



# TAMILNADU COUNCIL FOR OPEN AND DISTANCE LEARNING

Accredited by International Council for Open & Distance Education (ICDE), Oslo, Norway

Internationally Accredited Institution Registered under Tamilnadu Govt Act

## CURRICULUM STRUCTURE OF BACHELOR OF EDUCATION (B.Ed)

**Eligibility** : Any Bachelor Degree

**Duration** : 1 Year

**Examination** : Academic (May) / Calendar (December)

## BACHELOR OF EDUCATION (B.Ed - Special Education)

| Sl. No | Course Code | Course Description                                                                                                                                                                                                                                            |
|--------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1      | BEDS01      | Human Growth and Development                                                                                                                                                                                                                                  |
| 2      | BEDS02      | Contemporary India and Education                                                                                                                                                                                                                              |
| 3      | BEDS03      | Introduction to Sensory Disabilities                                                                                                                                                                                                                          |
| 4      | BEDS04      | Introduction to Neuro Developmental Disabilities                                                                                                                                                                                                              |
| 5      | BEDS05      | Introduction to Locomotors and Multiple Disabilities                                                                                                                                                                                                          |
| 6      | BEDS06      | Learning, Teaching and Assessment                                                                                                                                                                                                                             |
| 7      | BEDS07      | General Assessment and Identification of Needs                                                                                                                                                                                                                |
| 8      | BEDS08      | Management of Learning Disabilities                                                                                                                                                                                                                           |
| 9      | BEDS09      | Technology and Education of the Hearing Impaired                                                                                                                                                                                                              |
| 10     | BEDS10      | Technology and Education of the Visually Impaired                                                                                                                                                                                                             |
| 11     | BEDS11      | Elective-1: Assessment & Identification of Needs<br>Elective-2:Curriculum Designing, Adaptation & Evaluation<br>Elective-3:Educational Intervention & Teaching Strategies<br>Elective-4:Technology & Disability<br>Elective-5: Psycho-social & Family issues. |
| 12     | BEDS12      | Micro Teaching                                                                                                                                                                                                                                                |
| 13     | BEDS13      | Work Experience (from Special Education Institution)                                                                                                                                                                                                          |

## **1. HUMAN GROWTH AND DEVELOPMENT**

### **Unit I: 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 relationship)

### **Unit II: Theoretical Approaches to Development**

Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)- Psychosocial Theory (Erikson)-Psychoanalytic Theory (Freud)-Ecological Theory (Bronfenbrenner)--Holistic Theory of Development (Steiner)

### **Unit III: The Early Years (Birth to Eight Years)**

Prenatal development: Conception, stages and influences on prenatal development-Birth and Neonatal development: Screening the newborn -APGAR Score, Reflexes and responses, neuro-perceptual development- Milestones and variations in Development-Environmental factors influencing early childhood development-Role of play in enhancing development

### **Unit IV: Early Adolescence (From nine years to eighteen years)**

Emerging capabilities across domains of physical and social emotional-Emerging capabilities across domains related to cognition - metacognition, creativity, ethics-- Issues related to puberty-Gender and development-Influence of the environment (social, cultural, political) on the growing child.

### **Unit V: Transitions into Adulthood**

Psychological well-being-Formation of identity and self-concept-Emerging roles and responsibilities-Life Skills and independent living-Career Choices

## **2. CONTEMPORARY INDIA AND EDUCATION**

### **Unit I: 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 (Budhism, Jainism, Vedanta Darshan, SankyaDarshan)-Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

## **Unit II: 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

## **Unit III: 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

## **Unit IV: 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) 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

## **Unit V: Issues and Trends in Education**

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

## **3. INTRODUCTION TO SENSORY DISABILITIES**

### **Unit I: Hearing Impairment: Nature & Classification**

Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)-2Importance of hearing-3Process of hearing & its impediment leading to different types of hearing loss-4Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped-Challenges arising due to congenital and acquired hearing loss

