

# SYLLABUS

B.Ed. Special Education (Learning Disability)

(Semester System)  
Examinations 2021-2022

Faculty of Education

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**B.Ed Special Education (Learning Disability)**  
**Semester System**

**COURSE OBJECTIVES:**

The B.Ed. Special Education programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children. After completing the B.Ed. (Special Education) programme the student-teachers will:

- a. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- b. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of specific disabilities.
- c. Develop conceptual understanding of educational provisions for children with various disabilities in Special and inclusive settings.
- d. Enhance knowledge and skills for professional development.

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**Semester –I**

**Theory Papers**

**Assessment**

		<b>External</b>	<b>Internal</b>	<b>Total</b>	<b>Credits</b>
Paper- I	Human Growth & Development	80	20	100	4
Paper- II	Contemporary India and Education	80	20	100	4
Paper-III	Introduction to Neuro Developmental Disabilities	40	10	50	2
Paper –IV	Assessment and Identification of Needs	80	20	100	4
	<b>Total</b>	<b>280</b>	<b>80</b>	<b>350</b>	<b>14</b>

**PRACTICUM – LD**

**Semester – I**

**E 1: Cross disability & inclusion**

**Hours: 60**

**Credits: 02**

**Marks: 50**

<b>Tasks for the Student-teachers</b>	<b>Disability Focus</b>	<b>Education Setting</b>	<b>Hrs (60)</b>	<b>Description</b>
Classroom observation	Major Disability	Special school	25	Minimum 30 school Periods (5 days)
	Other than Major disability	Minimum 3 Special schools for other disabilities	25	Minimum 30 school Periods (5 days)
	Any Disability	Inclusive Schools	10	Minimum 10 school Periods (2 days)

**Semester- II**

**Theory Papers**

		<b>External</b>	<b>Internal</b>	<b>Total</b>	<b>Credits</b>
Paper- I	Learning, Teaching and Assessment	80	20	100	4
Paper- II	Part- (i) Pedagogy of Teaching Science Or Part- (ii) Pedagogy of Teaching Mathematics Or Part- (iii) Pedagogy of Teaching Social Science	80	20	100	4
	Part –(i) Pedagogy of Teaching Hindi Or Part –(ii) Pedagogy of Teaching Punjabi Or Part –(iii) Pedagogy of Teaching English	80	20	100	4
	Paper –IV	Inclusive Education	40	10	50
Paper- V	Curriculum Designing, Adaptation and Evaluation	80	20	100	4
	<b>Total</b>	<b>360</b>	<b>90</b>	<b>450</b>	<b>16</b>

**PRACTICUM – LD**

## Semester - II

### E 2: Disability Specialization

**Hours: 60**

**Credits: 02**

**Marks: 50**

Note: Schedule for practical for E-1 shall be included in the time table (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability (minimum 5 skills)

Sl. No.	Tasks for the Student-teachers	Disability Focus	Education Setting	Hrs (60)	Description
1.1	Classroom observation (Lesson planning and TMT)	Major Disability	Special school	40	10 + 10 lessons
1.3	a. Micro teaching & simulated lessons on selected skills	General	Institute	10 (planning hours)	10 lessons
	b. Micro teaching & simulated lessons	Major Disability	Institute	10 (planning hours)	10 lessons

## Semester- III

### Theory Papers

		External	Internal	Total	Credits
Paper- I	Educational Intervention and Teaching Strategies	80	20	100	4
Paper-II	Technology & Disability	80	20	100	4
Paper-III	Psycho-Social and Family Issues	<b>40</b>	<b>10</b>	<b>50</b>	<b>2</b>
Paper-IV	Reading and reflecting on Texts	40	10	50	2
Paper-V	Performing and Visual Arts	40	10	50	2
	<b>Total</b>	<b>280</b>	<b>70</b>	<b>350</b>	<b>14</b>

## PRACTICUM – LD

### E 2: Disability Specialization

**Hours: 120**

**Credits: 04**

**Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Education Setting	No. of Lessons
1.1	Case study(Report)	Major Disability	Special School	2 (minimum 15 hours)
	Individualized Education Plan (IEP)	Major Disability	Special School/ Resource Room	20 Lessons
1.2	a. Individualized lesson plans and execution on different levels for other than selected subjects	Major Disability	Special School/ Resource Room	20 Lessons
	b. individualized lesson planning and execution on different levels for selected subjects	Major Disability	Special School/ Resource Room	20 Lessons
1.3	Observation of support services	Major Disability	Institute/Clinic	Depending on the specialization

**F1: Main Disability Special School****Hours: 120****Credits: 04****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Major disability	Special schools for Disability specialization	Minimum 120 school Periods(20days x 6 period)

Internship will be of four weeks in allocated schools. In which students will acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings

