutorials/laboratory/seminar/ practical training etc., or a combination of these, to meet effectively the teaching and learning needs.

#### Credits

The term "Credit" refers to the weight age given to a course, usually in relation to the instructional hours assigned to it. Normally in each of the courses credits will be assigned on the basis of the number of lectures/tutorial/laboratory and other forms of learning required completing the course contents in a 15-week schedule. One credit is equal to one hour of lecture per week. For laboratory one credit is equal to two hours per week

#### Semesters

An Academic year is divided into two Semesters. In each semester, courses are offered in 15 teaching weeks and the remaining 5 weeks are to be utilized for conduct of examination and evaluation purposes. Each week has 30 working hours spread over 5 / 6 days a week

# **Medium of Instruction**

English

### **Departmental committee**

The Departmental Committee consists of the faculty members of the Department. The Departmental Committee shall be responsible for admission to all the programmes offered by the Department including the conduct of entrance tests, verification of records, admission, and evaluation. The Departmental Committee determines the deliberation of courses and specifies the allocation of credits semester-wise and course-wise. For each course, it will also identify the number of credits for lectures, tutorials, practical's, seminars etc. The courses (Core/Discipline Specific Elective) are designed by teachers and approved by the Departmental Committees. Courses approved by the Departmental Committees shall be approved by the Board of Studies/Broad Based Board of Studies. A teacher offering a course will also be responsible for maintaining attendance and performance sheets (CIA -I, CIA-II, assignments and seminar) of all the students registered for the course. The Non-major elective programme, MOOCs coordinator and Internship Mentor are responsible for submitting the performance sheet to the Head of the Department.

The Head of the Department consolidates all such performance sheets of courses pertaining to the programmes offered by the department. Then forward the same to be Controller of Examinations.

PEO – 1 Knowledge	Acquire and apply the knowledge to provide education to the students with visual impairment
PEO – 2 Problem Analysis	Identify the pedagogical needs of the students with visual impairment and formulate appropriate teaching strategies at special & inclusive schools
PEO – 3 Design/Development Of Solution	Communicate effectively to establish rapport with the stakeholders to ensure effective teaching learning of the students with special needs
PEO – 4 Investigations Conduct	Design innovative pedagogy through critical and creative thinking in classroom practices for problem solving to ensure education of the students with various disabilities.
PEO – 5 Modern Tool Usage	Adapt modern methods and resources to meet the diversified needs of the students by using standardized and teacher made assessment tools
PEO – 6 Society	Identify and integrate societal needs in pedagogy by collaborating with the stakeholders
PEO- 7 Environmental Sustainability	Evolve as an innovative & inspiring teacher, good administrator and demonstrate effective citizenship
PEO – 8 Ethics	Demonstrate core values, ethics and professional commitment to the field which they serve

#### **Programme Educational Objectives - (PEO)**

PEO - 9 Individual & Team Work	Function effectively as an individual, and as a member or leader in diverse teams in multidisciplinary settings
PEO - 10 Lifelong Learning	Engage in life-long learning for holistic development

# **Programme Specific Objectives - (PSO)**

<b>PSO</b> – 1	To develop knowledge and skills to promote human resource development in the
PSU – 1	field of visual impairment.
	To train competencies of teaching to the disability specialization; cross disability
PSO-2	and inclusive education among students to promote them to be a better special
	educator
PSO - 3	To Assist potential special educators to exert leadership in advocating and meeting
PSO – 5	educational needs of children with visual impairment in various settings
	To identify the proper adaptive device for the children with visual impairment and
PSO-4	provide the opportunity to develop specialized capacity for leadership in classroom
	management.
PSO - 5	To Enhance the community based education and community awareness for children
PSO - 5	with visual impairment.
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ogramme o	utcomes - (PO)

# Programme outcomes - (PO)

PO – 1 Knowledge	Acquire and apply the knowledge to provide education to the students
	with visual impairment
PO – 2	Identify the pedagogical needs of the students with visual impairment
Problem analysis	and formulate appropriate teaching strategies at special & inclusive
	schools
PO – 3	Communicate effectively to establish rapport with the stakeholders to
Design/development	ensure effective teaching learning of the students with special needs
of solution	CONDIN EXCELLED
PO – 4	Design innovative pedagogy through critical and creative thinking in
Investigations	classroom practices for problem solving to ensure education of the
conduct	students with various disabilities.
PO – 5	Adapt modern methods and resources to meet the diversified needs of the
Modern tool usage	students by using standardized and teacher made assessment tools
PO – 6	Identify and integrate societal needs in pedagogy by collaborating with
society	the stakeholders
PO- 7	Evolve as an innovative & inspiring teacher, good administrator and
Environmental	demonstrate effective citizenship
sustainability	
PO – 8	Demonstrate core values, ethics and professional commitment to the field
ethics	which they serve
PO -9 Individual &	Function effectively as an individual , and as a member or leader in
Team work	diverse teams in multidisciplinary settings
PO- 10	Engage in life-long learning for holistic development
Lifelong learning	

### **Programme Specific Outcome - (PSO)**

PSO – 1	To develop knowledge and skills to promote human resource development in		
	the field of visual impairment.		
PSO - 2	To train competencies of teaching to the disability specialization; cross		
	disability and inclusive education among students to promote them to be a		
	better special educator		
PSO - 3	To Assist potential special educators to exert leadership in advocating and		
	meeting educational needs of children with visual impairment in various		
	settings		
PSO - 4	To identify the proper adaptive device for the children with visual impairment		
	and provide the opportunity to develop specialized capacity for leadership in		
	classroom management.		
PSO - 5	To Enhance the community based education and community awareness for		
	children with visual impairment.		

#### **Eligibility for admission**

The admission for the degree of B.Ed Special Education (VI) shall be open to:

A candidate who has successfully passed any Bachelor Degree of School Subjects from a recognized university

Minimum Duration of programme

The programme is for a period of two years. Each year shall consist of two semesters' viz. Odd and Even semesters. Odd semesters shall be from June /

July to October / November and even semesters shall be from November / December to April / May. Each semester there shall be 90 working days consisting of 6 teaching hours per working day (5 days/week).

# Components

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

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

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

C. Self Learning Courses from MOOCs platforms.

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

D. Practical / Internships (Maximum Marks: 800)

The duration of the internship and practical shall be a minimum of two months in the third and fourth semester

 $\succ$  Plan of work

# Internship:

- General School (Mainstream Education)
- Specialization (Special School Specific Disability)
- Cross Disabilities (Integrated Disability Education)
- Inclusion (SSA) (Inclusive Education)

### **Teaching methods**

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

#### Attendance

Students must have earned 75% of attendance in each course for appearing for the examination. Students who have earned 74% to 70% of attendance need to apply for condonation in the prescribed form with the prescribed fee. Students who have earned 69% to 60% of attendance need to apply for condonation in the prescribed form with the prescribed fee along with the Medical Certificate. Students who have below 60% of attendance are not eligible to appear for the End Semester Examination (ESE). They shall re- do the semester(s) after completion of the programme.

#### Examination

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

# A. Internal Assessment

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

S.No	Content	Marks
1.	Average marks of two CIAtest	15
2.	Seminar/groupdiscussion/quiz	5
3.	Assignment/fieldtrip report/casestudyreport	5
	Total	25

# Internship (assess by Guide/In charge/HOD/supervisor)

1	Teaching	10marks
2	Teaching Learning Materials	5 marks
3	Record Note	10marks
	Total	25Marks

#### **B.** External Examination

There shall be examinations at the end of each semester, for odd semesters in the month of October / November; for even semesters in April / May.

- A candidate who does not pass the examination in any course(s) may be permitted to appear in such failed course(s) in the subsequent examinations to be held in October / November or April / May. However candidates who have arrears in Practical shall be permitted to take their arrear Practical examination only along with Regular Practical examination in the respective semester.
- A candidate should get registered for the first semester examination. If registration is not possible owing to shortage of attendance beyond condonation limit / regulation prescribed OR belated joining OR on medical grounds, the candidates are permitted to move to the next semester. Such candidates shall re-do the missed semester after completion of the programme.

1 1100	Theory - Maximum 75 Marks			
Section	10questions.Allquestionscarryequalmarks.	10  x1 = 10	10questions–2 each	
A	(Objective type questions) Marks		From every unit	
Section B	5 questions Either / or type like 1.a(or)b. All questions carry equal marks	5 x5 = 25	5questions–1 each from every unit	
Section C	5 questions Either / or type like 1.a(or)b.All questions carry equal marks	5 x8 =40	5 question – Should cover all units	

#### C. Scheme of External Examination (Question Paper Pattern) Theory - Maximum 75 Marks

### Results

The results of all the examinations will be published through the Department where the student underwent the course as well as through University Website

# Passing minimum

- A candidate shall be declared to have passed in each course if he/she secures not less than 40% marks in the End Semester Examinations and 40% marks in the Internal Assessment and not less than 50% in the aggregate, taking Continuous assessment and End Semester Examinations marks together.
- The candidates not obtained 50% in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semesters (2 chances will be given) by writing the CIA tests and by submitting assignments.
- Candidates, who have secured the pass marks in the End-Semester Examination and in the CIA but failed to secure the aggregate minimum pass mark (E.S.E + C I.A), are permitted to improve their Internal Assessment mark in the following semester and/or in University examinations.
- A candidate shall be declared to have passed in the Project / Dissertation / Internship if he /she gets not less than 40% in each of the Project / Dissertation / Internship Report and Viva-Voce and not less than 50% in the aggregate of both the marks for Project Report and Viva-Voce.
- A candidate who gets less than 50% in the Project / Dissertation / Internship Report must resubmit the thesis. Such candidates need to take again the Viva-Voce on the resubmitted Project report.

# Grading of the Courses

The following table gives the marks, Grade points, Letter Grades and classifications meant to indicate the overall academic performance of the candidate.

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

RANGE OF MARKS	GRADE POINTS	LETTER GRADE	DESCRIPTION
90 - 100	9.0 - 10.0	0	OUTSTANDING
80 - 89	8.0 - 8.9	D+	EXCELLENT
75 - 79	7.5 – 7.9	D	DISTINCTION
70 - 74	7.0 – 7.4	A+	VERY GOOD
60 - 69	6.0 - 6.9	Α	GOOD
50 - 59	5.0 - 5.9	В	AVERAGE
00 - 49	0.0	U	RE-APPEAR
ABSENT	0.0	AAA	ABSENT

- a) Successful candidates passing the examinations and earning GPA between 9.0 and 10.0 and marks from 90 100 shall be declared to have Outstanding (O).
- b) Successful candidates passing the examinations and earning GPA between 8.0 and 8.9 and marks from 80 - 89 shall be declared to have Excellent (D+).
- c) Successful candidates passing the examinations and earning GPA between 7.5 7.9 and marks from 75 79 shall be declared to have Distinction (D).
- d) Successful candidates passing the examinations and earning GPA between 7.0 7.4 and marks from 70 74 shall be declared to have Very Good (A+).
- e) Successful candidates passing the examinations and earning GPA between 6.0 6.9 and marks from 60 69 shall be declared to have Good (A).
- f) Successful candidates passing the examinations and earning GPA between 5.0 5.9 and marks from 50 59 shall be declared to have Average (B).
- g) Candidates earning GPA between 0.0 and marks from 00 49 shall be declared to have Re-appear (U).
- h) Absence from an examination shall not be taken as an attempt.

From the second semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA). These two are calculated by the following formulate

GRADE POINT AVERAGE (GPA) =  $\Sigma_i C_i G_i / \Sigma_i C_i$ GPA = <u>Sum of the multiplication of Grade Points by the credits of the courses</u> Sum of the credits of the courses in a Semester.

#### **Classification of the final result**

CGPA	Grade	Classification of Final Result
9.5 - 10.0	0+	First Class Examplement
9.0 and above but below 9.5	0	First Class – Exemplary*
8.5 and above but below 9.0	D++	First Class with
8.0 and above but below 8.5	D+	Distinction*
7.5 and above but below 8.0	D	Distinction
7.0 and above but below 7.5	A++	
6.5 and above but below 7.0	A+	First Class
6.0 and above but below 6.5	Α	
5.5 and above but below 6.0	B+	Second Class
5.0 and above but below 5.5	В	
0.0 and above but below 5.0	U	Re-appear

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

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

CUMULATIVE GRADE POINT AVERAGE (CGPA) =  $\Sigma_n \Sigma_i C_{ni} \quad G_{ni} / \Sigma_n \Sigma_i C_{ni}$ 

CGPA = <u>Sum of the multiplication of Grade Points by the credits of the entire Programme</u> Sum of the credits of the courses for the entire Programme

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

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

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

#### Maximum duration of the completion of the programme

The maximum period for completion of the programme shall not exceed eight semesters continuing from the first semester.

### **Conferment of the Bachelor's Degree**

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

#### Village Extension Programme

The Sivaganga and Ramnad districts are very backward districts where a majority of people Lives in poverty. The rural mass is economically and educationally backward. Thus the aim of the introduction of this Village Extension Programme is to extend out to reach environmental awareness, social activities, hygiene, and health to the rural people of this region. The students in their third semester have to visit any one of the adopted villages within the jurisdiction of Alagappa University and can arrange various programs to educate the rural mass in the following areas for three day based on the theme. 1. Environmental awareness, 2. Hygiene and Health. A minimum of two faculty members can accompany

the students and guide them.



# B.Ed., SPECIAL EDUCATION (VISUAL IMPAIRMENT)

# **PROGRAMME STRUCTURE**

	Paper Code		Title of the paper	T/P	Cred its	Hour s/ Week		Marks		
		I	I Semester				Ι	E	Total	
	/13101	Core 1	Human Growth and Development	T	4	4	25	75	100	
	/13102	Core 2	Contemporary India and Education	Т	4	4	25	75	100	
	/13103	Core 3	Learning, Teaching and Assessment	Т	4	4	25	75	100	
	/13104 /13105	Core 4	Pedagogy of Teaching Tamil or Pedagogy of Teaching English	Т	4	4	25	75	100	
5 7 7 7	713106 713107 713108 713109 713109 713110	Core 5	Pedagogy of Teaching Special Tamil Pedagogy of Teaching Special EnglishPedagogy of Teaching Mathematics Pedagogy of Teaching Science Pedagogy of Teaching Social Science	Т	4	4	25	75	100	
6 7	/13111	Core 6	Introduction to Sensory and Neuro Developmental Disabilities	Т	2	2	25	75	100	
7 7	/13112	Core 7	Identification of Children with Visual Impairment and Assessment of Needs	Т	4	4	25	75	100	
8 7	/13113	Core 8	Practical related to Cross Disability and Inclusion – E1	Р	2	4	25	75	100	
					28	30	200	600	800	
			II Semester							
			Curriculum Adaptation and							
9 7	/13201	Core 9	Strategies for Teaching Expanded Curriculum for Children with Visual Impairment	Т	4	4	25	75	100	
10 7	/13202	Core 10	Intervention and Teaching Strategies for Children with Visual Impairment	Т	4	4	25	75	100	
11 7	/13203	Core 11	Technology and Education of Children with Visual Impairment	Т	4	4	25	75	100	
12 7	/13204	Core 12	Psycho Social and Family Issues of Children with Visual Impairment	Т	4	4	25	75	100	
13 7	/13205	Core 13	Introduction to Locomotor Disabilities & Multiple Disabilites and Accessibility	Т	2	2	25	75	100	
14 7	/13206	Core 14	Practical related to Disability Specialisation – E2	Р	2	4	25	75	100	
15 7	713207 713208 713209	DSE-1 Elective-1	Skill Based Course – I - Disability Specialization 1. Management of Learning Disability and Vocational Training for Transition & Job Placement 2. Orientation & Mobility and Augmentative& Alternative Communication 3. Communication Options: Oralism	Т	2	2	25	75	100	
7	713208 713209			Augmentative & Alternative Communication 3. Communication Options: Oralism	Augmentative & Alternative Communication 3. Communication Options: Oralism &					

16	712210	Value	Nai Talim	Р	2	2	25	75	100
17	713211	Added	1.Value Education	Т	2	2	25	75	100
1/	713212	Course	2.Gender and Disability	1		2	23	15	100
			Library / Yoga/ counselling/Field trip			2			
18		Self-learn	ing course (SLC) –MOOCs***			Ext	ra cre	dit	
		1			26	30	225	675	900
			III Semester						
19	713301	Core 15	Basic Research & Basic Statistics and Action Research	Т	4	4	25	75	100
20	713302	Core 16	Practical related to Cross Disability and Inclusion- E1	Р	4	8	25	75	100
21	713303	Core 17	Internship/ School Placement – General School	Р	4	8	25	75	100
22	713304	Core 18	Internship/ School Placement – Special School	Р	4	8	25	75	100
			Skill Based Course – II– Cross						
	713305		Disability and Inclusion						
	/15505	DSE-2	1.Guidance & Counselling and						
23			AppliedBehavior Analysis	Т	2	2	25	75	100
23	/15500	Elective – 2	2. Early Childhood Care & Education	1		2	23	15	100
	713307	2	andCommunity Based Rehabilitation						
	/1550/		3.Braille & Assistive Devices and						
			Application of ICT in Classroom	1.1					
24		Self-learn	ing course (SLC) –MOOCs***	2		Ext	ra cre	dit	
				Ø.	18	30	125	375	500
			IV Semester						
25	713401	Core 19	Inclusive Education	Т	4	4	25	75	100
26	713402	Core 20	Reading & Reflecting on Texts (EPC) and Drama & Arts in Education (EPC)	Т	2	2	25	75	100
27	713403	Core 21	Practical related to Disability Specialization – E2	Р	4	8	25	75	100
28	713404	Core 22	Internship/ School Placement – Cross Disabililities	Р	4	8	25	75	100
29	713405	Core 23	Internship/ School Placement – Inclusive School	Р	4	8	25	75	100
			CONDUCTION DESCRIPTION		18		125	375	500
			Total		90+	120	675	2025	2700

I-Semester									
	<b>Course Code:</b>	Human Growth and			Hours:4				
Core	Core Course Code: Development T Credits:4								
Objective 1	Explain the proc adolescence of c	ess of development with special for ognitive, social and holistic develo	cus or pmen	n infancy, ch t.	ildhood and				
Approaches to adulthood- Co development,	Approaches to Human Development –Human development as a discipline from infancy to adulthood- Concepts and Principles of development- Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)-Nature vs Nurture -Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication,								
Social relation	nship)		C	0	numeution,				
		ge and Understand the process of a nfancy, childhood and adolescence		opment with	K2				
Objective (	Tritically analyze	Unit –II theoretical approaches to develop	ment						
$\frac{2}{2}$	Intically analyze	theoretical approaches to develop	ment.						
Vygotsky, Br Ecological Th	uner, Bandura)-I eory (Bronfenbro	evelopment – Cognitive & Socia Psychosocial Theory (Erikson)- Ps enner) -Holistic Theory of Develop	ychoa ment	nalytic Theo (Steiner)					
Outcome 2 L	earn critically a	halyzed theoretical approaches to d	evelo	pment	K4				
<b>Objective</b> F	numerate the pro	Unit –III enatal and childhood development	asnec	ta					
3	indificitate the pro-	chatar and childhood development	aspec	15.					
development- Outcome 3 C Objective4 C Early Adolesc of physical an meta cognitio	Role of play in ain the knowled Comprehend ear ence (From nine d social emotion on, creativity, e	ment- Environmental factors in enhancing development ge of prenatal and childhood devel Unit-IV ly adolescence period of influencin years to eighteen years) – Emergin al- Emerging capabilities across do thics, Issues related to puberty-	opme og of o og cap omain Ger	ent aspects. environment abilities acro as related to o ader and de	K2 ss domains cognition –				
		social, cultural, political) on the gro			s. <b>K3</b>				
	camers Gam the	knowledge of early adolescence d Unit-V	levelo	pillent aspec	.8. <b>KJ</b>				
Transitions in	<b>Objective5</b>   Analyze the transition period from adolescence to adulthood. Transitions into Adulthood – Psychological well-being- Formation of identity and self- concept - Emerging roles and responsibilities -Life Skills and independent living -Career								
Outcome 5	Learners Describ	e the transition period from adoles	cent t	to adulthood.	K4				
Brisbane, E. H Cobb, N. J. (2 Company,Cal DSE (ASD) H	2000). Human De I. (2004). The de 2001). The child ifornia.	evelopment. Tata Mc.Graw Hill Co eveloping child. Mc.Graw Hill, USA infants, children and adolescents.	A. Mayf n Cou	ield Publishii ncil of India.	ng				

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CO	PO1	PO2	PO 3	PO4	<b>PO 5</b>	PO 6	<b>PO7</b>	PO8	PO9	PO10
CO1	S(3)	S(3)	S	M(2)	M(2)	S(3)	M(2)	(OD)	L(1)	S(3)
CO2	S(3)	S(3)	L(1)	S(3)	M(2)	S(3)	M(2)	L(1)	M(2)	M(2)
CO3	S(3)	S(3)		M(2)	M(2)	L(1)	2 0	a sur t	L(1)	M(2)
CO4	S(3)	S(3)	M(2)	M(2)	M(2)	L(1)	S(3)	S(3)	M(2)	S(3)
CO5	S(3)	S(3)	M(2)	S(3)	S(3)	S(3)	M(2)	M(2)	S(3)	S(3)
W.AV	3	3	1	2.4	2.2	2.2	1.8	1.2	1.8	2.6
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#### Course Outcome VS Programme Outcomes

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

Course Outcome	<b>VS</b> Programme	SpecificOutcomes
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СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	S(3)	L(1)
CO2	S(3)	M(2)	L(2)	S(3)	L(1)
CO3	S(3)		L(2)		
CO4	S(3)			S(3)	
CO5	M(2)	M(2)			
W.AV	2.8	1.2	0.8	1.8	0.4

Understanding Diversity – Concept of Diversity 'Types of Diversity: Gender, linguistic, cultural, socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs-Diversity: Global Perspective       K1         Outcome 2       Learn the concept of diversity       K1         Objective3       Understanding the contemporary issues and concerns in Education       Contemporary Issues and Concerns – Universalization of School Education, Right to Education and Universal Access- Issues of a) Universal enrolment b) Universal retention c) Universal learning-Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl (child, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system       K3         Outcome 3       Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context       K3         Objective 4       Explain the education commissions and policies related to education       Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 - International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies <td< th=""><th></th><th></th><th>I-Semester</th><th></th><th></th><th></th></td<>			I-Semester					
Unit-I         Unit-I           Objective1         Understand the history, nature and process and Philosophical foundations of education           Foliosophical Foundations of Education – Education: Concept, definition and scope- Agencies of Education: School, family, community and media-Philosophics of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism- Classical Indian Prilosophical (Education is the history, nature and process and Philosophical foundations of education         Verspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)- Indian Philosophical foundations of education         Verspective           Objective2         Enumerate the concept of diversity         Versity: Gender, linguistic, cultural, socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs-Diversity: Global Perspective         K1           Objective3         Understanding the contemporary issues and concerns in Education         Contemporary Issues and Concerns - Universal Ization of School Education, Right to Education and Universal Access- Issues of a) Universal enolment b) Universal retention c) Universal learning-Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and linelabel-Equal Education Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, wr.t. girl childs, weaker 2000, NEV (2020). National Policies: Stale and distance education system           Outcome 3         Gain the knowledge of understanding of the trends, issues, and challenges faced b	C							
Objective1         Understand the history, nature and process and Philosophical foundations of education           Philosophical         Foundations of Education - Education: Concept, definition and scope-Agencies of Education: Education: Education: Iduations, canstructivism and connectionism- Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan) - Indian         Philosophers (Aurobind, Cambhi, Tagore, Krishna Murthy)           Outcome 1         Explain the history, nature and process and Philosophical foundations of education         K2           Understanding Diversity - Concept of Diversity - Types of Diversity: Gender, linguistic, cultural, socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs-Diversity: Global Perspective         K1           Objective3         Understanding the concept of diversity         K1           Objective3         Understanding the concept of School Education of Universal Learning.         K1           Objective3         Understanding the concept of School Education in Education and Universal Access Issues of a) Universal enrolment b) Universal retention of Universal learning.         K1           Objective4         Universal enrolment b) Universal retention in global conditions of equality and equity. Physical, conomic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled -Equal Education of Inequality. Including dominant and minority groups and related issues - fuequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequality. Schooling, Publicerivet echoels, rural-urban schoter schools, and police	Core	713102		Τ	Credits: 4	Hours: 4		
Philosophical Foundations of Education – Education: Concept, definition and scope- Agencies of         Education: School, family, community and media-Philosophies of Education: Idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism- Classical Indian         Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)- Indian Philosophers         (Aurobindo, Gandhi, Tagore, Krishna Murthy)         Outcome 1       Explain the history, nature and process and Philosophical foundations of education         Understanding Diversity - Concept of Diversity -Types of Diversity: Gender, linguistic, cultural, socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs-Diversity: Global Perspective       K1         Objective2       Learn the concept of diversity       K1         Objective3       Understanding the contemporary issues and concerns in Education       Contemporary Issues of a) Universal errolment b) Universal retention c) Universal learning-Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.rt.girl child, weaker sections and disabled -Equal Education for inequality. including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequality. Such as regular and distance education commissions and Policey (School Education) – Constitutional provisions on education context unity. Unit-II         Objective 4       Explain the education commissions and policies related to education         Conterne 3       Gin the knowledge of understanding of the trends, is	Objective1	Linderstand the		nhical f	foundations	, of education		
Education: School, family, community and media-Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism- Classical Indian Prilosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy) Outcome 1 Explain the history, nature and process and Philosophical K2 Diversity: Classical content of diversity Understanding Diversity - Concept of Diversity -Types of Diversity: Gender, linguistic, cultural, socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs-Diversity: Global Perspective Outcome 2 Learn the concept of diversity - Value and concerns in Education and Universal Access- Issues of a Universal encoment of Universal retention c) Universal retention c) Universal features and concerns - Universalization of School Education, Right to Education and Universal Access- Issues of a Universal enrolment b) Universal retention c) Universal learning-Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.1 girl child, weaker sections and disabiled -Equal Educational Opportunity: (i) Meaning of equality and inputsions and other forms of inequality including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system Outcome 3 Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary lise and Policies: Salamanca Diversions and Policy (School Education) – Constitutional provisions on education that reflect National Policy (School Education) – Constitutional provisions of 1964), NEP and POA (1986, 1992), National Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 - International Conventions and Policies: Salamanca Decla								
pragmatism, existentialism, humanism, constructivism and connectionism- Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)- Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishan Murthy) Outcome 1 Explain the history, nature and process and Philosophical K2 Enumerate the concept of diversity Understanding Diversity - Concept of Diversity - Types of Diversity: Gender, linguistic, cultural, socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs- Diversity: Global Perspective VIII Objective3 Understanding the contemporary issues and concerns in Education Contemporary Issues and Concerns - Universalization of School Education, Right to Education and Universal Access- Issues of a) Universal enrolment b) Universal retention c) Universal learning- Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.rt gif hild, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system. Outcome 3 Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context Unit-IV Objective 4 Explain the education commissions and policies related to education Education Commissions and Policy (School Education) – Constitutional provisions on education that reflect National Idealis: Equality, Liberty, secularism, and social justice- National Commissions and Policies: Education Commissions (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, PWD Act, 1993, SSA (2000, 2011), RMSA, 2009, IEDS, 2009 - International Conventions and Policies: Salamanea Declaration a								
Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan)- Indian Philosophers         (Aurobindo, Gandhi, Tagore, Krishna Murthy)         Outcome 1       Explain the history, nature and process and Philosophical foundations of education         (Mithing)       Explain the history, nature and process and Philosophical foundations of education         (Mithing)       Enumerate the concept of Diversity Types of Diversity: Gender, linguistic, cultural, socio-occonomic and disability -Diversity in learning and play- Addressing diverse learning needs-Diversity: Global Perspective         Outcome 2       Learn the concept of diversity       K1         Objective3       Understanding the contemporary issues and concerns in Education       Contemporary Issues and Concerns – Universalization of School Education, Right to Education and Universal Access. Issues of a Universal economic, social, cultural and linguistic, particularly w.r.t girl         child, weaker sections and disabiled -Equal Educational Opportunity: (i) Meaning of equality and quity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl         child, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and econtemporary Indian Education in global context       K3         Outcome 3       Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context       K3         context       Unit-IV       Objective 4       Explain the education commissions and policies related to education Education for memissions and Police (2006). NE								
Outcome 1         Explain the history, nature and process and Philosophical foundations of education         K2           Objective2         Enumerate the concept of diversity         Unit-II           Objective2         Enumerate the concept of Diversity -Types of Diversity: Gender, linguistic, cultural, socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs-Diversity: Global Perspective         K1           Outcome 2         Learn the concept of diversity         K1           Objective3         Understanding the contemporary issues and concerns in Education and Universal Access- Issues of a) Universal arcention c) Universal retention c) Universal tearning-Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequality. Including dominant and challenges faced by the contemporary Indian Education in global context         K3           Outcome 3         Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education         K3           Objective 4         Explain the education commissions and Policies: Calated to education that reflect National Ideals: Equality, liberty, secularism, and social justice- National Commissions and Policies (School Education Convensions on education conversions and Polex (2006), NEP (2015); INCHEON strategies <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>								
foundations         of education         K2           Objective2         Enumerate the concept of Diversity         Unit-II           Objective2         Enumerate the concept of Diversity -Types of Diversity: Gender, linguistic, cultural, socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs- Diversity: Global Perspective         K1           Outcome 2         Learn the concept of diversity         K1           Objective3         Understanding the contemporary issues and concerns in Education         Contemporary lasues of a) Universal enrolment b) Universal retention c) Universal learning- lasues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t glit, and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system         K3           Outcome 3         Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context         K3           Objective 4         Explain the education commissions and policies related to education         Education Relieve National Commissions and Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, National Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 - International Conv								
Objective2       Enumerate the concept of diversity         Understanding Diversity - Concept of Diversity -Types of Diversity: Gender, linguistic, cultural, socio-ecconomic and disability -Diversity in learning and play- Addressing diverse learning needs-Diversity: Global Perspective       K1         Outcome 2       Learn the concept of diversity       K1         Objective3       Understanding the contemporary issues and concerns in Education       Rotation and Contemporary issues and concerns of School Education, Right to Education and Universal Access- Issues of a) Universal renolment b) Universal retention c) Universal learning-Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl         child, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequalities such as regular and distance education system       K3         Outcome 3       Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context       K3         Objective 4       Explain the education commissions and policies related to education       Education         Education Commissions and Policy (School Education) – Constitutional Provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice - National Commissions and Policies: Education Commissions (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2000, NEP (2020) - National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000	Outcome 1			ilosoph	nical	K2		
Objective2         Enumerate the concept of diversity           Understanding Diversity – Concept of Diversity -Types of Diversity: Gender, linguistic, cultural, socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs-Diversity: Global Perspective         K1           Outcome 2         Learn the concept of diversity         K1           Objective3         Understanding the contemporary issues and concerns in Education         Contemporary issues and Concerns – Universalization of School Education, Right to Education and Universal Access- Issues of a) Universal enoting, concil, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system         K3           Outcome 3         Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context         K3           Objective 4         Explain the education commissions and policies related to education         Education formissions on education           Bar related issues: Quoty, NEP (2020) -National Acts: RCI Act, 1992, National Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 - International Conventions and Policies: Selamana Decl		Toundations	Unit-II			112		
socio-economic and disability -Diversity in learning and play- Addressing diverse learning needs- Diversity: Global Perspective K1 Outcome 2 Learn the concept of diversity Unit-III Objective3 Understanding the contemporary issues and concerns in Education Contemporary Issues and Concerns – Universal action of School Education, Right to Education and Universal Access- Issues of a) Universal enrolment b) Universal tention c) Universal learning- Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system Outcome 3 Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context Unit-IV Objective 4 [Explain the education commissions and policies related to education Education Commissions and Poliey (School Education) – Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice-National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 - International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies Outcome 4 Learn critically analyse the education from preschool to senior secondary - Inclusive education – Challenges of education from preschool to senior secondary - Inclusive education as a rights-based model- Complementarities	Objective2	Enumerate th						
Diversity: Global Perspective       K1         Outcome 2       Learn the concept of diversity       K1         Objective3       Understanding the contemporary issues and concerns in Education         Contemporary Issues and Concerns – Universalization of School Education, Right to Education and Universal Access – Issues of a) Universal enrolment b) Universal retention c) Universal learning-Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled –Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality. including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban challenges faced by the contemporary Indian Education in global challenges faced by the contemporary Indian Education in global context       K3         Outcome 3         Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education       K3         Objective 4       Explain the education commissions and policies related to education         Education Commissions and Policy (School Education) – Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice- National Commissions and Policy for NAC, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 - International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies         Ou	Understandin	ng Diversity – (	Concept of Diversity -Types of Diversity	y: Gen	der, linguis	stic, cultural,		
Outcome 2         Learn the concept of diversity         K1           Unit-III           Objective3         Understanding the contemporary issues and concerns in Education           Contemporary Issues and Concerns – Universalization of School Education, Right to Education and Universal Access- Issues of a) Universal enrolment b) Universal retention c) Universal learning- Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system           Outcome 3         Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context         K3           Context         Unit-IV         K3           Objective 4         Explain the education commissions and policies related to education         Education Education Education Ideals: Equality, liberty, secularism, and social justice- National Commissions and Policies: Education Commission (1964), NPE and POA (1966, 1992), National Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDS, 2009 - International Conventions and Policies: Salamance Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies           Outcome 4         Learn critically analyse the education commissions and poli				essing	diverse lea	rning needs-		
Unit-III           Objective3         Understanding the contemporary issues and concerns in Education           Contemporary Issues and Concerns – Universal lization of School Education, Right to Education and Universal Access- Issues of a) Universal encomment b) Universal retention c) Universal learning- Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequalities, inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system           Outcome 3         Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context         K3           Objective 4         Explain the education commissions and policies related to education         K3           Education Commissions and Policy (School Education) – Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice- National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), NEP (2020) - National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 - International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies           Outcome 4         Learn critically analyse the educati								
Objective3         Understanding the contemporary issues and concerns in Education           Contemporary Issues and Concerns – Universalization of School Education, Right to Education and Universal Access- Issues of a) Universal enrolment b) Universal retention c) Universal learning- Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl (child, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system         K3           Outcome 3         Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context         K3           Objective 4         Explain the education commissions and policies related to education         K3           Education Commission and Policy (School Education) – Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice-National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 - International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies           Outcome 4         Learn critically analyse the education commissions and policies related to educ	Outcome 2	Learn the con	-			K1		
Contemporary Issues and Concerns – Universalization of School Education, Right to Education and Universal Access- Issues of a) Universal enrolment b) Universal retention c) Universal learning-Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl         Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl       child, weaker sections and disabled -Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues- Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system         Outcome 3       Gain the knowledge of understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context       K3         Objective 4       Explain the education commissions and policies related to education       Education         Education Commissions and Policy (School Education) – Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice- National Commissions and Policies is Education Commission (1964), NEE and POA (1986, 1992), National Policy for Persons with Disabilities (2006), NEP (2020) -National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012) - Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 - International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies         Outcome 4       Learn critically analyse the education commissions and policies: Salaman	Objective?	TL.J ( 1			4			
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Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot. Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi DoabaHouse. National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi National Policy on Education. (1986 & 92,2017). Ministry of Human Resource Development Government of India, New Delhi. Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi. Roy, Nishant, Education in emerging Indian Society, Sonali Publication **Online Resource** http://unesdoc.unesco.org/images/0023/002322/232205e.pdf http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.html http://www.mkgandhi.org/speeches/speechMain.html https://www.education.gov.in/ https://ncert.nic.in/ K-1 Remember K-2 Understand K-3 Apply K-4 Analyze | K-5 Evaluate | K-6 Create Course designed by: Dr. J. SUJATHAMALINI