## **Unit II: Impact of Hearing Loss**

Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication-Language & communication issues attributable to hearing loss and need for early Intervention-Communication options, preferences & facilitators of individuals with hearing loss-Issues & measures in literacy development and scholastic achievement of students with hearing loss-5Restoring techniques using human (interpreter) & technological support (hearing devices)

## **Unit III: Visual Impairment-- Nature and Assessment**

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

## **Unit IV: Educational Implications of Visual Impairment**

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

## **Unit V: Deaf-blindness**

Definition, causes, classification, prevalence and characteristics of deaf-blindness-Effects and implications of deaf-blindness on activities of daily living & education-Screening, assessment, identification & interventional strategies of deaf-blindness-Fostering early communication development: Methods, assistive devices and practices including AAC-Addressing orientation, mobility & educational needs of students with deaf.

## **4. INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES**

### **Unit I: Learning Disability: Nature, Needs and Intervention**

Definition, Types and Characteristics-Tools and Areas of Assessment-Strategies for reading, Writing and Maths-Curricular Adaptation, IEP, Further Education, Transition Education, Life Long Education

### **Unit II: Intellectual Disability: Nature, Needs and Intervention**

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

### **Unit III: Autism Spectrum Disorder: Nature, Needs and Intervention**

Definition, Types and Characteristics-Tools and Areas of Assessment-Instructional Approaches-Teaching Methods-Vocational Training and Career Opportunities

## **5. INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES**

### **Unit I: Cerebral Palsy (CP)**

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

### **UNIT II: Amputees, Polio, Spinal Cord Injuries Spina-Bifida And Muscular Dystrophy**

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

### **Unit III: Multiple Disabilities and Other Disabling Conditions**

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

## **6. LEARNING, TEACHING AND ASSESSMENT**

### **Unit I: Human Learning and Intelligence**

Human learning: Meaning, definition and concept formation- Learning theories:- Behaviourism: Pavlov, Thorndike, Skinner- Cognitivism: Piaget, Bruner-Social Constructivism: Vygotsky, Bandura- Intelligence: Concept and definition-Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)- Creativity: Concept, Definition and Characteristics- Implications for Classroom Teaching and Learning

### **Unit II: Learning Process and Motivation**

Sensation: Definition and Sensory Process- Attention: Definition and Affecting Factors- Perception: Definition and Types- Memory, Thinking, and Problem Solving- Motivation: Nature, Definition and Maslow's Theory

### **Unit III: Teaching Learning Process**

Maxims of Teaching- Stages of Teaching: Plan, Implement, Evaluate, Reflect- Stages of Learning: Acquisition, Maintenance, Generalization- Learning Environment: Psychological and Physical- Leadership Role of Teacher in Classroom, School and Community

### **Unit IV Overview of Assessment and School System**

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

### **Unit V: Assessment: Strategies and Practices**

Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of learning landmark, cloze set/open set and other innovative measures) Meaning and procedure- Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level- Analysis, reporting, interpretation, documentation, feedback and pedagogic decisions- Assessment of diverse learners: Exemptions, concessions, adaptations and accommodations-School examinations: Critical review of current examination practices and their assumptions about learning and development;

Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

## **7. GENERAL ASSESSMENT AND IDENTIFICATION OF NEEDS**

### **Unit I: Intellectual Disability - Nature and Needs**

Historical Perspective of Intellectual Disability (ID)- Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPD bill (Proposed), DSM (Latest)- Etiology Causes and Prevention-Classification – Medical, Psychological, Educational (Recent) and ICF-Screening, Identification, Characteristics and Needs of PwID

### **Unit II: Assessment**

Concept, Meaning, Definition and purpose of Educational assessment-Methods of Assessment - Observation, Interview and Rating Scale-Types and Approaches - NRT, CRT, CBA & Teacher Made Tests- Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological- Documentation of assessment, Result interpretation & Report writing- Implication of all the above for Inclusion

### **Unit III Assessment at Pre-School and School levels**

Importance of Assessment at Pre- School and School level- Developmental and Adaptive Behaviour Assessment- Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP- Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale- Documentation of assessment, Result interpretation & Report writing- Implication of class level assessment & its relation to Inclusion with resource support

