



N.K.T. NATIONAL COLLEGE OF EDUCATION FOR WOMEN

(Autonomous)

Re-accredited with 'A' Grade (CGPA 3.26/4.00 scale) by NAAC

Affiliated to the Tamil Nadu Teachers Education University

No.41, Dr.Besant Road, Triplicane, Chennai – 600 005



ACADEMIC PROGRAMME GUIDE

Bachelor of Special Education (Visual Impairment)

2022-2023

Our Vision

Transforming Students to Global Educators

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We envision building our College as a frontline Institution to act as a catalyst in providing Academic and Research Excellence in Teacher Education and School Education under the inclusive setup, thereby contributing towards human resource development to meet the evolutionary and dynamic challenges in Education by scrupulously transforming students to Global Educators.

Our Mission

Our Mission is to prepare professionally competent and reflective Educators by

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- Providing competency based pre-service Teacher Education through value based holistic teaching and learning by integrating technology into traditional and innovative practices;
- Inculcating basic values of teaching and research, namely, dignity, integrity, fairness, responsibility, commitment, freedom and teamwork;
- Developing cognitively enriched, effectively trained, morally upright, socially committed and spiritually inspired students;
- Nurturing critical thinking, effective communication, creativity and cultural awareness; and
- Instilling a strong belief in the core values of gender equality, human rights and ecology in order to make them socially responsible citizens.

Value Framework

The value framework serves the following six-fold purposes:

- Increasing the quest for knowledge and excellence among students;
- Facilitating effective learning environment to enhance competencies of students;
- Providing new dimensions and perspective to teaching and learning;
- Contributing to the growth and development of India with realistic optimism;
- Indoctrinating Indian value system among students through Education for the development of an integrated and socially responsible personality; and
- Inculcation of knowledge on par with the rest of the world.



NKT National College of Education for Women (Autonomous)

N.K.T. National College of Education for Women established in the year 1966 by Sriman N.K. Thirumalachariar, a visionary and a philanthropist is situated at the heart of the Chennai city. Our College is housed in an area of 3.06 acres, where a model school is also attached. It has metamorphosed into a well-established, urban College catering to the educational needs of women from all sections of society and committed to its mission of empowering young women student-teachers to face life and its multifarious challenges at both personal and professional levels.

The College offers graduate, post graduate and research courses in Education with Autonomous status granted by the University Grants Commission in the year 1988, and has grown upright to greater heights as an Institution of higher learning in Teacher Education. Today, N.K.T. National College of Education has close to 600 students, enrolled in B.Ed., B.Ed. Special Education (Visual Impairment), M.Ed., M.Phil. and Ph.D. in Education and it has acquired a reputation for excellence, inclusiveness and committed service to the teaching community. In its continuous striving for excellence over decades, the Institution has been successful in achieving position “Second to None”, and has been upgrading its curricula and pedagogy on par with the global standards.

N.K.T. National College of Education for Women has also fallen in line with NAAC Peer Team Evaluation and it was awarded a five-star status in the first cycle and re-accredited at A Grade with CGPA of 3.26 on a 4-point scale, in the second cycle.

The College is being governed by the philanthropic Management, Sriman N.K.T. National Education Society, headed by Dr. S. Mano Bakthavatchalam, President, and Dr. M. Arumugam, Secretary and other eminent Committee Members.

This day the College is headed by the Principal, Dr. S. Chamundeswari and it has 40 Teaching Faculty members and 15 Support Staff. Dr. N. Kalai Arasi, the Controller of Examinations co-ordinates the Research & Development Centre and Dr. S. Malathi, the Dean of Academics co-ordinates the Internal Quality Assurance Cell.

Highlights of B.Ed. Special Education (Visual Impairment) Programme

- Adopts Credit Based Semester System
- Curricula designed as per the requirements of the teacher education at global level
- Mandatory Internship and Intensive teaching practice for UG & PG level
- Skill-based Certificate Courses with Extra Credits
- Bridge Courses in English and Computing Skill at the entry Level
- Women Empowerment through Skill Development
- Encouraging student-teachers to participate and train in co-curricular and extra-curricular activities

Programme Learning Outcomes of B.Ed Special Education Programme (Visual Impairment)

At the end of the B.Ed Special Education Programme, the student-teachers will be able to