	Course Outcome vs Programme Outcomes										
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	
CO1	S(3)	S(3)		N/C	M(2)	L(1)	L(1)	M(2)		M(2)	
CO2	S(3)	L(1)			S(3)	L(1)					
CO3	S(3)	L(1)		M(2)	M(2)	M(2)					
CO4	M(2)	L(1)		S(3)	S(3)	3/12	M(2)	S(3)			
CO5	L(1)	M(2)	S(3)	S(3)			L(1)	S(3)	M(2)	S(3)	
W.A V	2.4	1.6	0.6	1.6	2	0.8	0.8	1.6	.4	1	

Course Outcome VS Programme Outcomes

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	S(3)	L(1)
CO2	S(3)	M(2)	L(1)	S(3)	L(1)
CO3	S(3)		L(1)		
CO4	S(3)			S(3)	
CO5	M(2)	M(2)			
W.AV	2.8	1.2	0.8	1.8	0.4

	I-Semester								
Core	<b>Course Code:</b>	Learning, Tea	ching and Assessment	T	Credits :4	Hours:4			
	713103								
			Init-I						
Objective1	<b>Objective1</b> Understand the theories of learning and intelligence and their applications for teaching children								
Human Lear	ning and Intellige	nce –Human lea	rning: Meaning, definit	ion an	d concept t	formation			
– Learning t	heories: -Behavio	urism: Pavlov, 7	Thorndike, Skinner -Co	gnitivi	sm: Piaget,	, Bruner -			
			elligence: Concept and						
factor, Multi	ifactor, Triarchic	Theory (Rober	t Steinberg)-Creativity:	Cone	ept, Defin	ition and			
			Teaching and Learning						
	Outcome1 Learn the comprehend the theories of learning and intelligence and K2								
	applications for t								
			nit-II						
Objective2	Critically Analyz	e the learning p	rocess, nature and theor	ry of r	notivation				
-			: Definition and Sen	-					
			: Definition and Types		nory, Thin	king, and			
			tion and Maslow's Theo			-			
Outcome 2	Understand the le		nature and theory of m	otivat	ion	K4			
			nit- III						
Objective3	Explain the stage	es of teaching an	nd learning and the role	of tea	cher				
Teaching Lea	arning Process N	Maxims of Teac	ching -Stages of Teacl	ning:	Plan, Impl	ement,			
Evaluate,									
		· ·	intenance, Generalizati		•				
	l and Physical –L	eadership Role	of Teacher in Classroot	n Sch	ool and Co	ommunity			
Outcome 3 Describe the stages of teaching and learning and the role of teacher K1									
Outcome 3	Describe the stag	es of teaching a	nd learning and the role			-			
		es of teaching an Ur	nd learning and the role nit- IV	e of te					
Objective 4	Learn about the c	es of teaching an Ur overview of asse	nd learning and the role nit- IV ssment and school syst	e of te	acher	K1			
Objective 4 Overview of	Learn about the c f Assessment ar	es of teaching an Ur overview of asse nd School Syst	nd learning and the role <b>nit- IV</b> essment and school syst tem -Assessment: Co	e of te em onvent	acher ional mea	K1			
<b>Objective 4</b> Overview of constructivist	Learn about the c f Assessment ar t perspective –'As	es of teaching an Ur overview of asse nd School Syst ssessment of Le	nd learning and the role <b>nit- IV</b> ssment and school syst tem –Assessment: Co arning' and 'Assessme	e of te em onvent nt for	acher ional mear Learning':	K1 ning and Meaning			
<b>Objective 4</b> Overview of constructivist and difference	Learn about the c f Assessment ar t perspective – 'As ce - Comparing	es of teaching an Ur overview of asse nd School Syst ssessment of Le and contrasting	nd learning and the role <b>nit- IV</b> ssment and school syst tem –Assessment: Co arning' and 'Assessment assessment, evaluatio	e of te em onvent nt for n, me	acher ional mear Learning': asurement,	K1 ning and Meaning test and			
<b>Objective 4</b> Overview of constructivist and difference examination-	Learn about the c f Assessment ar t perspective – As ce - Comparing Formative and	es of teaching an Ur overview of asse nd School Syst ssessment of Le and contrasting summative e	nd learning and the role <b>nit- IV</b> essment and school syst tem –Assessment: Co arning' and 'Assessme assessment, evaluation valuation, Curriculum	e of te em nvent nt for n, me Base	acher ional mea Learning': asurement, ed Measur	K1 ning and Meaning test and rement –			
<b>Objective 4</b> Overview of constructivist and difference examination- Revisiting ke	Learn about the c f Assessment ar t perspective – 'As ce - Comparing Formative and cy concepts in sch	es of teaching an Ur overview of asse and School Syst ssessment of Le and contrasting summative e ool evaluation:	nd learning and the role <b>nit- IV</b> ssment and school syst tem –Assessment: Co arning' and 'Assessment assessment, evaluation valuation, Curriculum filtering learners, mark	e of te em onvent nt for n, me Base s, cree	acher ional mear Learning': asurement, ed Measur dit, grading	K1 ning and Meaning test and rement – g, choice,			
<b>Objective 4</b> Overview of constructivist and difference examination- Revisiting ke alternate cert	Learn about the c f Assessment ar t perspective – 'As ce - Comparing Formative and cy concepts in sch iffications, transpa	es of teaching an Ur overview of asse and School Syst ssessment of Le and contrasting summative e ool evaluation: parency, internal-	nd learning and the role <b>hit-IV</b> essment and school syst tem —Assessment: Co arning' and 'Assessme assessment, evaluation valuation, Curriculum filtering learners, mark external proportion, im	e of te em onvent nt for n, me Base s, cree	acher ional mear Learning': asurement, ed Measur dit, grading	K1 ning and Meaning test and rement – g, choice,			
<b>Objective 4</b> Overview of constructivist and difference examination- Revisiting ke alternate cert	Learn about the c f Assessment ar t perspective – 'As ce - Comparing Formative and cy concepts in sch iffications, transpa	es of teaching an Ur overview of asse nd School Syst ssessment of Le and contrasting summative e ool evaluation: arency, internal- view of assessme	nd learning and the role <b>nit- IV</b> ssment and school syst tem –Assessment: Co arning' and 'Assessme assessment, evaluatio valuation, Curriculum filtering learners, mark external proportion, im ent and school system.	e of te em onvent nt for n, me Base s, cree	acher ional mear Learning': asurement, ed Measur dit, grading	K1 ning and Meaning test and rement – g, choice,			
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# Suggested Readings

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http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.html

http://www.mkgandhi.org/speeches/speechMain.html

K-1 Remember K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create
				signed by: Dr. J.
			SU.	JĂTHAMALINI

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	S(3)		M(2)	M(2)	L(1)	L(1)	
CO2	S(3)	S(3)		M(2)			S(3)			
CO3	S(3)	L(1)	M(2)			S(3)		S(3)		S(3)
CO4	L(1)	S(3)					S(3)			S(3)
CO5	S(3)	L(1)	L(1)	M(2)	S(3)		S(3)			
W.AV	2.6	2.2	1	1.4	0.6	1	2.2	0.8	0.2	1.2

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

# Course Outcome VS Programme Specific Outcomes

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		S(3)	
CO2	S(3)	CARDON U	M(2)	L(1)	
CO3	6	S(3)		M(2)	L(1)
CO4	S(3)	1	M(2)		L(1)
CO5	N.	M(2)	M(2)		S(3)
W.AV	1.8	1.6	1.2	1.2	1

S–Strong (3), M-Medium(2), L-Low (1)

Contraction Exception

		I-Semester				
Core	<b>Course Code:</b>	PEDAGOGY OF TEA	ACHING	T	Credits:4	Hours:4
	713104	TAMIL விருப்பப்பாடம் -பொத	<del></del>			
		வருப்பப்பட்டம் -ல்பாத அலகு-1	ரத்தாரி			
ച്ചുരു -1	தாய்மொழிகற்ற	லின் நோக்கங்களைஅறிதல்	)			
தாய் மொழி மொழிக் கற்பி பயிற்சி–பயன்க	கற்பித்தலின் ே த்தலின் நோக்கா கள் கேட்டல் திற	நாக்கம் மொழியின் தோற் ங்கள் - பயன்கள் - பேசுத 3ன் - நோக்கம் - முறைகள பயிற்சி–பயன்கள் எழுதுதஎ	றம் - மொழீ நல் திறன் - ள் - பயிற்சி–	நோக பயன்	க்கம் - மு கள் படித்த	றைகள் - ல் திறன்
பயிற்சி–பயன்க						-
வெளிப்பாடு 1	. தாய்மொழிகற்றவ	லின் நோக்கங்களைஅறிந்து 	கொள்கிறார்			K1
நோக்கங்கள்	່ມມາສະກວງວ່າ ຄຸດ	<b>அலகு-2</b> ர்ள திறன்களை வளர்த்தல்	<u></u>			
2	ലന്നിന്നുമാര് ഇര	ாள தயுண்களை வளாத்தல	)			
மேற்பார்வை உள்ளடக்கம் மேல்நிலை வ அமைப்பு முஷ தீர்வுகள் (அஓ	படிப்பு முறை– - வல்லுநர்களில் பகுப்புகளின் மொ நை பற்றிய கரு றுபவம் மிக்க ஆ	ளயாட்டுமுறை–நடிப்புமுறை வகைகள் - நிறை குன ன் வழிகாட்டல் - தொடக் ழிப்பாடத் திட்ட நோக்கங் நத்துக்கள் - உள்ளடக்கட் தச்துக்கள் - உள்ளடக்கட் தச்பியர்களின் கருத்துக்கன	றகள் பாடநு க நிலைஇ கள் - அவற் ப பகுப்பாய்வ	ால் நடுநில ஹின் பு—பயி	் அமைப்பு லைஇ உய மொழிப்பாட ந்றுச் சிக்ச	முறை— ாநிலைஇ _ங்கள் - ல்கள் -
 வெளிப்பாடி - 2	லரங்கு வழி அறி பயிர்கவில் உ	தல) ர்ள திறன்களை வளர்த்து	கொள்கினர்			K4
		ലംഗംഗം ലംഗംഗം ലംഗംഗം	ത്തിന്നയല്പാന്വ			<b>N</b> 4
நோக்கங்கள் 3	பாடத்திட்டம் -	 கற்பித்தல் பொது முறை த	திரனை அறிக	தல்		
வினாத் திறன் திறன் மற்று பாடத்திட்டம் தயாரிப்பின் பாடத்திட்டத்தி முறை–உரைந	ர் இவலுவூட்டிகள ம் இணைப்புப் தயாரிக்கும் இன்றியமை வன் குறிக் <mark>கோள்</mark> சு நடை பயிற்றுமு (மாதிரிவகுப்புகள மொழிப்பயிழ	பிற்சி–பல்வகைத் தூண்டல் ளைப் பயன்படுத்தும் திழக பயிற்சி பாடத்திட்டம் எ போது கவனிக்ச ாமை–தொடக்கநிலைஇ என் - பாடக்குறிப்புஇ பாட றை– இலக்கணம் பயி ர் வழி பயிற்சி ந்சியும் - கட்டுரைவரைதலு கற்பித்தல் பொது முறை த	<mark>எஇ உதாரஎ விளக்கம் - 5ப்பட சே நடுநிலைஇ த்திட்டம் வே ந்று முறை- ஆசிரிய ம;</mark>	னங்க வண்டி றுபாடு –துனை	ளை பயன் பயன்கள் யவை–பாட உயர்நினை ) செய்யுள் ணப்பாடம்	படுத்தும் - த்திட்டம் லபள்ளிப் பயிற்று பயிற்று விளக்கம்
	பாடற்றாட்டம் -		ചിയത് എവർ	500		K3
தகவல் நுட்ப கருவிகளை ட இகேள்விக்கரு திட்டமிட்டுக்கற தொடர்புச்சாதல கணிணிஅடிப்ப	பயன்பாடுகளை வியலும் தமிழ் ச பயன்படுத்துதல் விகள் இகாட்ச ந்றல் - பெ னங்கள் (அய படையில் கல்வி	நப்பித்தலும் - மொழிக்கற் - துணைக்கருவிகளின் பங் சிக் கேள்விக்கருவிகள் ராழிப்பயிற்றாய்வுக் கூடம் பளள அநனயை (ஊழஅிரவநச டியளநன ந	பத்தலின் நு பகு - வகை - பயன்கள் - மொழிக் டயபெரயபந புரைஉயவழை	ட்பக்ச 5ள் - கர் வா ஓடு)—ச	_ஹுகள் - காட்சிக் க கணிணிக பித்தலில் வநஉாெ ைணிணி துவ	கருவிகள் ந்றல் - மக்கள் ஙைரநள)
கற்பித்தல் (உ (உழஅிரவநச	_ழஅிரவநச அ	புள்ளளைவநனஐளெவசரஉட பயெபநன ஐளெவசரஉவ உழஅஅர்ஹையவழைெ	ழைலெ –கண்	ഞി	ஊடகக் க	
ഖെണിப்பாடு 4		ியலும் தமிழ் கற்பித்தலு பயன்பாடுகளை அறிதல்.	jம–நவீனதொ <u>i</u>	ழில்	நுட்பச்	K1

அலகு-5	
<b>3நாக்கங்கள் 5</b> மதிப்பிடல் - மதிப்பிடுதலின் நோக்கமும் பயனும் அறிதல்	
மதிப்பீடு - தமிழ் கற்பித்தலின் விளைவுகளைமதிப்பிடல் - மதிப்பிடுதலின் நோக்கமும் பயனு பண்புகள் - நல்லதோவின் இன்றியமையாத கூறுகள் - தோவு வகைகள் - வினாவங்கி பயன் - வினாத்தாள் வடிவமைப்பு– வினா வகைகள் -தொடா் மற்றும் முழுமையானமதி (ஊஊநு) - பயன்கள் - நோக்கம் வெளிப்பாடு 5   மதிப்பிடல் - மதிப்பிடுதலின் நோக்கமும் பயனும் அறிந்துகொள்கிறார்	பின்
	K6
கற்றலுக்கான முக்கிய நூல்கள்:	
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கணபதி வி. (2005) ''நற்றமிழ் கற்பிக்கும் முறைகள்''சாந்தாபதிப்பகம் சென்னை -14	
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Harry, B., & Klingner, J. (2014). Why are so many minority students in special educatio	n?.
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St ALAGAPPA UNIVERSITY 8	
Maanum, J. L. (2009). The general educator's guide to special education. Corwin Press.	
Crockett, J. B., Billingsley, B., & Boscardin, M. L. (Eds.). (2012). Handbook of leadersh	ip
and administration for special education. Routledge.	1
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 C	reate
Course designed by:	
SUJATHAMA	

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	L(1)		M(2)					
CO2	M(2)	M(2)					S(3)		M(2)	
CO3	S(3)	L(1)	S(3)	M(2)			S(3)	M(2)	M(2)	
CO4	L(1)	S(3)	L(1)	M(2)			M(2)			
CO5	S(3)	L(1)		M(2)	M(2)		M(2)	S(3)	M(2)	S(3)
W.AV	2.4	1.8	1	1.2	0.8		2	1	1.2	0.6

Course Outcome VS Programme Outcomes

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

Course Outcome VS Programme Specific Outcomes

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



		Ι	-Semester				
Core	Course Code: 713105	Pedagog	gy of Teaching	g English	T	Credits:	4 Hours:
			Unit-I				
Objective 1	Understand the na						
	English Language						
	Basic Interperson						
	roficiency (CALP)						
· ·	Current Trends i age in Indian conte		English Litera	ture in Indi	ian c	ontext, Te	eaching a
Outcome 1	Understand the na	ature Engli	ish language a	and literatur	re.		K1
			Unit-II				
Objective2	Explain the aims a	and objectiv	ves of teaching	English at o	differ	ent stages	of
	schooling and instr						
Instructional	Planning: Aims	and object	tives of Teacl	hing Englisł	n at	different	stages o
schooling, I	nstructional Planni	ng: Need a	and Importanc	e, Unit and	l less	on plan:	Need and
Importance,	Procedure of Unit	and Lesson	Planning, Pla	nning and a	daptii	ng units a	nd lesson
for children	with disabilities		-	-	-	-	
Outcome 2	Understand the air	ms and obje	ectives of teac	hing English	ı at d	ifferent	
	stages ofschooling	and instruc	tional planning	g.			K2
	0	10°	Unit-ÎII	50			
Objective 3	Acquire knowledg	e on approa	aches and meth	ods of Teac	hing	English	
Situational n Speaking, R children with	ry, Drama, Gram nethod. iii) Direct n leading, and Writi n disabilities Acquire knowledg	method, De ing, Accom	velopment of modation in a	f <mark>ou</mark> r basic la pproaches ar	ngua nd tec	ge skills: hniques in	Listening
Outcome 3	Acquire knowledg	e on approa		lous of Teac	ning	English	K1
			Unit-IV				
Objective 4	Adapt various inst				-	-	
the instruction Board, Pictur Overhead P Handouts, a	Materials: Importa onal aides for effec res/ Picture-cut-out rojector, Language nd Power Point P Teaching portfolio Understand variou language.	tive teachin s, Charts, T e Laborator resentation, , Adaptatio	ng of English: S Cape-records, R cy, Language Construction ons of teaching onal materials i	Smart boards adio, Televi games, rea of a teache material for	s, Ch sion, ding er ma child	alk Board Films & I cards, W de test fo ren with d	d, Flanne Filmstrips orksheets or Englisl
	<b>TT 1 1 1</b>		Unit-V	C (1	1	• 17	1' 1
Objective 5	Use various technic	ques to eval	luate the achiev	vement of th	e leai	mer in Eng	giish
Evaluation: (Vocabulary Disabilities, Diagnostic t	Evaluation - Conce , Grammar and Ph Individualized as tests and Enrichmen	nonology), ssessment nt measures	Adaptation of for Children	Evaluation with Disal	Tool bilitie	s for Chil es, Error	dren with
	Use various technic English.	ques to eval	luate the achiev	vement of the	e leai	mer in	K3

### **Suggested Readings**

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			Course	Outcome		grannie (	Jucomes	•		
СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)		M(2)	CIL	X	SIL				
CO2		S(3)	M(2)	6	S(3)		S(3)			
CO3	S(3)	M(2)	S(3)	M(2)			6	M(2)		
CO4	S(3)	S(3)		S(3)	M(2)	100	M(2)		M(2)	
CO5					S(3)		M(2)			S(3)
W.AV	1.2	1.6	1.4	1	1.4		1.4	0.4	0.4	0.6

#### Course Outcome VS Programme Outcomes

S–Strong(3),M-Medium(2),L-Low(1)

60	DCOL	DCOO	DCOA	DCOA	DCO.
CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)		S(3)	M(2)	L(1)
CO2	M(2)	S(3)	M(2)	L(1)	L(1)
CO3	M(2)		S(3)	M(2)	S(3)
CO4	M(2)	S(3)	L(1)	S(3)	L(1)
CO5	S(3)		L(1)	S(3)	L(1)
W.AV	2.4	1.2	2	2.2	1.4