**Semester- IV Theory Papers**

		External	Internal	Total	Credits
Paper- I	Guidance & Counseling	40	10	50	2
Paper-II	Management of Learning Disability	40	10	50	2
Paper-III	Basic Research and Statistics	40	10	50	2
	<b>Total</b>	<b>120</b>	<b>30</b>	<b>150</b>	<b>6</b>

**PRACTICUM – LD****Semester - IV****E 1: Cross disability & inclusion****Hours: 120****Credits: 04****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	No. of Lessons
1.1	Community work /Tour	Community perspective (anganwadi, gram panchayat)	Rural / Semi-urban	Visit report
1.2	Collaborative Teaching	Any Disability	Resource Room/Home based /Inclusive Schools	10 lessons
1.3	(Individualized Lesson Plan- 2)	Other than major disability	Special schools for other disabilities/ Resource Room/Inclusive schools/ Home based	20 lessons
	Group Teaching lessons	Any Disability	Inclusive Schools	20 lessons

**F 2: Other Disability Special School****Hours: 180****Credits: 04****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Other than Major disability	Special schools for other disabilities	Minimum 180 school Periods (30 days x 6)

**F 3: Inclusive School****Hours: 120****Credits: 04****Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Inclusive School	Minimum 120 school Periods(20 x 6 days)

**SEMESTER –I**  
**PAPER- I**  
**HUMAN GROWTH & DEVELOPMENT**

Contact Hours: 60 Hour  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Total Credits: 4

**Introduction**

This course exposes student-teachers to the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

**Objectives**

After studying this course the student- teachers will be able to-

- explain the process of development with special focus on infancy, childhood and adolescence.
- Critically analyze developmental variations among children.
- comprehend adolescence as a period of transition and threshold of adulthood.
- analyze different factors influencing child development.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

**Content**

**Unit 1: Human Growth & Development**

- 1.1 Concepts and Principles of Growth and development
- 1.2 Human- Stages: features (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- 1.3 Influences of Nature and Nurture and their relative importance.
- 1.4 Domains of human growth: significant milestones (Physical, Cognitive, Social-emotional)

**Unit 2: Theoretical Approaches to Growth and Development:**

- 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky)
- 2.2 Psychosocial Theory (Erikson)
- 2.3 Psychoanalytic Theory (Freud)
- 2.4 Ecological Theory (Bronfrenbrenner)

### **Unit 3: The Early Years (Birth to Eight Years)**

- 3.1 Prenatal development: Physical and Psychological hazards
- 3.2 Infancy – Characteristics, Physical and Psychological Hazards
- 3.3 Early Childhood- Pattern of Physical, Social and Moral Development, Physical and Psychological hazards
- 3.4 Role of play in enhancing growth and development

### **Unit 4: Adolescence (From nine years to eighteen years)**

- 4.1 Domains related to physical, social and emotional development
- 4.2 Domains related to cognition and creativity
- 4.3 Hazards of adolescent: physical and psychological
- 4.4 Conditions influencing Self-concept of the adolescent

### **Unit 5: Transitions into Adulthood**

- 5.1 Characteristics of Adulthood
- 5.2 Emerging Roles and Responsibilities
- 5.3 Condition Influencing Vocational Satisfaction
- 5.4 Hazards of adulthood: Personal, Vocational and Social

### **Engagement with the field as part of course as indicated below**

- Hands on Experience
- Observe children in various settings and identify milestones achieved.
- Seminar on human development
- Writing Journal for reflection and case study

### **Suggested Readings**

- Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.
- Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.
- Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.
- Hurlock, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.
- Hurlock, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.
- Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development*. New York: Routledge.
- Mittal. S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.
- Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
- Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2006). *Child Development.*, Tata Mc.Graw Hill Publishing Company, New York.
- Santrock. J. W. (2007). *Adolescence.* ,Tata Mc.Graw Hill Publishing Company, New Delhi.
- ElizabethB.Hurlock, (2000) Developmental psychology, Tata Mc.Graw Hill Publishing Company, New York.
- NirmalaJ. (2012), psychology of learning and human development, Neelkamal publications Pvt. Ltd.

