SEMESTER - IV
C14 INTERVENTION AND TEACHING STRATEGIES

Credits: 4 Credits: 4
Internal: 40 marks
External: 60 marks
Total: 100 marks

Introduction

This course builds on the pedagogy courses presented under A4 and A5 of the present B.Ed. curriculum. It prepares the student-teachers to transact lessons in various school-subjects for children with visual impairment. For this purpose, the required intervention and teaching techniques and skills are highlighted.

The student-teachers, it is hoped, will find the course highly stimulating, as it will enable them to help blind and low vision students to cope effectively with the challenges of curriculum transaction, at par with their sighted peers.

Objectives

After completing the course student-teachers will be able to

- Explain various theoretical perspectives related to intervention & teaching strategies.
- Demonstrate techniques of teaching Mathematics to visually impaired children.
- Acquire necessary competencies and skills for teaching science and assessment of the learners with special reference to children with visual impairment.
- Acquire and apply necessary skills for adapting TLM in social science and assessment of the learners with special reference to children with visual impairment.
- Describe the process of assessment visual efficiency and classroom management for children with low vision.

Unit 1: Theoretical Perspectives

Difference among Methods, Approaches and Strategies - Intervention – Concept, Scope and Importance - Intervention for lately blinded students – Role of Special teachers/educators - Mediated teaching-learning – Concept, Need and Procedure - Enriched teaching for Concept development: Converting visual concepts into accessible experiences

Unit 2: Mathematics

Coping with Mathematics phobias - Conceptualization of Mathematical ideas – Processes and Challenges for Children with Visual Impairment - Preparation and Use of tactile materials -
Mental arithmetic abilities – Concept, Importance and Application - Evaluation procedures with special reference to the Needs of Children with Visual Impairment

**Unit 3: Science**

Providing first-hand experience in the class and the school environment - Inclusive/collaborative learning for laboratory work - Science Teaching Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment - Problem solving and Learning by doing approach for Visually Impaired students - Evaluation procedure with particular reference to Practicals and Adaptations in Examination questions

**Unit 4: Social Science**

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

**Unit 5: Teaching of Children with Low Vision**

Visual Stimulation: Concept and Procedure - Selection of an appropriate medium of reading and writing - Techniques and procedures for developing reading and writing skills - Orientation and Mobility for low vision children - Classroom management – Seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast

**Course Work / Practical / Field Engagement**

- Prepare and use two teaching learning materials for teaching Maths/ Science/ Social Science.
- Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students.
- Functionally assess the vision of a low vision child and plan a teaching programme.
Suggested readings


Status of Disability in India. (2012). Rehabilitation Council of India, New Delhi.