	Course Code:	PEDAGOGY OF TEACHING	r		
Core	713106	SPECIALTAMIL	Т	Credits:4	Hours:4
	/15100	விருப்பப் பாடம் - சிறப்புத் தமிழ்	2		
		<b>அல</b> கு-1			
அலகு -1	மொழியின் தோற்ற சிறப்பினை அறிதல்	மும் வளர்ச்சியும் பற்றி அறிதல். ்	தமிழ் ெ	மாழியின்	
தமிழ் மொழி	 வாலாங -மொமியி	ின் பண்புகள் - மொழியின் ே	காம்மக்	காள்கை–ெ	மாமியின்
		–தமிழ் மொழியின் கிளை மொழி			
	<b>u</b> , u	- சிறப்பு மொழி–பண்புமொழிக்6			
	•	பில் மொழி பெயர்ப்பின் பங்கு—டெ		• -	-
•••	0	பர்ப்பின் வகைகள் - மொழியாக்கப்			-
	ாளரின் கல்வித்தகுத		u un	ഉള്ളം ത്രമം	linn ()m
		நகள் pம் வளர்ச்சியும் பற்றி அறிந்து செ	ளள்கிளா	T.	K2
		ചാന്ത്രം പ്രത്യം പ്രത്യ പ്രത്യം പ്രത്യം		··	112
நோக்கங்கள் 2	கமிம்மொமியின் எ	அல்கு <i>உ</i> தலி அமைப்பு முறையை அறிதல்			
		- தமிழ் ஒலிகளின் பிறப்பு–	<sup>0</sup>		அவற்றின்
		் தமழை ஒல்களான பறப்பு– ன் கிளை அமைப்பு அடைப்பொல			
		ஒலியன்களை கண்டறியும் கொள்		ல் பலகுமு	n ann an 1901 (29
	_	ு அமைப்பு முறையை அறிதல்			K3
2	jeng elen granor ego	a Ampril Gumman Abibaa			11.5
		ച്ചலகு-3			
கற்பித்தலில் புத திட்டம் - மான செயல் ஆராய்	திய அணுகு முறை ர்டிசோரி முறை–கஎ பச்சிமுறை–படிகள்.	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் <mark>- நோ</mark> க்கம் - ட	ர் கார்ட ணையதன யன்கள்	ளம் கற்றல் - தேசிய	_ முறை– க்கல்விக்
கற்பித்தலில் புத திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப <b>,</b> இ கலைத்தி	திய அணுகு முறை ங்டிசோரி முறை–கவ ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள வெ	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோன தாடர்பினைக்காணல்.	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் பெ நம் பள்எ	ளம் கற்றல் - தேசிய ட கோட்ப மாழி பெற	க்கல்விக்
கற்பித்தலில் புத திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி	திய அணுகு முறை ங்டிசோரி முறை–கவ ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள வெ	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள், கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோஞ தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள்	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் பெ நம் பள்எ	ளம் கற்றல் - தேசிய ட கோட்ப மாழி பெற	முறை– க்கல்விக் ாடுகள் - வுமிடம் -
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப <b>,</b> இ கலைத்தி <b>வெளிப்பாடு 3</b>	திய அணுகு முறை ர்டிசோரி முறை–கஎ பச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோன தாடர்பினைக்காணல்.	ர் கார்ட ணையதன யன்கள் லைத்திட் ராய் பெ நம் பள்ன கிறார்.	ளம் கற்றல் - தேசிய ட கோட்ப மாழி பெர ளிக்	முறை– க்கல்விக் ரடுகள் - லுமிடம் -
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப <b>,</b> இ <u>கலைத்தி</u> <b>வெளிப்பாடு 3</b> <b>நோக்கங்கள்4</b>	திய அணுகு முறை ன்டிசோரி முறை—கஎ பச்சிமுறை—படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் <u>ச</u> ன் தேசியக் கல்வியின் குறிக்கோள தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் <b>அலகு-4</b> பணிகள்: மொழியும் சமயமுமஅறிந்து	ர் கார்ட ணையதன யன்கள் லைத்திட் ராய் பெ நம் பள்எ கிறார். து கொஎ	ளம் கற்றல் - தேசிய ட கோட்ப மாழி பெழ ரிக் ர்கிறார்.	முறை– பக்கல்விக் படுகள் - வமிடம் - <b>K2</b>
கற்பித்தலில் புத திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ <u>கலைத்</u> திர வெளிப்பாடு 3 நோக்கங்கள்4 மொழியின் சமூச	திய அணுகு முறை எ்டிசோரி முறை–க ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப கப்பணிகள்: மொழி	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இல கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோள தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு 4	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் பெ நம் பள்எ கிறார். து கொஎ - நலில	ளம் கற்றல் - தேசிய ட கோட்ப மாழி பெர ரிக் ர்கிறார். வுற்ற பிரில	் முறை– க்கல்விக் ாடுகள் - றமிடம் - <b>K2</b> வினருக்கு
கற்பித்தலில் புத திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப <b>,</b> இ கலைத்தி வெளிப்பாடு 3 றோக்கங்கள்4 மொழியின் சமூச சுயவாய்ப்பு அளி	திய அணுகு முறை ங்டிசோரி முறை–கவ ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப கப்பணிகள்: மொழி த்தல் - தேசியக் க	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோஞ தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு 4 பணிகள்: மொழியும் சமயமுமஅறிந்த வியும் சமயமும் - இலக்கியம் கல்விக் கொள்கையில் ஆசிரியரின்	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் வெ நம் பள்ன திறார். து கொன பங்கு–6	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெர ரிக் ாகிறார். வுற்ற பிரி பெண்கல்வி–	முறை– க்கல்விக் ாடுகள் - லுமிடம் - <b>K2</b> வினருக்கு பெண்கள்
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப <b>,</b> இ கலைத்தி வெளிப்பாடு 3 றோக்கங்கள்4 றொத்கங்கள்4 பைழியின் சமூச சுயவாய்ப்பு அளி சமத்துவம் - (	திய அணுகு முறை ன்டிசோரி முறை–கஎ ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப கப்பணிகள்: மொழி த்தல் - தேசியக் க பெண்கள் நிலையி	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோன தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தலகு-4 பணிகள்: மொழியும் சமயமுமஅறிந்த பியும் சமயமும் - இலக்கியம் கல்விக் கொள்கையில் ஆசிரியரின் ல் அடிப்படைமாற்றம் ஏற்படக்	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் வெ நம் பள்ன திறார். து கொன பங்கு–6	ளம் கற்றல் - தேசிய ட கோட்ப மாழி பெர ரிக் ர்கிறார். வுற்ற பிரில	முறை– க்கல்விக் ாடுகள் - லுமிடம் - <b>K2</b> வினருக்கு பெண்கள்
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி வெளிப்பாடு 3 றோக்கங்கள்4 றொழியின் சமூச சுயவாய்ப்பு அளி சமத்துவம் - ( ழன்னேற்றத்தை	திய அணுகு முறை ங்டிசோரி முறை–கஎ iச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப பைணிகள்: மொழி த்தல் - தேசியக் க பெண்கள் நிலையி விரிவுபடுத்த செயல	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோள தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு 4 பணிகள்: மொழியும் சமயமுமஅறிந்த வியும் சமயமும் - இலக்கியம் கல்விக் கொள்கையில் ஆசிரியரின் ல் அடிப்படைமாற்றம் ஏற்படக் ல் திட்டங்கள்	ர் கார்ட ணையதன யன்கள் லைத்திட் ராய் பெ நம் பள்ன கிறார். து கொன பங்கு– கேல்வி–	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெழ ரிக் ர்கிறார். வுற்ற பிரி பெண்கல்வி– பெண்களின்	் முறை– க்கல்விக் ாடுகள் - றமிடம் - <b>K2</b> வினருக்கு பெண்கள் 1 கல்வி
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப <b>,</b> இ கலைத்தி வெளிப்பாடு 3 றோக்கங்கள்4 மொழியின் சமூச 5யவாய்ப்பு அளி 5மத்துவம் - ( ழன்னேற்றத்தை	திய அணுகு முறை ங்டிசோரி முறை–கஎ iச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப பைணிகள்: மொழி த்தல் - தேசியக் க பெண்கள் நிலையி விரிவுபடுத்த செயல	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோள தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் வனிகள்: மொழியும் சமயமுமஅறிந்து ல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து	ர் கார்ட ணையதன யன்கள் லைத்திட் ராய் பெ நம் பள்ன கிறார். து கொன பங்கு– கேல்வி–	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெழ ரிக் ர்கிறார். வுற்ற பிரி பெண்கல்வி– பெண்களின்	முறை– க்கல்விக் ாடுகள் - லுமிடம் - <b>K2</b> வினருக்கு பெண்கள்
கற்பித்தலில் புத திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்பு,இ <u>கலைத்தி</u> வெளிப்பாடு 3 நோக்கங்கள்4 நொக்கங்கள்4 மொழியின் சமூச எயவாய்ப்பு அளி எமத்துவம் - ( ழன்னேற்றத்தை வெளிப்பாடு 4	திய அணுகு முறை ங்டிசோரி முறை–கவ ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப விரிவுபடுத்த செயல மொழியின் சமூகப்ப	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோள தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் தலகு-4 பணிகள்: மொழியும் சமயமுமஅறிந்து ல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து	ர் கார்ட ணையதன யன்கள் லைத்திட் ராய் பெ நம் பள்ன கிறார். து கொன பங்கு– கேல்வி–	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெழ ரிக் ர்கிறார். வுற்ற பிரி பெண்கல்வி– பெண்களின்	் முறை– க்கல்விக் ாடுகள் - றமிடம் - <b>K2</b> வினருக்கு பெண்கள் 1 கல்வி
கற்பித்தலில் புத திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்பு,இ கலைத்தி வெளிப்பாடு 3 நோக்கங்கள்4 நொக்கங்கள்4 மொழியின் சமூல சுயவாய்ப்பு அளி சமத்துவம் - ( ழன்னேற்றத்தை வெளிப்பாடு 4	திய அணுகு முறை ங்டிசோரி முறை–கவ ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப விரிவுபடுத்த செயல மொழியின் சமூகப்ப	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோள தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் வனிகள்: மொழியும் சமயமுமஅறிந்து ல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து	ர் கார்ட ணையதன யன்கள் லைத்திட் ராய் பெ நம் பள்ன கிறார். து கொன பங்கு– கேல்வி–	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெழ ரிக் ர்கிறார். வுற்ற பிரி பெண்கல்வி– பெண்களின்	் முறை– க்கல்விக் ாடுகள் - விடிடம் - <b>K2</b> வினருக்கு பெண்கள் ா கல்வி
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி வெளிப்பாடு 3 றோக்கங்கள்4 ஹோக்கங்கள்4 ஹாத்துவம் - ( ழன்னேற்றத்தை வெளிப்பாடு 4 நோக்கங்கள த 5	திய அணுகு முறை ர்டிசோரி முறை–கஎ iச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப விரிவுபடுத்த செயல வெரிவுபடுத்த செயல மொழியின் சமூகப்ப றேழியின் சமூகப்ப	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கின்ட ன்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோஞ தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் வனிகள்: மொழியும் சமயமுமஅறிந்து லவிக் கொள்கையில் ஆசிரியரின் ல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து அலகு-5 வளர்ச்சி நிலையினை அறிதல	ர் கார்ட ணையதன யன்கள் லைத்திட் ராய் பெ நம் பள்ன து கொன பங்கு—6 கல்வி— கைவி—	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெற ரிக் ர்கிறார். வுற்ற பிரி பெண்கல்வி– பெண்களின் கிறார்.	முறை– க்கல்விக் ாடுகள் - றமிடம் - <b>K2</b> பெண்கள் பகல்வி <u>K3</u>
கற்பித்தலில் புத திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி வெளிப்பாடு 3 நோக்கங்கள்4 ஹாழியின் சமூச சுயவாய்ப்பு அளி சமத்துவம் - ( ழன்னேற்றத்தை வெளிப்பாடு 4 நோக்கங்கள த தமிழ் மொழி வ	திய அணுகு முறை ன்டிசோரி முறை–கவ பச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள வெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப வரிவுபடுத்த செயல மொழியின் சமூகப்ப மொழியின் சமூகப்ப மொழியின் சமூகப்ப	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோள தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் அணுகு முறைகள அறிந்துகொள் தலகு-4 பணிகள்: மொழியும் சமயமுமஅறிந்து ல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து	ர் கார்ட ணையதன யன்கள் லைத்திட் ராய் பெ நம் பள்ன கிறார். து கொன - நலிஎ - நலிவ - நலிவ - கல்வி– கொள் கைவி– கொள்	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெற ரிக் ர்கிறார். வுற்ற பிரி பெண்கல்வி– பெண்கல்வி– பெண்களின் கிறார்.	முறை– க்கல்விக் ாடுகள் - றமிடம் - <b>K2</b> வினருக்கு பெண்கள் ா கல்வி <b>K3</b> கவிதை–
கற்பித்தலில் புத திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி வெளிப்பாடு 3 மோழியின் சமூல சுயவாய்ப்பு அளி சமத்துவம் - 0 ழன்னேற்றத்தை வெளிப்பாடு 4 நோக்கங்கள த தமிழ் மொழி வ மேனாட்டர் மற உள்ளுறை உ	திய அணுகு முறை ன்டிசோரி முறை—கஎ பச்சிமுறை—படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப வரிவுபடுத்த செயல வரிவுபடுத்த செயல வரிவுபடுத்த செயல வரிவுபடுத்த செயல வரிவுபடுத்த செயல வரிவுபடுத்த செயல வரிவுபடுத்த செயல வரிவுபடுத்த செயல வர்ச்சி நிலை - இ ற்றும் தமிழறிஞர் வமம் - அணிஇ	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கிண்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோள தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் <u>அலகு-4</u> பணிகள்: மொழியும் சமயமுமஅறிந்து வன் தோள்கையில் ஆசிரியரின் ல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து <u>அலகு-5</u> பளர்ச்சி நிலையினை அறிதல இயல் இசை நாடகத்தமிழ : இலக் விளக்கம் - கற்பனை–உணர்ச்சி இறைச்சிமற்றும் சியப்பியல்புகள்	ர் கார்ட ணையதன யன்கள் லைத்திட் ராய் பெ நம் பள்ன கிறார். து கொன பங்கு—6 கல்வி— கல்வி— கொள்க கிய வன இவடிவய் - புதுக	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெற ரிக் ர்கிறார். வற்ற பிரி பெண்கல்வி– பெண்கல்வி– பெண்கவின் கிறார். கைகள் - ற இபாடுபெ க்கவிதை.	் முறை–  க்கல்விக்  நகள் -  மிடம் -   <b>K2</b>   
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி வெளிப்பாடு 3 நோக்கங்கள்4 நோக்கங்கள்4 நிராக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள் தமிழ் மொழி வ மேனாட்டர் ம உள்ளுறை உ தமிழும் - மெ	திய அணுகு முறை ன்டிசோரி முறை–க ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப மொழியின் சமூகப்ப விரிவுபடுத்த செயல விரிவுபடுத்த செயல விரிவுபடுத்த செயல வர்ச்சி நிலை - இ ந்றும் தமிழறிஞர் வமம் - அணிஇ ாழிககல்வியில் இல	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கின்ட ன்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோன தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தலகு-4 பணிகள்: மொழியும் சமயமுமஅறிந்து வன் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து இலகு-5 பளர்ச்சி நிலையினை அறிதல இயல் இசை நாடகத்தமிழ : இலக் விளக்கம் - கற்பனை–உணர்ச்சி இறைச்சிமற்றும் சியப்பியல்புகள் சை–தொல்காப்பியத்தில் இசைக்	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் பெ நம் பள்ன து கொன து கொன பங்கு—6 கல்வி— கொள்க கைவி கொள் கைப திய வன இவடிவம் - புதுக	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெற ரிக் ர்கிறார். வற்ற பிரில பண்கல்வி– பெண்களின் கிறார். கைகள் - ற இபாடுபெ க்கவிதை. - பக்திப்	் முறை– க்கல்விக் ாடுகள் - றமிடம் - <b>K2</b> வினருக்கு பெண்கள் ா கல்வி <b>K3</b> கவிதை– பாருள் - இசையும் பாடல்கள்
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி வெளிப்பாடு 3 நோக்கங்கள்4 நோக்கங்கள்4 நிராக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள் தமிழ் மொழி வ மேனாட்டர் ம உள்ளுறை உ தமிழும் - மெ	திய அணுகு முறை ன்டிசோரி முறை–க ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப மொழியின் சமூகப்ப விரிவுபடுத்த செயல விரிவுபடுத்த செயல விரிவுபடுத்த செயல வர்ச்சி நிலை - இ ந்றும் தமிழறிஞர் வமம் - அணிஇ ாழிககல்வியில் இல	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கின்ட ண்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோஞ தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் கல்விக் கொள்கையில் ஆசிரியரின் ல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து இலகு-5 பளர்ச்சி நிலையினை அறிதல இயல் இசை நாடகத்தமிழ : இலக் விளக்கம் - கற்பனை–உணர்ச்சி இறைச்சிமற்றும் சியப்பியல்புகள் சை–தொல்காப்பியத்தில் இசைக் கவிதை வளர்ச்சிக்கு இசையின்	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் வெ நம் பள்ன கிறார்.  து கொன   து கொன  து கொன  கல்வி– கல்வி– கைாள் கைாள் திய வன இவடிவம்  கூறுகள் பங்களிப்	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெற ரிக் ர்கிறார். வற்ற பிரில பண்கல்வி– பெண்களின் கிறார். கைகள் - ற இபாடுபெ க்கவிதை. - பக்திப்	் முறை– க்கல்விக் ாடுகள் - றமிடம் - <b>K2</b> வினருக்கு பெண்கள் ா கல்வி <b>K3</b> கவிதை– பாருள் - இசையும் பாடல்கள்
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி வெளிப்பாடு 3 வேளிப்பாடு 3 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள் ச தமிழ் மொழி வ நோட்டுப் புறப்ப இநாட்டுப் புறப்ப	திய அணுகு முறை ன்டிசோரி முறை–க ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள டெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப மொழியின் சமூகப்ப விரிவுபடுத்த செயல விரிவுபடுத்த செயல விரிவுபடுத்த செயல வார்ச்சி நிலை - இ ந்றும் தமிழறிஞர் வமம் - அணிஇ ாழிககல்வியில் இன ாடில்கள் தற்காலக்	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கின்ட ன்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோஞ தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் கல்விக் கொள்கையில் ஆசிரியரின் ல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து இயல் இசை நாடகத்தமிழ : இலக் விளக்கம் - கற்பனை–உணர்ச்சி இறைச்சிமற்றும் சியப்பியல்புகள் சை–தொல்காப்பியத்தில் இசைக் கவிதை வளர்ச்சிக்கு இசையின்	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் பெ நம் பள்ன கிறார். து கொன பங்கு– கெல்வி– கல்வி– கொள் கொள் கைவி– கைவி கைாள் கைப்	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெற ரிக் ர்கிறார். வற்ற பிரி∂ பண்கல்வி– பெண்களின் கிறார். 	் முறை– க்கல்விக் ாடுகள் - றமிடம் - <b>K2</b> வினருக்கு பெண்கள் பகல்வி <b>K3</b> கவிதை– பாருள் - இசையும் பாடல்கள் தோற்றம்
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி வெளிப்பாடு 3 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள்4 நாக்கங்கள் தறிழ் மொழி வ டீறாக்கங்கள த தமிழ் மொழி வ டீறாட்டுப் புறப்ப - சங்கக எமக்குடிவெனோ	திய அணுகு முறை ன்டிசோரி முறை–கை ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப மொழியின் சமூகப்ப விரிவுபடுத்த செயல விரிவுபடுத்த செயல விரிவுபடுத்த செயல வார்ச்சி நிலை - இ ந்றும் தமிழறிஞர் வமம் - அணிஇ ாழிக்கல்வியில் இன ாடல்கள் தற்காலக் லைம் முதல் லிஇவட்டராமொமிஇ	அனுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கின்ட ன்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோள தாடர்பினைக்காணல். அனுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அனுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அனுகு முறைகள அறிந்துகொள் தலகு-4 பணிகள்: மொழியும் சமயமுமஅறிந்து கல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து இலக் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து இயல் இசை நாடகத்தமிழ : இலக் விளக்கம் - கற்பனை–உணர்ச்சி இறைச்சிமற்றும் சியப்பியல்புகள் சை–தொல்காப்பியத்தில் இசைக் கவிதை வளர்ச்சிக்கு இசையின் திக்காலம்வரை உ செய்யள் நாடகங்கள் - நாடக	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் வெ நம் பள்ன து கொன து கொன பங்கு–6 கல்வி– கல்வி– கொள் கைவி– கொள் கைவி– கைவி திய வன இவடிவம் - புதுசு கூறுகள் பங்களிப் அமைப்பு உக்கிக	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெற ரிக் ர்கிறார். வற்ற பிரில பண்கல்வி– பெண்களின் கிறார். தைகள் - ற இபாடுபெ க்கவிதை. - பக்திப்ப பு–நாடகம்: வை	முறை– ககல்விக் ாடுகள் - நமிடம் - நமிடம் - <b>K2</b> வினருக்கு பெண்கள் ா கல்வி <b>K3</b> <b>K3</b> கவிதை– பாருள் - இசையும் பாடல்கள் தோற்றம் கைப்பாடு- பொறியும்
கற்பித்தலில் பு திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி வெளிப்பாடு 3 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள்4 நோக்கங்கள் தமிழ் மொழி வ மேனாட்டர் மற் உள்ளுறை உ தமிழும் - மெ இநாட்டுப் புறப்ப - சங்கக எமக்குடிவெனோ	திய அணுகு முறை ன்டிசோரி முறை–கை ச்சிமுறை–படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளில ட்டத்திற்குமுள்ள தெ கற்பித்தலில் புதிய மொழியின் சமூகப்ப மொழியின் சமூகப்ப விரிவுபடுத்த செயல விரிவுபடுத்த செயல விரிவுபடுத்த செயல வார்ச்சி நிலை - இ ந்றும் தமிழறிஞர் வமம் - அணிஇ ாழிக்கல்வியில் இன ாடல்கள் தற்காலக் லைம் முதல் லிஇவட்டராமொமிஇ	அனுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கின்ட ன்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோள தாடர்பினைக்காணல். அனுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அனுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அனுகு முறைகள அறிந்துகொள் தலகு-4 பணிகள்: மொழியும் சமயமுமஅறிந்து கல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து இலக் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து இயல் இசை நாடகத்தமிழ : இலக் விளக்கம் - கற்பனை–உணர்ச்சி இறைச்சிமற்றும் சியப்பியல்புகள் சை–தொல்காப்பியத்தில் இசைக் கவிதை வளர்ச்சிக்கு இசையின் திக்காலம்வரை உ செய்யள் நாடகங்கள் - நாடக	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் வெ நம் பள்ன து கொன து கொன பங்கு–6 கல்வி– கல்வி– கொள் கைவி– கொள் கைவி– கைவி திய வன இவடிவம் - புதுசு கூறுகள் பங்களிப் அமைப்பு உக்கிக	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெற ரிக் ர்கிறார். வற்ற பிரில பண்கல்வி– பெண்களின் கிறார். தைகள் - ற இபாடுபெ க்கவிதை. - பக்திப்ப பு–நாடகம்: வை	முறை– ககல்விக் ாடுகள் - நமிடம் - நமிடம் - <b>K2</b> வினருக்கு பெண்கள் ா கல்வி <b>K3</b> <b>K3</b> கவிதை– பாருள் - இசையும் பாடல்கள் தோற்றம் கைப்பாடு- பொறியும்
கற்பித்தலில் புத திட்டம் - மான செயல் ஆராய் கொள்கையில் மொழிப்பாடம் ஆரம்ப,இ கலைத்தி வெளிப்பாடு 3 நோக்கங்கள்4 மொழியின் சமூல சுயவாய்ப்பு அளி சமத்துவம் - ம றன்னேற்றத்தை வெளிப்பாடு 4 நோக்கங்கள த தமிழ் மொழி வ நோக்கங்கள த தமிழ் மொழி வ நோட்டுப் புறப்ப - சங்கக எழுத்துஇவனை தமிழும் - ப மொழியாவதில்	திய அணுகு முறை ன்டிசோரி முறை—கஎ iச்சிமுறை—படிகள். கலைத்திட்டம் - - கல்வியின் நே டை,உயர்நிலைகளிட ட்டத்திற்குமுள்ள டெ கற்பித்தலில் புதிய மொழியின் சமூகப்ட கப்பணிகள்: மொழி த்தல் - தேசியக் க பெண்கள் நிலையி விரிவுபடுத்த செயல வரிவுபடுத்த செயல வரிவுபடுத்த செயல வரிவுபடுத்த செயல வரிவுபடுத்த செயல வர்ச்சி நிலை - இ ந்றும் தமிழறிஞர் வமம் - அணிஇ ாழிககல்வியில் இன ாடல்கள் தற்காலக்க லிஇவட்டாரமொழிஇ ல்லுாடகமும் தமி ஏற்படும் சிக்கல்கள்	அணுகு முறைகள அறிந்து கொள் கள்: வார்தாக் கல்விமுறை–கின்ட ன்டறிமுறை–ஒப்படைவுமுறை - இச கலைத்திட்டம் - நோக்கம் - ட கலைத்திட்ட ஒருங்கிணைப்பு– கன ாக்கங்கள். கலைத்திட்டத்தில் த ன் தேசியக் கல்வியின் குறிக்கோஞ தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் தாடர்பினைக்காணல். அணுகு முறைகள அறிந்துகொள் கல்விக் கொள்கையில் ஆசிரியரின் ல் திட்டங்கள் பணிகள்:மொழியும் சமயமுமஅறிந்து இயல் இசை நாடகத்தமிழ : இலக் விளக்கம் - கற்பனை–உணர்ச்சி இறைச்சிமற்றும் சியப்பியல்புகள் சை–தொல்காப்பியத்தில் இசைக் கவிதை வளர்ச்சிக்கு இசையின்	ர் கார்ட ணையதன யன்கள் லைத்திட் நாய் பெ நம் பள்ன கிறார். து கொன - நலி பங்கு–6 கல்வி– கல்வி– கொள் கிய வன இவடிவம் - புது கூறுகள் பங்களிப் அமைப்பு உத்திக ணையம் மொழித்த	ாம் கற்றல் - தேசிய ட கோட்ப மாழி பெற ரிக் ர்கிறார். வற்ற பிரில பண்கல்வி– பெண்களின் கிறார். தைகள் - ற இபாடுபெ க்கவிதை. - பக்திப்ப பு–நாடகம்: வை	் முறை– க்கல்விக் ாடுகள் - நமிடம் - இமிடம் - <b>K2</b> வினருக்கு பெண்கள் ா கல்வி <b>K3</b> கவிதை– பாடுள் - இசையும் பாடல்கள் தோற்றம் கைப்பாடு- பொறியும்

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இலக்கியவரலாறு''சாகித்தியஅகாடமிபுதுதில்லி
முனைவர் சு. சக்திவேல் (1996) ''தமிழ் மொழிவரலாறு''மணிவாகர் பதிப்பகம் சென்னை
முனைவர் மு் கோவிந்தராஜன் ''மொழித்திறன்களும் சிலசிக்கல்களும'' தேன்மொழிபதிப்பகம்
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ஒரத்தநாடு
Online Resource
https://avvaitamil.org/courses/
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K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create
Course designed by: Dr. J.
SUJATHAMALINI

Course Outco	me VS Pr	ogramme	Outcomes
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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	M(2)	L(1)			L(1)	L(1)	M(2)
CO2	S(3)	M(2)	S(3)	L(1)	L(1)	ST	15			
CO3	S(3)	M(2)	S(3)	L(1)	L(1)	1	M(2)		M(2)	
CO4	M(2)	L(1)	L(1)	L(1)	L(1)	M(2)				
CO5	S(3)	L(1)	L(1)	S(3)	L(1)	M(2)			M(2)	S(3)
W.AV	2.8	1.6	1.6	1.6	1	0.8	0.4	0.2	1	1

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

Course Outcome	VS Progr	amme Specifie	c Outcomes
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CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)		S(3)	M(2)	L(1)
CO2	S(3)	M(2)	S(3)	L(1)	L(1)
CO3	S(3)		S(3)	L(1)	M(2)
CO4	M(2)	L(1)	L(1)	L(1)	L(1)
CO5	S(3)		L(1)		S(3)
W.AV	2.8	0.6	2.2	1	1.6

		I-Semester					
Core	4						
Objective1	Inderstand the d	Unit-I lescription of speech sounds and stress &	& Into	nation			
		ds & Stress and Intonation: Difficulties			lich Ita		
Varieties - 1 English Vov Classroom S Drills. Prim in English S Rising Tone difficulties o <b>Outcome 1</b> Objective2	Received Pronund vels - English Dip Speech – Teaching ary and Seconda Speech – Intonati e - Phonic Drill - of Tamil Speaking Understand the Explain the scho	ciation - Organs of Speech - Cardinal V obthongs - Classification of Consonants - g Difficult Sounds - Teaching Consonan ry stresses - Strong and Weak Forms of on - Falling Tone – Rising Tone - Risi Assimilation - Elision - Phonetic Trar g Students of English. description of speech sounds and stress Unit-II ol grammar and different types of senter ummar- Active Voice and Passive Voice	Vowel Chara t Sour certa ng Fa nscript & Int	s - Classifi acteristics c nds - Prom in Words - lling Tone ion - Prom ionation	cation of f a Good unciation Rhythm - Falling unciation K2		
Participles a Sentence Pa	indGerunds - Infin tterns.	son - Simple, Complex and Compound nitives - Tenses and Modals - Question	Гags -	- Different			
Outcome 2	Explain the scho	ol grammar and different types of senter	nce pa	itterns	K3		
Obiestive	A . 1 1	Unit-III					
Objective 3	Acquire knowled	lge on modern grammar.					
Sentences - various Co Prohibition Cause, Reas	Defects of Trad ncepts - Comm - Permission - P on and Purpose -	Sentences - Loose Sentences - Suspen litional School Grammar. Communication ands – Instructions Requests - Invi- robability - Likelihood – Possibility O Condition and Contrast - Comparison - C lge on modern grammar.	ve Gra tation bligat	ammar - Ex s - Sugge ion and Ne	xpressing estions - cessity –		
Outcome 5	riequire into tree	Unit-IV			ĸJ		
Objective 4	Demonstrate kno skills	owledge on learning resources in English	and	developing	Study		
Extensive R Library boo Language T Learning Re Encyclopaeo language Le	Leading – Practic ks - Preparation Yeaching - Practic resources in Englis dia, Lingua Pho carning - Study Cl	sh and Developing Study Skills: Pract e in the efficient use of the Text Book of Annotated Bibliographies on Diffe ce in Note - Taking, Note – Making sh- Subject Books, Grammar Books - I one - Language Discs and other Ele lubs - Debate – Group Techniques.	ts - P erent and Diction	ractice in u Aspects of Summary naries – Th ic Equipmo	using the English Writing. nesaurus-		
Outcome 4		owledge on learning resources in Englis	sh and	1	K1		
	developing Stud	-					
Objective 5	Demonstrate con	Unit-V npetence in writing skills					
of Writing S Writing req Plays and Es	Such as Reports, uired at the High ssays - Incorporat	ractice in Higher Level Writing Skills - F , Dialogues, Explanation Etc – Specia er Secondary School Level and Beyon ing and Exemplifying the Grammatical – Coherence in Writing – Use of F	il Att d - Pi Categ	ention to reparations ories and I	Types of of Short Language		

Outcome 5	Demonstrate comp	petence in wr	iting skills			K5
Suggested R	eadings					
Bharthi, T., &	Hariprasad, M. (20	04). Commu	nicative Engli	sh, Neelkamal Pu	blications,	
Hyderabad. B	hatia, K.K. (2006).	Teaching an	d Learning E	nglish as a Foreig	gn Langua	ge.
Kalyani Publ	ishers, New Delhi.	-	-	-		-
IGNOU CTE	- 02 Certificate in	Teaching of	f English (198	89). The Structure	of Englis	h,
IGNO	U, NewDelhi.	_			-	
IGNOU EEG	- 02 Elective Cour	se in English	(1989). The S	Structure of Mode	ern English	Blocks
(1 to 7	),IGNOU, New Del	hi.				
Krishna Swar	ny (2003). Teaching	g English: Ap	pproaches, Me	thods and Techni	ques, Mac	millan
Public	ation, New Delhi.					
Sahu, B. K. (	2004). Teaching of	English. Lud	lhiana: Kalyan	i Publishers.		
	Gosh, R.N. (2005).					ons,
Hyderabad.Sl	narma, P. (2011). Te	eaching of Er	nglish: Skill an	nd Methods. Delhi	: Shipra	
Publication.						
M.E.S Elizab	eth (2004) Methods	of Teaching	English DPH	Publications.		
Online Reso	urce					
https://tesol.	org/					
https://iatefl	.org/	1.5				
K-1 Remem	berK-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Crea	ate
		× ->	lla !	Course	designed	by: Dr. J.
	S	AL AGAPPA	UNIVERSITY	3	SUJATHA	MALINI

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	M(2)	L(1)					
CO2	M(2)	M(2)	S(3)	L(1)	L(1)			S(3)		
CO3	M(2)	M(2)	S(3)	M(2)	S(3)	5	13	S(3)		
CO4	M(2)	L(1)	L(1)	S(3)	L(1)		M(2)	S(3)	L(1)	
CO5	M(2)	L(1)	L(1)	S(3)	L(1)	LEN		S(3)		S(3)
W.AV	2.2	1.6	1.6	2.2	1.4		0.4	2.4	0.2	0.6

Course Outcome VS Programme Outcomes

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

Course Outcome VS Programme Specific Outcomes

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)		S(3)	М	L(1)
CO2	M(2)	S(3)	M(2)	L(1)	L(1)
CO3	M(2)		S(3)	M(2)	S(3)
CO4	M(2)	S(3)	L(1)	S(3)	L(1)
CO5	S(3)		L(1)	S(3)	L L(1)
W.AV	2.4	1.2	2	2.2	1.4

I-Semester	
CoreCourse Code: 713108Pedagogy of Teaching MathematicsTCredits:4Hour	·s:4
Unit-I	
<b>Objective1</b> Explain the nature of Mathematics and its historical development with contribution of Mathematicians.	
Nature of Mathematics: - Meaning, Nature, Importance and Value of Mathematics- Axion Postulates, Assumptions and Hypothesis in Mathematics- Historical Development of Notation and Number Systems- Contribution of Mathematicians (Ramanujam, Aryabha Bhaskaracharya, Euclid, Pythagoras)- Perspectives on Psychology of Teaching and Learn of Mathematics-Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proxir Development	ons tta, ing
Outcome 1         Learn the nature of Mathematics and its historical development with contribution of Mathematicians.         K	3
Unit-II	
Objective Describe the aims and objectives of teaching Mathematics at school level.	
Objectives and Instructional Planning in Mathematics: - Aims and Objectives of Teach Mathematics in Elementary and Secondary Schools- Bloom's Taxonomy of Educatio Objectives and Writing Objectives in Behavioural Terms- Lesson Planning- Importance a Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry - Unit Planning – Format A Unit Plan - Pedagogical Analysis: Meaning and Need and Procedure for Conduct Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc	nal and t of
Outcome 2       Describe the aims and objectives of teaching Mathematics at school level.       K	1
Unit-III	
Objective Demonstrate and apply skills to select and use different methods of teaching Mathematics.	
Strategies for Learning and Teaching Mathematics: - Concept Formation and Conce Attainment: Concept Attainment Model for Learning and Teaching of Concepts- Learning Exposition: Advanced Organizer Model, - Methods of Teaching- Lecture, Discussion Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Projet Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Stormi and Computer Assisted Instruction (CAI)- Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutorin Jigsaw, etc.), and Situational/ Contextual LearningStall-Group skills to select and use different methods of teaching Mathematics.K	by on, ect- ing ing ng,
Unit-IV	
Objective Demonstrate competencies of preparing Teaching-Learning Resources in Mathematics for Students with Disabilities	
Teaching-Learning Resources in Mathematics for Students with Disabilities: Mathemat Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing a Measuring Instruments, Drawing Instruments, Models, Concrete Materials Surveyi Instruments with Reference to Children with Disabilities - Bulletin Boards and Mathemat Club - Abacus, Cessionaries Rods, Fractional Discs, Napier Strips -Calculators, Compute Smart Boards, Multimedia Presentations, and Special Aids and Appliances for Children w Disabilities	ry- ind ing ics ers, ith
Resources in Mathematics for Students with Disabilities.	+

Unit-V	]
<b>Objective 5</b> Demonstrate skills to design and use various evaluation tools to relearner achievement in Mathematics.	neasure
Assessment and Evaluation for Mathematics Learning: - Assessment and Evaluation- C	A
Importance and Purpose - Error Analysis, Diagnostic Tests, Identification of Hard Sp	
Remedial Measures - Tools and Techniques for Formative and Summative Assessm	
Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation	
Mathematics -Preparation of Diagnostic and Achievement Test -Adaptations in Ev	aluation
Procedure for Students with Disabilities	1
Outcome 5 Analyze and demonstrate skills to design and use various evaluation tools tomeasure learner achievement in Mathematics.	K4
Suggested Readings	
Chambers, P. (2010). Teaching Mathematics, Sage Publication, New Delhi.	
David, A.H., Maggie, M.K., & Louann, H.L. (2007). Teaching Mathematics Meanin	gfully:
Solutions for Reaching Struggling Learners, Canada: Amazon Books.	
Kumar, S. (2009). Teaching of Mathematics, New Delhi: Anmol Publications.	
Keeley, P. K., & Cheryl, T. R. (2011). Mathematics Formative Assessment, Cana	ıda: Sage
Publications.	
National Curriculum Framework. (2005). NCERT, New Delhi: NCERT.	
National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.	
Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.	
Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.	
Teaching Aids in Mathematics Kanishka Publishers	
Online Resource	
https://www.nctm.org/	
https://www.khanacademy.org/	
https://www.mathsisfun.com/	
https://www.youcubed.org/	
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create	
Course designed SUJATHA	

# Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	S(3)		M(2)	M(2)					
CO2	M(2)	M(2)						S(3)		
CO3	M(2)	M(2)					S(3)		L(1)	
CO4	L(1)	S(3)		S(3)		L(1)	S(3)	S(3)		
CO5	M(2)	L(1)	L(1)				S(3)	S(3)	M(2)	S(3)
W.AV	1.8	2.2	0.2	1	0.4	0.2	1.8	1.2	0.6	0.6

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)		S(3)	M(2)
CO2	M(2)			M(2)	
CO3	S(3)	M(2)			
CO4	M(2)	S(3)		S(3)	
CO5	M(2)		L(1)		M(2)
W.AV	2.4	1.2	0.2	1.6	0.8

Course Outcome VS Programme SpecificOutcomes



I-Semester							
Core	Course Code: 713109	Pedagogy of Teaching Scienc	e T	Credits:4	Hours:4		
Unit-I							
	*	rre, significance and role of science f			*		
Nature and S as An Integ	Significance of So rated Area of Stu	cience: - Nature, Scope, Importance a dy -Science and Modern Indian Soc	nd Value ietv: Rel	e of Science ationship o	- Science f Science		
		Science with Special Reference					
Environmen	-						
Developmer					-		
Outcome 1	Explain the des sustainable	velopment nature, significance and r	ole of sci	ence for	К2		
<u></u>	1	Unit-II					
Objective 2		ll in planning for instruction in te secondary school level.	eaching s	science in			
Planning fo	r Instruction: -	Aims and Objectives of Teaching	Science	in Elemen	tary and		
		Faxonomy of Educational Objective					
		Planning - Importance and Basic St					
		and Numerical Problem in Teaching	·		•		
		- Pedagogical Analysis: Meaning	and No	eed. Guide	lines for		
	Pedagogical Ana		• •	•			
Outcome 2		l in planning for instruction in teach econdary school level.	ing scier	ice in	K1		
	clementary and s	Unit-III					
Objective	Demonstrate on	apply skills to select and use differ	ant appro	aches and n	nethods		
3		ontent of sciences.	in appro	aches and n	liethous		
Approaches and Methods of Teaching Sciences:-Process Approach, Direct Experience Approach, Inductive-Deductive Approach- Lecture, Demonstration, Discussion, Problem- solving, Concept- mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)- Project Method and Heuristic Method- Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/ Contextual Learning with reference to Children with Disabilities- Constructivist Approach and its Use in Teaching Science							
		ate and apply skills to select and use		ıt	L/2		
	approaches and	methods of teaching the content of se	ciences.		K3		
Unit-IV							
<b>Objective</b> <b>4</b> Demonstrate competencies of preparing learning resources with reference to Childrenwith disabilities in teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.							
Learning R	esources with re	eference to Children with Disabili	ties for	Teaching	Science:		
		eed, Importance, Selection, Use and					
on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and							
· · · ·	A.	Curricular Activities-Science Club,					
		nd Significance with reference to Ch					
		g Organization of Lab, Storage, Re			•		
Scientific Equipments with reference to Children with Disabilities -Aquarium, Vivarium –							
Role in Teaching with Setting & Maintaining- Museum, Botanical And Zoological Garden: Role In Teaching							
Outcome 4	0	npetencies of preparing learning reso	urces wit	h			
Sucome 4		dren with disabilities in teaching sc			K4		
		ties and equipment designing pupil c			117		
		des and equipment designing num e	unitered i	cacinity			

