

## SEMESTER – IV

COURSE CODE: MS4ST7

CREDITS: 4

### EDUCATION FOR DIFFERENTLY ABLED

#### COURSE OBJECTIVES:

CO1: Enable students to understand RPWD Act and educational implications of learning

CO2: Make students to comprehend learning resources and strategies for inclusive pedagogy

CO3: Enable student to understand the concept of universal design for learning (UDL) in the context of inclusive education.

CO4: Create awareness on inclusive learning environments for successful inclusive education

CO5: Encourage students to understand curriculum and the importance of guidelines given by National Curriculum Framework and its significance

CO6: Make the students to recognize the concept of Curriculum Adaptation and make plan for inclusive setting

CO7: Train students to learn universal design of learning and differentiated learning instruction to engage learners with special needs

CO8: Enable students to know about Continuous and Comprehensive Evaluation and its importance

CO9: Enable students to identify suitable tools and methods of evaluation

CO10: Encourage students to aware of provision and exemptions for educational evaluation

#### UNIT-I: DISABILITIES AND IMPLICATIONS ON LEARNING

Defining Disability as per Right of persons with disabilities Act 2016, Causes and prevention - Characteristics of different types of disabilities-Assessment tools for students with different types of disabilities - Educational implications of different types of disabilities

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## **UNIT-II: PEDAGOGY FOR INCLUSIVE EDUCATION**

Concept and meaning of diverse learners, understand learners and their learning styles - strategies for developing inclusive pedagogy- learning resources and its types - use of learning resources and devices - creating an inclusive learning environment

## **UNIT-III: CURRICULUM ACCOMODATIONS**

Meaning and definition of curricular and co-curricular activities - National Curriculum Framework (2005) - Universal Design of Learning in context of Inclusive Education - Assistive Technology - Curriculum adaptation- Accommodations and Modification for students with Differently abled in inclusive classrooms

## **UNIT-IV: TEACHING PRACTICES AND STRATEGIES**

Teaching school subjects at primary and secondary level: language, mathematics, science and social science to students with different disabilities – Sensory impairment, Intellectual impairment - Multiple disabilities (including Deaf blindness) - Teaching practices and strategies specific to the different types of disabilities

## **UNIT-V: ALTERNATIVE EVALUATION METHOD**

Evaluation – Meaning and concept - Continuous and Comprehensive Evaluation (CCE) for scholastic and co-scholastic aspects - alternative evaluation methods according to the needs of students with disabilities - Common tools and techniques used for inclusive classroom, provisions, concessions and exemptions for educational evaluation

### **SUGGESTED ACTIVITIES:**

1. Submit journal of a case study of a child with disability focusing developmental issues
2. Observation of five classroom teaching periods in each of special schools and inclusive schools and prepare a report highlighting the teaching strategies implemented by teachers
3. Make a check list for identifying low vision in secondary classes
4. Form a small group of 5-6 student teachers and conduct a awareness camp in any village on causes, prevention and referral services available for differently abled children and prepare a report
5. Visit any one Non - Governmental Organization(NGO) offering vocational training for special children and prepare a report

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## TEXTBOOKS:

1. Aruna Mohan, (2019). *Educational Psychology – curriculum modification for students with special needs*. Vikkasha Publishers.
2. Gayatri Ahuja, (2018). *Curriculum accommodations and adaptations, society for advance study in rehabilitation (SASR)*. Atlantic Publisher.
3. Kauffman James M. & Hallahan Daniel P. (Ed) (2011). *Handbook of Special Education*. Routledge
4. Ranganathan, R. (2006). *International rehabilitation conference on channeling the challenges of disability*. MacMillen
5. Umadevi, M.R. (2010). *Special education: A practical approach to education of children with special needs*. Neelkamal

## SUGGESTED READINGS:

1. Banerjee, R M A, and Nanjundaiah M, (2011). *Understanding inclusive practices in school: Examples of schools from India*. Bangalore, Karnataka : Seva-in-Action and Disability and Development Partners, U.K.
2. Bender, W. N. (2002). *Differentiating instruction for students with learning disabilities: Best practices for general and special educators*. Corwin Press
3. CBSE. (2010). *Manual for teachers on school based assessment classes VI to VIII*.
4. CBSE (2011). *Continuous and Comprehensive Evaluation – Manual for English Teachers, classes IX and X*. SCERT
5. Gartin, B. C., Murdick, N. L., Imbeau, M. & Perner, D. E. (2002). *How to use differentiated instruction with students with mental retardation and developmental disabilities in the general education classroom*. Arlington
6. IGNOU, Unit 11, *Continuous and comprehensive evaluation*.
7. Jarolimek, J. & Foster, C. (1981). *Teaching and learning in the elementary school*. (2nd ed.): Macmillan
8. Narayan CL, John T. (2017). *The rights of persons with disabilities Act, 2016: Does it address the needs of the persons with mental illness and their families*.

Indian J Psychiatry

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## E – RESOURCES:

1. <http://www.egyankosh.ac.in>
2. <http://www.unicef.org>
3. <http://www.deepaacademy.org>
4. <http://www.edudel.nic.in>
5. <http://www.ugc.nic.in>

## COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Understand the educational implications for the students with differently abled

CO2: Gain knowledge about inclusive pedagogy

CO3: Acquire knowledge about various level of curriculum accommodate for students with special needs

CO4: Gain knowledge of National Curriculum Framework and its role in inclusion

CO5: Apply universal design of learning and use assistive technology for students with differently abled

CO6: Explain the concept of specific teaching strategies to teach subjects at primary and secondary level

CO7: Learn the concept of alternative methods of evaluation for students with special needs.

CO8: Apply and utilize the provisions and exemptions for educational evaluation of students with differently abled

CO9: Plan to accommodate students with special needs in regular inclusive classroom

CO10: Develop strategies and teaching practices for teachers to teach school subjects

## OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓						✓	✓
CO2	✓								✓	✓						✓	✓
CO3	✓								✓	✓						✓	✓
CO4	✓								✓	✓						✓	✓
CO5	✓								✓	✓						✓	✓
CO6	✓								✓	✓						✓	✓
CO7	✓								✓	✓						✓	✓
CO8	✓								✓	✓						✓	✓
CO9	✓								✓	✓						✓	✓
CO10	✓								✓	✓						✓	✓

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