### **Unit IV: Assessment at Adult and Vocational levels**

Significance of Assessment for Independent living of PwIDs- Assessment for Transition from School to Work- Assessment Tools for Independent Living –BASAL-MR, VAPS- Provisions & Schemes of MoSJE for Vocational Skill Development- Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living

### **Unit V: Assessment of Family Needs**

Significance of psychosocial needs and its assessment in family- Assessment of parental needs and its implication in planning IFSP- Assessment of siblings and its implication in planning IFSP- Assessment of extended family's needs and its implication

in planning IFSP- Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting .

## **8. MANAGEMENT OF LEARNING DISABILITIES**

### **Unit I: Learning Disabilities: Types**

Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia-Non-verbal learning disabilities-language Disorders-Associated Conditions: ADHD & ADD- Emotional & Behavioural problems.

### **Unit II: Assessment of Basic Curricular Skills**

Assessment of Readiness Skills-Assessment of Reading, Writing and Math skills-Teacher made test-Standardized Tests: Need, Types & Purpose-Interpretation of Test report.

### **Unit III: Intervention Strategies in Basic Skills of Learning**

Language skills-Reading-Writing-Maths skills-Study

## **9. TECHNOLOGY AND EDUCATION OF THE HEARING IMPAIRED**

### **Unit I Listening Devices and Classroom Acoustics**

Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures- Ear moulds: Types, Importance, Care & maintenance- Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management- Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme- Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

### **Unit II: Technology for Management for Speech**

Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)- Use of computer based speech equipment for management of voice in children with hearing impairment- Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment-

Basic infrastructure required for using computer based speech training aids/equipment-  
Tele Speech Therapy

### **Unit III: Technology Facilitating Language & Communication**

Low cost technology and its application in development of teaching learning material Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps Web based technology for using and training of ISL- Sign to text and Text to sign technology- Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

### **Unit IV: Technology Facilitating Education**

Technology and its impact on education: Changing Trends in teaching & learning- 4.2 Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self-learning packages, Multimedia)- Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning- ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning- Future technologies: Universal Design: Meaning & Scope

### **Unit V: Resource Mobilisation for Technology**

Agencies for Aids & Appliances: Government and non-government-Eligibility criteria for availing funding under Government schemes-Procedure for availing funding from different agents- Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome- Agencies/Strategies to locate required human resources for various services and referrals

## **10. TECHNOLOGY AND EDUCATION OF THE VISUALLY IMPAIRED**

### **Unit I Listening Devices and Classroom Acoustics**

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## **ELECTIVESUBJECT: 1**

### **ASSESSMENT AND IDENTIFICATION OF NEEDS**

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

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

#### **Unit 2: Audiological Assessment**

Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL vs dB SPL, Auditory milestones in typical children (0-2 years) Assessment& methods of assessment: Subjective & Objective tests; Orientation to these tests and their importance

2.3 Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA,VRA) & close field]; role of special educators in conditioning for pure to neaudiometry

2.4 Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.

2.5 Concept of unaided, aided audiograms, Speech spectrum and its applications

#### **Unit 3: Assessment of Language & Communication**

3.1 Communication: Concepts and types (Linguistic versus Non Linguistic)

3.2 Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure

3.3 Developmental milestones in typically growing children; Impact of deafness oncommunication and language with reference to clinical (type, degree, onset) andenvironmental (parental participation, access to language early interventionservices) factors

3.4 Assessing communication and language: Developmental checklists, Scales,Standardized tools and assessing language samples using parameters ofmeasurement (productivity, complexity, correctness and communicativeness)

3.5 Identification of needs related to communication and language

#### **Unit 4: Assessment of Speech**

4.2 Respiration and Phonation: Pre-requisites, process, types and need for assessment

4.2 Basics of Articulation and phonology (active and passive articulators; classification

of vowels and consonants; assessment of articulation)