	Unit-V						
	Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.						
E Comprehen Scholastic A Preparation	Evaluation- Concept, Nature and Need- Norm Referenced & Criterion Referenced - nsive and Continuous Evaluation: Concept and Significance, Scholastic and Co- stant Structure and Summative Assessments, - of Diagnostic Achievement Test- Adaptations of Evaluation Procedure With Ochildren With Disabilities						
Outcome 5	Analyze demonstrate skills to design and use various evaluation tools to <b>K5</b>						
	measure learner achievement in sciences.						
Suggested Re	0						
	C. (2010). Teaching Science in Elementary and Middle School.NewDelhi:						
0	iblications.						
	2010b). The teaching of science: 21st-century perspectives. Arlington, VA:						
	Press,USA.						
· ·	. (1983). Technology of Science Education, Delhi: Vikas Publishing House Pvt.						
Associated	V. K. (1995). Readings in Science and Mathematics Education, Ambala: The						
Press.							
	A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage						
	. Mangal S. K., & Shubhra (2005). Teaching of Biological Sciences, Meerut: l Publishing						
	san Siddiqui (2018) Teaching of Science APH Publishing						
	.Rao, V.K. (2004). Science Education, APH Publishing Corpn.						
New Delhi.	.Kao, V.K. (2004). Science Education, Al II I donshing Corpli.						
	athi (2017) Teaching of Physical Science Dominant Publishers.						
Online Reso							
https://www.							
· · · ·	i.berkeley.edu/						
https://www.							
· · · · · · · · · · · · · · · · · · ·	youtube.com/c/CrashCourse						
K-1 Remember	er K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create						
	Course designed by: Dr. J.						
	SUJÄTHAMALINI						
	MADIO EXCELLEN						

	Course Outcome	VS Programme Outcome	es
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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	S(3)	L(1)					
CO2	M(2)	M(2)						S(3)		
CO3	M(2)	M(2)			S(3)		S(3)	S(3)		
CO4	S(3)	S(3)		S(3)				S(3)		
CO5	L(1)	L(1)		S(3)			S(3)			S(3)
W.AV	2.2	2	0.6	1.6	0.8		1.2	1.8		0.6

Course Outcome VS Programme Specific Outcomes

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		M(2)	L(1)
CO2	M(2)	M(2)			
CO3	M(2)	S(3)	M(2)	S(3)	M(2)
CO4	S(3)	S(3)	M(2)	M(2)	
CO5	M(2)	S(3)	M(2)	S(3)	
W.AV	2.4	2.6	1.2	2	0.6

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



		I-Semester			
Core	Course Code: 713110	Pedagogy of Teaching Social Science	Т	Credits:	Hours:
		Unit-I			
1 Nature of So social scienc	cial Sciences: - C es and social studi	ept, nature and scope of social science. Concept, scope and nature of social scie es- Aims and objectives of teaching soci as a core subject- Role of social science	al scie	ence at scho	ol level,-
	Understand the co	oncept, nature and scope of social science	e.		K2
outcome i	onderstand the et	Unit-II	<b>c</b> .		N2
Objective 2	Develop compe- science teaching.	tencies for curriculum and instruction	nal pla	anning for	social
school leve plan: need a plans for chi	and Instructiona I- Instructional P and portance,-Proce Idren with disabil Develop competer	encies for curriculum and instructiona	e- Un aptatic	it plan and on of unit a	d Lesson
	social science tea	Unit-III			115
Objective 3	Develop skills in	approaches to teaching of social science			
assignment, inductive Accommoda material for of different Television, Presentation	field trip, storyte thinking, Conce tions required in teaching of socia types of Boards ( Films & Filmstri - Adaptations of n	al studies – Narration, description, elling, Role play, Group and self-stud ept mapping, expository teaching approaches for teaching children with l science: Time-lines & Genealogical cl Smart boards, Chalk Board, Flannel Board ps, Overhead Projector, Social science naterial for teaching children with disabili ing different approaches in teaching socia Unit-IV	y, pr and disab harts, ard), 7 game ities	ogrammed problem ilities,- Inst Maps & G Fape-record es and Pov	learning, solving- tructional lobes,use s, Radio,
Objective	Develop the abili	ty to evaluate learning in social science			
evaluating le Work Sampl Evaluation ( Diagnostic te	earner achievemen es, Portfolio- Asso CCE) for curricul esting and enrichm Grasp the ability	al Science:-Purpose of evaluation in soc it in social Science: Written and Oral t essment: tools and techniques of Contin- ar and co-curricular subjects- Construct tent techniques for children with disabilit to evaluate curricular and co-curricular	tests, uous ion of ties	Observatio and Comp f teacher m	n Tools, rehensive ade test-
	promoting social	science learning.	-		K6
Objective 5	Analyze and dem	Unit V nonstrate skills for being a reflective prac	tition	er in social	sciences
action resear of Social sc	ch- Developing an ience- Case study Portfolio/ Teachin ties	Reflective Practitioner: - Being a reflect Action Research Plan for solving a prol - Need and Importance for a School Te ng Journal- Competencies for teaching s	blem eacher Social	in teaching - Developn science to	ent of a children
Outcome 5	Analyze and der sciences	nonstrate skills for being a reflective practice	ctition	er in social	K4

Suggested Readings
Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing
House PvtLtd.
Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage
Publications Pvt.
Ltd; Pap/Com edition.
Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
George, A. M., & Madam, A. (2009). Teaching Social Science in Schools: NCERT'S New
TextbookInitiative.
Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing
Corporation.
Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning
Classroom Tea
Corwin, CA.
Online Resource
https://www.socialstudies.org/
https://www.icivics.org/
https://www.gilderlehrman.org/
https://teachinghistory.org/
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create
Course designed by: Dr. J.
SUJATHAMALINI

Course	Outcome	VS Prog	ramme Out	tcomes

									-	1
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)		Cli	20	115		S(3)		
CO2	M(2)	S(3)	0	S(3)	T	27	S(3)			S(3)
CO3	M(2)	S(3)		M(2)	-	1	S(3)			
CO4	M(2)	S(3)		M(2)	Ne prof	115	S(3)			
CO5	M(2)	S(3)			S(3)	S(3)			M(2)	
W.AV	2.2	2.6		1.4	0.6	0.6	1.8	0.6	0.4	0.6

# Course Outcome VS Programme SpecificOutcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)			
CO2	M(2)	S(3)		S(3)	
CO3	S(3)	S(3)		S(3)	M(2)
CO4	M(2)	M(2)	S(3)	M(2)	
CO5	M(2)	S(3)			S(3)
W.AV	2.4	2.6	0.6	1.6	1

		I-Semest	ter						
	Come Code	Introduction to Sens	ory and Neuro		Credits:	Hours:			
Core	Course Code: 713111	Developmental l	Disabilities	T	2	2			
Unit-I           Objective1 Understand the different types of hearing impairments and its prevalence and									
Objective1	describe the pro-	different types of hea cess of hearing & implie	ring impairment	s and s type	s of hearing	ence and g loss.			
		& Classification-Types							
*	*	ment) & Dual sensory	▲ \`			<b>.</b>			
•		ng & its impediment le	•	nt typ	es of hear	ing loss-			
		aring and Speech disord							
Outcome 1		different types of							
	*	describe the process	of hearing & 1	mplic	ations of	K2			
	various types o								
Objective			1			••••••			
		characteristics & ass							
	· ·	t and deaf-blindness & j			<b>^</b>				
1	,	ndness Nature and A							
		-Causes, classification,							
· ·		Importance of Early Id							
		stering early commun							
	practices includii h deaf-blindness	ng AAC- Addressing or	ientation, mobilit	y & e	ducational	needs of			
		, characteristics & asse	compant of studen	ta mi	th low				
Outcome 2		impairment and deaf-bl				K3			
	functional devel		muness & practio	ces 10	1				
	Tunetional devel	Unit-III							
Objective 3	Discuss the char	racteristics and types of	learning disabilit	ty.					
Learning Di	sability <sup>.</sup> Nature	Needs and Intervention	· -Definition Tv	nes at	nd Characte	eristics-			
•	•	ent- Strategies for read	· · · · · · · · · · · · · · · · · · ·	•					
		cation- Transition Educa				iui			
		teristics and types of lea			uon	K2			
o uteonite e		Unit-IV				N2			
Objective	Discuss the char	acteristics and types of 1	learning disabilit	07					
4	Discuss the char	acteristics and types of	icanning disaonin	y					
Intellectual	Disability, Mer	ntal illness, autism s	pectrum disorde	er: N	lature, Ne	eds and			
Intervention	: - Definition,	<b>Fypes</b> and Characterist	ics- Tools and	Areas	s of Asses	sment –			
Instructional	Approaches- Te	aching Methods- Vocati	onal Training and	d Care	er Opportu	nities			
Outcome 4	Discuss the char	acteristics and types of	learning disabilit	у		K5			
	I	Unit-V							
Objective	Explain and Un	derstand the characteris	tics of chronic ne	eurolo	gical cond	itions			
5	andblood disord	ler and assess the vocati	onal training and	caree	er opportuni	ities			
		ions and Blood Disorde				n, Types			
	cteristics – Th	alassemia, Haemophi	lia. Sickle cell	An	emia, Tyj	pes and			
		implications of Chron				d Blood			
Characterist	ics- Effects and		nic Neurological	Con	ditions an				
Characterist	ics- Effects and n activities of	implications of Chron	nic Neurological	Con	ditions an				
Characterist Disorders o	ics- Effects and n activities of s	implications of Chron	nic Neurological tion – Vocation	l Con al Tr	ditions and aining and				
Characterist Disorders of Opportunitie	ics- Effects and n activities of es Explain and Un	implications of Chron daily living & educat	nic Neurological tion – Vocation tics of chronic ne	l Con al Tr urolo	ditions and aining and gical	l Career			

Allen, Elieen, (2008) The Exceptional Child Wadsworth Publishing Kirk,Samuel,(1993) Education Exceptional Children Houghton Mifflin Kumari, (2004) Deaf Education Sonali Publication Mahdi, Anjum, (2014) Viual and Hearing Impairment Alfa Publications Mahdi, Anjum, (2014) Autism and Mental retardation Alfa Publications Mahdi, Anjum, (2014) Learning Disabilities Alfa Publications Moshin, Muhammad, (2007) Teachers handbook of exceptional children, Animol Publication Sharma, Kaushal (2006) Aural Rehabilitation of Hearing-impaired Children Sarup& sons Online Resource https://www.cdc.gov/ncbddd/developmentaldisabilities/index.html https://www.nichd.nih.gov/health/topics/neuro/conditioninfo

https://chadd.org/

K-1 Remember | K-2 Understand | K-3 Apply | K-4 Analyze | K-5 Evaluate | K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

# ്യങ്ങളും

#### **Course Outcome VS Programme Outcomes**

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	S(3)	M(2)	L(1)	20				
CO2	M(2)	S(3)		N/A	L(1)			S(3)		
CO3	L(1)	S(3)		M(2)	26	212				
CO4	S(3)	L(1)		CILL.	000		S(3)		M(2)	M(2)
CO5	S(3)	M(2)		BILL	M(2)	M(2)	M(2)			
W.AV	2.4	2.2	0.6	0.8	0.8	0.4	1	0.6	0.4	0.4

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	S(3)	M(2)	L(1)
CO2	S(3)	S(3)			
CO3		S(3)		S(3)	L(1)
CO4	S(3)	M(2)		S(3)	
CO5	S(3)				M(2)
W.AV	2.4	2	0.6	1.6	0.8

			I-Semester					
Core	Course	Identification	n of Children with	Visual	Т	Credits: 4	Hou	rs: 4
	Code:	Impairment	and Assessment of	Needs				
	713112		Unit-I					
Objective1	Describe the	structure of eve	and principles of ref	fraction	and r	efractive erro	rs	
			: Structure and Fun					vision
			inciples of refractio					
			-Concept of visual					
and contrast	-		_	-				
Outcome 1	Understand tl	ne structure of e	eye and principles of	of refrac	tion	and refractive	e	K4
	errors							N-
Ohiostino			Unit-II		<b>_ T</b>	>: 1		
Objective 2	Explain the e	tiologic of visual	l impairment and Co	ommon I	Eye I	Disorders.		
Types of Vi	isual Impairm	ent and Commo	n Eye Disorders: L	Loss of V	Visua	l acuity, -Lo	ss of V	/isual
			of contrast sensiti					
			ulcer, trachoma, A					
pigmentosa,	Retinopathy	of prematurity,	Cortical Visual Im	pairmen	t, Op	otic Atrophy,	Nystag	gmus,
			lucational implication				ers.	
Outcome 2	Enumerate ty	pes of visual imp	pairment and variou	s commo	on ey	ve disorders.		K5
			Unit-III		1			
$\mathbf{O}$		1						
Objective 3	Analyze the i	mplications of v	isual impairment and	d identif	y the	ir needs.		
3	-		•		•		plicatio	ns of
3 Implications	of Visual Im	pairment and Ne	eds of Visually In	npaired:	Psy	chosocial im		
3 Implications visual impai	of Visual Im rment, - Facto	pairment and Ne	eds of Visually In lications of visual i	npaired: mpairme	Psycent:	chosocial im Age of onse	t, degre	ee of
3 Implications visual impai vision, type	of Visual Im rment, - Facto of vision los	pairment and Ne ors affecting imp ss, prognosis, an	eds of Visually In	npaired: mpairme status of	Psycent:	chosocial im Age of onse family, -Eff	t, degree ect of v	ee of visual
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3 Implications visual impai vision, type impairment developmen curriculum, <b>Outcome 3</b> <b>Objective</b> <b>4</b> Identificatio Functional a vision and s Keeffe, Lea impaired: V based on W blind childr Children, Re <b>Outcome 4</b> <b>Objective</b> <b>5</b> Assessment of VIMD, -I	of Visual Im rment, - Facto of vision los on growth and t, - Educatio - Implications Gain insight i Analyze the i n and Assessment of skills: Functio tests, and Po ithobaPaknika ISC-R, Adapt en, Reading eport writing Develop skills understand th Understand and develop so of Learning N mpact of VIM	pairment and Ne prise affecting imp ss, prognosis, and development: P onal needs of of low vision and nto the implication mplications of v ment of Visual In vision: Concep nal skills invent ortfolio assessm ar Performance Preference Te s to identify an e intervention st the concept of skills to assess con leeds of Children ID on learning an	eds of Visually In blications of visual i id socio-economic s bysical, Motor, Lan the visually impand needs of children on of visual impairr Unit-IV isual impairment and npairment: Interpreta t, need and method ory for the blind (F ent, -Tools for psy- fest, A short Scale d Blind Learning Ap st, Cornell Medica d assess children v rategies. Unit-V visual impairment hildren with the spec-	npaired: mpairme status of guage, S aired ar <u>with lo</u> ment and d identif ation of ls, -Tool FSIB), L chologic IQ mea otitude T al Indez with visu	Psycent: 2 The Socion of the Social as sure clinic soft ow Vision of the Social as sure clinic soft ow Vision of the Social as sure clinic soft of the So	chosocial im Age of onse family, -Eff -emotional, a eed for exp sion. r needs cal assessment functional as /ision Assess sessment of for the visua Concept devo r Visually mpairment a e disabilities ition of VIMI	t, degra ect of v nd Cog panded nt of vis ssessme sment b the vis ally imp elopmer Handica nd 5 (VIM	ee of visual nitive core <b>K5</b> ion, - ent of y Jill sually baired at for apped <b>K3</b> D)
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3 Implications visual impai vision, type impairment developmen curriculum, <b>Outcome 3</b> <b>Objective</b> 4 Identification Functional a vision and s Keeffe, Lea impaired: V based on W blind childr Children, Re <b>Outcome 4</b> <b>Objective</b> 5 Assessment of VIMD, -I of Visually Visually Imp	of Visual Im rment, - Facto of vision los on growth and t, - Educations Gain insight i Analyze the i n and Assessm assessment of skills: Function tests, and Po- ithobaPaknika ISC-R, Adapt en, Reading eport writing Develop skills understand th Understand and develop of Learning N mpact of VIM Impaired co paired children	pairment and Nee ors affecting imp as, prognosis, and development: P onal needs of of low vision and nto the implication mplications of v ment of Visual In vision: Concep nal skills invent ortfolio assessm ar Performance Te ed EPQ, Adapted Preference Te s to identify an e intervention st the concept of skills to assess con leeds of Children ID on learning as hildren with as n with Associate	reds of Visually In plications of visual i ad socio-economic s Physical, Motor, Lan the visually impa- nd needs of children on of visual impairment <b>Unit-IV</b> isual impairment and npairment: Interpreta t, need and method ory for the blind (F ent, -Tools for psy Fest, A short Scale d Blind Learning Ap st, Cornell Medica d assess children v rategies. <b>Unit-V</b> visual impairment hildren with the spen n with VIMD: Conco nd development,- Sc ssociated disabilitie	npaired: mpairme status of guage, S aired ar <u>n with lo</u> ment and d identif ation of ls, -Tool TSIB), L chologic IQ mea otitude T al Indez with visu	Psycent: 2 The Socion of the Society of	chosocial im Age of onse family, -Effe -emotional, a eed for exp sion. r needs r needs cal assessment functional as /ision Assess sessment of for the visua Concept devo r Visually mpairment a e disabilities ition of VIMI atification, an ceiplinary as	t, degra ect of v nd Cog panded nt of vis ssessme sment b the vis ally imp elopmer Handica nd 5 (VIM	ee of visual nitive core <b>K5</b> ion, - ent of ry Jill sually baired at for apped <b>K3</b> D)

# **Suggested Readings** Singh, T.B. (1986). A short Scale I.Q Measure for the Visually Handicapped. Dehradun: NIVH. Bright Hub Education (2012). Identifying Students with Visual Impairment. Retrieved from http://www.brighthubeducation.com/special-ed-visual-impairments/69240-earlysigns-of-visual-impairment-in-a-child/ DSE(VI) Manual Education of Children with low vision Kundu, C.L. (2000). Status of Disability in India, New Delhi, RCI. National Institute for the Visually Handicapped (1990). Handbook for Teachers of the Blind, Dehradun: NIVH. Holbrook M. C. & Koenig A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments, (2<sup>nd</sup> Ed): New York: AFB Press. Singh, T.B. (1986). Evssenck Personality Ouestionnaire (EPO) for the Visually Handi capped. Dehradun: NIVH. Singh, T.B. (1986). Standardisation of Cornell Medical Index on Visually Handicapped children.Dehradun: NIVH. 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. Warren, D.H. (1983). Blindness and Early Childhood Development. New York: AFB Press. Punani, B., & Rawal, N. (1993). Handbook: Visual Impairment. New Delhi: Ashish **Publishing House** Online Resource https://www.aao.org/ https://nfb.org/ https://www.aph.org/ https://onlinecourses.swayam2.ac.in/cec23 ed18/preview https://www.nei.nih.gov/ https://www.helenkeller.org/ K-1 Remember | K-2 Understand | K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create Course designed by: Dr. J. SUJATHAMALINI

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	L(1)	L(1)	M(2)				S(3)		
CO2	S(3)	M(2)	MM(2)	M(2)				S(3)		
CO3	M(2)	S(3)		M(2)			S(3)			M(2)
CO4	S(3)	M(2)			M(2)			S(3)		
CO5	M(2)	S(3)					S(3)			S(3)
W.AV	2.8	2.2	0.3	1.8	0.6		1.2	18		1

## **Course Outcome VS Programme Outcomes**

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

# Course Outcome VS Programme Specific Outcomes

PSO1	PSO2	PSO3	PSO4	PSO5
M(2)	S(3)	L(1)	M(2)	
M(2)	S(3)	M(2)	M(2)	
S(2)	M(2)		M(2)	
M(2)	AN		S(3)	M(2)
M(2)	M(2)		2	S(3)
2	1.8	0.6	1.8	1
	M(2) M(2) S(2) M(2) M(2)	M(2)     S(3)       M(2)     S(3)       S(2)     M(2)       M(2)     M(2)	M(2)       S(3)       L(1)         M(2)       S(3)       M(2)         S(2)       M(2)       M(2)         M(2)       M(2)       M(2)         M(2)       M(2)       M(2)	M(2)       S(3)       L(1)       M(2)         M(2)       S(3)       M(2)       M(2)         S(2)       M(2)       M(2)       M(2)         M(2)       M(2)       S(3)       S(3)         M(2)       M(2)       S(3)       S(3)

			I-Semester			
С	ore	Course Code:	Practical related to Cross Disability	Т	Credits:	Hours:
		713113	and Inclusion – E1		2	4

S.No	Tasks for the	Disability	Educational	Specific	Hrs	Marks	Submissions
	Student	Focus	Settings	Activities	(60)		
	Teachers						
	1.Classroom observation	1. VI	1.Speci al	1.	10		
	observation		al School	Learners will observe			
				Students in	10	25	
		2.Othe rthan VI	2. Minimu m three	different Education alsettings,			
		S.S.	Special Schools	curriculu m transactio	10		
		3. Any Disabili ty	3. Inclusi ve Schools	n, classroom interactio			
				n in curricular and co-	>		
			and the part	curricular areas and submit a			
	Learning of	VI	College	report 2.	30	25	
	Braille	and	conege	 Introductio		-0	
		Deaf		nto Bharati			
		Blind		Braille/Hin			
				dior			
				Regional			
				Braille			

Programme Outcome Vs Course Outcome

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

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		M(2)	L(1)
	3	2		2	1
	5	2		L	1

Programme Specific Outcome Vs Course OutCome



		II-S	emester			
Core	Course	Curriculum Adap	tation and Strategies			
	Code:	forTeaching Expa	nded Curriculum for	Т	Credits:4	Hours:4
	713201	Children with V	Visual Impairment			
~~		e	Init-I			
Objective 1	Able to Defi role of speci	ne curriculum, its t al teachers of the Vi	ypes and explain its im sually impaired.	porta	nce. Unders	stand the
Concept and	Types of Cu	rriculum: Concept, I	Meaning and Need for	Curi	riculum, -C	urricular
Approaches	in Special Ed	ucation -Developme	ental, Functional, Eclect	ic an	d Universa	l design
•	<b>.</b> .		- need based, knowled	•		•
			m Planning, Implement			
-		-	npaired, Core Curricul	um a	nd Expand	ed Core
		eed and Components				
Outcome 1	Understand t	he meaning of curr	iculum, its types and ex	xplair	its	
		Inderstand the role of	of special teachers of the	e Visi	Jally	K2
	impaired.	T	nit-II			
Objective	Demonstrate		ng functional academic	skills	<u>.</u>	
2						
			ing media assessment - H			
	•		s of Teaching print to		en with lo	w vision
			print reading and writin			
Outcome 2	Learn the co	ncept of techniques	of teaching functional a	cader	nic skills.	K3
		UI	nit-III			
Objective 3	Explain important independent		independent living skills	and	component	s of
Teaching of	Independent	Living Skills: Ind	lependent living skills	- M	eaning, Imp	oortance,
			need and importance,			
	•	*	hniques and mobility ai			
			ing age appropriate dai			
			training auditory, tact			
			iques of teaching social	inter	action skills	s, leisure
		elf - determination	THE REAL PROPERTY OF			
Outcome 3	Understand	the importance of line	ndependent living skills	and		
	components	of independent livin	•			K2
Objective	The depart on d t		nit-IV	1	1	far
4	curricular ada	ptations and accom			1 0	
	*		– Need, Importance an			
			anning of lessons for t			
			m writing - Pedagogica			
			multisensory teaching			
	aterial for EC	C – Reading Reading	ness kit, Flash Cards, Se	ensory	Kits, and	Mobility
Maps	TT 1 4 1 4		• • • • •	1	1 1 '	
i hitcome 4	Understand t	ne concept of curr	acular adaptations nee	d an	a planning	
		adaptations and acc	-		a praiming	K6

Unit-V	
ObjectiveIllustrate how physical education and creative arts activities can be activities for the children with visual impairment.	lapted
Curricular Activities: Curricular activities – Meaning and Need for Adaptation Ad of Physical education activities and Yoga -Adaptation of Games and Sports – both In- Outdoor - Creative Arts for the children with visual impairment - Agencies/Orga promoting – Sports, Culture and Recreation activities for the Visually Impaired in Indian Blind Sports Association, Chess Federation of India, Para Olympic Comm India, Abil Olympics, World Blind Cricket	door and nisations India -
Outcome 5       Skills in imparting the physical education and creative arts activities adapted for the children with visual impairment.	K6
<ul> <li>Suggested Readings Ashcroft, S. C., &amp; Henderson, F. (1963). Programmed Instruction in Braille. St House, Pittsburgh. Barraga, N. C. (1986). 'Sensory Perceptual Development'.in: G.T. Schol Foundations of the education for blind and visually handicapped children and Theory and Practice. AFB Press, New York. Mangal, S. K. (2011) Educating Exceptional Children: An Introduction to Spece Education. PHI Learning Pvt.Ltd., New Delhi. Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publis Ltd.,New Delhi. National Curriculum Framework. (2005). Position paper National focus group in Education of Children with Special needs. NCERT, New Delhi. R. Ranganathan, Dr. J. Sujathamalini, (2018) Training Children with Visual impairment,Amazon Publishing Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi. Hodapp, R. M. (1998). Developmental and disabilities: Intellectual, sensory and m impairment. Cambridge Uni. Press, New York. The expanded Core Curriculum. (2013). Retrieved from http: // www.afb.org Wright, L. (2013). The Skills of Blindness: What should students know and wher studentsknow. Retrieved from http:// www.lofob.org</li></ul>	ll (ed.) l youth: cial hers Pvt. n
Online Resource https://afb.org/	
https://www.perkins.org/	
https://nfb.org/	
https://www.teachingvisuallyimpaired.com/	
https://aabe.org/ K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Crea	ate
Course designed SUJATHA	by: Dr. J.

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)		M(2)	L(1)			S(3)		
CO2	S(3)	M(2)	M(2)		L(1)	L(1)	M(2)	S(3)		
CO3	S(3)	L(1)	S(3)		L(1)			S(3)		
CO4	L(1)	L(1)	L(1)	S(3)				L(1)		
CO5	S(3)	M(2)	L(1)	S(3)	L(1)		M(2)	S(3)		
W.AV	2.6	1.4	1.4	1.6	0.8	0.2	0.8	2.6		

Course Outcome VS Programme Outcomes

Course Outcome VS Programme Specific Outcomes

		and the second s			
CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	100	3/2	M(2)	L(1)
CO2	M(2)	S(3)	M(2)		M(2)
CO3	S(3)	Ma	S(3)	2	M(2)
CO4	S(3)	0/2	L(1)	S(3)	
CO5	AP	M(2)	M(2)	M(2)	S(3)
W.AV	2.2	1	1.6	1.4	1.6

		II-S	Semester			
C	Course Code:	Intervention and	<b>Teaching Strategies</b>	T		
Core	713202		For	T	Credits:	Hours:4
			Visual impairment		4	
	<b>T</b>	Uni				
Objective 1			ives related to interventi			
			nods, Approaches and S			
· ·	* *		for lately blinded stu			<b>.</b>
		5 5	Concept, Need and Proc			teaching
· · ·			epts into accessible expe			
Outcome 1	teaching strategies		spectives related to i	nterve	ntion &	T/A
	teaching strategies		4 11			K2
<b>Objective 2</b>	Domonstrato tool	Uni			inad abildra	10
			Mathematics to visually	-		
			Conceptualization of Mat			
			nent - Preparation and			
			e and Application - Ev	Valuati	on procedu	res with
		f Children with Vis			1 1 1 1	1/2
Outcome 2	Learned the tech	niques of teaching I	Mathematics to visually	ımpaı	red children	i. <b>K3</b>
		Unit				•
<b>Objective 3</b>			d skills for teaching s			sment of
	the learners with s	pecial reference to	children with visual imp	pairme	nt.	
In aluging / a all	aborative looming	for laboratory w	the class and the		ol enviror	
Equipment: i solving and L particular refe	) Preparation and Learning by doing erence to Practical Acquired the nec	use of TLM, ii) Loc approach for Visual s and Adaptations essary competencies	ork, Scienc Teaching cating and procuring Sc lly Impaired students, - 1 in Examination question is and skills for teaching	Learn ience Evalua s g scier	ing -Mater equipment- tion proced	ials and Problem ure with
Equipment: i solving and L particular refe	) Preparation and cearning by doing erence to Practical Acquired the nec assessment of the	use of TLM, ii) Loc approach for Visual s and Adaptations essary competencies	ork, Scienc Teaching cating and procuring Sc Ily Impaired students,- I in Examination question	Learn ience Evalua s g scier	ing -Mater equipment- tion proced	ials and Problem
Equipment: i solving and L particular refe	) Preparation and Learning by doing erence to Practical Acquired the nec	use of TLM, ii) Loo approach for Visual s and Adaptations essary competencies learners with specia	vork, Scienc Teaching cating and procuring Sc lly Impaired students, - I in Examination question is and skills for teaching al reference to children w	Learn ience Evalua s g scier	ing -Mater equipment- tion proced	ials and Problem ure with
Equipment: i solving and L particular refe <b>Outcome 3</b>	) Preparation and cearning by doing erence to Practical Acquired the nec assessment of the impairment.	use of TLM, ii) Log approach for Visual s and Adaptations essary competencies learners with specia Unit	vork, Scienc Teaching cating and procuring Sc lly Impaired students, - 1 in Examination question is and skills for teaching al reference to children v t-IV	Learn ience Evalua s g scien with vi	ing -Mater equipment- tion proced nce and sual	ials and Problem ure with K5
Equipment: i solving and L particular ref Outcome 3 Objective 4	<ul> <li>Preparation and the carning by doing the erence to Practical Acquired the nect assessment of the impairment.</li> <li>Acquire and apply of the learners with the erence of the erence and the erence of the erence assessment of the erence o</li></ul>	use of TLM, ii) Loo approach for Visual s and Adaptations essary competencies learners with specia Unit y necessary skills for h special reference	vork, Scienc Teaching cating and procuring Sc lly Impaired students, - I in Examination question is and skills for teaching al reference to children v t-IV or adapting TLM in soc to children with visual	Learn ience Evalua s g scien with vi ial sci impair	ing -Mater equipment- tion proced nce and sual ence and as ment	ials and Problem lure with K5
Equipment: i solving and L particular refe Outcome 3 Objective 4 Social Science	<ul> <li>Preparation and cearning by doing erence to Practical Acquired the nec assessment of the impairment.</li> <li>Acquire and apply of the learners wi e: Techniques of p</li> </ul>	use of TLM, ii) Loo approach for Visual s and Adaptations essary competencie: learners with special Unit y necessary skills for th special reference preparation and pres	vork, Scienc Teaching cating and procuring Sc lly Impaired students, - I in Examination question is and skills for teaching al reference to children v t-IV for adapting TLM in soc to children with visual sentation of adapted Ta	Learn ience Evalua g scier with vi ial sci impair ctile n	ing -Mater equipment- tion proced nce and sual ence and as ment naps, Diagra	ials and Problem ure with K5 ssessment ams, and
Equipment: i solving and L particular refe Outcome 3 Objective 4 Social Science Globe, Procur	<ul> <li>Preparation and cearning by doing erence to Practical Acquired the nec assessment of the impairment.</li> <li>Acquire and apply of the learners wi e: Techniques of pring, - adapting and </li> </ul>	use of TLM, ii) Loo approach for Visual s and Adaptations essary competencies learners with specia Unit y necessary skills for h special reference oreparation and press l use of different ty	vork, Scienc Teaching cating and procuring Sc lly Impaired students, - I in Examination question is and skills for teaching al reference to children v t-IV for adapting TLM in soc to children with visual sentation of adapted Ta /pes of models, - organiz	Learn ience Evalua s g scier with vi ial sci impair ctile n zing fi	ing -Mater equipment- tion proced nce and sual ence and as ment haps, Diagra eld trips, - '	K5 K5 K5 K5 K5 K5
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Online Resource

https://afb.org/

https://www.teachingvisuallyimpaired.com/

K-1 Remember K-2 Understand K-3 Apply K-4 Analyze

uate K-6 Create Course designed by: Dr. J. SUJATHAMALINI

K-5 Evaluate

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO 8	PO9	PO10
CO1	S(3)	M(2)						0		
CO2	S(3)	M(2)	19	6	IN	1	7			
CO3	S(3)	M(2)	1	M(2)		S				
CO4	M(2)	L(1)		M(2)	M(2)					
CO5	M(2)	L(1)		L(1)	M(2)		M(2)			
W.AV	2	1.6		1	0.8		0.4			

