

Veer Narmad South Gujarat University, Surat

B.Ed

(Special Education Visual impairment)

Norms, Regulation & Course Content

2005

Norms & Regulations

GENERAL REGULATIONS OF B.ED SPECIAL EDUCATION COURSES

1. General Framework of the Course: The B. Ed special education course consists of theory papers as per the following scheme:

1. CorePapers	4
2. Specialization Papers	3
3. Methodology Papers	2.

3. Duration of the Course:

The duration of the course is one academic year.

4. Eligibility for Admission: According to Guj.Uni. rules regulation.

The eligibility for this B.Ed, course is B.A. *or* B. SC. with one of the school teaching subjects as the area of study at graduate level. The eligibility for admission is SOO aggregate in the qualifying degree examination.

Paper 1

Core Papers

Nature and Needs of Various Disabilities — An Introduction Objectives:

The student teacher is expected to acquire a basic knowledge on identification and Characteristics of various disabilities such as

1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental illness
4. Locomotor, Neurological and Leprosy Cured
5. Biogenic and other disorders
6. Multiple Disabilities

Unit 1: Blindness and Low Vision

1.1 Definition and Identification 12

Characteristic

1.3 Causative Factors

1.4 Preventive and Curative measures \5

Educational Programmes

Unit 2: Hearing Impairment

- 2.1 Definition and Categorization
- 2.2 Types of Hearing Loss
- 2.3 Causative Factors
- 2.4 Communication approaches
- 2.5 Educational Programmes

Unit 3: Mental Retardation and Mental Illness

- 3.1 Definition
- 3.2 Classification
- 3.3 Characteristics — Mild, Moderate, Severe, Profound and Mental illness
- 3.4 Teaching Strategies
- 3.5 Enrichment Programmes

Unit 4: Locomotor, Neurological and Leprosy Cured

- 4.1 Identification and Classification
- 4.2 Characteristics
- 4.3 Causative factors
- 4.4 Preventive measures
- 4.5 Educational programmes,

Unit 5: Biogenic and other disorder — Definition, identification and Characteristics

- 5.1 Autism
- 5.2 Dyslexia and Dyscalculia
- 5.3 Dysphasia and Dysgraphia
- 5.4 Expressive and Receptive disorders
- 5.5.1 Epilepsy
- 5.5.2 Haemophilia
- 5.5.3 Behavior Disorders — acting out, withdrawal
- 5.5.4 Emotional Disorders

Unit 6: Multiple Disabilities - Definition, Identification and Characteristics

- 6.1 Visual impairment with additional disabilities
- 6.2 Hearing impairment with additional disabilities
- 6.3 Mental retardation with additional disabilities
- 6.4 Biogenic disorders with additional disabilities
- 6.5 Physical and other disorders with additional disabilities

REFERENCE

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2. Byrne. M. Shervanian. C. Introduction to Communicative Disorders. New York Harper & Row. 1977.
3. Mani. M.N.G. Techniques of teaching blind children. New Delhi Sterling Publishers. 1992.
4. Jangira, N.K., & Marti, M.N.G., Integrated Education of the visually Handicapped. Management Perspectives. Ourgaon Academic Press. 1991.

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6. Davis, 3., (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
7. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
8. Panda, K.C. (1997).^ Education of Exceptional Children. New Delhi Vikas Publications.
9. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH. Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn bacon.
12. Baine. D. (1988) Handicapped Children in Developing Countries, Assessment,
 - curriculum and Instruction. University of Alberta. Alberta.
13. Eongonc, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
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Paper 2

Education in Emerging Indian Society Objectives:

After studying this paper, the student teachers are expected to realise the following 1. Explain the history, nature, process and philosophy of education.