1. identify the human behaviour at various developmental stages by employing the theories of development and adopt strategies to improve learning; (PE1 & PE4).
2. engage with studies on Indian society and Education in Contemporary India; (PE2).
3. incorporate the principles and maxims of teaching in effectively constructing the tasks of teaching; (PE 3a, 3b)
4. integrate the various curriculum practices in the classroom and make learning an enriching experience; (PE5)
5. reconstruct and deliver instruction from disciplinary content knowledge through appropriate pedagogic processes that communicate meaningfully and to assess learners using Continuous Comprehensive Evaluation; (CPS 2a to 2d, CPS3).
6. assess the needs of children with Visual Impairment and deliver instruction accordingly;(C12)
7. enhance professional capacities in areas such as ICT, Health and physical Education, Reading and Reflecting on Texts, Life skills and Drama and Art and to engage with the self, the child, the community and the school; (EPC2, 3, 5).
8. explicate the types of sensory impairments, study the implications and apply intervention strategies to enhance the learning of persons with disabilities; (B1)
9. expand and adapt the curriculum to meet the needs of the visually impaired children and equip them with functional academic skills and independent living skills; (C13)
10. apply exquisite teaching strategies and unique assessment methods to meet the challenges of

the visually impairment learners; (C14)

11. extend adaptive technology and print-access for teaching children with low vision; (C15)
12. develop an insight into the plethora of emotions, the family experiences at the birth of a special child and the requisite skills needed to meet the challenges faced by special children in the family and community; (C16)
13. incorporate instructional strategies for teaching in mainstream classrooms, thereby including the visually impaired and equipping them with independent living skills; (B2)
14. assess the functional vision of the visually impaired students, train them in Braille, use assistive devices to help them learn, impart orientation and mobility training and teach general, special and inclusive stream as requirement demands; (E1)
15. organize Co-scholastic activities, citizenship training camp, field trips and work experience related activities for both general and special schools community; and
16. mature holistically in all aspects-Physical, emotional, intellectual, ethical and spiritual and sensitizing to the needs of the community.

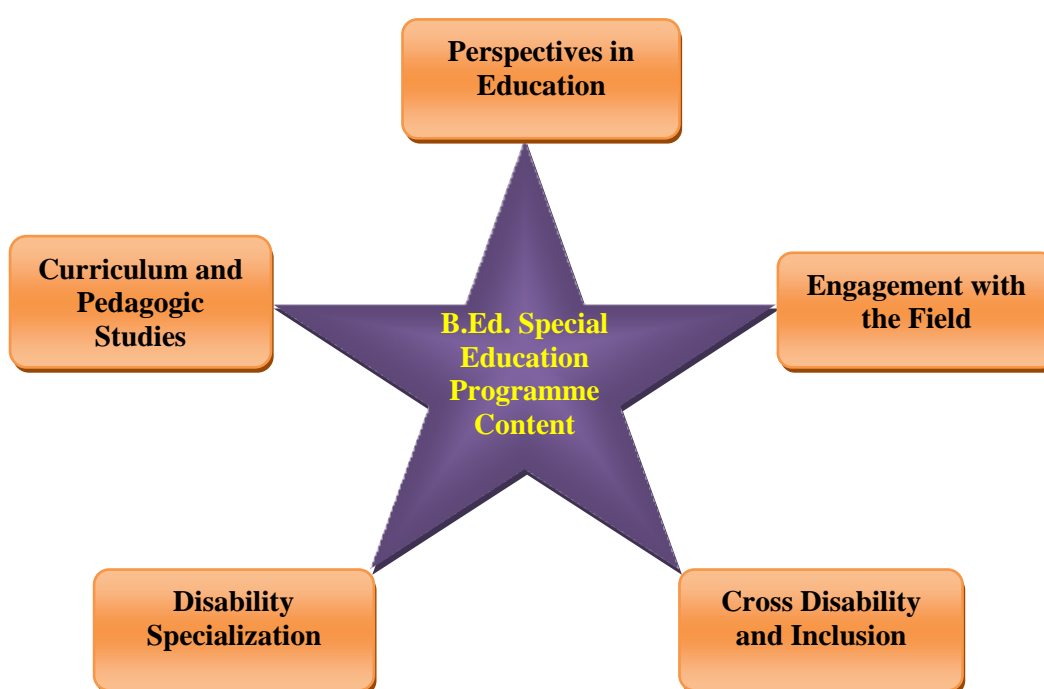
Duration of the B.Ed. Special Education (Visual Impairment) Programme

The course of B.Ed. Special Education (Visual Impairment) programme shall be for a duration of two academic years consisting of 400 working days/curriculum transaction days or 2400 hours which is spread over 4 semesters excluding admission and examination days. The 400 working days will include curriculum transaction days, school internship, revision examination days and study holidays. Though the duration of the course is for two academic years, the candidates are permitted to complete the course in a maximum of three years from the date of admission to the programme.