4.3 Suprasegmental aspects of speech and its assessment

4.4 Milestones of speech development in typically developing children

4.5 Speech Intelligibility: Concept, Factors & Assessment

### **Unit 5: Educational Assessment and Identification of Needs**

5.1 Educational assessment: Concept and Scope

5.2 Factors affecting educational performance: individual, family and environment

5.3 Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based

5.4 Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern)

5.5 Current trends and challenges in assessment: Independent, dual purpose and constructivist perspective and adaptations

## **ELECTIVE SUBJECT: 2**

### **CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

#### **Unit 1: Development of Curriculum**

1.1 Curriculum: concept, aims and principles

1.2 Orientations to Curriculum Development

- a. Child centred
- b. Society-centred
- c. Knowledge-centred
- d. Eclectic

1.3 Approaches: child-centred, activity-centred, Ecological approach

1.4 Types of curriculum: core, support, collateral, hidden and co-curriculum

1.5 Person Centred Program and Individualized Educational Program

#### **Unit 2: Curriculum Development and Teaching**

2.1 Community and learner needs assessment

2.2 Aims, Goals and Objectives

2.3 Selection of teaching methods and material

- Microteaching
- Scaffolding

- T-L aids

2.4 Implementation and recording

2.5 Evaluation

### **Unit 3: Curricular Focus for Children with ASD**

3.1 Language and social communication

3.2 Self-care

3.3 Social behaviour

3.4 Academic skills

3.5 Pre-vocational and leisure

### **Unit 4: Curricular Adaptation for Inclusive Education of Children with ASD**

4.1 Adaptation of curriculum for children with ASD

4.2 Types of adaptation needed for children with ASD

a. Content

b. Instructional

c. Ecological

4.3 Stages of adaptation

a. General adaptation

b. Specific adaptation

4.4 Accommodation & modification

a. Perceptual style

b. Cognitive style

c. Social style

4.5 Accommodation of co-curricular activities and learning material

### **Unit 5: Methods of Evaluating Children with ASD**

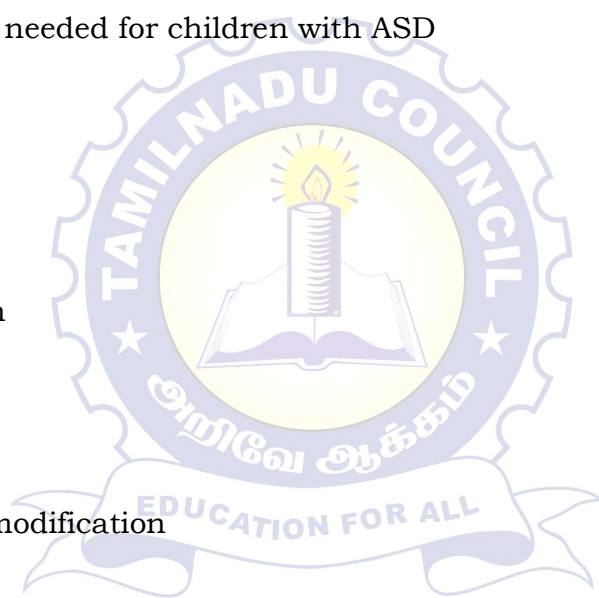
5.1 Evaluation: definition and purpose

5.2 Observation

5.3 Record Review

5.4 Teacher made test tests

5.5 Standardized rating scales



## **ELECTIVE SUBJECT: 3**

### **EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES**

#### **Unit1: Conceptual Framework of Educational Interventions**

1.1 Definition, purpose, scope and principles of educational intervention 1.2 Curriculum intervention: gap analysis and linkages with demands of school curriculum (Diagnostic Prescriptive Teaching)

1.3 Steps of intervention

1.4 Cascade of services and Response to Intervention 1.5 Issues and ethics in educational intervention

#### **Unit 2: Educational Interventions for Processing Deficit**

2.1 Attention

2.2 Perception

2.3 Memory

2.4 Thinking

2.5 Meta-cognition.

#### **Unit 3: Reading and Writing Interventions**

3.1 Principles of intervention in reading and writing

3.2 Strategies for developing word recognition skills, fluency and comprehension

3.3 Strategies for developing handwriting, spelling and written expression 3.4 Strategies for Reading and writing across the curriculum