2. **Spell out the aims and functions of education in general and special education in particular.**
3. **Describe the various systems of education with reference to general and special education.**
4. **Discuss the various roles of educational agencies in India.**
5. **Analyze the role of educational system in the context of Modern Ethos like democracy, socialism and secularism.**

Coarse Content:

Unit 1: History, Nature, Process and Philosophy of Education

- 1.1 **The conceptual development of education — the delineation of its meaning as traditional and modern items.**
- 1.2 **Nature and philosophy of Idealism. Naturalism. Pragmatism and Humanism.**
- 1.3 **History. Philosophy and Nature of Special Education. (Empahsis on specific disability).**
- 1.4 **Educational Implications of Idealism. Naturalism. Pragmatism, Humanism and Special Education.**
- 1.5 **Role of teacher in the evolutionary process of education.**

Unit 2: Educational Aims

- 2.1 **Principal of education and respective commissions (Post Independence).**
- 2.2 **Aims, objectives and functions of special education.**
- 2.3 **Direction and priorities of general and special education.**
- 2.4 **Recent trends in modern Indian Education including special education.**
- 2.5 **Education For All movement. Education through 21 - Century, National Policy on Education(1986) including Special Education.**

Unit 3: Education in the Social Context

- 3.1 **Formal, Informal and Non-formal Education.**
- 3.2 **Functional literacy, continuous and Life Long Education.**
- 3.3 **Community Based Education.**
- 3.4 **Open Learning, Distance Education with reference to General and Special Education.**
- 3.5 **Value-Oriented Education.**

Unit 4: Educational Agencies for the National Development

- 4.1 **Educational challenges for economic and socio-political development.**
- 4.2 **Role of home, school, society and mass media.**
- 4.3 **Role of Governmental and non-governmental agencies in general and special education. Such as — NCERT. SCERT. RCI. NCTE and National Institutes for Handicapped and International Non-Governmental Organizations (INGOs) like UNICEF, UNESCO. ACTIONAID. CBM.**

4.4 Resource mobilization through funding agencies and concessions/facilities for the disabled.

- 4.5 a) Recommendation of various committees and commissions.**
- b) Contribution of National and International thinkers in general and special education**
- c) Govt Policies, Acts and Schemes such as RCI Act 1992, PWD Act 1995. POA 1987. IEDC Scheme 1992.**

Unit 5: Education and the Modern Ethos

- 5.1 Democracy, socialism and secularism. • 5.2 Constitutional provisions in human rights.**
- 5.3 Equalization of educational opportunities.**
- 5.4 Education and human resource development.**
- 5.5 Planning and management of human resource development.**

Unit 6: Emerging trends in Special Education

- 6.1 Concept of impairment, disability and handicap and their implications.**
- 6.2 Normalization principles and concept and types — process of integration and inclusion.**
- 6.3 Nature of disabilities and its impact on the person with disability.**
- 6.4 Community awareness of special education and integrated education.**
- 6.5 Future of special education and integrated education.**

REFERENCE

- 1. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.*
- 2. Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.**
- 3. Steven. B. (1998). School and Society. Sage Publications.**
- 4. Suresh. D. (1998). curriculum and child development. Bhargava.**
- 5. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.**
- 6. weber. O.C. (199Q). Basic Philosophies of Education. New York Holl. Rinchart and winslon.**
- 7. Aggarwal. J.c. (1992). Development and planning of Modern Education. New Delhi vikas Publishing House Pvt Lid**
- 8. Biswas. A. and Aggarwal. J.C. (1992). Education in India. New Delhi Arya Book Depot**
- 9. Bhat B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot**
- 10. Bhatia. Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi ' Doaba House.**
- 11. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot**
- 12. Mhanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi hers Pvt Ltd.**
- 13. Sapra, C.L., and Ash Aggarwal, (Ed.) (1987). Education in India Some critical Issued. New Delhi National Book Organisation.**
- 14. Chroudhary. K. C. and Sachdeva. II. (Eds (1995). Total literary by 2000. New Delhi. IAE Association.**

Paper 3 Educational

Psychology and Persons with Disabilities Objectives;

After studying this paper, the student teachers are expected to realize the following objectives

1. Discuss the concepts and principles of growth and development
2. Describe the various theories of learning and their implications to the disabled.
3. Explain the concepts of intelligence and aptitude in general and with specific reference to the disabled.
4. Spell out the meaning and concept of personality and mental health and their implications to the disabled.
5. Define the meaning and techniques of guidance and counseling in general and with special reference to the disabled.