Content of B.Ed. Special Education (Visual Impairment) Programme

The programme is comprised of five broad inter-related curricular areas – (I) Perspectives in Education, (II) Curriculum and Pedagogic Studies, (III) Disability Specialization (Visual Impairment), (IV) Cross Disability and Inclusion (Other than VI) and (V) Engagement with the Field. All the courses include in-built field-based units of study and projects along with theoretical inputs from inter disciplinary

perspective. Engagement with the Field is the curricular component that is meant to holistically link all the courses across the programme, while it also includes special courses for Enhancing Professional Capacities (EPC) of the student teachers. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments. The courses included under each of the five broad curricular areas are as follows:



I Perspectives in Education

Perspectives in Education includes courses in the study of childhood, child development and adolescence, contemporary India and education, theoretical foundations of learning, teaching and assessment. The following are the five courses to be transacted in the two year period, under the curricular area of Perspectives in Education:

Course 1	PE 1	Childhood and Growing up as a Learner
Course 2	PE 2	Contemporary India and Education
Course 3	PE 3 (a &b)	Learning and Teaching - Part I & Part II
Course 4	PE 4	Psychological Perspectives of Learners
Course 5	PE 5	Knowledge and Curriculum

The course on ‘Childhood and Growing up as a learner and Psychological Perspectives of Learners’ shall enable student-teachers to acquire knowledge on childhood, child development and adolescence (Sharma, 2003). It aims to develop understanding about children of different age groups, through close observation and interaction with children from diverse socio economic and cultural backgrounds (Saraswathi, 1999). The course on ‘Contemporary India and Education’ shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.

This course shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on ‘Learning and Teaching’ will focus on aspects of social and emotional development; self and identity, and cognition and learning. ‘Knowledge and Curriculum’ shall address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning.

II. Curriculum and Pedagogic Studies

Curriculum and Pedagogic Studies offers a study of the nature of disciplines, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children’s learning. The design of the programme would enable students to specialize in one subject area, at two levels of schools. The courses under the curricular area of ‘Curriculum and Pedagogic Studies’ for the two year period include:

Course 6	CPS2 (a,b,c&d)	Pedagogy of a School Subject - Part I,II,III &IV
Course 7	CPS3	Evaluation of Learners

The course on ‘Evaluation of Learners’ will focus on aspects of evaluating the qualitative and quantitative.

II. Disability Specialization (Visual Impairment)

The courses under the curricular area of ‘Disability Specialization (Visual Impairment)’ for the two year period include:

Course 8	C 12	Identification of Children with Visual Impairment and Assessment of Need
Course 9	C 13	Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum
Course 10	C 14	Intervention and Teaching Strategies
Course 11	C 15	Technology and Education of the Visually Impaired
Course 12	C 16	Psycho Social and Family Issues

This curricular area would have three components:

- Acquire knowledge and skills about nature and education needs of children with visual impairment.
- Develop conceptual understanding of education provisions and skills for working with visually impaired children in special schools.
- Enhance knowledge and skills for professional development.

IV. Cross Disability and Inclusion:

The courses under the curricular area of ‘Cross Disability and Inclusion ’ for the two year period include:

Course 13	B1	Introduction to Persons with Disabilities
Course 14	B2	Inclusive Education and Orientation & Mobility

This curricular area would have two components:

- Acquire knowledge and skills about nature and education needs of children with various disabilities as well as of few select specific disabilities .
- Develop conceptual understanding of education provisions and skills for working with children with various disabilities in other than specialization and inclusive settings.

It is expected that so far separated general and special education would initiate more bilateral collaboration with each other to fulfil the global objectives of EDUCATION FOR ALL.