#### Course Outcome VS Programme Outcomes

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

#### Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)		
CO2	M(2)	S(3)		S(3)	
CO3	S(3)	M(2)		S(3)	M(2)
CO4	S(3)			M(2)	M(2)
CO5	S(3)	M(2)		L(1)	M(2)
W.AV	2.8	1.8	0.2	1.8	1.2

		II-Semester			
Core	Course Code: 713203	with Visual Impairment	T	Credits:4	Hours: 4
Obioativo	D - 1 - 4 - 41	Unit-I	1107	4 . 41	-4:
Objective 1		ncept and nature of educational technology as visual impairment.	na ICI	to the educ	ation of
Introducing		and Information Communication Technology	: Educ	ational Tech	nology-
1 1	<b>.</b> '	Scope - Difference between Educational Tec	<u> </u>	,	0.
		icance and Goals of Technology for the Educat			
		on and Communication Technology (ICT)			
		learning of the visually impaired ICT and t	he UN	Convention	on the
- U	Persons with Di	sabilities. oncept and nature of educational technology a	nd ICT	to the	
Outcome 1		hildren with visual impairment.	ind ICI	to the	V1
		Unit-II			K1
Objective	Acquire know	vledge on the concept and nature of adaptive	e techn	ology and e	xplain
2 3		nciples and techniques.			
Adaptive 7		oncept and Purposes - Basic Considerations-	Access,	Affordabili	ty, and
vailability	- Addressing U	ser's Perspectives in Developing Adaptive Te	chnolog	gies - Roles	of IIT's
		nity - Universal/Inclusive Design - Concept, A	Advanta	iges, and	
Limitation		A CONTRACTOR			
		edge about the concept and nature of adaptive	techno	logy and	
2	explain underly	ving principles and techniques.			K2
		TT +/ TTT			
Obiostivo		Unit-III	·.1 ·	1	4
3 Access to Languages	Print for the ; Magnifying So	ith technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille	becial I Notetal	Reference to kers and Star	Indian nd-alone
3 Access to Languages Reading N and Braille Phones.	Print for the ; Magnifying So fachines - Brai e Embossers -	ith technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille lle Translation Software with Particular refe On-Line Libraries and Bookshare - Daisy Boo	Decial I Notetal rence t Dks, Re	Reference to kers and Star o Indian La cordings, an	Indian nd-alone nguages d Smart
3 Access to Languages Reading N and Braille Phones.	Print for the ; Magnifying So fachines - Brai e Embossers -	ith technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille Ile Translation Software with Particular refe On-Line Libraries and Bookshare - Daisy Boo e technologies for print-access for children with	Decial I Notetal rence t Dks, Re	Reference to kers and Star o Indian La cordings, an	Indian nd-alone nguages
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3 Access to Languages Reading M and Braille Phones. Outcome 3 Objective 4 Assistive Vision- M Tapes, Sc Scientific teaching S Types, Au	Print for the ; Magnifying So fachines - Brail e Embossers - Understand the impairment. Describe and also various so Technologies for athematics: Tay ales, and Soft- and Maths Tall cience Social ditory Maps, tal	th technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille lle Translation Software with Particular refe On-Line Libraries and Bookshare - Daisy Boo e technologies for print-access for children with Unit-IV use different assistive technologies for teachir chool subjects. or the Visually Impaired with Reference to ylor Frame, Abacus, Geo Board, Algebra an wares for teaching Maths Science: There king Calculators, Light Probes, and Weighing Science: Tactile/Embossed Maps, Charts, Dia king compass, and GPS - Low vision devices	becial Notetal rence t bks, Re h visua g low School d Math momet g scales grams, : Optic	Reference to kers and Star o Indian La cordings, an il vision childre I Subjects an as Types, Mo ers, Colour s and Soft-w Models of I cal, Non-Opt	Indian nd-alone nguages d Smart <b>K2</b> en as en as nd Low easuring Probes, ares for Different ical and
3 Access to Languages Reading M and Braille Phones. Outcome 3 Objective 4 Assistive 7 Vision- M Tapes, Sc Scientific teaching S Types, Au Projective diagrams	Print for the Magnifying So fachines - Brai Embossers - Understand the impairment. Describe and also various so Technologies for athematics: Tay ales, and Soft- and Maths Tall cience Social ditory Maps, tal - Thermoform	th technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille lle Translation Software with Particular refe On-Line Libraries and Bookshare - Daisy Boo e technologies for print-access for children with Unit-IV use different assistive technologies for teachir chool subjects. or the Visually Impaired with Reference to ylor Frame, Abacus, Geo Board, Algebra an wares for teaching Maths Science: There king Calculators, Light Probes, and Weighing Science: Tactile/Embossed Maps, Charts, Dia king compass, and GPS - Low vision devices	becial D Notetal rence t oks, Re h visua d School d Math momet g scales grams, : Optic re's fo	Reference to kers and Star o Indian La cordings, an il vision childr I Subjects an s Types, Mo ers, Colour s and Soft-w Models of E cal, Non-Opt r developing	Indian nd-alone nguages d Smart <b>K2</b> en as en as nd Low easuring Probes, ares for Different ical and
3 Access to Languages Reading M and Braille Phones. Outcome 3 Objective 4 Assistive 7 Vision- M Tapes, Sc Scientific teaching S Types, Au Projective diagrams	Print for the ; Magnifying So fachines - Brail e Embossers - Understand the impairment. Describe and also various so Technologies for athematics: Tay ales, and Soft- and Maths Tall cience Social ditory Maps, tal - Thermoform Described we	th technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille lle Translation Software with Particular refe On-Line Libraries and Bookshare - Daisy Boo e technologies for print-access for children with <u>Unit-IV</u> use different assistive technologies for teachir chool subjects. or the Visually Impaired with Reference to ylor Frame, Abacus, Geo Board, Algebra an wares for teaching Maths Science: There cing Calculators, Light Probes, and Weighing Science: Tactile/Embossed Maps, Charts, Dia king compass, and GPS - Low vision devices n and Swell Paper technology and Softwa ell the use of different assistive technologies n various school subjects.	becial D Notetal rence t oks, Re h visua d School d Math momet g scales grams, : Optic re's fo	Reference to kers and Star o Indian La cordings, an il vision childr I Subjects an s Types, Mo ers, Colour s and Soft-w Models of E cal, Non-Opt r developing	<ul> <li>Indian</li> <li>Indian</li> <li>Ind-alone</li> <li>nguages</li> <li>d Smart</li> <li>K2</li> <li>en as</li> <li>nd Low</li> <li>easuring</li> <li>Probes,</li> <li>ares for</li> <li>Different</li> <li>ical and</li> </ul>
3 Access to Languages Reading M and Braille Phones. Outcome 3 Objective 4 Assistive 7 Vision- M Tapes, Sc Scientific teaching S Types, Au Projective diagrams Outcome 4	Print for the ; Magnifying So fachines - Brai e Embossers - Understand the impairment. Describe and also various so Technologies for athematics: Tay ales, and Soft- and Maths Tall cience Social ditory Maps, tal - Thermoform Described we vision children	ith technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille lle Translation Software with Particular refe On-Line Libraries and Bookshare - Daisy Boo e technologies for print-access for children with <u>Unit-IV</u> use different assistive technologies for teachir chool subjects. or the Visually Impaired with Reference to ylor Frame, Abacus, Geo Board, Algebra an wares for teaching Maths Science: There ing Calculators, Light Probes, and Weighing Science: Tactile/Embossed Maps, Charts, Dia king compass, and GPS - Low vision devices n and Swell Paper technology and Softwa ell the use of different assistive technologies n various school subjects. <u>Unit-V</u>	becial Notetal rence t bks, Re h visua glow School d Math momet grams, : Optic re's fo for te	Reference to kers and Star o Indian La cordings, an il vision childred to Subjects an s Types, Mo ers, Colour s and Soft-w Models of E cal, Non-Opt r developing aching low	<ul> <li>Indian ad-alone nguages d Smart</li> <li>K2</li> <li>en as</li> <li>nd Low easuring Probes, ares for Different ical and g tactile</li> </ul>
3 Access to Languages Reading M and Braille Phones. Outcome 3 Objective 4 Assistive 7 Vision- M Tapes, Sc Scientific teaching S Types, Au Projective diagrams Outcome 4	Print for the ; Magnifying So fachines - Brai e Embossers - Understand the impairment. Describe and also various so Technologies for athematics: Tay ales, and Soft- and Maths Tall cience Social ditory Maps, tal - Thermoform Described we vision children	th technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille lle Translation Software with Particular refe On-Line Libraries and Bookshare - Daisy Boo e technologies for print-access for children with <u>Unit-IV</u> use different assistive technologies for teachir chool subjects. or the Visually Impaired with Reference to ylor Frame, Abacus, Geo Board, Algebra an wares for teaching Maths Science: There cing Calculators, Light Probes, and Weighing Science: Tactile/Embossed Maps, Charts, Dia king compass, and GPS - Low vision devices n and Swell Paper technology and Softwa ell the use of different assistive technologies n various school subjects.	becial Notetal rence t bks, Re h visua glow School d Math momet grams, : Optic re's fo for te	Reference to kers and Star o Indian La cordings, an il vision childred to Subjects an s Types, Mo ers, Colour s and Soft-w Models of E cal, Non-Opt r developing aching low	<ul> <li>Indian ad-alone nguages d Smart</li> <li>K2</li> <li>en as</li> <li>nd Low easuring Probes, ares for Different ical and g tactile</li> </ul>
3 Access to Languages Reading M and Braille Phones. Outcome 3 Objective 4 Assistive 7 Vision- M Tapes, Sc Scientific teaching S Types, Au Projective diagrams Outcome 4 Objective 5	Print for the Magnifying So fachines - Brai Embossers - Understand the impairment. Describe and also various so Technologies for athematics: Tay ales, and Soft- and Maths Tall cience Social ditory Maps, tal - Thermoform Described we vision children	th technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille lle Translation Software with Particular refe On-Line Libraries and Bookshare - Daisy Boo e technologies for print-access for children with <u>Unit-IV</u> use different assistive technologies for teachir chool subjects. or the Visually Impaired with Reference to ylor Frame, Abacus, Geo Board, Algebra an ewares for teaching Maths Science: There king Calculators, Light Probes, and Weighing Science: Tactile/Embossed Maps, Charts, Dia king compass, and GPS - Low vision devices n and Swell Paper technology and Softwa ell the use of different assistive technologies n various school subjects. <u>Unit-V</u> anderstanding of computer-based teaching-lear	becial Notetal rence t bks, Re h visua glow School d Math momet grams, : Optic re's fo for te	Reference to kers and Star o Indian La cordings, an il vision childred to Subjects an as Types, Mo ers, Colour s and Soft-w Models of E cal, Non-Opt r developing aching low occesses.	Indian nd-alone nguages d Smart K2 en as en as nd Low easuring Probes, ares for Different ical and g tactile K1
3 Access to Languages Reading M and Braille Phones. Outcome 3 Objective 4 Assistive 7 Vision- M Tapes, Sc Scientific 7 teaching S Types, Au Projective diagrams Outcome 4 Objective 5 Computer- Learning -	Print for the ; Magnifying So fachines - Brail e Embossers - Understand the impairment. Describe and also various so Technologies for athematics: Tay ales, and Soft- and Maths Tall cience Social ditory Maps, tal - Thermoform Described we vision children Demonstrate u Aided Learnin - Concept-ICT	ith technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille lle Translation Software with Particular refe On-Line Libraries and Bookshare - Daisy Boo e technologies for print-access for children with <u>Unit-IV</u> use different assistive technologies for teachir chool subjects. or the Visually Impaired with Reference to ylor Frame, Abacus, Geo Board, Algebra an wares for teaching Maths Science: There ing Calculators, Light Probes, and Weighing Science: Tactile/Embossed Maps, Charts, Dia king compass, and GPS - Low vision devices n and Swell Paper technology and Softwa ell the use of different assistive technologies n various school subjects. <u>Unit-V</u>	becial D Notetal rence t bks, Re h visua ag low School d Math momet g scales grams, : Optic re's fo for te ning pr -Confe	Reference to kers and Star o Indian La cordings, an il vision childred I Subjects an s Types, Mo ers, Colour s and Soft-w Models of E cal, Non-Opt r developing aching low occesses.	<ul> <li>Indian ad-alone nguages d Smart</li> <li>K2</li> <li>en as</li> <li>nd Low easuring Probes, ares for Different ical and g tactile</li> <li>K1</li> </ul>
3 Access to Languages Reading M and Braille Phones. Outcome 3 Objective 4 Assistive 7 Vision- M Tapes, Sc Scientific teaching S Types, Au Projective diagrams Outcome 4 Objective 5 Computer- Learning - classroom	Print for the Magnifying So fachines - Brai Embossers - Understand the impairment. Describe and also various so Technologies for athematics: Tay ales, and Soft- and Maths Tall cience Social ditory Maps, tal - Thermoform Described we vision children Demonstrate u Aided Learnin - Concept-ICT for Children w	ith technologies for print-access for children w Visually Impaired: Screen Readers with Sp oftware, and Open Source Software Braille Ile Translation Software with Particular refe On-Line Libraries and Bookshare - Daisy Boo e technologies for print-access for children with <u>Unit-IV</u> use different assistive technologies for teachir chool subjects. or the Visually Impaired with Reference to ylor Frame, Abacus, Geo Board, Algebra an wares for teaching Maths Science: There is calculators, Light Probes, and Weighing Science: Tactile/Embossed Maps, Charts, Dia king compass, and GPS - Low vision devices n and Swell Paper technology and Softwa ell the use of different assistive technologies n various school subjects. <u>Unit-V</u> understanding of computer-based teaching-lear e-Classroom – Concept - Adaptations of di	becial D Notetal rence t bks, Re h visua glow School d Math momet grams, : Optic re's fo for te ning pr -Confe stance	Reference to kers and Star o Indian La cordings, an il vision childred I Subjects an as Types, Mo ers, Colour s and Soft-w Models of E cal, Non-Opt r developing aching low occesses. rencing - I learning and	<ul> <li>Indian ad-alone nguages d Smart</li> <li>K2</li> <li>en as</li> <li>nd Low easuring Probes, ares for Different ical and g tactile</li> <li>K1</li> <li>Distance I ICT e</li> </ul>

Suggested Readings
Fatima, R. (2010). Teaching aids in mathematics; a handbook for elementary teachers.
KanishkaPublication, New Delhi.
Hersh, M.A., & Johnson, M. (2008). Assistive Technology for Visually Impaired and Blind
People.
Springer, London.
Monica Chaudhry (2006) low vision Aids Jaypee Publication.
Mukhopadhyay, S., Mani, M.N.G., Roy Choudary, M., & Jangira, N.K. (1988). Source Book
for Training Teachers of Visually Impaired. New Delhi: NCERT.
Punani, B., & Rawal, N. (2000). Handbook for Visually Impaired. Blind Peoples'
Association, Ahmedabad.
Scheiman, M., Scheiman, M., & Whittaker, S. (2006). Low Vision Rehabilitation: a practical
guide foroccupational therapists. Thorefore Slack Incorp, New Jersy.
Vijayan, P., & Gnaumi, V. (2010). Education of Children with low Vision. Kanishka
Publication, NewDelhi.
Sadao, K. C., & Robinson, N. B. (2010). Assistive Technology for young children: creating
inclusive
learning environments. Paul H Brooks, Baltimore.
Online Resource
https://afb.org/
https://www.perkins.org/
https://nfb.org/
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create
Course designed by: Dr. J.
SUJATHAMALINI

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)	0	M(2)	M(2)	3	17			
CO2	S(3)	M(2)		3	M(2)		.9			
CO3	S(3)	M(2)		M(2)	M(2)	ALLEN"				
CO4	M(2)	L(1)	M(2)		M(2)					
CO5	S(3)	L(1)			M(2)					
W.AV	2.8	1.4	0.4	0.8	2					

## Course Outcome VS Programme Outcomes

S–Strong(3),M-Medium(2),L-Low(1)

# Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	L(1)		
CO2	M(2)	S(3)		S(3)	
CO3	S(3)	M(2)		S(3)	M(2)
CO4	S(3)			M(2)	M(2)
CO5	S(3)	M(2)		L(1)	M(2)
W.AV	2.8	1.8	0.2	1.8	1.2

		II-Semester								
	<b>Course Code:</b>	<b>Psycho Social and Family Issues</b>	-							
Core	713204	of Children with Visual	T	Credits:4	Hours:4					
		Impairment								
		Unit-I		1						
Objective	<b>Objective</b> Develop different skills to empower families in meeting the challenges of having									
1	a child with visua			-						
Family of a	Child with Visua	l Impairment: Birth of a child with v	visual	impairmen	t and its					
		y dynamics -Parenting styles: Over								
<b>^</b>		Stereotypic attitudes related to visual								
		nily in Early stimulation, Concept								
		and extended family		1	2					
		fect of birth of a child with visual	impai	irment on						
	the family.		I		K2					
	-	Unit-II								
Objective	Analyze the role	of family and parental concerns rela	ated	to their ch	ild with					
2		t from birth to adulthood.								
Parental Issu	ies and Concerns	: Choosing an educational setting -	Gene	der and di	sability -					
Transition to	o adulthood: sexu	ality, marriage, and employment -	Paren	t support	groups -					
Attitude of p	professionals in inv	volving parents in IEP and IFSP								
Outcome2		ed the role of family and parental cond		related to						
	their child with v	isual impairment from birth to adulthoo	od.		K4					
		Unit-III								
Objective	Explain the rehab	litation of a person with visual impairm	nent.							
J Dobobilitatic	n of Children with	visual Impairment: Concept of rehabi	litatio	n and raha	hilitation					
		· ·								
		tion (CBR) and Community Participato and advocacy - Vocational rehabilitati								
	l challenges in rura	•	юп. п	eeu allu ci	lanenges					
	ě	ept of rehabilitation of a person with vi	cu o 1							
	impairment.	ept of renabilitation of a person with vi	suar		K2					
	impairment.	Unit-IV								
Objective	Develop differen	t skills to promote community partic	cinato	rv rehabili	tation					
4	and legal provisi	ons, concession and advocacy	nputo	ry renderin	ation					
Repubilitatio		•	of	rehabilitat	ion and					
		with Visual Impairment: Concept Based Rehabilitation (CBR) and C								
		egal provisions, concessions and								
		ages - Issues and challenges in rural se			Jeanonai					
		skills to promote community partic								
Outcome4		legal provisions, concession and advoc		l y	K3					
G ( 1 D		regar provisions, concession and dave	Juey							
Suggested R	÷			. 1 .	• 1					
		J. (2009). Creating learning opportunit								
		with vision impairment and additional	u aisa	adinties, in	cluding					
		Voice and vision.	och -	Ducca J	Davaha					
	· · · · ·	standing learners-A handbook for te	achei	s. Prasad	rsycno					
	propration, New De		form	ation at	Vinci					
		a, young people and families (2012). In	norm	auon abou	v isuai					
	pairment, Retrieve		T							
		us of Disability in India. New Delhi: RC								
nttp://ww	ww.ncb.org.uk/me	dia/875236/earlysupportvisimppart1fina	u.pat							

Hansen, J. C., Rossberg, R.H., &Cramer,S.H. (1994). Counselling Theory and Process. Allynand Bacon: USA
Lowenfeld, B. (1971). Psychological problems of children with impaired vision, Prentice
Hall. Narayan, J., & Riggio, M. (2005). Creating play environment for children. USA:
Hilton/
Perkins.
Shah, A. (2008). Basics in guidance and Counselling. New Delhi:Global Vision
PublishingHouse.
Online Resource
https://afb.org/
https://nfb.org/
https://onlinecourses.swayam2.ac.in/cec23_ed20/preview_
https://www.nasponline.org/
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create
Course designed by: Dr. J.
SUJATHAMALINI

## Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)		×	280	-	8			
CO2	<b>S(3)</b>	S(3)	25	ALAUA)	TAUNI	M(2)	L(1)			
CO3	L(1)	M(2)	M(2)	24		S(3)	M(2)		M(2)	
CO4	S(3)	L(1)			YN	M(2)				
CO5	S(3)	L(1)		SIP		M(2)				M(2)
W.AV	2.6	1.8	0.4	DID		1.8	0.6		0.4	0.4

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	L(1)	L(1)	M(2)	M(2)
CO2	S(3)	S(3)	L(1)		
CO3	S(3)		S(3)	L(1)	
CO4	S(3)		M(2)		
CO5	S(3)		M(2)		S(3)
W.AV	3	0.6	18	0.6	1

		II-Semester									
Core	<b>Course Code:</b>	Introduction to Locomotor		Т	Credits:2	Hours.?					
Core	713205	<b>Disabilities</b>		ł	Creuits.2	11001 5.2					
		& Multiple Disabilities and Accessibility									
		Unit-I									
Objective											
1	Amputees,Polic	, Leprosy cured, Muscular dystroph	nies, N	eura	l and spina	l defects					
	and Multiplem	disabilities.									
Cerebral Pa	lsy (CP):- CP:	Nature, Types and Its Associated	d Con	ditic	ons: Assess	sment of					
Functional	Difficulties of C	CP including Abnormalities of Joi	ints ar	nd N	Novements	(Gaits)-					
Provision of	f Therapeutic Ir	tervention and Referral of Childr	ren wi	ith (	CP-Implica	tions of					
Functional L	limitations of Ch	ildren with CP in Education and Cre	eating	Pro	sthetic Env	ironment					
in School an	nd Home: Seatin	g Arrangements, Positioning and H	Iandlin	ng T	echniques	at Home					
and School-	Facilitating Tead	ching-Learning of Children with CP	in Sc	choo	l, IEP, Dev	veloping,					
TLM; Assis	tive Technology	to Facilitate Learning and Functiona	al Acti	ivitie	es.						
Outcome 1		sons with Locomotor disabilities									
		s, Polio, Leprosy cured, Muscular dy and Multiple disabilities.	vstroph	ies,	Neural	K3					
	and spinarieus a	•									
Objective	Dian an offectiv	Unit-II	na ou	oron	and about t	ha					
2	persons with Lo	e therapeutic programme for creating comotor disabilities and Multiple di	isabilit	ties.	less about 1	.110					
Amputees,	Polio, Spinal C	ord Injuries Spina-bifida and Mu	usculaı	r D	ystrophy:D	efinition,					
Meaning an	d Classification	of Amputees, Polio, Spinal Core	d Inju	iries	, Spina bi	fida and					
Muscular D	Dystrophy- Asse	ssment of Functional Difficultie	es-Prov	visio	on of The	erapeutic					
Intervention	and Referral-In	plications of Functional Limitation	ns for	Edu	cation and	Creating					
Prosthetic E	nvironment in Sc	hool and Home: Seating Arrangeme	ents, P	ositi	oning and I	Handling					
Techniques	at Home and S	School-Facilitating Teaching-Learni	ing: I	EP,	Developin	g TLM;					
Assistive tec	chnology										
Outcome 2		e therapeurtic programme for creat				K6					
	about the person	ns with Locomotor disabilities and N	Multip	le di	sabilities.	KU					
Objective	Dlan on affect	Unit-III	#0 c ** -		man 142 1 -						
3		e therapeutic programme for the per-			-						
		torefer for medical intervention if n		-							
		ional programme and functional activities	ivities	ior	ine persons	with					
M14: 1 D'	Multiple disabil		1. D'	- 1 '1	:						
-		ther Disabling Conditions: Multip				-					
		pinations of Multiple Disabilities and									
		ry Conditions- Other Disabling Con			-	•					
		is, Multiple Sclerosis, Dwarfism									
-		imitations for Education and Creati	-								
	-	Arrangements, Positioning and Ha	-	-	-						
	-	hing- Learning: IEP, Developing TI				logy					
Juicome 3		e therapeutic programme for the pe			-						
		o refer for medical intervention if ne		•		K5					
		tional programme and functional	activ	vities	s for the						
	persons with Mu	iltiple disabilities.									

	Unit-IV	
Objective 4	Demonstrate knowledge on Universal Design for Learning	
Universal I	⊥ Design for Learning (UDL): UDL: Concept, Scope, Nature -UDL Prin	nciple:
Representati	ion, Action & Expression, Engagement- UDL curriculum & UDL Lesson	Plan-
-	and Universal Design for Learning- Implementation and Evaluation, R	
	hers of UDL	
Outcome 4	Demonstrate knowledge on Universal Design for Learning.	K4
	Unit-V	
Objective 5	Acquire knowledge on Accessible India Campaign and Enumerate the ad areas for inclusion.	apting
Accessible I	ndia Campaign: Built Environment Accessibility - accessible government bu	ilding.
- Transporta	ation System Accessibility - Airport, Railway station, Public -Informatio	n and
Communica	tion Eco-System Accessibility -Accessible and usable public documents	- The
pool of sign	n language interpreters	
Outcome 5	Acquire knowledge on Accessible India Campaign and Enumerate the adapting areas of inclusion.	K5
Suggested I	Readings	
Assessable	indiaCompaine -www,accessibleindia.gov.in	
Accessible	India Empower India, Department of Empowerment of Persons with Disabil	ities
Miller, F. a	and Bachrach, S.J. (2012). Cerebral Palsy: A Complete Guide for Caregi	ving.
A Joh	nsHopkins Press Health Book.	
Persons wit	th Disabilities (Equal Opportunities, Protection of Rights and Full Participati	on)
Act,(1995)	Govt of India.	
SarvaSiksha	a Abhiyan. Module on Cerebral Palsy.	
<u>http://s</u>	ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-	
<u>disable</u>	echildren/Module%205%20Cerebral%20Palsy.pdf /at_download/file	
SarvaSiksha	a Abhiyan. Module on Multiple Disabilities. <u>http://ssa.nic.in/inclusiveedu</u>	ication
/trainii	ng-module-for-resource-teachers-for-	
disable	echildren/Module%203%20Multiple%20Disability.pdf/at_download/file	
and State G	Iodule for In-Service Training and Sensitization of Key Functionaries of overnments, Local Bodies and other Service Providers, RCI	Central
Online Resc		
https://aem.o		
https://www		
https://adata		
	p.buffalo.edu/	
<u>https://alison</u>		nto
K-1 Keinemo	ber K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Crea Course designed by	
	SUJATHAN	

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0
CO1	M(2)	S(3)					M(2)			
CO2	S(3)	M(2)		L(1)		L(1)				
CO3	S(3)	M(2)						M(2)		
CO4	M(2)	L(1)	S(3)			L(1)	M(2)		L(2)	
CO5	L(1)	L(1)					S(3)	S(3)		
W.A	2.2	1.8	0.4	0.2		0.4	1.4	1	0.2	
V										

Course Outcome VS Programme Outcomes

Course Outcome VS Programme Specific Outcomes

PSO	PSO4	PSO3	PSO2	PSO1	CO
	6	L(1)	S(3)	5	CO1
L(1)	L(1)	35	M(2)	S(3)	CO2
L(1)	M(2)	210	M(2)	S(3)	CO3
M(2	L(1)	大加	0		CO4
M(2	M(2)	1		A 1	CO5
1.2	1.2	0.8	1.6	1.2	W.AV

	II-Semester										
Core	Course Code: 713206	Practical related to Disability Specialisation – E2	Р	Credits: 2	Hours: 4						
	Unit-I										

S.No	Tasks for	Disability	Educational	Specific	Hrs	Marks	Submissions
	the	Focus	Settings	Activities	(60		
	Student				)		
	Teachers						
	1.Learnin	College	VI	1. Bhara	30	25	
	gof			ti			
	Braille			Braille	1.		
				2.B raille	15	25	
				Mathematic			
				alsign for:			
			- 1004	Numeric			
			12m	indicator,			
		.5	and the	basic			
		25	ALAGAPPA U	operations,	÷		
		ଚ	000	simple	2		
			Nº TO	fraction and			
			SV/ACAA	brackets			
	Learning	College	VI	Taylor	15		
	the use of	Ĵ		Frame:	-		
	Assistive		CILCI.	Basic			
	Devices	13	62	Operation	2		
				using			
			0	arithmetic			
			souther an	and algebric			
				types			

# Programme Outcome Vs Course Outcome

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

Programme Specific Outcome Vs Course OutCome

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	M(2)	M(2)		M(2)	L(1)
	2	2		2	1
	-	-		2	1

							II-9	Sen	nest	er									
<b>DSE</b> – 1	Course	l	Ma	nage	eme	nt o	f L	earı	ning	g D	isa	ıbil	ity	and	T		Credits: 2	Ho	urs:2
Elective - 1	Code:		Vo	ocati	iona	ıl Tr	ain	ing	for	· Tr	ran	nsit	ion	&					
	713207					Jo	b P	lac	eme	ent									
								nit-											
Objective1	Explain the	c c c	once	ept,	caus	ses a	and	cha	arac	teri	stic	cs (	of le	earni	ing c	lis	sabilities a	nd it	s
	associated co	cor	ndit	tions	5										C				
Learning [	Disabilities:	Т	Tvpe	es	-Ve	rbal	1	earr	ning	ŗ	dis	sabi	ilitie	es:	Dvs	sle	exia, Dy	grap	ohia.
	Non-verbal																		
	DD- Emotion										U								
Outcome 1	Learned the	e co	onc	cept,	cau	ises	and	ch	arad	cter	isti	ics	of	learr	ning	d	isabilities	K2	
	and its assoc														U				
							· · ·	nit-]											
Objective 2	1 11																		
	children wi	vith	1 lea	arnin	ng di	isabi	ility	and	d te	ach	er	ma	ide a	asses	ssme	n	t test in cu	ricu	lar
	areas.	7	•	1	<u>01 '1</u>	1					6	n	1.		<u> </u>	11			
	of Basic Cu																		
	riting and Ma																		
	nterpretation of the state of t												gies	III I	Sasi	;	Skills of L	earn	mg-
	Developed ap												the	sner	vific	n	eeds of		
Outcome2	children with																	]	K5
	curricular are						.,												
	I			Č.	1.50	14.00		nit-I		ert	- 1	1	2						
Objective 3	Develop an u	une	ders	stanc	ding	; of f	func	lam	nent	als	and	d a	sses	sme	nt of	f	vocational		
	rehabilitation	n 8	& its	s rel	evar	nce f	for 1	PW.	D's	and	d n	nak	ke v	ocat	iona	11	training pla	n.	
Fundamentals	s & Assessme	nen	nt of	f Vo	catio	onal	Re	ehat	oilit	atio	on:-	-De	efini	tion	, me	ea	ning and	scop	e of
Vocational E	ducation -Leg	egis	slati	ions,	, pol	licie	s, a	igen	ncie	s, s	sch	nem	ies,	con	cess	io	ons & ber	efits	for
PWDs with	respect to	en	mpl	loym	ent	-Ap	ppro	oach	nes	an	ıd	mo	odel	s o	f V	0	cational tr	ainir	ıg -
	Evaluation o						s &	& S	Spe	cifi	ic .	joł	o s	kills	usi	in	g various	too	ls -
Approaches a	& Principles	of	f vo	ocati	onal	1													
assessment		-4	<u></u>						2		-			-					
	Develop an																	1	K5
	vocational rel training plan.		a0111	nanc	$\sin \alpha$	z ns	reit	evar	nce	Ior	PV	WL		ina i	паке	; ;	vocational		
	nannig plan.	1.			~		Un	nit-I	V	9	-								
<b>Objective 4</b>	Understand tl	the	e vo	ocatio	onal	trar				cu	rrio	cul	um	plan	ning	ŗ			
	ransition & C													-	-		nce of tra	nsiti	on -
	ansition mode						-			-			-		-				
	of Individua								-	-					-				
Curriculum															1				
Outcome 4	Identified var	aric	ous	ave	enues	s fo	r jo	ob p	plac	em	ent	t ai	nd	Plan	for	t	ransition		
	from School 1	l to	o joł	b			•	-										J	K3
	1						U	nit-`	V										
<b>Objective 5</b>	Acquire knov	owl	ledg	ge on	n pro	oces	s of	e vo	cati	ona	al r	reha	abili	tatic	on an	ıd	placement		
Process of V	ocational Reh	hał	bilit	tatio	n &	Plac	eme	ent:	- T	ype	s o	of E	Emp	loyn	nent	S	ettings - P	roces	ss of
	t & Creation								-	-			-	-			-		
	and First Ai																		
opportunities																	U		•
attitudes towa	ards persons v																		
Outcome 5	Acquire knov	owl	ledg	ge on	n pro	ocess	s of	l vo	cati	ona	al r	eha	abili	tatio	n an	ıd		1	K6
	placement																		L NO

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Online Resource	e				
https://www.ncl	d.org/				
https://ldaameric	ca.org/				
https://askjan.or	<u>g/</u>				
https://www.dol	.gov/odep/				
https://thinkcolle					
K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create
				Course de	esigned by: Dr. J.