Course Content:

Unit 1: Introduction to Psychology

- 1.1 Definition. Nature and Scope of Psychology.
- 1.2 Educational psychology: scope and relevance to general education.
- 1.3 Role of educational psychology in special education.
- 1.4 Theories and application in education motivation, attention and perception.
- 1.5 Implications of the above with regard to specific disabilities.

Unit 2: Developmental Psychology

- 2.1 Concepts of Growth and Development.
- 2.2 Developmental needs of Pre-School Stage.
- 2.3 Developmental needs of childhood and pre-adolescence.
- 2.4 Influences of heredity and environment.
- 2.5 Developmental deviancies and related issues with regard to specific disabilities

Unit 3 Learning

- 3.1 Concept formation.
- 3.2 Learning — Domains and factors affecting learning.
- 3.3 Theories of learning and its application in special education.
- 3.4 Remembering, forgetting and transfer of learning.
- 3.5 Implications of the above with regard to the specific disability.

Unit 4: Intelligence and Aptitude

- 4.1 Concept and meaning of intelligence.
- 4.2 Theories of intelligence and intelligence tests.
- 4.3 Concept of Aptitude and Aptitude tests.
- 4.4 Individual differences, their importance in education.
- 4.5 Implications of the above with regard to the specific disability.

Unit 5: Personality Development

- 5.1 Meaning, concept and dimensions of personality.

- 5.2 Theories and assessment of personality.
- 5.3 Frustration and conflict adjustment mechanisms and behavior deviations.
- 5.4 Mental health and stable personality.
- 5.5 Implications of the above with regard to the specific disability.

Unit 6: Guidance and Counseling

- 6.1 Nature, meaning and scope of guidance and counseling.
- 6.2 Role of home and school in guidance and counselling.
- 6.3 Techniques of guidance and counselling with reference to specific disability.
- 6.4 Vocational Guidance, assessment training, avenues and perspective.
- 6.5 Individual problems and stress management through counselling and Yoga.

Reference:.

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3. Butcher. H.J. (1993). Human Intelligence : Its nature and assessment London **Mshucn.**
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5. Guilford. j.B.(1996). Hclds of Psychology (cd..) New York: van Nostrand.
6. Hunter, Ian. M.R. (1994). Memory. London : Penguin Books.
7. Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Applcton century.
8. Munn. N.L. (1997). Introduction to Psychology. Delhi.
9. Petri. H.L. (1995). Motivation : Theory and research, 2nd ed., Belmont Cawadsworth.
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- 13.Travers. R.M. (1993). Educational Psychology. New York: Macmillan.
- 14 Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev.. Vol. 20.
- 15 Woodwoith. R.S. (1994). Experimental Psychology (mv.ed).. New York: Hot
- 16 Barciey. J.R. (1993). Counselling and Philosophy. San Francisco.
- 17.Floelick. C.P. (1988). Guidance Services in Schools. New York: Allyn & Bacon.
- 18Jones. A. P. (1994). Principles of Guidance. New York: Holt

Paper 4 Educational Planning and

Management Curriculum Designing **and** Research Objectives:

After studying this paper, the student teachers are expected to realize the following objectives:

1. Discuss the meaning, need and scope of educational management.
2. Define the concept and meaning of curriculum and instructional strategies.
3. Explain the concept, meaning, scope and types of educational technology.
4. Describe the need and scope of educational research.
5. Discuss the meaning, scope and types of educational evaluation.

Course Content: Unit 1: Educational Management

- 1.1 Meaning, Need, Scope of Educational Management.
- 1.2 Concept and Principles of Institutional Planning and Management. Admission. School Plant Classification. Provisions.
- 1.3 Inspection and supervision.
- 1.4 Institutional Organisation Administration and Evaluation.
- 1.5 Types of Leadership and Organisational Climate.

Unit 2: Curriculum

- 2.1 Concept and Principles of Curriculum,
- 2.2 Principles of curriculum construction.
- 2.3 Curriculum — planning, implementation and evaluation.
- 2.4 Role of the teacher in curriculum construction, implementation and evaluation.
- 2.5 Curriculum planning and evaluation for specific disability.