V. Engagement with the Field – the Self, the Child, Community and School

This curricular area would have three components –

- Tasks and Assignments that run through all the courses as indicated in the year wise distribution of the syllabus
- School Internship
- Courses on Enhancing Professional Capacities (EPC)

Course <i>EPC2</i>	Physical Education, Adapted Physical Education and yoga
Course <i>EPC3</i>	Reading and Reflecting on Texts
Course <i>EPC5</i>	Drama and Art in Education

S. No.	Category	No. of Courses offered		No. of Courses to be studied for semester I		No. of Courses to be studied for semester II		No. of Courses to be studied for semester III		No. of Courses to be studied for semester IV		No. of Courses to be studied for two years	
		DA	NDA	DA	NDA	DA	NDA	DA	NDA	DA	NDA	DA	NDA
1.	Perspectives of Education(PE)	-	5	-	3	-	2	-	-	-	1	-	5
2.	Curriculum and Pedagogic Studies(CPS)	-	45	-	1	-	2	-	1	-	1	-	5
3.	Disability Specialization (visual impairment)	5	-	1	-	-	-	1	-	3	-	5	-
4.	Cross Disability and Inclusion	2	-	-	-	1	-	-	-	1	-	2	-
5.	Enhancing Professional Capacities(EPC)	1	2	1	-	-	1	-	-	-	1	1	2
Total		8	52	2	4	1	5	1	1	4	3	8	12

DA- Disability Area

NDA-Non-Disability Area

SEMESTER – I

No of Curriculum Transaction Days: 100 days or 600 hours

No. of Credits: (a) Theory - 18 credits @ 17hrs/credit = 306 hours

(b) Practicum Components – 3.5 credits @ 34 hrs/credit = 120 hour

School Internship for 2 weeks – 2.1 credits @ 34hrs/credit = 72 hours

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education (PE)						
PE 1	Childhood and Growing up as a Learner	2	34	20	30	50
PE 2	Contemporary India and Education	4	68	40	60	100
PE 3a	Learning and Teaching - Part – I	2	34	20	30	50
Disability Specialization(C)						
C12	Identification of Children with Visual Impairment and Assessment of Needs	4	68	40	60	100
Curriculum and Pedagogic Studies (CPS)						
CPS 2a	Pedagogy of a School Subject-Part I (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science/ History/ Geography/ Commerce and Accountancy/ Home Science..	4	68	40	60	100
Enhancing Professional Capacities (EPC)						
EPC 2	Physical Education, Adapted Physical Education and Yoga	2	34	50	Nil	50
	Total	18	306	210	240	450
	Engagement with the field School Internship (2Weeks) 1.General & Inclusive (1 Week) 2.Special & other than Special (1 Week)	2	72			

Components of Practicum: 465 marks

	SEMESTER I	
1.	Observation of 5 classes of Level I(2) & Level II(3) mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal - General School (5)	35
2.	Observation of 5 classes of Level I(2) & Level II(3) mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal - Inclusive School(5)	35
3.	Observation of 5 classes of Level I (Other than the Special School) and Level II (Special School) mentor teachers in their respective UG/PG major subjects, based on which admission is given and Submission of Reflective Journal	35
4.	Observation and Submission of Reflective Journal on Demonstration of Level I subjects by Subject Experts from the school (Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science) (General)	30
5.	Observation and Submission of Reflective Journal on Demonstration of Level II subjects by Subject Experts from the school (Tamil/English/Mathematics/Physical Science/ Biological Science/Computer Science/Economics/History/Geography/Commerce and Accountancy/Home Science) (General)	30
6.	Observation and Submission of Reflective Journal on Demonstration of Level I & Level II subjects by Teacher Educators.(General School)	30
7.	Observation and Submission of Reflective Journal on Demonstration of Level & Level II subjects by Subject Experts from the Inclusive school (Special School)	30
8.	Observation and Submission of Reflective Journal on Demonstration of Level I & Level II subjects by Teacher Educators (Special)	30
9.	Mini Teaching Record related to Major disciplines –5Skills(General School)	50
10.	Mini Teaching Record related to Disability Specialization-3 Skills (Special)	30
11.	Psychology Experiments Record - Part I	35
12.	Physical Education, Adapted Physical Education and Yoga Record	50
	E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA	
13.	E1 Functional Vision Assessment	20
14.	E1 Learning of Braille – Introduction to Bharati/ Hindi or Regional Braille and English Braille	25
	TOTAL	465

THEORY	PRACTICUM	TOTAL
450	465	915

Note: Practical Examination will be held for 465 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