# Course Outcome VS Programme Outcomes

SUJATHAMALINI

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
CO1	S(3)	M(2)			L(1)			
CO2	M(2)	S(3)			M(2)			
CO3	S(3)	L(1)			S(3)			
CO4	S(3)	M(2)		M(2)		S(3)		
CO5	S(3)	M(2)						
W.AV	2.8	2		0.4	1.2	0.6		

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)				L(1)
CO2		S(3)			M(2)
CO3	S(3)	M(2)			S(3)
CO4	S(3)			S(3)	
CO5	S(3)	M(2)			
W.AV	2.4	1.4		0.6	1.2

Course Outcome VS Programme Specific Outcomes



				]	II-Sem	ester				
DSE – 1	C	Course Code:	(	Drientat			y and	Т	Credits:2	Hours.?
		713208			-	ntative		1	Creuits.2	110015.2
			Å	Alterna	tive C	Commun t_T	ication			
Objectiv	/e1	Describe the n	nature a	nd scope	$\frac{0}{0}$	с-1 &М				
0				F						
Introducti	on	to Orientation	n and N	Aobility:	-Orien	tation a	nd Mobilit	y D	efinition, In	mportance
		Basic Termin		•				•		-
_ ^		quaring Off, Cl	•							
		M Training - S					•			
O&M Tra	aini	ng - Blindfold	d Rat	ionale a	nd Us	es for t	he Teache	r - Hu	uman/ Sigh	ted Guide
Technique	e- (	Grip, Stance, I	Hand P	osition,	Speed	Control	Negotiati	ng: Na	rrow Space	s, Seating
Arrangem	ent	s, Staircases, N	Muddy j	paths						
Outcom	le 1	Describe the r	nature a	nd scope	e of Oð	&М				K1
					Unit	п				<b>N</b> I
Objectiv	/e 2	Acquire pre c	cane sk	ills for			wer body	protect	ion, transpo	ort and
		use of	OK	101				r	in, nanopo	
		electronic dev			7009	660 60	1.1			
Pre-Cane	Sk	ills:-Upper an	nd Low	er Body	prote	ection -	Room Fa	miliariz	zation - Us	sing Oral
Descriptic	on fe	or Orientation	- Searc	ch Patter	rns, Bu	uilding N	Aap Readin	ng Skil	ls - Canes	Types,
Parts, Six	C C	onsiderations-	- Cane	Travel	Techni	iques: 7	Souch Tech	hnique,	Touch a	nd Drag
Technique	e, I	Diagonal Cane	e Techn	ique -	Use of	f Public	Transport	t, Aski	ng for Hel	p: When
and How	- I	Electronic Dev	vices, Ta	actile and	d Audi	tory Ma	ps Descr	iption a	and Uses	
Outcom	ne 2	Acquire pre ca				nd lower	body prote	ection,	transport	K2
		and use of ele	ectronic	devices			16			112
Objectiv	ve3	Acquire basic	<mark>kn</mark> owle	edge of l	Unit- Indeper		ving Skills	techni	aues.	
		ndependent Liv		~	-				1	ng -
-		and Etiquette -								-
Writing					-					
	e 3	Acquire basic	c knowle	edge of ]	Indepen	ndent Li	ving Skills	techni	aues.	K2
					Unit-				1	N2
Objectiv	/e 4	To Describe 1	the orga	anizatior			for commu	nicatio	n Skills	
		al frame work								iguage
andcomm	uni	cation - Factor	rs that i	nfluence	comm	nunicatio	on - Speech	n and la	inguage in i	relation to
each other	r -	Levels of cor	mmunic	ation in	child	ren - F	unctional	(Emerg	ent) Situati	onal
(Context	De	pendent). Indep	pendent	(Creativ	ve)					
Outcom	e 4	To Describe th	the orga	nization	al fram	nework f	or commu	nication	Skills	K1
					Unit					
		To get princip								
-	-	oles of AAC in			-		•	-		
		unctions - Are					-			
		roduction to c								
-		Technology, I		-						
		, blow switch,								
		AAC - Desig	-	ess, Mot	or, De	vices- C	hallenges i	n the d	levelopment	t of AAC
	•	Grammar ; sp								-
Outcome	e 5	Get principles impairment.	s of AA	C interv	entions	s for chi	dren with	visual		К3

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https://www.asha.org/

https://www.isaac-online.org/

K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create

Course designed by: Dr. J. SUJATHAMALINI

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)								
CO2	S(3)	M(2)								M(2)
CO3	S(3)	M(2)								
CO4	M(2)	M(2)	M(2)		L(1)		M(2)	S(3)		M(2)
CO5	S(3)	L(1)								M(2)
W.AV	2.8	1.8	0.4		0.2		0.4	0.6		1.2

Course Outcome VS Programme Outcomes

S–Strong(3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)			
CO2	S(3)	M(2)		L(1)	
CO3	S(3)				
CO4	M(2)	S(3)	M(2)		L(1)
CO5	S(3)				M(2)
W.AV	2.8	1.4	0.4	0.2	0.6

DSE – 1	<b>Course Code:</b>	Commun	ication Options: ( &	Oralism	Т	Credits:	Hours:2
	713209	Manual	« (Indian Sign Lan	סוואספ)	-	2	
			Unit-I				
Objectiv			ing loss in real l with hearing impair				
			l Life Context:-				
			Deafness and Com				
			ntity with reference Family and Teach				
			Advance Understa				
	• • • •		ory Approach in O	•		*	
			d Strategies in Al				
			for Families and T			1	
Outcom			in real life contex			l Options	K1
	with reference Rehabilitation		s with hearing impa	airment and	Oral		KI
	Renadintation	1	Unit-II				
Objectiv	ve 2 Acquire skills	required for					
Skill De	velopment Requir	ed for Oralis	m:- Practicing Inter	rpreting Aud	iogra	ms and Ex	posure to
			cing Motherese (Ad				
and Age	Appropriate Disc	course with C	Children Using App	propriate La	nguag	e, Turn Ta	iking and
Eye Co	ontact - Practic	ing Fluency	Skills in Verl	oal Comm	unicat	tion: Spo	ntaneou
0				01 111 1 0	· ·		· ·
			Reading - Practicin				
Jokes/ P	oems/ Nursery Rł	nymes – Ong	going Monitoring	and Assessin	ng Au	uditory Fu	nctioning
Jokes/ P and Spe	oems/ Nursery Rh eech Developmer	nymes – Ong nt: Reading		and Assessin	ng Au	uditory Fu	nctioning
Jokes/ P and Spa Recordin	oems/ Nursery Rh eech Developmen ngs, Development	nymes – Ong nt: Reading al Scales)	oing Monitoring Model Formats	and Assessin Used for t	ng Au he Pu	uditory Fun urpose (Cl	nctioning
Jokes/ P and Spa Recordin	oems/ Nursery Rh eech Development ngs, Development ne 2 Skillful in int	nymes – Ong nt: Reading al Scales)	going Monitoring	and Assessin Used for t	ng Au he Pu	uditory Fun urpose (Cl	nctioning
Jokes/ P and Spa Recordin	oems/ Nursery Rh eech Development ngs, Development ne 2 Skillful in int listening	nymes – Ong nt: Reading al Scales) terpreting au	oing Monitoring a Model Formats diograms and expo	and Assessin Used for t	ng Au he Pu al sett	uditory Fun urpose (Cl	nctioning hecklists
Jokes/ P and Spo Recordin Outcon	oems/ Nursery Rh eech Development ngs, Development ne 2 Skillful in int listening skills and pra	nymes – Ong nt: Reading al Scales) terpreting au cticing fluence	Model Formats Model Formats diograms and expo cy skills in verbal o Unit-III	and Assessin Used for t osure to Goa communicati	ng Au he Pu al sett on.	uditory Fun urpose (Cl	nctioning hecklists K6
Jokes/ P and Spo Recordin Outcon	oems/ Nursery Rh eech Development ngs, Development ne 2 Skillful in int listening skills and pra	nymes – Ong nt: Reading al Scales) terpreting au cticing fluend Auditory Vo	oing Monitoring a Model Formats diograms and expo cy skills in verbal o <u>Unit-III</u> erbal approach and	and Assessin Used for t osure to Goa communicati	ng Au he Pu al sett on.	uditory Fun urpose (Cl	nctioning hecklists K6
Jokes/ P and Spo Recordin Outcon	oems/ Nursery Rh eech Development ngs, Development ne 2 Skillful in int listening skills and pra	nymes – Ong nt: Reading al Scales) terpreting au cticing fluend Auditory Vo	oing Monitoring a Model Formats diograms and expo cy skills in verbal o <u>Unit-III</u> erbal approach and	and Assessin Used for t osure to Goa communicati	ng Au he Pu al sett on.	uditory Fun urpose (Cl	nctioning hecklists K6
Jokes/ P and Spo Recordin Outcon Objectiv Skill De	oems/ Nursery Rh eech Development ngs, Development ne 2 Skillful in int listening skills and pra ve 3 Learn skill in approach in In evelopment Audito	nymes – Ong nt: Reading al Scales) terpreting au cticing fluend Auditory V ndian special pry Verbal (2	oing Monitoring a Model Formats diograms and expo cy skills in verbal o <u>Unit-III</u> erbal approach and schools AV) Approach - A	and Assessin Used for t osure to Goa communicati implementi	ng Au he Pu al sett on. ng or n: Me	alism and aning, Mis	nctioning hecklists K6 AV sconcepts
Jokes/ P and Spo Recordin Outcon Objectiv Skill De and Jus	oems/ Nursery Rh eech Development ngs, Development ne 2 Skillful in int listening skills and pra ve 3 Learn skill in approach in In evelopment Audito tification - Stage	nymes – Ong nt: Reading al Scales) terpreting au- cticing fluence Auditory Vendian special ory Verbal (2 es of Audit	oing Monitoring a Model Formats diograms and expo cy skills in verbal o Unit-III erbal approach and schools AV) Approach - A ory Hierarchy -	and Assessin Used for t osure to Goa communicati implementi V Approach Understandi	ng Au he Pu al sett on. ng or n: Me ng Li	alism and aning, Mis	K6 K6 Kc K6 Kc Kc
Jokes/ P and Spo Recordin <b>Outcon</b> <b>Objectiv</b> Skill De and Jus Techniq	oems/ Nursery Rh eech Development ngs, Development ne 2 Skillful in int listening skills and pra ve 3 Learn skill in approach in In evelopment Audito tification - Stage ues of AV Appro	nymes – Ong nt: Reading al Scales) terpreting au- cticing fluence Auditory Vendian special pry Verbal (2 es of Audit ach and The	Model Formats Model Formats diograms and expo cy skills in verbal of Unit-III erbal approach and schools AV) Approach - A ory Hierarchy - ir Relation -to List	and Assessin Used for t osure to Goa communicati implementi V Approach Understandin ening Enviro	ng Au he Pu al sett on. ng or ng C onmer	alism and aning, Mis istening S nt - Readir	K6 K6 K6 K6 K6 K6 K6 K6 K6 K6 K6 K6 K6 K
Jokes/ P and Spo Recordin Outcom Objectiv Skill De and Jus Techniq Plans an	oems/ Nursery Rh eech Development ngs, Development listening skills and pra ve 3 Learn skill in approach in In evelopment Audito tification - Stag ues of AV Appro d Observing a Fev	nymes – Ong nt: Reading al Scales) terpreting au cticing fluend Auditory Vendian special ory Verbal ( <i>A</i> es of Audit ach and Thei w Weekly Ind	Model Formats Model Formats diograms and expo cy skills in verbal of Unit-III erbal approach and schools AV) Approach - A ory Hierarchy - ir Relation -to List dividual Sessions -	and Assessin Used for t osure to Goa communicati implementi V Approach Understandin ening Enviro Developing	ng Au he Pu al sett on. ng or n: Me ng Li onmer Instru	alism and aning, Mis istening S nt - Readir actional Ma	K6 K6 K6 AV sconcepta trategies ng Mode aterial fo
Jokes/ P and Spo Recordin Outcon Objectiv Skill De and Jus Techniq Plans an AVT Se	oems/ Nursery Rh eech Development ngs, Development ne 2 Skillful in int listening skills and pra ve 3 Learn skill in approach in In evelopment Audito tification - Stage ues of AV Appro d Observing a Fev-	nymes – Ong nt: Reading al Scales) terpreting au- cticing fluend Auditory V ndian special ory Verbal ( <i>A</i> es of Audit ach and Thei w Weekly Indistening, Lan	Model Formats Model Formats diograms and expo cy skills in verbal of Unit-III erbal approach and schools AV) Approach - A ory Hierarchy - ir Relation -to List lividual Sessions - guage and Cogniti	and Assessin Used for t osure to Goa communicati implementi V Approach Understandin ening Enviro Developing ion - Implem	ng Au he Pu al sett on. ng or n: Me ng L onmer Instrumentin	alism and aning, Mis istening S at - Readir ictional Ma ig Oralism	K6 K6 K6 K6 K7 K7 K7 K7 K7 K7 K7 K7 K7 K7 K7 K7 K7
Jokes/ P and Spo Recordin Outcon Objectiv Skill De and Jus Techniq Plans an AVT Se Approac	oems/ Nursery Rh eech Development ngs, Development ne 2 Skillful in int listening skills and pra ve 3 Learn skill in approach in In evelopment Audito tification - Stage ues of AV Appro d Observing a Few ssions Linking Li-	nymes – Ong nt: Reading al Scales) terpreting au- cticing fluence Auditory Ver ndian special ory Verbal (2 es of Audit ach and Thei w Weekly Inc istening, Lan cial Schools	diograms and expo y skills in verbal of Unit-III erbal approach and schools AV) Approach - A ory Hierarchy - ir Relation -to List lividual Sessions - guage and Cogniti & Summing up,	and Assessin Used for t osure to Goa communicati implementi V Approach Understandin ening Enviro Developing ion - Implem Strategies	ng Au he Pu al sett on. ng or ng Li onmer Instrumentin of In	alism and aning, Mis istening S nt - Readir ang Oralism aplementat	K6 K6 K6 AV sconcept trategies ng Mode aterial fo and AV ion Ora
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Unit-V		
<b>Objective</b> Acquire knowledge in ISL skill and skill in usin	g in classrooms	
ISL Skill Development: Middle Order Receptive and 'Motherese' (Tuning Language to Suit Young Children) and Children with Appropriate Language, Turn Taking and E Signing in Short Common Conversations, Stories/Poe Emotions, Expansion of Ideas and Current Affairs, Practic Development: Towards Higher Order Receptive and Express Gender, Number, Person, Tense, Aspect- Practicing Sentence Imperative and Interrogative and Negativization, Simple, Using ISL in Classrooms - Social Science, Science / Mathe Language) Practicing Syntax in Conversations and discussio Classrooms for School Subjects - Resource Mobilization (Organized Charity Sources, CSR, Fund Raising Even Reflections on the Course: From Theory to Practice to Initiat	Age Appropriate Disco Eye Contact - Practicing ms/Narrations/Jokes, D ing Group Dynamics - I sive Skills - Learning to Types: Affirmative, Inte Complex, Compound- Co matics-Practicing Marke ons, Observing Using IS for Skill Development ts, Web Based Fund	urse with g Natural iscussing ISL Skill o Express rjections, Observing rs (Local SS/ISL in Training
Outcome 5 Acquire knowledge in ISL skill and skill in usir	ng in classrooms	K5
<ul> <li>Primer (4th)Lippincott Williams aAnd Wilkins: Philade</li> <li>Communication Options And Students With Deafness. (201 India , NewDelhi.</li> <li>Cole, E., &amp;Flexer, C. (2010). Children with Hearing Loss: Talking, Birthto Six. (2nd Ed.).Plural Publishing Inc,Sa</li> <li>Dhvani (Marathi). Balvidyalaya – Cym Publication</li> <li>Directory of Rehabilitation Resources for Persons with</li> <li>(2000). AYJNIHH Publication, Mumbai.</li> <li>Dhvani (English). Balvidyalaya Publication: Chennai.</li> <li>Estabrooks, W., &amp; Marlowe J, (2000). The Baby is Lister Association,WashingtonD.C.</li> <li>Heller, R. (1999). Managing Change. Dk Publishing: New Y Ling, D. (1990). Acoustics, Audition Aand Speech Reception VerbalInternational.</li> <li>Ling, D., &amp; Ling, A.H. (1985). Aural Habilitation: The For Hearing</li> <li>Impaired Children. A.G. Bell Association, Washington</li> </ul>	0). Rehabilitation Counc Developing Listening an In Diego, CA. Hearing Impairment in ning, A. G. Bell York. on. (Cd)Alexandria, Audi pundations of Verbal Lea	nd India. tory
Online Resource		
https://hearingfirst.org/		
https://islrtc.nic.in/ https://www.spreadthesign.com/		
	V 5 Evolución V C C	ata
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze	K-5 Evaluate K-6 Cree Course designed	
	SUJATH	•

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	M(2)	M(2)						S(3)		
CO2	M(2)	M(2)		M(2)		M(2)		S(3)		
CO3	L(1)	L(1)	S(3)	M(2)			S(3)			
CO4	S(3)	L(1)	M(2)							
CO5	S(3)	L(1)								M(2)
W.AV	1.2		1	0.8	0.2	0.4	0.6	1.2		0.4

# Course Outcome VS Programme SpecificOutcomes

	1 A A	- 0.			
CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S ALM	M(2)	PLASH I	6	
CO2	M(2)	M(2)		M(2)	
CO3	M(2)	12	L(1)	S(3)	M(2)
CO4	S(3)	S(3)	M(2)	_	
CO5	S(3)			S(3)	
W.AV	2	0.8	0.6	1.6	0.4

		II –Semester									
Value Added	<b>Course Code</b>	Nai Talim									
Course	713210	Credits: 2	Hours: 2								
		Unit-I	l		I						
Objective 1	<b>Objective 1</b> To Understand the concept of Nai Talim and its evolution from										
	Gandhianovement										
Nai Talim as	A Globally Acc	epted Concept - Education for	life	- Revolt ag	ainst the						
		est - What Gandhiji rebelled a									
		in the NaiTalim movement Edu									
		Talim Educational Policies D									
with Nai Talim											
		concept of Nai Talim and its	evo	lution from	K2						
	Gandhian Move				112						
		Unit-II									
•		issues related to the implem		*	eriential						
	educationand lin	king activities to the stages of ch	ild de	evelopment							
Other organizational and social issues that retarded the growth of NaiTalim - Post - Independence scenario: Basic literacy (3Rs) is not in place - Major reasons for work - based education not taking off-possible solutionsLinking Activities to the Stages of Child Development : Piaget's theory on child development- Defining stage to link human-development with learning- Relating the '4- Pillars frame- works to the 4H framework- Linking the 6-stages through an innovation '4H-Matrix for Experiential EducationK2Outcome 2Understand the issues related to the implementation of experiential education and linking activities to the stages of childK2											
	development	Unit-III	_								
Objective 3	Acquire know	ledge on the needs for linking	exner	riential learn	ing with						
		dimensions. Able to generate									
		unity engagement contexts	-1,								
major issue- Co favoring 'educat Community Eng Making Experie process	ng Experiential uld there be a ' ion for life can gagement Conte ential & work-	Learning With the Academic D Pull-force' at all?- Facilitating paign' Generating Experiential xts: Associating the 4-H's with based learning method into a d	the end Wo Wo Wo Wo Wo Wo Wo Wo Wo Wo Wo Wo Wo	mergence of rk –Based L academic s e, enjoyable	the forces Learning / subjects -						
Outcome 3	Acquire knowledge on the needs for linking experiential learning with the academic dimensions. Able to generate experiential/work based learning/community engagement contexts										

	Unit IV								
Objective 4	Learn the process of Nai Talim Style of fast learning and make learning								
	mathematics experiential learning.								
Nai Talim Style of Fast Learning of English: Introduction- Recommendation of NCF									
2005 on English	2005 on English Case study: 'Engleasy' -a NaiTalim approach for fast learning of								
English Experier	ntial Learning Can Make Mathematics Teaching Easy : Intro	duction:							
why today's chi	ldren cannot add or multiply?- Identification of learning difficulties	s - How							
a failsafelearnin	a failsafelearning method could be attempted through the E-learning method								
Outcome 4 Learn the process of Nai Talim Style of fast learning and									
	makelearning mathematics experiential learning.;	K4							

	Unit-V
Objective 5	Understand the Nai talim style of value education and promote regionally relevant curriculum and able to link with a national reconstruction framework.
value- education education Regio Ncert, Scert An showing the ro- national reconstr	• Of Value Education: Introduction - Experiential learning approach to a - Precautions needed while choosing curriculum content for value nally Relevant Curriculum Through A 3-Window Approach Involving nd Diet : Three windows - Illustration: Madhya Pradesh - Example les of the 3- windows: Languages & social sciences - Linking with a ruction framework
Outcome 5	Understand the Nai talim style of value education and promote regionally relevant curriculum and able to link with a national reconstruction framework.
for socia A Reade Fried.P (1972 Gandhiji's Ai Gramsci.A (1	<ul> <li>88) "Gramsci, freier and Illich: Their contribution to education alism" in Tom lovet (ed) Radical Approched to Adult education er. London. Routledge</li> <li>Pedagogy of Aspersed: Harmonds work Penguin.</li> <li>ms of Education.</li> <li>971) Selections from prison Notebook London.</li> <li>n shanthiniketan and vishwabrathi.</li> </ul>
www.en.wir www.equali www.mains www.mhrd. www.thehin www.urban.	kipedia.org/wiki/participatory_action_research kipedia.org/wiki/participatory_rural_appraisal ty-ne.co.uk/downloads/856_tookkit-community engagement.pdf streamweekly.net/article4913.html gov.in/schemes.school du.com/opinion/op.ed/dealing_with_first_generation-school_groups. gov.in/download/for.pdf er K-2_Understand K-3_Apply K-4_Analyze K-5_Evaluate K-6 Create
	Course designed by: Dr. J. SUJATHAMALINI

Course Outcome VS Programme Outcomes

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S (3)	M (2)							M (2)	S (3)
CO2	S (3)	M (2)							M (2)	
CO3	S (3)	M (2)	M (2)						M (2)	
CO4	M (2)	M (2)	M (2)							
CO5	S (3)	L(1)				L (1)				
W.AV	2.8	2.1	0.8			0.2			1.2	0.6

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	S(3)			
CO2	S(3)	M(2)			M(2)
CO3	S(3)		L(1)		
CO4	M(2)	S(3)	M(2)	L(1)	
CO5	S(3)				M(2)
W.AV	2.8	1.6	0.6	0.2	0.8

Course Outcome VS Programme Specific Outcomes



		II-Semester								
Value Added Course	Course Code: 713211	Value Education	Т	Credits:2	Hours:2					
	Unit-I									
Objective 1	Understand the contemporary		nd	its classific	ation in					
Education a	nd Values -De	finition, Concept, Classification, Theory,	, C	riteria and So	ources of					
		es of value education - Role and Need for								
contemporar	ry society – Ro	le of education in transformation of va	lue	s in society-	Role of					
parents, tea	chers, society,	peer group and mass media in fost	teri	ng values- '	Feaching					
approaches	and strategies to	o inculcate values through curricular and c	20-0	curricular acti	vities					
Outcome 1			lue	s and its	1Z2					
	classification	in contemporary society.			K2					
	1	Unit-II								
	Develop skills personal develo	to understand value education and opment	its	contribution	towards					
Sacrifice, Si good life. adolescent: gender equ	Value Education and Personal Development –Human Values: Truthfulness, Constructivity, Sacrifice, Sincerity, Self-Control, Altruism, Scientific Vision, relevancy of human values to good life. – Character Formation towards Positive Personality –Modern challenges of adolescent: emotions and behavior – Self-analysis and introspection: sensitization towards gender equality, physically challenged, intellectually challenged, - Respect to - age, experience, maturity, family members, neighbors, co-workers.									
		to understand value education and its al development	cor	tribution	K1					
	1	Unit-III								
Objective 3	Become aware	of value education towards National and	Gl	obal Developi	ment					
Sovereign, Fraternity Professional	Democracy, So – Social Valu Values: Know	National and Global Development – ocialism, Secularism, Equality, Justice, es: Pity and Probity, Self-Control, Un ledge Thirst, Sincerity in Profession, Regu of value education towards National and	Lib niv 1lar	erty, Freedo ersal Brother ity, Punctuali	m, And hood. –					
	•	Unit-IV								
Objective 4	Understand the etc.	religious and moral values such as tolerar	nce	, wisdom, cha	racter					
Religious and Moral Values –Faith- Religious and Moral Values- Tolerance, Wisdom, character. –Aesthetic Values: Love and Appreciation of literature, fine arts and respect for the same. – Environmental Ethical Values -National Integration and international understanding. – Need of Humanistic value for espouse peace in the society -Conflict of cross-cultural influences, cross-border education. <b>Outcome 4</b> Understand the religious and moral values such as tolerance,										
Outcome 4	wisdom, charac		10	icrance,	К3					
Objective 5		e Therapeutic Measures to control of the se, meditation and yoga	mi	nd through si	nplified					
Meditation - Asanas- Ac Benefits of	Therapeutic Measures:- Control of the mind through Simplified physical exercise- Meditation –Objectives, types, effect on body, mind and soul- Yoga – Objectives, Types, Asanas- Activities: Moralization of Desires, Neutralization of Anger, Eradication of Worries, Benefits of Blessings									
Outcome 5		e Therapeutic Measures to control of the ed physical exercise, meditation and yoga		nd	K1					

Chitakra, M.G.: Education and Human Values, A.P.H. Publishing Corporation, New Delhi. 2003.Kiruba Charles & V. Arul Selvi. Value Education:Neelkamal Publications, New Delhi, 2012.

Monica J. Taylor. Values in Education and Education in Value. Routledge. 1996.

Neil Postman. The End of Education: Redefining the Value of School. Vintage publisher. 1996.Passi, B.K. and Singh, P. Value Education. National Psychological Corporation, Agra. 2004.

Sharma, S.P. Moral and Value Education; Principles and Practices, Kanishka publishers, 2013. http://cbseportal.com/exam/e-books/download-free-ncert-e-book-education-for-values-in-school-

aframework

http://cbseacademic.in/web material/ValueEdu/Value%20Education%20Kits.pdf

Online Resource

https://livingvalues.net/

https://www.character.org/

https://valuesbasededucation.com/

K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create

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Course designed by: Dr. J.
SUJATHAMALINI
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# Course Outcome VS Programme Outcomes

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)		VR	5	1				
CO2	S(3)	M(2)				S(3)				
CO3	S(3)	S(3)	L(1)	80	Y	N		S(3)		L(1)
CO4	M(2)	M(2)	M(2)	L(1)						M(2)
CO5	S(3)	S(3)	163				13			S(3)
W.AV	2.8	2.2	0.6	0.2		0.6		0.6		1.2

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

#### Course Outcome VS Programme Specific Outcomes

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)				
CO2	S(3)	M(2)			M(2)
CO3	S(3)		L(1)		
CO4	M(2)		M(2)	L(1)	
CO5	S(3)				M(2)
W.AV	2.8	0.4	0.6	0.2	0.8