Unit 3: Instructional Strategies

- 3.1 Theories of instructions — Burner, Gagne and Skinner.
- 3.2 Approaches to instruction—cognitive, behavioral, eclectic.
- 3.3 Design instruction - macro design.
- 3.4 Organizing individual, peer, small group, large group instructions.
- 3.5 Teaching materials — aids and appliances, other equipment development.

Unit 4: Educational Technology

- 4.1 Concept meaning and scope of educational technology and its impact on education.
- 4.2 Role and types of audio-visual aids in teaching.
- 4.3 Individualised instruction and application of media in teaching and learning.
- 4.4 Programmed instruction, computer assisted instruction and interactive learning.
- 4.5 Educational Technology for the Disabled.

Unit 5: Educational Research

- 5.1 Need and scope of educational research
- 5.2 Principles of Research in Education.
- 5.3 Problems faced in educational research. Sources of Research Problems,
- 5.4 Types of research designs in educational research.
- 5.5 Overview of research in special education.

Unit 6: Educational Evaluation

- 6.1 Meaning, scope and types of evaluation.
- 6.2 Various types of tests.
- 6.3 Characteristics of a good test and construction of test items CRT, NRT, Teacher Made Tests.
- 6.4 Descriptive statistics, measures of central tendencies (Mean, Median, Mode): Standard Deviation, Quartile Deviations.

6.5 Inferential statistics, correlation, rank correlation, construction of different graphs and diagrams.

REFERENCE

1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
2. **Dipika Bhadrash Shah. (1991). Educational Technology for developing teaching competence GavendraPrakashan.**
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14. **Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd**
15. **Young. Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,**

**PAPER 1 (Special Education) INTRODUCTION TO THE
EDUCATION OF VISUALLY IMPAIRED CHILDREN Objectives:**

Alter studying this paper, the student teachers are expected to realise the following objectives:

1. Narrate the evolutionary process of the development of services for visually impaired children.
2. Define blindness and other types of visual impairment.
3. Describe the impact of visual impairment on the personality development of the child.
4. Plan child-centered educational services for low vision children.
5. Enumerate the nature of services for visually impaired children with additional disabilities.

Course Content: of Education of Visually Impaired Children

Unit I Historical Perspectives of Visually Impaired Children

- 1.1 Historical development in India and Abroad.
- 1.2 Evolutionary Process in attitude changes towards blindness
- 1.3 Mainstreaming of disabled persons in the society.
- 1.4 Psychological implications of blindness.
- 1.5 Sociological implications of visual impairment.

Unit 2: Nature of Visual Impairment

- 2.1 Concept of impairment, handicap and disability, classification, assessment, and teaching strategies with reference to blindness.
- 2.2 Definition of blindness and low vision.
- 2.3 Incidence and prevalence of visual impairment
- 2.4 Effects of blindness on growth and development — physical, social, intellectual and motional.
- 2.5 Transition to adulthood.

Unit 3: Implications of Visual Impairment on Personality Development

- 3.1 Implications of visual impairment on personality development
- 3.2 Effects of early blindness on personality, verbalism.
- 3.3 Attitude towards visual disability.
- 3.4 Parental attitudes, attitude of siblings, peer group attitude and stereotypic attitude towards blindness.
- 3.5 Teachers' attitudes, social attitudes, and attitude modification,

Unit 4: Education, of Low Vision Children

- 4.1 Assessment of low vision.
- 4.2 Educational problems of low vision children.
- 4.3 Vision stimulation and visual efficiency.
- 4.4 Low vision aids — magnifiers, large print materials, and computers.
- 4.5 Education of low vision children with associated intellectual impairment, hearing impairment and neurological impairment including classification, assessment and teaching strategies.

Unit 5: Visually Impaired Children with Associated Disabilities

- 5.1 Concept.
- 5.2 Types of additional disabilities — hearing impairment, mental retardation, locomotor and neurological disorders, learning disabilities.
- 5.3 Educational implications.
- 5.4 Support services — modify and implications.
- 5.5 Current status of education of visually impaired children with additional disabilities.