3.5 Strategies for differentiation and inclusion in the classroom

#### **Unit 4: Interventions for Mathematics**

4.1 Principles for interventions in mathematics

4.2 Strategies for developing mathematical concepts

4.3 Strategies for developing computation, automaticity [timed tasks] and application

4.4 Strategies for problem solving

4.5 Accommodations [Calculators, Computers] in the mainstream classroom Unit

#### **Unit 5: Intervention in Life Skills**

5.1 Strategies for developing of Social skills

5.2 Strategies for developing Study skills

5.3 Strategies for self-assessment and advocacy

5.4 Strategies for soft skills [presenting self, time management, decision making]

5.5 Preparation for Independent Living; Career Planning, leisure and recreation

## **ELECTIVE SUBJECT NO:4**

### **TECHNOLOGY AND DISABILITY**

#### **Unit 1: Concept of Technology**

- 1.1 Meaning, Nature, Scope and Significance of Technology
- 1.2 Types /tools of technology – Projector, Smart board, Software and ipad, ipod, Tablets, Mobiles
- 1.3 Technology integration vs. technology use in the curriculum
- 1.4 Assistive technology: Meaning and scope
- 1.5 Role & Use of AT for children with LD

#### **Unit 2: Learning Needs of CWLD**

- 2.1 Communication
- 2.2 Reading
- 2.3 Writing
- 2.4 Mathematics
- 2.5 Self-management

#### **Unit 3: Technology for Presentation & Expression (Input and Output)**

- 3.1 Classroom Presentation & Expression: Concept & scope
- 3.2 Visual presentation - Large print displays, alternative colours to the screen, colour coding, smart boards, Multimedia Presentations, screen magnifiers
- 3.3 Auditory - text to voice, screen readers, FM Listening Systems, podcast
- 3.4 Cognitive – graphic organisers
- 3.5 Consideration for selection of tools – no tech, low tech, high tech, low cost, high cost

#### **Unit 4: Technology for Classroom Engagement**

- 4.1 Classroom engagement – Meaning and components
- 4.2 Reading ,Writing & Mathematics - Talking books, recorder,Optical character recognition , Speech recognition systems, Alternative writing surfaces , pencil grips , podcast, Proof reading software,Talking calculators, Electronic math worksheets, fluidity software
- 4.3 Organising - sticky notes, highlighter pens, or highlighter tape, graphic organisers, digital organisers
- 4.4 Types programme- drill & practice, Simulations, Games, Tutorial
- 4.5 Consideration for selection of programmes and tools in an inclusive class

## **Unit 5: Trends & Issues in Using Technology**

5.1 Digital natives & Immigrants

5.2 From isolation to inclusion

5.3 Parent/family involvement

5.4 Cyber Safety

5.5 Evaluation of impact of technology– Social, ethical and human

## **ELECTIVE SUBJECT NO: 5**

### **PSYCHO-SOCIAL AND FAMILY ISSUES**

#### **Unit 1: Overview of Psycho-social Domains**

1.1 Psychosocial domains- Meaning and components- Cognitive, Affective, Social

1.2 Stages of Psychosocial development 1.3 Psycho-social characteristics of children with

LD 1.4 Manifestations of psychosocial behaviour at home, school and society

1.5 Causative factors – self and others

#### **Unit 2: Family Dynamics**

2.1 Family structure and its functioning 2.2 Parenting styles and home

environment 2.3 Needs and concerns of family 2.4 Needs and concerns of child with LD

2.5 Empowering Parents- Resource management, legal provisions

#### **Unit 3: Nurturing Social Emotional Wellbeing**

3.1 Strategies for developing positive self-concept 3.2 Social skill training 3.3

Stress management 3.4 Family counselling 3.5 Networking and liaising with students,

parents, community.