SEMESTER – II

No of Curriculum Transaction Days: 100 or 600 hours

No. of Credits: (a) Theory - 16 credits @ 17hrs/credit = 272 hours

(b) Practicum Components – 5 credits @ 34hrs/credit = 170 hrs

School Internship for 2 weeks – 2.1 credits @ 34hrs/credit = 72 hours

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Markss		
				Internal	External	Total
Perspectives in Education (PE)						
PE 3b	Learning and Teaching - Part - II	2	34	20	30	50
PE 4	Psychological Perspectives of Learners	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 2b	Pedagogy of a School Subject-Part II (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science/ History/ Geography/ Commerce and Accountancy/ Home Science.	4	68	40	60	100
CPS 3	Evaluation of Learners	4	68	40	60	100
Cross disability and Inclusion(B)						
B 1	Introduction to Persons with Disabilities	2	34	20	30	50
Enhancing Professional Capacities (EPC)						
EPC 3	Reading and Reflecting on Texts	2	34	50	Nil	50
	Total	16	272	190	210	400
	Engagement with the field School Internship (2 Weeks) 1.General & Inclusive-(1 Week) 2.Special School -(1 Week)	2	72			

Components for Internship based Activities: 510 marks

SEMESTER II		
1	Participation in a 5 day Citizenship Training Camp and submission of camp record(General)	60
2	Projects on Identifying and Analyzing the Guidance Needs of Learners Level I & II (General)	70
3	Preparation of 5 Teaching and Learning Materials (TLM) based on Level I Syllabus (20 Marks) and 5 Teaching and Learning Materials (TLM) based on Level II (20 Marks) pertaining to their major subjects, and submission of same to Co-operative Schools after passing the first year practical examinations.(General)	40
4	Preparation of 5 Teaching and Learning Materials (TLM) based on Level I Syllabus (20 Marks) and 5 Teaching and Learning Materials (TLM) based on Level II (20 Marks) pertaining to their major subjects, and submission of same to Co-operative Schools after passing the first year practical examinations. (Special)	40
5	Reflective Record on Continuous and Comprehensive Evaluation (CCE) practiced in the co-operative schools at Level I (General)	40
6	Development of Question Bank in the School Content Level I & II (40 + 40) – (General)	80
7	Lesson planning focusing on adaptation, evaluation in special and inclusive school (major disability).- (Special School)	45
8	Psychology Experiments Record - Part II	45
E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA		
9	E1 Learning of Braille- A)Bharati hindi/Regional Braille B) Braille: Mathematical sign for :Numeric indicator, basic operation ,simple fractions and brackets	30
10	C) Braille Competency Assessment – Regional Language and English	20
11	E1 Learning the use of Assistive Devices- Taylor frame, Abacus :Basics operations using arithmetic and algebraic types	40
TOTAL		510

THEORY	PRACTICUM	TOTAL
400	510	910

Note: Practical Examination will be held for 510 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity.

SEMESTER – III

No of Curriculum Transaction Days: 100 or 600 hours

No. of Credits: (a) Theory - 6 credits @ 17hrs/credit = 102hours

(b) Practicum Components – 3.5 credit @ 34hrs/credit = 120 hrs

(School Internship for 13 weeks) – 13.2 credits @ 34hrs/credit = 450 hours

Cours e Code	Title of the Course	Credits	Allotme nt of Hours	Maximum Marks		
				Intern al	Externa l	Total
Curriculum and Pedagogic Studies (CPS)						
CPS 2c	Pedagogy of a School Subject- Part III (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science/ History/ Geography/ Commerce and Accountancy/ Home Science.	2	34	20	30	50
Disability Specialization(C)						
C13	C13 -Curriculum, Adaptation and Strategies for Teaching Expanded Curriculum	4	68	40	60	100
	Total	6	102	60	90	150
	Engagement with the field School Internship 1.a.General & b. Inclusive - (6 Weeks) 2.Special – (4 Weeks) 3.other than Special School – (3 Weeks) 13 Weeks	13	450	1(a&b)1 50 2&3-150		300