REFERENCE

1. ICEVI (1995). Reaching the Unreached. Asian conference Proceedings. Ahmedabad: Blind People's Association
2. Mani. M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publishers.

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5. Moorcs. D.F. (1982). Educating the Deaf: Psychology. Principles and Practices (2nd 1-d.) Boston: Houghton Mifflin.
6. Pandy. R.S and Advani, Lai (1995). Perspectives in Disability and Rehabilitation. Neu Delhi: vikas Publishing House.
- 7. Punani. B and Rawal, N (1997). Community Based Rehabilitation (visually Impaired). Bombay :NABRAC.
8. Radha Bai. lit al. (1-d.) (1995). All colours are There. Trichy: Holy Cross Service Society.
9. Tuttle. D. (1984). Self-esteem and Adjusting With Blindness. Springfield. IL.: charles C. Thomas.
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11. WHO (1992). Prevention of Blindness. Geneva.
12. Ysseldyk. J.E. & Algozzine. (1982). Introduction to Special Education. Boston: Houghton Mifflin.
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- 19 World Health Organisation (1993). Management of Low Vision in Children. Geneva.

PAPER 2: EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT

Objectives:

After studying this paper, the student teachers are expected to realise the following objectives:

1. List the common eye defects of children and adults.
2. Use the tests appropriate for assessing the capabilities of visually impaired children.
3. Describe various educational service options available for visually impaired children.
4. Narrate the need and nature of curricular adaptation for visually impaired children.
5. Plan educational services leading to rehabilitation of visually impaired adults.

Coarse Content:

Unit 1: Anatomy and Physiology of the Eye

- 1.1 Eye and Eye care.
- 1.2 Visual Acuity, refraction, fusion, depth perception.
- 1.3 Visual deficit tunnel vision, loss of visual field, central scotoma, low vision.
- 1.4 Refractive errors — myopia, hyperopia, presbiopia, astigmatism.
- 1.5 Common eye diseases — cataract, glaucoma, traucoma, cornea! ulcer.
Xerophthalmia, retinitis pigmentosa, macular degeneration, optic atrophy.

Unit 2 Assessment Procedures

- 2.1 Clinical assessment of visual impairment.
- 2.2 Functional assessment procedures.
- 2.3 Importance of early identification and intervention.
- 2.4 Commonly used adapted tests for assessment.
- 2.5 Selective educational placement.

Unit 3: Educational Services

- 3.1 Cascade of service delivery system.
- 3.2 Programmes of residential nature.
- 3.3 Inclusive and Integration education and types — resource model, itinerant model, combined model, cluster approach.
- 3.4 Child centered education including non formal education, alternative schooling, open school and home based education.
- 3.5 Role of functionaries — heads, special teachers, classroom teachers, parents and peers

Unit 4 Curricular Adaptation

- 4.1 Curricular adaptations direct and indirect services, material development and presentation.
- 4.2 Plus curriculum.
- 4.3 Principles of instructional methods duplication, modification, substitution and omission.
- 4.4 Use of appropriate technology in the education of visually impaired children,
 - a. Traditional appliances Slate and stylus, abacus. Taylor frame.
 - b. Modern appliances for reading, writing, mobility and mathematics, scientific graphic aids and computerization.
- 4.5 Creative arts and adapted physical education

Unit 5: Education for Rehabilitation

- 5.1 Pre-requisite skills for the successful rehabilitation of visually impaired persons.
- 5.2 Role of multi-purpose rehabilitation workers and para-professionals.
- 5.3 Linkages between education and rehabilitation professionals.

