Microteaching and Interaction Analysis; Evaluation of student teaching; Taxonomy of Teacher Education.

Unit-V: Trends and Research In Teacher education

Innovations in Teacher Education — Teaching effectiveness, School effectiveness and Modification of teacher behaviour - Research and Implications.

Unit-VI: Current Problems

Teacher Education and Professional Oganisations for various levels of teachers, Education and Performance Appraisal of teachers, Teacher Education and Practicing schools, Teacher Education and Community, Teacher Education and other Institution, Implementation of curriculum of Teacher Education.

S 3: Special Education

Objectives: To make the students -

- know meaning and scope of Special Education in India;
- understand the various suggestions given by different recent commissions on education of children with special needs for realising the concept of "universalisation of education";
- grasp about the meaning, specific characteristics of modalities of identification of various types of exceptional learners;
- understand various educational intervention programmes for meeting the needs of exceptional learners.

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Contents

First Half: Nature and Provisions of Education of the Children with Special Needs

nit-I: Concept, Nature and Provisions of Special Education in India

- (a) Meaning and scope of Special Education;
- (b) A brief history of Special Education in India;
- (c) Special Education and universalisation of Elementary Education - Constitutional provisions, Government policies and State-wise positions;
- (d) Recommendations suggested in the National Policy of Education (1986), POA (1992) and, Persons with Disability Act (1995);

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(e) National Institutes of Handicapped and the role of Rehabilitation Council of India.

Unit-II: Exceptional Learners

- (a) The meaning and salient characteristics of each category of exceptional Learners in a manner that paves way for early and easy identification—
- (i) Mentally retarded
- (ii) Visually impaired,
- (iii) Hearing impaired,