Components for Internship based Activities: 740 marks

1	Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level I pertaining to the major subjects of the student – teachers(General)	25
2	Observation and Submission of Reflective Journal on observation of 10 Peer teaching classes at Level II pertaining to the major subjects of the student – teachers(General)	25
3	Reflective Journal on Co-teaching with mentor teachers(General) a) Reflections on Co-teaching with Mentor Teachers : Level - I - 15 marks (5 sessions related to the major subjects of the student teachers) b) Reflections on Co-teaching with Mentor Teachers : Level - II - 15 marks (5 sessions related to the major subjects of the student teachers)	30
4	Classroom Observation of all Subjects at different level for other than Major disabilities and Inclusive School	20
5	Lesson Plan Records(General) a) Lesson Plan Record : Level - I - 15 marks (10 Lesson Plans pertaining to the major subjects of the student teachers) b) Lesson Plan Record : Level - II - 15marks (10 Lesson Plans pertaining to the major subjects of the student teachers)	30
6	Lesson Plan Records (Special) a) Lesson Plan Record : Level - I - 20 marks (20 Lesson Plans pertaining to the Major Disability of the student teachers) b) Lesson Plan Record : Level - II - 20 marks (15 Lesson Plans pertaining to the Inclusive School of the student teachers) c) Lesson Plan Record : Level - II – 10 marks (10 Lesson Plans pertaining to the Other than Major Disability of the student teachers)	50
7	Preparation and Use of TLM a) Preparation and use of 15 TLM :Level - I & Level – II (General)	15
8	Preparation and use of 45 TLM : Special School (15),Inclusive School (15) &Other than major Disability (15)	45
9	Power Point Presentation (PPT) (Soft and Hard copy are to be submitted at the time of Practical Examination) Preparation and use of PPT for Level – I and Level – II Teaching and Learning Materials (TLM) in their respective major subjects. (General)	10
10	Power Point Presentation (PPT) (Soft and Hard copy are to be submitted at the time of Practical Examination) Preparation and use of PPT for Teaching and Learning Materials (TLM) in their respective major subjects. (Special School, Inclusive & other than Special School)	35
11	Assessment of Teaching Competency General -Level – I& Level - II	100
12	Assessment of Teaching Competency Special – (Major Disability, Inclusive and Other than Major Disability)	200
13	Individual case study record(20 marks) and Institutional case study record (20 marks)- (Special School)	40

14	Action Research Report (Each student - teacher has to identify one unique problem for action research, which should be different from other student - teachers) – (Special)	25
15	Reflective Journal on School Internship (General)	25
16	Reflective Journal on School Internship (Special)	25
	E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA	
17	E1 Preparing Individualized teaching lesson IEP (10) (Special School, Other than Special School and Inclusive School)	40
	TOTAL	740

THEORY	PRACTICUM	TOTAL
150	740	890

Note: Practical Examination will be held for 740 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate need to secure 50% of marks in each practicum activity

SEMESTER – IV

No of Curriculum Transaction Days: 103 or 618 hours

No. of Credits: (a) Theory - 20 credits @ 17hrs/credit = 340 hours

(b) Practicum Components – 7 credits @ 34hrs/credit = 238 hrs

School Internship for 1 week - 1 credit @ 34hrs/credit = 36 hours

Course Code	Title of the Course	Credits	Allotment of Hours	Maximum Marks		
				Internal	External	Total
Perspectives in Education (PE)						
PE 5	Knowledge and Curriculum	4	68	40	60	100
Disability Specialization (C)						
C14	Intervention and Teaching Strategies	4	68	40	60	100
C15	Technology and Education of the Visually Impaired	4	68	40	60	100
C16	Psycho Social and Family Issues	2	34	20	30	50
Curriculum and Pedagogic Studies (CPS)						
CPS 2d	Pedagogy of a School Subject-Part IV (Major Based) Tamil/English/Mathematics/ Physical Science/Biological Science/ Elements of Economics/ Computer Science/ History/ Geography/ Commerce and Accountancy/ Home Science.	2	34	20	30	50
Cross Disability and Inclusion (B)						
B 2	Inclusive Education and Orientation & Mobility	2	34	20	30	50
Enhancing Professional Capabilities						
EPC 5	Drama and Art in Education	2	34	50	-	50
	Total	20	340	230	270	500
	Engagement with the field School Internship- (1Week – Special School)	1	36			