5.4 Awareness of other development programmes in the community.

5.5 Familiarizing with poverty alleviation programmes.

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1. ICEVI (1995). Reaching the Unreached. Asian Conference Proceedings. Ahmedabad: Blind People's Association.
2. Mani. M.N.G. (1992). Techniques of Teaching Blind Children. New Delhi: Sterling Publisher.
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PAPER 3

INSTRUCTIONAL METHODS TO VISUALLY IMPAIRED CHILDREN

Objectives:

1. List various approaches to be adopted in teaching visually impaired children.
2. Demonstrate expertise in teaching plus curricular skills to visually impaired child, -n.
3. Demonstrate techniques of teaching language skills to visually impaired children.
4. Demonstrate methods of teaching mathematics to visually impaired children, -
5. Demonstrate methods of teaching science and social science to visually impaired children.

Course Content: Unit 1: Need for Various Approaches in Teaching Visually Impaired Children

- 1.1 Process of providing non-visual experience to visual ideas.
- 1.2 Learning stage — sensory motor, concrete operation and abstract thinking (logical operations).
- 1.3 Compensatory instruction for concept development and learning.
- 1.4 Adaptation of instructional material and methods in teaching visually impaired children and the use of teaching learning materials.
- 1.5 Sensory training — importance, objectives and procedures.—Tactile sense
Auditory sense Olfactory sense Kinesthetic sense & Intercrossory coordination

Unit 2; Teaching Plus Curricular Skills

- 2.1 Reading readiness activities
- 2.2 Braille — techniques of teaching Braille reading and writing skills.
- 2.3 Techniques of teaching orientation and mobility.
- 2.4 Techniques of teaching daily living skills.
- 2.5 Evaluation of Plus curricular skills.

Unit J; Methodology of Teaching Language

- 3.1 Developing listening skills.
- 3.2 Pre-requisite skills for language development.
- 3.3 Development of vocabulary with object / situation characteristics and comprehension skills
- 3.4 Verbalisation of visually impaired children
- 3.5 Evaluation of the language development skills.

Unit 4: Methodology of Teaching Mathematics

- 4.1 Factors contributing to learning mathematics.
- 4.2 Abstract ideas for the visually impaired.
- 4.3 Use of mathematical devices abacus. Taylor frame and geo board.
- 4.4 Mathematical Braille code.
- 4.5 Evaluation of mathematical concepts acquired by visually impaired children.

Unit 5: Methodology of teaching a) Science and b) Social Science

- 5.1 Methods of teaching science to visually impaired children with the help of relevant equipment.
- 5.2 Presentation of tactile diagrams general principles.
- 5.3 Play way method and field trips in teaching social science.
- 5.4 Presentation and use of different types of maps globe and relevant material.
- 5.5 Evaluation of learning in science and social science.

REFERENCE

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2. Jackie, Robert C. (1993). Mobility Skills for Blind People: A Guide for Use in Rural Areas. Germany: Christoffel Blindenmission.
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6. Mani. M.N.G. (1997). Ama/ing Abacus. Coimbatore: S.R.K. Vidyalaya Colony.

PRACTICUM

Braille-30 MARKS

- a. Reading and writing Bharathi Braille as applicable to regional languages. Standard English (Grades 1 & II). Mathematics (Nemelh code) and Science Notations.
- b. Transcription of Braille materials in to print, c. Use of the brailier and slate and stylus.

2. Assistive Devices-30 MARKS

- a. Use of Taylor, frame, abacus and other mathematical devices,
- b. Acquaintance with text reading machines and other talking equipment
- c. Use of Computer for visual assessment.
- d. Use of adapted physical education devices.

3. Orientation and Mobility -30 marks

- a. Pre-cane skills
- b. Long cane skills.
- c. Direction rinding training..
- d. Knowledge about electronic devices in mobility).
- e. Use of Mobility Maps

4. Daily Living Skills (DLS) -30 marks

5. Sensory Training -30 Marks

- a. Tactual Sense
- b. Auditory Sense
- c. Olfactory Sense
- d. Kinesthetic Sense

6. Case study of at least 2 visually impaired children -20 marks.

7. Teaching Practice in a Special School / Integrated School -100 marks.

& Preparation of Teaching Aids ----- -20 marks.

9. Preparation of Achievement Tests-Blue prints (20+20 marks).<*40marks

10. Visits to Special and Integrated Schools- 20 marks (internship).*20marks.