	1	II-Semester		1	
Value Added Course	Course Code: 713212	Gender and Disability	Т	Credits: 2	Hours:2
Course		Unit-I			
Objective 1	Develop an understa and its theories.	unding of the concept, need and so	cope	of gender	studies
		Need and Scope of Gender studies dies - Gender studies –Gender theor		der studies	s as an
Outcome 1	Develop an understa studies and its theori		ope o	f gender	К3
		Unit-II	1 .1 1		
Objective 2	Explain the impact and Understand the i	of girl child in society such as of multiple roles of women and their ro	child le cor	labours, ch nflict	111d abuse
Girl child in	Society:-Child labou	urs - Child abuse – Changing role of	of wor	men - mari	riage –
Women'sIssı	ues - Motherhood - Si	ingle parent –Widows- Multiple Rol	es of	Women- R	ole
conflict, Role	e change – Gender an	d women.			
Outcome 2		of girl child in society such as child d the multiple roles of women and t			K5
	1	Unit-III			
Objective 3	Describe the persona	ll and demographic perspectives of g	gende	r and disab	ility.
•	Disability Sex &				
	Disability - SCA &	Gender: Concept & Difference- I	mpair	rment & I	Disability:
		Gender: Concept & Difference- I red Experience of Disability- Pub	•		•
Concept & 1	Difference - Gender	red Experience of Disability- Pub	lic D	omain: Sc	hool and
Concept & 1 Outside Sch	Difference - Gender ool- Private and Far	red Experience of Disability- Pub nilial Domain- Normalization and	lic D Socia	omain: Sc al Role Va	hool and lorisation
Concept & 1 Outside Sch Gender and 1	Difference - Gender ool- Private and Far Disability Analysis:	red Experience of Disability- Pub	lic D Socia	omain: Sc al Role Va	hool and lorisation
Concept & Outside Sch Gender and I for Teaching	Difference - Gender ool- Private and Far Disability Analysis:	red Experience of Disability- Pub nilial Domain- Normalization and	lic D Socia and C	omain: Sc al Role Va Gender: Imj	hool and lorisation
Concept & Outside Sch Gender and I for Teaching	Difference - Gender ool- Private and Far Disability Analysis: 7	red Experience of Disability- Pub nilial Domain- Normalization and Techniques and Strategies- Psyche	lic D Socia and C	omain: Sc al Role Va Gender: Imj	hool and lorisation plications
Concept & Outside Sch Gender and I for Teaching <b>Outcome 3</b> Objective 4	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability.	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch	lic D Socia and C es of	Domain: Sc al Role Va Gender: Imp f gender n.	hool and lorisation plications K5
Concept & 1 Outside Sch Gender and 1 for Teaching <b>Outcome 3</b> Objective 4 Women and	Difference - Gender ool- Private and Far Disability Analysis: 7 Describe the perso and disability. Analyze the issues re Girl Child with Disab	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch polity: -Inclusive Equality- Access to	lic D Socia and C es of ildrer Fam	Domain: Sc al Role Va Gender: Imj f gender n. ily Life- A	hool and lorisation plications K5 Access to
Concept & 2 Outside Sch Gender and 1 for Teaching <b>Outcome 3</b> Objective 4 Women and Education, V	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab ocational Training a	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch bility: -Inclusive Equality- Access to nd Employment- Access to Polit	lic D Socia and C es of iildrer Fam ical 1	Domain: Sc al Role Va Gender: Imp f gender n. ily Life- A Participatio	hool and lorisation plications K5 Access to n-Factors
Concept & Outside Sch Gender and I for Teaching <b>Outcome 3</b> Objective 4 Women and Education, V	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab ocational Training a	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch polity: -Inclusive Equality- Access to	lic D Socia and C es of iildrer Fam ical 1	Domain: Sc al Role Va Gender: Imp f gender n. ily Life- A Participatio	hool and lorisation plications K5 Access to n-Factors
Concept & 1 Outside Sch Gender and 1 for Teaching <b>Outcome 3</b> Objective 4 Women and Education, V Contributing	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab vocational Training a to Disability- Gender	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch bility: -Inclusive Equality- Access to nd Employment- Access to Polit	lic D Socia and C es of ildrer Fam ical D	Domain: Sc al Role Va Gender: Imp f gender n. ily Life- A Participatio n Family-T	hool and lorisation plications K5 Access to n-Factors raditional
Concept & 2 Outside Sch Gender and 1 for Teaching <b>Outcome 3</b> Objective 4 Women and Education, V Contributing Practices- Se	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab ocational Training a to Disability- Gender xual and Reproducti	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch polity: -Inclusive Equality- Access to nd Employment- Access to Polit er-Based Violence in School and V	lic D Socia and C es of ildrer Fam ical D	Domain: Sc al Role Va Gender: Imp f gender n. ily Life- A Participatio n Family-T	hool and lorisation plications K5 Access to n-Factors raditional
Concept & 1 Outside Sch Gender and I for Teaching <b>Outcome 3</b> Objective 4 Women and Education, V Contributing Practices- Se Gender Criti	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab vocational Training a to Disability- Gender xual and Reproducti que of Legislation, G	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch oility: -Inclusive Equality- Access to nd Employment- Access to Polit er-Based Violence in School and V ive Health- Teacher's Role in Pro-	lic D Socia and C es of iildrer Fam ical D Withir motin	Domain: Sc al Role Va Gender: Imj f gender f gender n. ily Life- A Participatio n Family-T g Gender	hool and lorisation plications K5 Access to n-Factors raditional
Concept & T Outside Sch Gender and I for Teaching <b>Outcome 3</b> Objective 4 Women and Education, V Contributing Practices- Se Gender Criti Outcome 4	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab ocational Training a to Disability- Gender xual and Reproduction que of Legislation, G Analyze the issues re	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch polity: -Inclusive Equality- Access to nd Employment- Access to Polit er-Based Violence in School and V ive Health- Teacher's Role in Pro- overnment Policy and Schemes	lic D Socia and C es of ildrer Fam ical D Vithir motin	Domain: Sc al Role Va Gender: Imp f gender ily Life- A Participatio n Family-T g Gender n.	hool and lorisation plications <b>K5</b> Access to n-Factors raditional Equality-
Concept & T Outside Sch Gender and I for Teaching <b>Outcome 3</b> Objective 4 Women and Education, V Contributing Practices- Se Gender Criti Outcome 4 Objective 5	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab ocational Training a to Disability- Gender xual and Reproducti que of Legislation, G Analyze the issues re	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch bility: -Inclusive Equality- Access to nd Employment- Access to Polit er-Based Violence in School and V ive Health- Teacher's Role in Pro- overnment Policy and Schemes elated to disabled women and girl ch Unit-V man Right-based Approach and Disa	lic D Socia and C es of ildrer Fam ical D Vithir motin	Domain: Sc al Role Va Gender: Imp f gender h. ily Life- A Participatio h Family-T g Gender h.	hool and lorisation plications K5 Access to n-Factors raditional Equality- K4
Concept & T Outside Sch Gender and I for Teaching <b>Outcome 3</b> Objective 4 Women and E Education, V Contributing Practices- Se Gender Criti Outcome 4 Objective 5 Human Righ	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab ocational Training a to Disability- Gender xual and Reproducti que of Legislation, G Analyze the issues re Demonstrate the Hum nt-based Approach an	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch oility: -Inclusive Equality- Access to nd Employment- Access to Polit er-Based Violence in School and V ive Health- Teacher's Role in Pro- overnment Policy and Schemes elated to disabled women and girl ch Unit-V man Right-based Approach and Disability:- Human Rights-Based	lic D Socia and C es of iildrer Fam ical D Vithir motin iildrer	Domain: Sc al Role Va Gender: Imp f gender n. ily Life- A Participatio n Family-T g Gender n.	hool and lorisation plications K5 Access to n-Factors raditional Equality- K4
Concept & T Outside Sch Gender and I for Teaching <b>Outcome 3</b> Objective 4 Women and Education, V Contributing Practices- Se Gender Criti Outcome 4 Objective 5 Human Righ History – Pr	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab vocational Training a to Disability- Gender xual and Reproducti que of Legislation, G Analyze the issues re Demonstrate the Hun nt-based Approach an rinciples of Human	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch bility: -Inclusive Equality- Access to nd Employment- Access to Polit er-Based Violence in School and V ive Health- Teacher's Role in Pro- overnment Policy and Schemes elated to disabled women and girl ch Unit-V man Right-based Approach and Disability:- Human Rights-Based Rights-Based Approach- Equality	lic D Socia and C es of ildrer Fam ical D Vithir motin iildrer ibility d App and D	Domain: Sc al Role Va Gender: Imp f gender h. ily Life- A Participatio h Family-T g Gender h. proach: Con Non-Discri	hool and lorisation plications K5 Access to n-Factors raditional Equality- K4
Concept & $\frac{1}{2}$ Outside Sch Gender and I for Teaching <b>Outcome 3</b> <b>Objective</b> <b>4</b> Women and Education, V Contributing Practices- Se Gender Criti <b>Outcome 4</b> <b>Objective</b> <b>5</b> Human Righ History – Pr Universality	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab ocational Training a to Disability- Gender xual and Reproducti que of Legislation, G Analyze the issues re Demonstrate the Hun nt-based Approach an cinciples of Human & Inalienability- Par	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch oility: -Inclusive Equality- Access to nd Employment- Access to Polit er-Based Violence in School and V ive Health- Teacher's Role in Pro- overnment Policy and Schemes elated to disabled women and girl ch Unit-V man Right-based Approach and Disability:- Human Rights-Based Rights-Based Approach- Equality rticipation and- Inclusion- Accounta	lic D Socia and C es of iildrer Fam ical D Vithir motin iildrer ibility and D ability	Domain: Sc al Role Va Gender: Imp f gender f gender n. ily Life- A Participatio n Family-T g Gender n. proach: Con Non-Discrir and Rule	hool and lorisation plications K5 Access to n-Factors raditional Equality- K4 herept and mination- of Law-
Concept & T Outside Sch Gender and I for Teaching <b>Outcome 3</b> Objective 4 Women and Education, V Contributing Practices- Se Gender Criti Outcome 4 Objective 5 Human Righ History – Pr Universality Elements of	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab ocational Training a to Disability- Gender xual and Reproducti que of Legislation, G Analyze the issues re Demonstrate the Hur nt-based Approach ar rinciples of Human & Inalienability- Par Human Rights Syst	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective <u>Unit-IV</u> elated to disabled women and girl ch polity: -Inclusive Equality- Access to nd Employment- Access to Polit er-Based Violence in School and V ive Health- Teacher's Role in Pro- overnment Policy and Schemes elated to disabled women and girl ch <u>Unit-V</u> man Right-based Approach and Disability:- Human Rights-Based Rights-Based Approach- Equality rticipation and- Inclusion- Accounta tem-Legal Framework- Institutions-	lic D Socia and C es of ildrer Fam ical D Vithir motin iildrer ibility d App and D ibility Deve	Domain: Sc al Role Va Gender: Imp f gender h. ily Life- A Participatio h Family-T g Gender h. proach: Con Non-Discrim and Rule elopment P	hool and lorisation plications K5 Access to n-Factors raditional Equality- K4 heept and mination- of Law- olicies &
Concept & $\frac{1}{2}$ Outside Sch Gender and I for Teaching <b>Outcome 3</b> <b>Objective</b> <b>4</b> Women and Education, V Contributing Practices- Se Gender Criti <b>Outcome 4</b> <b>Objective</b> Human Righ History – Pr Universality Elements of Programs- Pr	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab ocational Training a to Disability- Gender vocational Training a to Disability- Gender autor Disability- Gender nual and Reproduction que of Legislation, G Analyze the issues re Demonstrate the Hum nt-based Approach an rinciples of Human & Inalienability- Par Human Rights Syste ublic Awareness- Ci	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective Unit-IV elated to disabled women and girl ch oility: -Inclusive Equality- Access to nd Employment- Access to Polit er-Based Violence in School and V twe Health- Teacher's Role in Pro- overnment Policy and Schemes elated to disabled women and girl ch Unit-V man Right-based Approach and Disa nd Disability:- Human Rights-Based Rights-Based Approach- Equality rticipation and- Inclusion- Accounta tem-Legal Framework- Institutions- vil Society- Advantage of Human	lic D Socia and C es of iildrer Fam ical D Vithir motin iildrer ibility and D ibility Deve Right	Domain: Sc al Role Va Gender: Imp f gender f gender n. ily Life- A Participatio n Family-T g Gender n. proach: Con Non-Discrir and Rule elopment P ts-Based A	hool and lorisation plications <b>K5</b> Access to n-Factors raditional Equality- <b>K4</b> hecept and mination- of Law- olicies & Approach-
Concept & T Outside Sch Gender and I for Teaching <b>Outcome 3</b> Objective 4 Women and Education, V Contributing Practices- Se Gender Criti Outcome 4 Objective 5 Human Righ History – Pr Universality Elements of Programs- Pr Implications	Difference - Gender ool- Private and Far Disability Analysis: Describe the perso and disability. Analyze the issues re Girl Child with Disab ocational Training a to Disability- Gender xual and Reproducti que of Legislation, G Analyze the issues re Demonstrate the Hur nt-based Approach ar rinciples of Human & Inalienability- Par Human Rights Syst ublic Awareness- Ci for Disability- Empo	red Experience of Disability- Public milial Domain- Normalization and Techniques and Strategies- Psyche onal and demographic perspective <u>Unit-IV</u> elated to disabled women and girl ch polity: -Inclusive Equality- Access to nd Employment- Access to Polit er-Based Violence in School and V ive Health- Teacher's Role in Pro- overnment Policy and Schemes elated to disabled women and girl ch <u>Unit-V</u> man Right-based Approach and Disability:- Human Rights-Based Rights-Based Approach- Equality rticipation and- Inclusion- Accounta tem-Legal Framework- Institutions-	lic D Socia and C es of iildrer Fam ical D Vithir motin iildrer ibility l App and D bility Deve Right	Domain: Sc al Role Va Gender: Imp f gender ily Life- A Participation n Family-T g Gender n. proach: Con Non-Discrit and Rule elopment P ts-Based A articipation	hool and lorisation plications <b>K5</b> Access to n-Factors raditional Equality- <b>K4</b> hecept and mination- of Law- olicies & Approach-

#### **Suggested Readings**

Habib, L. A. (1997). Gender and Disability: Women's Experiences in the Middle East.Oxfam,

UK.Hans, A. (2015). Disability, Gender and the Trajectories of Power. Sage Publications Pvt.

Ltd.

Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability. Ridgeway, C. L. (2011). Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press.

#### Online Resource

https://womenenabled.org/ https://dawncanada.net/ https://www.un.org/disabilities/documents/Publication/UNWCW%20MANUAL.pdf https://rootedinrights.org/

K-1 Remember	K-2 Understand	K-3 Apply	K-4 Analyze	K-5 Evaluate	K-6 Create				
Course designed by: Dr. J.									
SUJÄTHAMALI									

Course Outcome VS Programme Outcomes	
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CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	L(1)								
CO2	S(3)	M(2)							M(2 )	
CO3	S(3)	M(2)		L(1)		S(3)				
CO4	S(3)	L(1)				L(1)			M(2	
CO5	S(3)	M(2)				L(1)				
W.AV	3	1.6		0.2		1			0.8	

S–Strong (3),M-Medium(2),L-Low(1)

Course Outcome VS Programme Specific Outcomes

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)				
CO2	S(3)	M(2)			
CO3	S(3)		L(1)	L(1)	M(2)
CO4	S(3)	M(2)	L(1)		
CO5	S(3)				M(2)
W.AV	3	0.8	0.4	0.2	0.8

		III-Semester			
Core	<b>Course Code:</b>	Basic Research & Basic Statistics	Т	Credits:	Hours:4
Core	713301	and	1	4	110015.4
		Action Research Unit-I		_	
		cept and relevance of research in educat			
		Scientific Method –Research: - Con	-		
		ientific Method in Research - Purpose of	of Res	earch - Re	search in
	and Special Educa		14		1
Outcome	special education		iucati	on and	K1
Objective	2 Develop on und	Unit-II erstanding of the types and research pr	00055	and acquir	<u></u>
Objective		conducting a research.	ocess	and acqui	C
Types and	Process of Resear	rch:-Types of Research - Basic, Funda	menta	al, Applied	, Action-
Process of	Research - Select	ion of Problem, Formulation of Hypoth	esis-	Collection	of Data,
Analysis of	f Data & Conclusion	n - Tools of Research: Tests, Questionna	aire, C	Checklist ar	nd Rating
	ofessional Compete				
Outcome	<b>2</b> Develop an und acquire compete	erstanding of the types and research ncies for conducting a research.	proce	ss and	К3
		Unit-III			1
		neasures for data organization and analys			
	•	f Data:- Scale for measurement: Nomin			
	-	Array, grouped distribution- Measures			•
-		and Mode, - Standard deviation ar	-		
		and Rank Order Correlation-Graphic re	^		lata
Outcome	analysis.	using suitable measures for data organiza	ation	and	K3
Objective	4 Inderstand the l	Unit-IV Dasics of action research, qualitative and	mixe	d methods	
-		feaning, principles - Uses and Limitation			esearch -
		ntal and Action Research - Action Rese			
		e and Mixed Research		for the pre	1035101141
C	-	and the basics of action research, qu	alitat	ive and	1
Outcom	mixed methods	and the subject of detion research, qu	unuuu	ive und	K2
		Unit-V			1
Objective	e 5 Understanding tl	ne types and process of action research			
Process of	Action Research:-7	Types of Action Research - Individual te	acher	action rese	earch and
Collaborati	ive action research	(Meaning, Rationale, uses and limitati	ions)	- Cycles o	of Action
Research –	Stephen Kemmi's	Action Cycle, Kurt Lewin's - Force Fie	ld - C	Concept and	l types of
validation	- Self, Peer and L	earner - Approaches, Methods and Too	ols fo	r data coll	ection in
Action Res	search –Planning C	onducting, and Reporting Action Research	ch		
Outcome	<b>5</b> Undertake a min	or Action Research and find out a solution	on to	a problem.	K6
Suggested Best. J. V	6	1996). Research in Education Prentice-H	all of	India New	1
		,			
		ing statistic, Sage Publication			
· · · · · · · · · · · · · · · · · · ·	<i>,</i>	Statistics using IBM SPSS, Sage Publica gy of Educational Research. Vikas Public		House, Ne	w Delhi.
Potti, L.F	R. (2004). Research	Methodology. Yamuna Publications, Th	niruva	nanathapur	am.

Online Resource	
https://www.nih.gov/	
https://www.nsf.gov/	
https://nsuworks.nova.edu/tqr/	
https://www.khanacademy.org/	
https://www.openintro.org/book/o	
s/ https://arnawebsite.org/	
https://www.aera.net/	
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate	K-6 Create
Course	e designed by: Dr. J.
	SUJATHAMALINI

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)								
CO2	S(3)	L(1)								
CO3	S(3)	L(1)		M(2)	ത്രമം	DEDA	L(1)			
CO4	S(3)	M(2)		all's	320	2	2			
CO5	S(3)	L(1)	97]	ALAGA	PPA UNIV	M(2)	181			
W.A V	3	1.4	0	0.4		0.4	0.2			
					MAY					

Course Outcome VS Programme Outcome

## S–Strong(3),M-Medium(2),L-Low(1)

# Course Outcome VS Programme SpecificOutcomes

		and a second second second	and the second		
СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)			
CO2	S(3)	L(1)		M(2)	
CO3	S(3)			M(2)	
CO4	S(3)	M(2)			M(2)
CO5	S(3)				M(2)
W.AV	3	1		0.8	0.8

		III Semester			
Core	Course Code: 713302	Practical related to Cross Disability and Inclusion – E1	Р	Credits: 4	Hours:8

S.No	Tasks for	Education	Disabilit	Specific	Hrs	Marks	Submission
	the	al Settings	y Focus	Activities	(60)		S
	Student						
	Teachers						
1	Classroom	1. Special	1. Other	Observation	15		
	Observatio	schools	than VI	For school	Hr		
	n For	other than	2. Any	subjects at	S		
	school	VI 2.	Disabili t	different			
	subjects at	Inclusive	y VI VI	levels			
	different	schools	and	UNIVERSITY	15		
	levels	College	VIMD	Observation	Hr		
		Campus		For school	S		
		and outside		subjects at			
		campus		different	60		
		Special and		levels	Hr		
	Orientation			a) Sighted	S		
	and	<mark>schoo</mark> l		Guide	<u>A</u> -		
	Mobility Tusining			Technique	9		
	Training			b) Pre Cane skills			
				c) Cane			
	Teaching			technique			
	lessons on			d) Direction	30		
	O&M and			finding	hrs		
	ADL			technique			
				Individualize			
				d Teaching			
				lessons on			
				orientation			
				and mobility			
				and activities			
				of daily living			

#### Programme Outcome Vs Course Outcome

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

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)		M(2)	L(1)
	3	2		2	1



		III Semester			
Core	Course Code: 713303	Internship/School Placement – General School	Р	Credits:	Hours:8

S.No	Tasks for the student Teachers	Disability Focus	Educationa ISet up	No.of Lessons
1	Classroom	General	General	Minium 90
	Teaching	Schools	School –	School
			Optional I	Periods
			and	
			Optional	
			II	

Programme Outcome Vs Course Outcome

			1.25	ALAGAPI	PA UNIVE	RSITY	S			
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)	M(2)	V	TX	M(2)	M(2)			
W.AV	3	3	2			2	2			
						16				

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	15	M(2)	
	3	2		2	

		III Semester			
Core	Course Code: 713304	Internship/School Placement – SpecialSchool	Р	Credits: 4	Hours:8

S.No	Tasks for the student Teachers	Disability Focus	Educationa lSet up	No.of Lessons
1	Classroom Teaching	VI	Special School for VI	Minium 90 School Periods

Programme Outcome Vs Course Outcome

			1.01	ALAGAPS	24. LINIVE	RSIDC	10 C			
CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)		M(2)	TY	M(2)	M(2)			
W.AV	3	2	-	2	10	2	2			

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

		III-Semester			
DSE – 2	Course	Guidance & Counseling and Applied	Т	Creditar	Houns.2
	Code:	Behaviour Analysis	I	Credits:2	Hours:2
	713305				
Objective	<b>1 T T u d u u d d</b>	Unit-I			
		he skills of guidance and counselling in cla			
		and Counselling:-Guidance and Counselli	•		
		unselling - Core Conditions in Counselling			*
		Feacher in Guiding and Counselling Studen		*	eeds
Outcome	<b>1</b> Understand the situations.	he skills of guidance and counselling in cla	ssro	om	K2
	situations.	Unit-II			
Objective	<b>2</b> Describe the	process of development of self-image and	self-	esteem.	
Feelings a	nd Changes- G	d Self Esteem: Concept of Self as Hu rowth to Autonomy- Personality Develop Children- Guidance and Counselling in Inc	mer	t- Role of 7	
Outcome	2 Describe the	process of development of self-image and Unit-III	self-	esteem.	K3
Objective	<b>3</b> Develop an 1	understanding of the underlying principle	es a	nd assumptio	ons of
- ~ j	Applied	anderstanding of the anderlying principit	,5 u	na ussumptio	010 01
	Behavioural A	Analysis (ABA) and methods of ABA.			
Introductio	n to Applied Be	haviour Analysis (ABA):- Principles of Be	havi	ioural Approa	ich- ABA
- Concept	and Definition	- Assumptions of ABA - Classical and	l Oj	perant Condi	tioning -
Behaviour-	Definition and	d Feature - Assessment of Behaviour -	- Fi	unctional An	alysis of
Behaviour,	Behaviour Reco	ording Systems			
Outcome	<b>3</b> Develop an assumptions ABA.	understanding of the underlying principle of Applied Behavioural Analysis (ABA) a	s an nd m	d nethods of	К3
		Unit-IV			
	teachers	vledge on basics of action research for the			
Basics of A	Action Research:	- Meaning, principles - Uses and Limitation	ons	of Action R	esearch -
Difference	between Funda	mental and Action Research - Action Res	earc	ch for the pro-	ofessional
growth of t	eachers- Qualita	tive and Mixed Research			
Outcome	4 Acquire know growth of tea	vledge on basics of action research for the chers	prof	essional	K6
		Unit-V			1
Objective	5 Learn suitabl promoting po	e strategies for positive behavior support sitive behaviour.	and	role of teac	her in
Strategies	for Positive Be	haviour Support:- Selection of Behavioura	al G	oals - Reinfo	orcement-
Types: Pos	sitive and Nega	tive, Primary and Secondary- Schedules:	Co	ntinuous, Fix	ed Ratio,
Fixed Inter	rval, Variable 1	Ratio, Variable Interval- Discrete Trial T	「eac	hing - Discr	iminative
Stimulus –	Characteristics	- Response- Prompts: Physical, Gestural, P	oint	ing, Visual, P	ositional,
Verbal - C	Consequence - (	Characteristics - Inter-Trial Interval-Appli	cati	on of ABA	in Group
	-	contract - Token economy- Response of			-
-	-	in promoting positive behaviour		Ũ	C
	Learn suitabl	e strategies for positive behavior support pomoting positive behaviour.	and	l role of	K5

Suggested Readings		
Aune, B., Burt, B., & Gennaro, P. (2013). Behaviour Solutions	for the In-	clusive Classroom.
FutureHorizons Inc, Texas.		
Kapunan, R.R. (2004). Fundamentals of Guidance and Counsell	ling. Rex	Printing
Company, Phillipines.		
Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya	Books, No	ew
Delhi.Nayak, A.K. (1997). Guidance and Counselling. APH Publis	shing, Dell	hi.
Pal, O.B. (2011). Educational and Vocational Guidance and Count	selling. Sc	oujanya Books,
NewDelhi.		
Shah, A. (2008). Basics in Guidance and Counselling. Global Vis	ion Publis	hing House.
Moyes, R.A. (2002). Addressing the Challenging Behaviour of C	Children w	vith HFA/AS in
theClassroom. Jessica Kingsley Publishers London		
Online Resource		
https://www.schoolcounselor.org/		
https://www.nbcc.org/		
https://www.counseling.org/		
https://jedfoundation.org/		
https://www.bacb.com/		
https://www.autismspeaks.org/		
https://m.youtube.com/watch?v=sJJJPW0W		
ctw ALACAPPA UNIVERSITY St		
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5	Evaluate	K-6 Create
	Course	designed by Dr I

Course designed by: Dr. J. SUJATHAMALINI

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	CO1	S(3)	M(2)							
CO2	CO2	M(2)		M(2)					S(3)	
CO3	CO3	S(3)	M(2)		M(2)					
CO4	CO4	S(3)			M(2)					
CO5	CO5	S(3)					M(2)			
W.AV	W.AV	2.8	0.8	0.4	0.8		0.4		0.6	

## Course Outcome VS Programme Outcomes

Course Outcome VS Programme Specific Outcomes

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)			M(2)
CO2			M(2)	M(2)	
CO3	S(3)	M(2)			
CO4	S(3)	M(2)			
CO5	S(3)		L(1)		L(1)
W.AV	2.4	1.2	0.6	1	0.6



				III	-Semes	ster					
DSE – 2	<b>Course Code:</b>	Ear	rly Chil				ducatio	on	T		
	713306		Comm	unity	Based	Reha	bilitat	ion	Т	Credits:2	Hours:2
				-	Jnit-I						
	Explain the fa		bout ea	arly ch	nildhoc	od edu	cation	learn	ning	and develo	opment
The Early Ye	ars: An Overv	iew:-F	Facts ab	oout E	arly C	hildhoo	od Lea	rning	, & I	Developme	nt -Neural
mechanism a	and Plasticity-	Criti	tical Pe	eriods	of D	evelop	ment	of N	/loto1	, Auditory	v, Visual,
Linguistic &	Cognitive Skill	ls -Se	ensitive	Period	ds of L	earnin	g: Mar	ia M	ontes	sori's Fran	nework of
childhood -	Opportunity a	& Le	earning	Time	elines	of D	evelop	ment	in	Young C	hildren -
Integrating T	heories of Dev	velopm	nent &	Learn	ing for	• Early	, Child	hood	Edu	cation-Curi	ricula
Outcome 1	Explain the fa development a	acts al	bout ea	rly ch	-	-					K2
				-	nit-II						
	Describe the										bilities of
	interdisciplina	-									
•	ion of Childre					•					e
Interdisciplina	ary Assessmen	nts &	Interver	ntion 1	Plans -	Deve	lopme	ntal S	Syste	ms Model	for Early
Intervention	Intervention (Ofguralnick, 2001) - Curricular Activities for Development of Skills of:										
Imagination, .	Joy, Creativity	,-Sym	nbolic P	Play, L	Linguis	tic, En	nergen	t Lite	eracy	, Musical,	Aesthetic,
Scientific & (	Cultural Skills	- Evic	denced	Based	Practi	ces for	r Early	Inter	rvent	ion	
Outcome 2 Described the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children K3											
Objective 2	<b>T 1 1</b>			-	nit-III	•	1 '		1 1	'1 11 1	1 . 1
	Explain the co										
	practices and c			<u>^</u>	-	· ·		•			
	Individualised		•			(IFSP	) and	SK11	l in	developin	ig school
	readiness and			2							
	rly Childhood										
-	lels & Importa				•		•	`	·		
-	s: Adaptations		•								
	rships, Friends	•		•		• •					
	s: Full Particip		-							-	-
	Family Educa			-	ng Ind	ividual	lised F	Famil	y Se	rvice Plan	(IFSP) -
	ness and Trans		2								
	Explain the co	-	-	-		-			-		
	educational pr					•	•		•	•	I K.3
	education and	l deve	eloping	Indiv	vidualis	ed Fa	mily S	Servi	ce P	lan (IFSP)	110
	and skill in de	velop	oing sch	ool rea	adiness	s and t	ransitio	ons a	nd sy	/stems	
				0.	nit IV					0 1 1 11	
	Apply suitable within the corr										tation
Introduction	to Community	/ Base	ed Reha	abilita	tion (	CBR)	:- Def	initio	n an	d Meaning	g of CBR
Principles of (	CBR -Role of I	Functi	tions -D	ifferer	nce bet	ween (	CBR a	nd In	stitu	tional Livir	ng -Socio-
cultural and H	Economic Cont	texts o	of CBR	l -Scop	pe and	Inclus	sion of	CBF	R in	Governmer	nt Policies
and Programs											

<b>Outcome 4</b> Apply suitable methods for preparing persons with disability for	
rehabilitation within the community through community based	K4
rehabilitation (CBR). Unit-V	
<b>Objective</b> Develop an understanding how to prepare community and preparing	
5 persons with disability for CBR	
Preparing Community and Preparing Persons with Disability for CBR :-Awareness Pr	•
Types and Methods- Advocacy - Citizen and Self - Focus Group Discussion -Family Coun	-
and Family Support Groups -CBR and Corporate Social Responsibility - School Edu	
Person Centered Planning, and Peer Group Support -Transition: Individual Transition	
Development of Self Determination and Self Management Skills - Community I	Related
Vocational Training - Skill Training	
for Living within Community -Community Based Employment and Higher Education	
Outcome 5 Develop an understanding how to prepare community and preparing	K2
persons with disability for CBR	
Suggested Readings	
Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David	Fulton
Publishers.	
Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual 1	learning
styles:Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.	
Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers	s: A
TrainingManual. Global-HELP Publications, California.	
Mohanty, J., & Mohanty, B. (1999). Early Chilhood Care and Education. Delhi: Offset	
Printers. McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for	or
People with	
Disabilities, P.H. Brookes, Baltimore.	
Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Busines	ss
DevelopmentModel. Campus Press Inc. York University.	
Online Resource	
https://www.naeyc.org/	
https://www.zerotothree.or	
<u>g/</u>	
https://www.unicef.org/early-childhood-development	
https://www.who.int/publications-detail-	
redirect/9789241548052 https://www.cbm.org/	
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create	;
Course designed by: Dr. J. SUJATHAMALINI	
SUJATHAWALINI	

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)					L(1)				
CO2		L(1)				L(1)		S(3)		
CO3	S(3)					M(2)				
CO4	S(3)	M(2)	L(1)			M(2)			L(1)	
CO5	S(3)					M(2)				M(2)
W.AV	2.4	0.6	0.2			1.6		0.6	0.2	0.4

Course Outcome VS Programme Outcomes

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

#### Course Outcome VS Programme specific Outcomes

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)		-	2	
CO2	M(2)	M(2)	IVERSIT	85	
CO3	S(3)	1			S(3)
CO4	M(2)	M(2)	L(1)	S(3)	L(1)
CO5	S(3)	M(2)		1	L(1)
W.AV	2.6	1.2	0.2	0.6	1

				I-Semest					
DSE – 2	<b>Course Code:</b>				e Devices a		Т	Credits:2	Hours.2
	713307	Ap	oplicatio	n of ICT	' In Classro	om	1		11001 5.2
Objective	• 1 Acquire basic ir	nformo	tion abo	Unit-I	a ita ralava	<u>nca</u>	und a	ome impo	tont
Objective	functional aspect		tion abo	Jut Dialli	e, its feleva	ance a	illu s	ome impo	lan
Braille:-Lo	uis Braille and the	e Evol	ution of	Braille	Continuing	Relev	vance	e of Braille	vis-a-vis
AudioMate	erial -Braille Signs	-Contr	actions a	and Abbi	eviations -E	Inglish	1 Bra	ille, Tamil	
000	Reading and Writin	0							
Outcome	e 1 Acquire knowle relevance and so					t Brai	lle, it	ts	K2
				Unit-II					
Objective	<b>2</b> Get basic inform	mation	on type	es and si	gnificance o	of diff	erent	Braille de	vices for
	Mathematics, Sc availability.	cience,	Geograp	ohy and I	low Vision a	as also	o on s	sources of t	heir
Braille De	vices Types,	Descri	ption. F	Relevance	:-Slate a	nd St	vlus.	Braille V	Writer -3
	Devices -Note take		-				-		
	Software -Mather					-			
	ra Types -Geogra			•		•	• ·		•
-	dsOptical, Non-		-						
Availability	▲ ·	1.23			0				
-	<b>2</b> Understand the	basic i	informati	ion on ty	pes and sig	nifica	nce d	of different	
	Braille devices f								K2
	as also on source				C C I	5			
			VA	Unit-III	No.				
Objective	<b>3</b> Gauge the varyin Education.	ng dim	nensions	in respec	t of ICT and	d App	licati	ons in Spec	cial
Information	n Communication T	[Fechno	logy (IC	T) and S	pecial Educ	cation	:-Me	aning and	Scope of
ICT and It	s Role in ' <mark>Cons</mark> tru	iction of	of Know	vledge -I	P <mark>oss</mark> ible Use	es of	Audi	o-Visual M	ledia and
Computers	(Radio, Televisio	on, C	omputer	s) -Integ	rating ICT	in S	Speci	al Educati	on with
Reference	To Articles 4 and	9 of U	UNCRPI	D and G	oal 3 of Ir	ncheor	n Str	ategy -Thr	ree as of
ICT Appli	cation, Access, A	Availab	oility, Af	ffordabili	y - Overvi	ew of	f WC	CAG (Web	Content
Access Gui	idelines)		and a second	1.011.000					
Outcome	<b>3</b> Learn the varyin Special Education		nensions	in respe	et of ICT and	nd Ap	oplica	tions in	K4
				Unit-IV					I
	<b>4</b> Delineate the sp					~ .			
	lia and Computers								
	, Television -and						-		
-	: Functional Know	-	-	-	-			-	-
	nt, Excel, ICT Ap					-			-
	Browsing of the Int			-	-				•
	onal Sites and Do		-					-	-
	urces- Computer-A								-
-	Programmed Instru		-						nıng- E-
	Concept, Organiz	-			2	-		or CwSN.	1
Outcome	4 Understand delin	neate t	ne specia	al roles o	I ICT Appli	cation	IS.		K2