Components for Internship based Activities: 485 mark

1.	Report on Organization of Co- scholastic activities- (General) (Any 2 activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization ,Quiz, School Assembly, Awareness Programmes, Rally, etc. in the Co-operative Schools (5* 6= 30 marks)	30
2.	Report on Organization of Co- scholastic activities – (Special) (Any 2 activities such as Exhibition, Celebration of Important Days, Festivals, Role Play, Dramatization ,Quiz, School Assembly, Awareness Programmes, Rally, etc. in the Co-operative Schools (5* 6= 30 marks)	30
3	Test and Measurement Record - Level II(General) (Based on the scores of Achievement Test conducted by the student - teachers in their major Subjects during their internship period)	70
4	Module Preparation(Special) Preparation and use of module for any unit pertaining to their major subjects at Level – II	35
5	Website Analysis Report - Level - II(General) (Identifying and Downloading 2 different web based materials on the same topic related to the major subjects of the student - teachers and preparing a comparative detailed analysis on their salient features)	30
6	Work Experience Record(General) (Preparation of socially useful productive materials like pickles, phenol, soap powder, candle, files, office covers, etc.,)	30
7	Report on maintenance of Records and Registers in Schools(Special) A detailed report on the maintenance of various records and registers in the Co-operative Schools)	25
8	Field Trip Record (General)	20
9	Field Trip Record (Special)	20
10	Environment Education Record (Student teachers need to assess and write a detailed report on the environmental context of the co-operative schools) (General)	30
11	Drama and Art Record (Any 3 activities of student teachers with an emphasize on self- realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Rangoli, Paper Cutting, Paper folding, Visits to places of importance of Art & Architecture, Exhibitions, Cultural centers, Fair, Art Gallery, etc.,)	25
12	Drama and Art Record – Special School (Any 3 activities of student teachers with an emphasize on self- realization through Drama, Puppet show, Dance, Music, Song, Painting, Drawing, Clay modeling, Handmade looms, Paper Cutting, Paper folding, Visits to places of importance of Vocational Training Centre for Challenged Persons)	25
E1- PRACTICAL ACTIVITIES FOR DISABILITY AREA		
13	E1 Orientation and Mobility Training a) Sighted Guide Technique b) Pre Cane skills c) Cane technique d) Direction finding technique	50

14	Teaching lessons on O&M and ADL VI & VIMD Individualized Teaching lessons on orientation and mobility and activities of daily living	40
15	Assistive technology Album for Disabilities	25
	Total	485

THEORY	PRACTICUM	TOTAL
500	485	985

Note: Practical Examination will be held for 485 marks on completion of all the activities falling under Practicum components of School Internship. Each candidate needs to secure 50% of marks in each practicum activity.

SCHEME FOR FOUR SEMESTERS

Semester	Credits			Hours of Transaction			Marks for Theory	Marks for Practicum	Total Marks
	T	P	E	T	P	E			
I	18	3.5	2	306	120	72	450	465	915
II	16	5	2	272	170	72	400	510	910
III	4	3.5	13.2	102	120	450	150	740	890
IV	20	7	1	340	238	36	500	485	985
TOTAL	58	19	18.2	1020	648	630	1500	2200	3700

SCHEME OF EVALUATION (FORMATIVE) FOR ALL THE PERSPECTIVE COURSES AND PEDAGOGY COURSES

Components of Continuous Internal Assessment for 40 marks (Formative):

- Seminar - 5 + Theory Assignment - 5
- Task and Assignment - 10
- Test - 10 (Average of 2 Cycle Test)
- Revision Examination – 10

Components of Continuous Internal Assessment for 20 marks (Formative):

- Seminar - 5 + Task and Assignment – 5
- Test - 5 (Average of 2 Cycle Test)
- Revision Examination - 5

Continuous Internal Assessment for 50 marks will be assessed for the Enhancing Professional Capacities Courses (EPC) as follows:

S.No	Activities	Marks Allotted
	<i>EPC2 Physical Education and Yoga</i>	
1	Performance in Calisthenics or Light Apparatus	05 marks
2	Performance in Marching	05 marks
3	Assessment of any one organized games	10 marks
4	Full Performance in Athletics	10 marks

5	Performance in Yogasana	10 marks
6.	Adapted Physical Education – Visual Impairment	10 marks
	Total	50 marks
	<i>EPC3 Reading and Reflecting on Text</i>	
1	Review of major based State Board School Text book	15 marks
2	Review of an autobiography	15 marks
3	Review of a reference book related to core courses	10 marks
4	Review of any one Commission reports	10 marks
	Total	50 marks
	<i>EPC5 Drama and Art in Education</i>	
1	Performance of group dances	10 marks
2	Visiting a museum or art gallery and developing a reflective journal	10 marks
3	Craft work on origami	10 marks
4	Painting performance	10 marks
5	Performance in stage drama	10 marks
	Total	50 marks

SCHEME OF EVALUATION (SUMMATIVE)

Question Paper Pattern for End Semester Examination for 60 marks (Summative):

Section	Type of Question	No. of Questions	Marks allotted for each question	Total Marks
A	Objective Type (Multiple Choice Question)	10	1	10
B	Very Short Answer Type (Maximum of 50 words or half a page for each question)	5 out of 7	2	10
C	Short Answer (Maximum of 200 words or two pages for each question)	4 out of 6	5	20
D	Essay type (Maximum of 400 words or four pages for each question)	2 out of 4	10	20
Maximum Marks				60

Passing Minimum marks: 30 in each course.

