

BU-COMMUNITY COLLEGE CONSULTANCY CENTRE

REVISED SYLLABUS – 2021-22

FOR

CERTIFICATE IN TEACHING CHILDREN WITH DYSLEXIA



BHARATHIAR UNIVERSITY

COIMBATORE-641046

BHARATHIAR UNIVERSITY: COIMBATORE

CERTIFICATE IN TEACHING CHILDREN WITH DYSLEXIA
(Community College)

(for the candidates admitted from the Academic year 2021-22 onwards)

Minimum qualification for admission to Certificate in Teaching Children with Dyslexia is a pass in Standard **VIII**.

SCHEME OF EXAMINATIONS

S.No	Title of the Course	Credits	Maximum Marks
1	Introduction to Dyslexia.	4	100
2	Principles of teaching students with Dyslexia	4	100
3	Teaching the syllabus	4	100
4	Teaching the Lesson	4	100
	Total	16	400

Question paper Pattern

Section A: (10 x 2=20 Marks)

Answer ALL the questions

Section B: (5 x 6 = 30 Marks)

Answer ALL the questions either (a) or (b)

Section C: (5 x 10 = 50)

Answer ALL the questions either (a) or (b)

Duration of examinations for all papers is three hours.

*Minimum Pass Mark: 40 Marks

PAPER I
IDENTIFICATION OF DYSLEXIA

Unit:1	Introduction To Dyslexia	
Introduction to dyslexia- comparison of definitions of dyslexia —history of definitions of dyslexia -current understanding of dyslexia- Rose review- Gavin Reid, Republic of Ireland definition – causes and models of dyslexia- causal, biological, cognitive		
Unit:2	Position Of Dyslexia In Range Of Special Educational Needs	
Position of dyslexia-introduction to the range of SEN in school- Dyslexia as a Cognition and Learning Disability – fitting the range- physical and sensory- cognitive and learning-emotional behavioural social and communication and interaction		
Unit:3	Learning Disabilities	
Introduction to learning disabilities-understanding the kinds of learning disabilities-causes of learning disabilities- strategies used to develop learning skills (literacy and numeracy)		
Unit:4	Identifying Dyslexia	
Recognizing dyslexia in schools- difference between spoken and written English-symptoms of Dyslexia- identification of Dyslexia from understanding the birth history of the child- strength and weakness of a child- recognizing Dyslexia in school subjects-phonological awareness- detailing phonological awareness-classroom features of Dyslexia		
Unit:5	Features Of Dyslexia	
Introduction to features of dyslexia- perception and memory- sequencing and processing - Difficulty in phonological awareness- counselling parents about dyslexia.		
Reference Books		
1	Christine Morris, (2016). - <i>Course Manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	Snowling and Thomson, (1991). <i>Dyslexia- integrating theory and practice</i> - Whurr Publishers:UK	
3	M Snowling and J Stackhouse, (1996). <i>Dyslexia speech and language –a practitioner’s handbook</i> . Whurr publishers: UK	
4	TR miles and E Miles, (1990). <i>Dyslexia -A hundred years on</i> OUP: UK	
5	Cynthia M. Stowe, (2005). <i>Understanding Special Education – a Helpful Handbook for Classroom Teachers</i> .Scholastic: USA	

PAPER II**PRINCIPLES OF TEACHING A STUDENT WITH DYSLEXIA**

Unit:1	Teaching Methods	
Introduction to teaching approaches for a student with dyslexia- factors influencing outcomes of early intervention -different factors benefitting the outcome of learning- Rose review levels of support-e learning method for Dyslexia students- Orton – Gillingham Method		
Unit:2	Classroom Teaching for a Child with Dyslexia	
Role of classroom teacher in supporting a student with Dyslexia- different teaching methods and aids used to teach a student- features of a supportive classroom active strategies-benefits of active strategies in the mainstream classroom		
Unit:3	Elements of Intervention	
Introduction to intervention- focus on key elements of early intervention- benefits of application of the theory- multi sensory-alphabetic- phonetic- synthetic analytic-structured- sequential- cumulative- repetitive- cognitive- diagnostic- prescriptive		
Unit:4	Phonological Awareness	
Introduction to phonological awareness- sound level, word level, syllable level-manipulating sounds- deletion, substitution, omission, addition, segmentation, blending, rhyming		
Unit:5	The Intervention Lesson	
Introduction to the elements of an individualized lesson for a child with Dyslexia-- elements of a lesson- alphabet work- reading and spelling- review - introduction of a new sound- - practice.		
Reference Books		
1	Christine Morris, (2016). <i>-Course manual</i> . Good Word Communication Services PVT Ltd: New Delhi	
2	B Riddick, J Wolfe and D Lumsdon. <i>Dyslexia- a practical guide for teachers and parents</i> . David Fulton Publishers: UK	
3	Veronica Birkett, (2003). <i>How to support and teach children with SEN</i> . LDA: UK	
4	G Reid, (2004). <i>Dyslexia- a complete guide for parents</i> . John Wiley and Sons: UK	
5	G Reid, (1998). <i>Dyslexia- a practitioner's handbook</i> . John Wiley and Sons: UK	
6	K. Saunders, (2002). <i>How Dyslexics learn, grasping the nettle</i> . Patoss: UK	
7	Dale R Jordan, (1972). <i>Dyslexia in the classroom</i> . Bell and Howell: USA	
8	C Neanon, (2002). <i>How to understand and support children with Dyslexia</i> . LDA: UK	

**PRACTICAL
 PAPER I**

Teaching the Syllabus	
1	Lesson plan preparation
2	Explanation of phonic sounds
3	Teaching grammatical rules
4	Explaining concepts
5	Rules from Language Training programme

**PRACTICAL
 PAPER II**

Teaching Practice										
1	Demonstrating the Practical Teaching from LTP									
2	Teaching 35 Practical Classes									
3	Teaching Aids preparation for special children									
Note: Teaching a child under supervision of the course coordinator/ teacher for a minimum of 6 months is required										
Evaluation procedure for Practical and Internship										
The following break up of marks will be followed for assessment of practical papers I, II										
<table border="1" style="margin-left: auto; margin-right: auto;"> <tbody> <tr> <td style="text-align: center;">1.</td> <td>Submission of Report</td> <td style="text-align: center;">40 Mark</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Valuation by Internal Examiner</td> <td style="text-align: center;">60 Mark</td> </tr> <tr> <td colspan="2" style="text-align: center;">Total</td> <td style="text-align: center;">100 Mark</td> </tr> </tbody> </table>		1.	Submission of Report	40 Mark	2	Valuation by Internal Examiner	60 Mark	Total		100 Mark
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