Unit-V	
<b>Objective 5</b> Acquire Familiarity with visualizing technology supported learning situations and softwares for managing disability specific problems.	
Visualizing Technology-Supported Learning Situations –Preparation of Learning	Schemes
and Planning Interactive Use of Audio-Visual Programme- Developing PPT Slide S	show for
Classroom Use and Using of Available Software or CDs with LCD Projection for	Subject
Learning Interactions – Generating Subject-Related Demonstrations Using Computer	Software
and Enabling Students to Plan and Execute Projects - Interactive Use of ICT: Particip	pation in
Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and	Video-
Conferencing – Identifying and Applying Software for	
Managing Disability Specific Problems	
Outcome 5 Acquire Familiarity with visualizing technology supported learning situations and softwares for managing disability specific problems.	К3
uggested Readings	
A Restatement of the Layout, Definitions and the Rules of the Standard English Brail	le
System(1971). London: The Royal National Institute for the Blind.	
Ashkroft, S.C., & Henderson, F. (1963). Programmed Instruction in Braille. Pittsburg	gh:
StanwickHouse.	
Hampshire, B. (1981). Working with Braille - A Study of Braille as a Medium of Communication.	
Geneva: UNESCO.	
Kusanjima, T. (1974). Visual Reading and Braille Reading. New York: AFB.	
Lowenfeld, B. (1969). Blind Children Learn to Read. Springfield: Charles C.	
Thomas.Mani, M.N.G. (1992). Techniques of Teaching Blind Children.	
N.Delhi: Sterling Publishers.	
Mellor, M. C. (2006). Louis Braille A Touch of Genius. Boston: National Braille	
Press.Mani, M.N.G. (1997). Amazing Abacus. Coimbatore: SRVK Vidyalaya.	
Manual on Bharti Braille (1980). Dehradun: NIVH	
Online Resource	
https://www.aph.org/	
https://nfb.org/	
https://www.afb.org/	
https://www.enablemart.com/	
https://www.iste.org/	
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Crea	ate
Course designed SUJATHA	

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)		L(1)						
CO2	S(3)	M(2)		L(1)						
CO3	S(3)	M(2)			M(2					
CO4	S(3)	L(1)			M(2					
CO5	S(3)	L(1)	M(2)							
W.A V	3	1.6	0.4	0.4	0.8					

S–Strong(3),M-Medium(2),L-Low(1)

#### ങ്ങളും

Course Outcome VS Programme Specific Outcomes

	S ALM	GAPPA UNI	VERSITY	8	
CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)			L(1)	
CO2	S(3)	M(2)	20	L(1)	
CO3	S(3)	M(2)	1/2	S(3)	M(2)
CO4	S(3)		L(1)	1	M(2)
CO5	S(3)		M(2)	9	
W.AV	3	0.8	0.6	1	0.8

IV-Semester											
Core	Course Code: 713401	Inclusive Educa	tion	Т	Credits:	Hours: 4					
	1	Unit-I		1							
Objective1		pt of inclusive education appreciating diversity in				regation					
Introduction	to Inclusive Edu	cation:-Marginalisation v	s. Inclusion:	Mea	aning & I	Definitions					
		es in Education of Child									
-		sity in Classrooms: Learn			•	•					
-		lusive Education: Access		-							
	-	lusive Education: Attitudi				-T					
<b>.</b>		oncept of inclusive edu	· •								
	from segregation education.	owards valuing & appreci	ating diversit	ty in	inclusive	K3					
Ohissting		Unit-II	1: : 0 0		1 C '1	•, ,•					
2	inclusive educatio		•			C					
Polices & Fr	ameworks Facilita	ting Inclusive Education:-	Internationa	l Dec	larations:	Universal					
Declaration	of Human Rights	(1948), World Declarat	tion for Edu	catio	n for All	(1990) -					
International	Conventions: Con	vention against Discrimina	ation (1960),	Conv	rention on l	Rights of					
a Child (198	89), United Nation	s Convention of Rights of	Persons wit	h Dis	abilities (U	NCRPD)					
(2006) - In	ternational Frame	works: Salamanca Fram	ework (199	4), I	Biwako M	illennium					
Framework o	of Action (2002)	National Commissions &	Policies: Ko	thari	Commissio	n (1964),					
National Edu	cation Policy (196	3), National Policy on Edu	cation (1986)	), Rev	vised Nation	nal Policy					
	• `	Curricular Framework (20	· · · · · ·			•					
		Education Policy (2017),	<i>.</i>		•						
		DC (1974), RCI Act (199			•						
	e	(2006), RMSA (2009), IE	<i>.</i>	`	<i>.</i>						
. , , , , , , , , , , , , , , , , , , ,	. ,,	l & key international po			````	0)					
Outcome 2	facilitating inclusi	• •		mewe	JIK5	K2					
	nacintating inclusi										
Objective3		Unit-III	1 4 4 1	C	4 1'						
Objectives		ills in adapting instruction									
A 1 4 4		boms through adaptations,									
_ <b>^</b>		and Modifications:- M	U,		-	-					
-		Sensory Disabilities- S	-								
-		ecifics for Children with	Loco Motor	& N	Iultiple Dis	sabilities -					
Engaging Gif		· • • • • • • • • • • • • • • • • • • •	· • • •	· .	•	1					
Outcome 3	Understand the s teaching in mains	kills in adapting instruct tream classrooms	tional strateg		or ptations,	1/2					
	accommodations	andmodifications.	unougn	aua	ptations,	K3					
		Unit-IV									
Objective 4	Describe the inclu	sive pedagogical practices	& its relatio	n to g	good teachi	ng					
Outcome 4	Describe the inclute teaching.	sive pedagogical practices	& its relatio	n to g	good	K1					
Objective5	Expound strates	Unit-V s for collaborative working	na and states	halda	ra anna art	in					
	implementing incl	usive education.	•								
		Inclusive Education :- Sta									
TheirRespons	sibilities-Advocacy	& Leadership for Inclus	sion in Educ	ation-	Family S	upport &					
Involvement	for Inclusion - Cor	nmunity Involvement for	Inclusion- Re	esour	e Mobilisa	tion for					
Inclusive Edu	ucation										

Outcome 5 Acquire the knowledge of strategi	Ũ	K2						
stakeholders support in implement Suggested Readings	ing inclusive education.							
	accessful Inclusion for Educational I ea	lorg						
Bartlett, L. D., &Weisentein, G. R. (2003). Su	iccessful inclusion for Educational Lead	1018.						
NewJersey: Prentice Hall.								
Giuliani, G.A. & Pierangelo, R. (2007). Unde	rstanding, Developing and Writing IEP	s.						
Corwinpress:Sage Publishers.								
Gore, M.C. (2004). Successful Inclusion Strate	gies for Secondary and Middle School							
Teachers, Crowin Press, Sage Publications.								
Mahdi, Anjum (2014) Inclusive Education Alfa Publication								
Sharma, Yogen (2014) Inclusive education:Conceptualfreamwork, Approaches and facilitators								
Kanishka Publishers								
Sharma, Kaushal (2014) Inclusive Education: p	perspectives and paradigm in profession	al						
practices								
Rayner, S. (2007). Managing Special and Incl	usive Education, Sage Publications.							
Online Resource								
https://inclusiveschools.org/								
https://www.cast.org/								
http://www.udlcenter.org/								
https://swiftschools.org/								
https://www.tolerance.org/								
		~						
K-1 Remember K-2 Understand K-3 Apply	, , , , , , , , , , , , , , , , , , ,	Create						
	Course designed							

SUJÄTHAMALINI

# Course Outcome VS Programme Outcomes

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	S(3)		0	~	9			M(2)	
CO2	S(3)	M(2)			O DALLES		M(2)			
CO3	S(3)	L(1)								
CO4	S(3)	M(2)		S(3)		M(2)				
CO5	S(3)	L(1)				S(3)				
W.AV	3	1.8		0.6		1	0.4		0.4	

Course Outcome VS Programme Specific Outcomes

СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)			
CO2	M(2)	M(2)		S(3)	
CO3	S(3)				M(2)
CO4	S(3)	M(2)		S(3)	
CO5	<b>S(3)</b>	M(2)	M(2)		
W.AV	2.8	1.6	0.4	1.2	0.4

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



		Ι	V-Semester			
<b>C</b>	<b>Course Code:</b>	Reading & Rea	flecting on Texts (EPC)	Т		П 2
Core	713402	and Drama	& Arts in Education	T	Credits:	Hours: 2
			(EPC)		2	
Objecti			Unit-I	1 1	£ 1	
Objecu			vel of literacy skills of t wn comprehension.	ne sei	I and skills	s required to
Reflectio	ns on Literacy &	Reading Compreh	ension:- Literacy and C	Current	t Universit	y Graduates:
Status an	d Concerns - Role	of Literacy in Edu	cation, Career and Social	Life -	Literacy,	Thinking and
Self Este	em -Literacy of Se	cond Language/ Er	glish: Need and Strateg	ies -B	asic Braill	e Literacy -
Practicing	g Responses to Tex	t: Personal, Creativ	ve and Critical -Meta Co	gnitive	e Awarenes	s of Reading
Processes	and Strategies Ap	plied for Meaning	Making - Developing Go	od Re	ading Skil	ls and Habits
			d Strategies - Basic		-	
	ension of Children		0		0	U
· ·			evel of literacy skills o	f the	self and	
			rs in control of own com			K3
			Unit-II			
Objecti	ve 2 Understand in	terest and begin	working upon basic ski	lls rec	quired to b	be
	independent v	vriters understandir	ng adequate intent, audie	nce ar	id organiza	tion of the
	content.					
Skill De	velopment in Res	sponding to Text	- Indicators of Text	Com	prehensior	n: Retelling,
Summari	zing, Answering, I	Predicting, Comme	nting and Discussing- Pa	ractici	ng Respon	ding to Text
(Using tl	ne Indicators) for	Recreational Rea	ding Material (Narratio	ons) a	nd Schoo	l Textbooks
(Descript	ion) - Practicing	Responding to	Text (Using the Indi	cators	) for Rep	orts, Policy
Documer	its and News (Ex	positions) and Ed	litorial, Academic Artic	eles, -	Advertise	ement Copy,
		• /	arch, Rapid Reading and			
itesume (						
		terest and begin	working upon basic s			C
	ne 2 Understand in			kills 1	required	K2
	ne 2 Understand in	ident writers under	working upon basic s	kills 1	required	
	ne 2 Understand in to be indeper	dent writers under f the content.	working upon basic s	kills 1	required	
Outcon	ne 2 Understand in to be indeper organizationo ve 3 Knowledge a	dent writers under f the content.	working upon basic s standing adequate intent	kills 1 , audi	required ence and	K2
Outcon Objecti	<ul> <li>understand in to be indeper organization</li> <li>Knowledge at the ages and r</li> </ul>	dent writers under f the content. pout to prepare sel ecreational tools ra	working upon basic s standing adequate intent Unit-III f to facilitate good readi ther than a course task	kills 1 , audi ng wri	required ence and iting in stu	K2 dents across
Outcon Objecti Reflectin	<ul> <li>ve 3 Knowledge al the ages and r</li> <li>g Upon Writing as</li> </ul>	dent writers under f the content. Dout to prepare sel ecreational tools ra	working upon basic s standing adequate intent Unit-III f to facilitate good readi ther than a course task oduct :- Understanding	kills 1 , audi ng wri	required ence and iting in stu- g as a Proc	K2 dents across cess: Content
Outcon Objecti Reflectin (Content,	<ul> <li>ve 3 Knowledge at the ages and r</li> <li>g Upon Writing as Audience, and 0</li> </ul>	dent writers under f the content. pout to prepare sel ecreational tools ra s a Process and Pr Drganisation), Lar	working upon basic s standing adequate intent Unit-III f to facilitate good readi ther than a course task oduct :- Understanding aguage (Grammar, Vo	kills 1 , audi ng wri writing cabula	required ence and iting in stu- g as a Proc ry, Spellin	K2 dents across cess: Content ng), Surface
Outcon Objecti Reflectin (Content, Mechanic	<ul> <li>ve 3 Knowledge al the ages and r</li> <li>g Upon Writing as Audience, and C</li> </ul>	dent writers under f the content. Dout to prepare sel ecreational tools ra s a Process and Pr Drganisation), Lar Neatness, Alignme	working upon basic s standing adequate intent Unit-III f to facilitate good readi ther than a course task oduct :- Understanding aguage (Grammar, Voo nt and Spacing) - Prac	kills i , audi ng wri writing cabula ticing	required ence and iting in stu- g as a Proc ry, Spellin Self Editi	K2 dents across cess: Content ng), Surface ing and Peer
Outcon Objecti Reflectin (Content, Mechanic Editing o	<ul> <li>ve 3 Knowledge at the ages and r</li> <li>g Upon Writing as Audience, and C</li> <li>s (Handwriting, N</li> <li>f Sample Texts -</li> </ul>	dent writers under f the content. Dout to prepare sel ecreational tools ra s a Process and Pr Drganisation), Lar Jeatness, Alignme Practicing Evaluat	working upon basic s standing adequate intent Unit-III f to facilitate good readi oduct :- Understanding aguage (Grammar, Voo nt and Spacing) - Prac ing Students Writing Us	kills i , audi ng wri writing cabula ticing ing Pa	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters:	K2 dents across cess: Content ng), Surface ing and Peer Productivity,
Outcom Objecti Reflectin (Content, Mechanic Editing o Correctne	<ul> <li>ve 3 Knowledge al the ages and r</li> <li>g Upon Writing as Audience, and C</li> <li>cs (Handwriting, N</li> <li>f Sample Texts -</li> <li>css, Complexity, T</li> </ul>	dent writers under f the content. Dout to prepare sel ecreational tools ra s a Process and Pr Drganisation), Lar Neatness, Alignme Practicing Evaluat ext Organization ar	working upon basic s standing adequate intent Unit-III f to facilitate good readi ther than a course task oduct :- Understanding guage (Grammar, Voo nt and Spacing) - Prac ing Students Writing Us ad Literary Richness - Pr	kills i , audi ng wri writing cabula ticing ing Pa acticir	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters: ng Independ	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing,
Outcom Objecti Reflectin (Content, Mechanic Editing o Correctne Daily Liv	<ul> <li>ve 3 Knowledge at the ages and r</li> <li>g Upon Writing as Audience, and C</li> <li>cs (Handwriting, N</li> <li>f Sample Texts -</li> <li>css, Complexity, Text</li> <li>r</li> </ul>	dent writers under f the content. Dout to prepare sel ecreational tools ra s a Process and Pr Drganisation), Lar Jeatness, Alignme Practicing Evaluat ext Organization ar acticing Converting	working upon basic s standing adequate intent Unit-III f to facilitate good readi oduct :- Understanding aguage (Grammar, Voo nt and Spacing) - Prac ing Students Writing Us ad Literary Richness - Pr g Written Information int	kills i , audi ng wri writing cabula ticing ing Pa acticir o Gra	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters: ng Independ phical Rep	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing, presentation -
Outcom Objecti Reflectin (Content, Mechanic Editing o Correctne Daily Liv Practicing	<ul> <li>ve 2 Understand in to be indeperorganization of the ages and the ages ages (Handwriting, North Sample Texts - text) (Handwriting, Text) ages (Complexity, Text) ages (</li></ul>	dent writers under f the content. Dout to prepare sel ecreational tools ra s a Process and Pr Drganisation), Lar Neatness, Alignme Practicing Evaluat ext Organization ar acticing Converting ys, Forms, Feedbac	working upon basic s standing adequate intent Unit-III f to facilitate good readi oduct :- Understanding guage (Grammar, Voo nt and Spacing) - Prac ing Students Writing Us nd Literary Richness - Pr g Written Information int ck Responses, Checklist	kills i , audi ng wri writing cabula ticing ing Pa acticir o Gra	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters: ng Independ phical Rep	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing, presentation -
Outcom Objecti Reflectin (Content, Mechanic Editing o Correctne Daily Liv Practicing From The	<ul> <li>ve 3 Knowledge al the ages and r</li> <li>g Upon Writing as Audience, and C</li> <li>cs (Handwriting, N</li> <li>f Sample Texts -</li> <li>css, Complexity, T</li> <li>ving Writing, - Prag Filling up Survegeory to Practice to</li> </ul>	dent writers under f the content. Dout to prepare sel ecreational tools ra s a Process and Pr Organisation), Lar Jeatness, Alignme Practicing Evaluat ext Organization ar acticing Converting ys, Forms, Feedbac Initiating Process t	working upon basic s standing adequate intent Unit-III f to facilitate good readi ther than a course task oduct :- Understanding aguage (Grammar, Voo nt and Spacing) - Prac ing Students Writing Us ad Literary Richness - Pri g Written Information int ck Responses, Checklist o Improve Self	kills i , audi ng wri writing cabula ticing ing Pa acticir o Gra s -Ref	required ence and iting in stu- g as a Proo ry, Spellin Self Editi arameters: ng Independ phical Rep lections on	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing, presentation - the Course:
Outcom Objecti Reflectin (Content, Mechanic Editing of Correctnes Daily Liv Practicing From The	<ul> <li>ve 3 Knowledge at the ages and r</li> <li>g Upon Writing as Audience, and C</li> <li>cs (Handwriting, N</li> <li>f Sample Texts -</li> <li>css, Complexity, The system of the survey of the s</li></ul>	dent writers under f the content. Dout to prepare sel ecreational tools ra s a Process and Pr Drganisation), Lar Veatness, Alignme Practicing Evaluat ext Organization an acticing Converting ys, Forms, Feedbac Initiating Process t	working upon basic s standing adequate intent Unit-III f to facilitate good readi ther than a course task oduct :- Understanding guage (Grammar, Voo nt and Spacing) - Prac ing Students Writing Us ad Literary Richness - Pr g Written Information int ck Responses, Checklist o Improve Self f to facilitate good readi eational tools rather than	kills i , audi ng wri writing cabula ticing acticing acticir o Gra s -Ref	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters: ng Independ phical Rep lections on	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing, presentation -
Outcon Objecti Reflectin (Content, Mechanic Editing o Correctne Daily Liv Practicing From The Outcon	<ul> <li>ve 3 Knowledge al the ages and r</li> <li>g Upon Writing as Audience, and C</li> <li>cs (Handwriting, N</li> <li>f Sample Texts -</li> <li>ess, Complexity, T</li> <li>ying Writing, - Prag</li> <li>g Filling up Survegeory to Practice to ine 3 Knowledge al students acrossion</li> <li>ve 4 Exhibit Basic</li> </ul>	dent writers under f the content. Dout to prepare sel ecreational tools ra s a Process and Pr Drganisation), Lar Neatness, Alignme Practicing Evaluat ext Organization ar acticing Converting ys, Forms, Feedbac Initiating Process t bout to prepare sel s the ages and recr understanding in a	working upon basic s standing adequate intent Unit-III f to facilitate good readi other than a course task oduct :- Understanding nguage (Grammar, Voo nt and Spacing) - Prac ing Students Writing Us ad Literary Richness - Pr g Written Information int ck Responses, Checklist o Improve Self f to facilitate good readi eational tools rather thar Unit-IV art appreciation, art express	kills i , audi ng wri writing cabula ticing ing Pa acticir o Gra s -Ref ng wr a cou	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters: ng Independ phical Rep lections on iting in rse task and art edu	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing, presentation - the Course: K2
Outcon Objecti Reflectin (Content, Mechanic Editing o Correctno Daily Liv Practicing From The Outcon	<ul> <li>ve 3 Knowledge al the ages and r</li> <li>g Upon Writing as Audience, and C</li> <li>cs (Handwriting, N</li> <li>f Sample Texts -</li> <li>ess, Complexity, T</li> <li>ying Writing, - Prag</li> <li>g Filling up Survegeory to Practice to ine 3 Knowledge al students acrossion</li> <li>ve 4 Exhibit Basic</li> </ul>	dent writers under f the content. Dout to prepare sel ecreational tools ra s a Process and Pr Drganisation), Lar Neatness, Alignme Practicing Evaluat ext Organization ar acticing Converting ys, Forms, Feedbac Initiating Process t bout to prepare sel s the ages and recr understanding in a	working upon basic s standing adequate intent Unit-III f to facilitate good readi ther than a course task oduct :- Understanding aguage (Grammar, Voo nt and Spacing) - Prac ing Students Writing Us ad Literary Richness - Pr g Written Information int ck Responses, Checklist o Improve Self f to facilitate good readi eational tools rather thar Unit-IV	kills i , audi ng wri writing cabula ticing ing Pa acticir o Gra s -Ref ng wr a cou	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters: ng Independ phical Rep lections on iting in rse task and art edu	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing, presentation - the Course: K2
Outcom Objecti Reflectin (Content, Mechanic Editing o Correctne Daily Liv Practicing From The Outcom Objecti Introduct	<ul> <li>ve 3 Knowledge at the ages and r</li> <li>g Upon Writing as Audience, and C</li> <li>cs (Handwriting, N</li> <li>f Sample Texts -</li> <li>css, Complexity, T</li> <li>ving Writing, - Prage Filling up Survey</li> <li>eory to Practice to one 3 Knowledge a students across</li> <li>ve 4 Exhibit Basic</li> <li>ion to Art Educat</li> </ul>	dent writers under f the content. bout to prepare sel ecreational tools ra s a Process and Pr Drganisation), Lar Jeatness, Alignme Practicing Evaluat ext Organization an acticing Converting ys, Forms, Feedbac Initiating Process to bout to prepare sel s the ages and recr understanding in a ion:- Art and art	working upon basic s standing adequate intent Unit-III f to facilitate good readi other than a course task oduct :- Understanding nguage (Grammar, Voo nt and Spacing) - Prac ing Students Writing Us ad Literary Richness - Pr g Written Information int ck Responses, Checklist o Improve Self f to facilitate good readi eational tools rather thar Unit-IV art appreciation, art express	kills i , audi ng writing cabula ticing acticing acticing s -Ref ng wr a cou	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters: ng Independ phical Rep lections on iting in urse task and art edu	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing, oresentation - the Course: K2 ication. nce -Artistic
Outcon Objecti Reflectin (Content, Mechanic Editing o Correctne Daily Liv Practicing From The Outcon Objecti Introduct expressio	<ul> <li>ve 3 Knowledge al the ages and response or ganization of the ages and response of the ages ages of the ages ages of the ages and response of the ages and response of the ages ages of the ages ages of the ages ages of the ages ages of the ages and response of the ages and response of the ages ages of the ages ages of the ages ages of the ages and response of the ages and response of the ages ages and response of the ages ages of the ages of</li></ul>	dent writers under f the content. Dout to prepare sel ecreational tools rates a Process and Pro- Drganisation), Lar Neatness, Alignme Practicing Evaluat ext Organization and acticing Converting ys, Forms, Feedbac Initiating Process to bout to prepare sel s the ages and recr understanding in a ion:- Art and art rategies to facilita	working upon basic s standing adequate intent Unit-III f to facilitate good readi other than a course task oduct :- Understanding aguage (Grammar, Voo nt and Spacing) - Prac ing Students Writing Us ad Literary Richness - Pr g Written Information int ck Responses, Checklist o Improve Self f to facilitate good readi eational tools rather thar Unit-IV art appreciation, art expre- education: Meaning, sco	kills i , audi ng wri writing cabula ticing ing Pa acticir o Gra s -Ref ng wri a cou	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters: ng Independ phical Rep lections on iting in trse task and art edu nd differen nd Concep	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing, presentation - the Course: K2 acation. nce -Artistic pt –Types -
Outcom Objecti Reflectin (Content, Mechanic Editing o Correctne Daily Liv Practicing From The Outcom Objecti Introduct expressio applicatic	<ul> <li>ve 3 Knowledge at the ages and reading upon Writing as Audience, and Cas (Handwriting, Nample Texts - ess, Complexity, Thring Writing, - Prage Filling up Survey for Practice to the ages and students acrossive 4 Exhibit Basic ion to Art Educat n Meaning and store to students with the ages and the ages ages and the ages a</li></ul>	dent writers under f the content. Dout to prepare selectreational tools rates a Process and Pr Organisation), Lar Jeatness, Alignme Practicing Evaluat ext Organization an acticing Converting ys, Forms, Feedbac Initiating Process to pout to prepare seles the ages and recr understanding in a ion:- Art and art rategies to facilita ith and without	working upon basic s standing adequate intent Unit-III f to facilitate good readi other than a course task oduct :- Understanding inguage (Grammar, Voo int and Spacing) - Prac ing Students Writing Us ad Literary Richness - Pr g Written Information inte ck Responses, Checklist o Improve Self f to facilitate good readi eational tools rather than Unit-IV art appreciation, art exprese education: Meaning, sco te - Art therapy: Mean	kills i , audi ng writing cabula ticing ing Pa acticir a cou s -Ref ng wr a cou ession ope ar ing a rt Ed	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters: ng Independ phical Rep lections on iting in trse task and art edu nd differen nd Concep ucation w	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing, oresentation - the Course: K2 cation. nce -Artistic ot –Types - ith Multiple
Outcom Objecti Reflectin (Content, Mechanic Editing o Correctne Daily Liv Practicing From The Outcom Objecti Introduct expressio applicatic Intelligen	<ul> <li>ve 3 Knowledge al the ages and response organization organiza</li></ul>	dent writers under f the content. Dout to prepare sel ecreational tools rates a Process and Pr Drganisation), Lar Neatness, Alignme Practicing Evaluat ext Organization and acticing Converting ys, Forms, Feedbac Initiating Process to bout to prepare sel s the ages and recr understanding in a ion:- Art and art rategies to facilita ith and without g emerging express	working upon basic s standing adequate intent Unit-III f to facilitate good readi other than a course task oduct :- Understanding aguage (Grammar, Voo nt and Spacing) - Prace ing Students Writing Us ad Literary Richness - Pr g Written Information int ck Responses, Checklist o Improve Self f to facilitate good readi eational tools rather than Unit-IV art appreciation, art exprese education: Meaning, sco te - Art therapy: Mean disabilities Linking A	kills i , audi ng wri cabula ticing ing Pa acticin o Gra s -Ref ng wri a cou ession ope an ing a rt Ed - Perfe	required ence and iting in stu- g as a Proc ry, Spellin Self Editi arameters: ng Independ phical Rep lections on iting in irse task and art edu nd differen nd Concep ucation w	K2 dents across cess: Content ng), Surface ing and Peer Productivity, dent Writing, presentation - a the Course: K2 Incation. nce -Artistic pt –Types - ith Multiple s : Dance &

Dance and Music: Facilitating interest among students: planning and implementing activities – Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations - Performing Arts: Drama and Visual Arts : Drama - Range of art activities in drama - Experiencing, responding and appreciating drama - Exposure to selective basic skills required for drama –Facilitating interest among students: planning and implementing activities -Enhancing learning through drama for children with and without special needs: strategies and adaptations – Range of art activities in visual arts - Experiencing, responding and appreciating visual art - Exposure to selective basic skills in visual art - Art education: Facilitating interest among students: planning and implementing activities – Enhancing learning through visual arts for children with and without special needs: strategies and adaptations

	Exhibit Basic art education.	understanding	in	art	appreciation,	art	expression	and	K2
ſ		U	Init	-V					

Plan and implement facilitating media and electronic arts for students with and **Objective-5** without special needs.

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

**Outcome 5** Plan and implement facilitating media and electronic arts for students **K6** withand without special needs.

#### **Suggested Readings**

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- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching thevisual arts. New York, NY: Teachers College Press.
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Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London

Nyman, L.& A. M. Jenkins (Eds.), Issues and approaches to art for students with special needs

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

Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A criticalsourcebook. Boston, MA: Bedford/St. Martin's.

McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.

Miller. D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades.StenhousePublishers, New York.

Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA

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Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai

Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English.NityanutanPrakashan, Pune.

Online Resource
Farrell, M. (2012). The special education handbook: an AZ guide. Routledge.
Farrell, M. (2007). Key issues in special education. Routledge.
Harry, B., & Klingner, J. (2014). Why are so many minority students in special education?. Teachers College Press.
Maanum, J. L. (2009). The general educator's guide to special education. Corwin Press.
Crockett, J. B., Billingsley, B., & Boscardin, M. L. (Eds.). (2012). Handbook of leadership and administration for special education. Routledge.
K-1 Remember K-2 Understand K-3 Apply K-4 Analyze K-5 Evaluate K-6 Create
Course designed by: Dr. J. SUJATHAMALINI

СО	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10
CO1	S(3)	M(2)	M(2)	Theory	പലെ	DEDA				
CO2	S(3)	L(1)	M(2)	Sal-	24	L(1)	L(1)			
CO3	S(3)	M(2)	Q,	n numu	20	ALX-SIT	6			
CO4	S(3)	M(2)		M(2)	T					
CO5	M(2)	L(1)		NIC	L(1)	SIC				
W.A V	2.8	1.6	0.8	0.4	0.2	0.2	0.2			

Course Outcome VS Programme Outcomes

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

Course Outcome VS Programme Specific Outcomes

CO	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)		M(2)	S(3)	M(2)
CO2	S(3)	M(2)			M(2)
CO3	S(3)	M(2)			
CO4	S(3)	M(2)		M(2)	
CO5	M(2)		M(2)		L(1)
W.AV	2.8	1.2	0.8	1	0.8

Core	Course 7134		Practical rel	<u>mester</u> ated to Disabili isation – E2	ty	P Cu 4		edits:	Hours 8
S.N 0	Tasks for the Student Teacher s	Educatio Setting	•	Specific Activities	Hrs (60)	Ma	rks	Subr	nissions
	Reading and Writing Standard English Braille	Colleg		1.Reading and writing English Braille text. Transcriptio n from print to Braille and vice versa(Grade II) 2. Braille Mathematics Code: Radicals, fraction (Mixed, complex and	60 Hour s 30 Hour s	2:			
				hyper complex), sign and symbols of comparison, Shape signs, Greek letters, indices, set, symbols, trigonometri c functions 3. Abacus and Geometric kit	30 Hour s	2:	5		

#### Programme Outcome Vs Course Outcome

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

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



Core	Course Code: 713404		ol Placement – ( sability	Cross	P Credits: 4	Hours: 8
S.No	Tasks f the stud Teache	lent Focus	Educationa ISet up	Hrs	Marks	
1	1. Classro teachin develop of TLM docume study, mainter of recor	g, Impairmen oment t I, ent nance	Schools for	60]	50	
	2. Classro teachin develop of TLM docume study, mainter of recor	g, oment I, ent nance	Special schools or programmes for Multiple disabilities	60	50	

Programme Outcome Vs Course Outcome

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

(2)
2
4

	IV-Semester							
Core	Course Code: 713405	Internship/School Placement – Inclusive School	Р	Credits: 4	Hours: 8			

F4 – Inclusive School

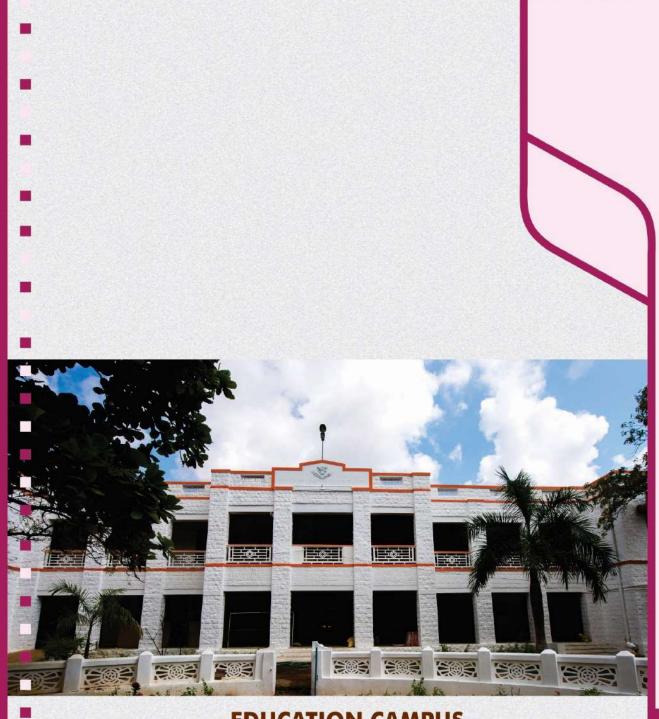
S.No	Tasks for the student Teachers	Disability Focus	Educationa ISet up	Hrs	Marks
	Classroom teaching with special focus on functional academic skills e.g., Braille,	Visually Impaired, seeing children and teachers	Inclusive schools	120 hrs	100
	special equipments , preparation of TLM to facilitate inclusion and creating awareness about the needs of children with disabilities	ALAGAPPA U	60 60 AL	10	

Programme Outcome Vs Course Outcome

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

Programme S	Specific C	utcome V	s Course	OutCome
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СО	PSO1	PSO2	PSO3	PSO4	PSO5
CO1	S(3)	M(2)	M(2)	M(2)	
	3	2	2	2	



# **EDUCATION CAMPUS**