Maximum Time: 3 hours

Question Paper Pattern for End Semester Examination for 30 marks (Summative):

Section	Type of Question	No. of Questions	Marks allotted for each question	Total Marks
A	Objective Type (Multiple Choice Question)	4	1	4

B	Very Short Answer Type (Maximum of 50 words or half a page for each question)	3 out of 5	2	6
Cs	Short Answer (Maximum of 200 words or two pages for each question)	2 out of 3	5	10
D	Essay type (Maximum of 400 words or four pages for each question)	1 out of 2	10	10
Maximum Marks				30

Passing Minimum marks: 15 in each course.

Maximum Time: 1 & 1/2 hours

Attendance

Each candidate whose admission is approved by Tamilnadu Teachers Education University and Rehabilitation Council of India should gain Attendance Norms of Tamil Nadu Teachers Education University for B.Ed. & B.Ed. Special Education i.e. 85% attendance in general or 75% attendance on medical grounds and 90 % of attendance during School Internship in every semester. For theory course students who could not comply with the above stated norms in any semester be permitted to re-do the B.Ed. Special Education Programme for the particular semester provided that the annual intake of students strength should not exceed the strength of 30 as sanctioned by the Rehabilitation Council of India.

Scheme of Examination

There shall be a written examination at the end of each semester.

Appearance for the Examination

Each candidate whose admission is approved by Tamilnadu Teachers Education University should apply for the practical examination and written examinations in the first attempt itself. Candidates who have failed to satisfy the minimum attendance norms of Tamilnadu Teachers Education University will not be permitted to appear for the written examination. Such candidates' appearance in the practical examination will stand cancelled automatically. However, the basis of permitting to appear for the examination shall be in accordance with the regulations of Tamilnadu Teachers Education University, in force from time to time.

Valuation

There shall be single valuation of the answer scripts. In case of practical examination, marks approved by the internal and external examiners shall be taken as the final award.

Passing minimum for written examination

Each candidate should apply for the written examination in the first attempt. A candidate shall be declared to have passed the Written Examination only if she secures not less than 50% in each course in internal assessment, internal papers and end semester examination. All other candidates shall be deemed to have failed in the Written Examination. A candidate who fails in one or more courses in the Written Examination shall be permitted to appear again only for those courses in which she fails.

Reappearance for Written Examination

Each unsuccessful candidate shall be permitted to reappear for those papers in which she has failed within three subsequent semesters but the candidate who has failed in the fourth semester is permitted to reappear in the subsequent two semesters only.

Practical Examination

A Panel consisting of Fourteen Members (One Convener, Ten Externals and Three Internal Members) duly approved by the Board of Studies ,Academic Council and Governing Body of the College will examine the candidates in teaching competency and all practical related activities related to papers under 'Perspectives in Education', 'Curriculum and Pedagogic Courses, Disability Specialization and Cross Disability and Inclusion.

Passing Minimum for Practicum Components

Each candidate should apply for the practical examination in the first attempt. Candidates who have secured not less than 50% in each of the practical activities for which weightage is given shall be deemed to have passed in the practical examination. Others will be treated as unsuccessful candidates in the practical examination.

All the records related to the Practical Component should be made available to the duly appointed Practical Examination Board at the time of Practical Examination and whose decision on the marks to be awarded shall be final.

Reappearance for Practicum Examination

Candidates who have not appeared or failed in the Practical Examinations is permitted to reappear within three subsequent semesters but the candidate who has failed in the Practical Examination related to fourth semester is permitted to reappear in the subsequent two semesters only.

Re-totaling or Revaluation

Candidates can apply for getting Xerox copies of their answer scripts either re-totaling or revaluation within 10 days after the publication of results by paying necessary fee prescribed by the University.

Classification of Successful Candidates

A candidate shall be awarded the B.Ed. Special Education (Visual Impairment) degree if she has passed both in the theory components and the practicum components.

Successful candidates shall be classified as specified hereunder by taking into account of their secured marks in Theory and Practical Examination separately.

CLASSIFICATION

<i>Percentage of Marks</i>	<i>Classification</i>
50 to 59	Second Class
60 to 74	First Class
75 and Above	Distinction

Theory	Practical	Over all
I Class	I Class	I Class
II Class	I Class	II Class
I Class	II Class	II Class
Distinction	I Class	I Class
I Class	Distinction	I Class
Distinction	Distinction	Distinction

Dr. S. CHAMUNDESWARI
PRINCIPAL