**PAPER- II**  
**CONTEMPORARY INDIA AND EDUCATION**

Contact Hours: 60  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Total Credits: 4

**Introduction**

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

**Objectives**

After completing this course, the student-teachers will be able to

- Explain the history, nature and process and Philosophy of education
- Analyse the role of educational system in the context of Modern Ethos
- Understand the concept of diversity
- Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

**Content**

**Unit 1: Philosophical Foundations of Education**

- 1.1 Education: Concept, definition and scope
- 1.2 Agencies of Education: School, family, community and media
- 1.3 Philosophies of Education: Idealism, Naturalism, Pragmatism
- 1.4 Classical Indian Perspective (Budhism, Gandhism)

**Unit 2: Understanding Diversity**

- 2.1 Concept of Diversity and its global perspective
- 2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
- 2.3 Diversity in learning and play
- 2.4 Addressing diverse learning needs

**Unit 3: Contemporary Issues and Concerns**

- 3.1 Universalisation of School Education and Universal Access
- 3.2 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
- 3.3 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools
- 3.4 Conflicts and Social movement in India: Tribal and Disabled

#### **Unit 4: Education Commissions and Policy**

- 4.1 Salient features of education in British period (chapter act – 1813), Woods’s dispatch (1854), and Sargent Report (1944)
- 4.2 Education Commissions: Secondary Education Commission, Kothari commission
- 4.3 National Policies: NEP and POA (1986, 1992)
- 4.4 Measure to promote equality of opportunities through educational programmers for special groups, socially disadvantaged and women Fundamental Rights and Duties

#### **Unit 5: Issues and Trends in Education**

- 5.1 Challenges of education from preschool to senior secondary
- 5.2 Inclusive education as a rights based model
- 5.3 Complementarity of inclusive and special schools
- 5.4 Community participation and community based education

#### **Essential Readings**

- Guha, R. (2007). *India after Gandhi: The History of the World's Largest Democracy*. Macmillon: Delhi.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

#### **Suggested Readings**

- Aggarwal. J. C. (1992). *Development and Planning of Modern Education*: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). *Civil Disobedience*, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). *The Teacher & Education in Emerging Indian Society*, New Delhi: NCERT.
- Bhat. B. D. (1996). *Educational Documents in India*, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). *The Philosophical and Sociological Foundations*, New Delhi Doaba House.
- Biswas. A. (1992). *Education in India*, Arya Book Depot. New Delhi
- Biswas. A., & Aggarwal, J.C. (1992). *Education in India*, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). *Development Planning: The Indian Experience*, Oxford University press: New Delhi.
- Chandra, B. (1997). *Nationalism and Colonialism*, Orient Longman: Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). *Total literacy by 2000*: New Delhi: IAE Association.
- Deaton A., & Dreze, J. (2008-2009). *Poverty and Inequality in India* in Raj Kapila and Uma Kapila (Ed.) in *Indian Economy since Independence*. Oxford University Press: New Delhi.
- Deshpande, S. (2004). *Contemporary India: A Sociological View*. Penguin: New Delhi.
- Dubey, S. C (2001). *Indian Society*, National Book Trust: New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
- <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- <http://www.mk Gandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). *Civil Disobedience*, Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). *Indian Education in the Emerging Society*, New Delhi Sterling publishers Pvt. Ltd.

- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Sapro, C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948. Government of India.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja. V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber. O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

**PAPER- III**  
**INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES**

Contact Hours: 30  
Max. Marks: 50  
Theory: 40 Marks  
Internal Assessment: 10 Marks  
Total Credits: 2

**Introduction**

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare pre - service teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

**Objectives**

After completing the course the student-teachers will be able to-

- Discuss the characteristics and types of learning disability.
- Describe the tools, areas of assessment and apply intervention strategies to enhance learning.
- Explain the characteristics and types of Intellectual disability.
- Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.
- Explain the characteristics and types of Autism Spectrum Disorder.
- Describe the tools, areas of assessment and apply intervention strategies.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The Theory papers which are of 40 marks will be of 2 hours duration, the evaluation shall be as follows:

- Shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 8 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any four short questions from the first question carrying 4 marks each. (4x4=16 marks)
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions by selecting one from each of the three units. Each unit shall have two questions of 08 marks each. (8x3=24 marks).

**Content**

**Unit 1: Learning Disability: Nature, Needs and Intervention**

- 1.1 Definition, Types and Characteristics
- 1.2 Etiology of LD: Medical and Social
- 1.3 History of LD
- 1.4 learning disability vs learning difficulty

**Unit 2: Intellectual Disability: Nature, Needs and Intervention**

- 2.1 Definition, Types and Characteristics
- 2.2 Tools and Areas of Assessment
- 2.3 Strategies for Functional Academics and Social Skills
- 2.4 Assistive Devices, Life Skill Education and Vocational Training.

**Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention**

- 3.1 Definition, Types and Characteristics
- 3.2 Tools and Areas of Assessment

- 3.3 Instructional Approaches and Methods
- 3.4 Vocational Training and Career Opportunities

### **Transaction**

This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children; interpretation of test reports and develop strategies for classroom intervention.

### **Course Work/ Practical/ Field Engagement**

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

### **Essential Readings**

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,

### **Suggested Readings**

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon.
- Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

**PAPER- IV**  
**ASSESSMENT AND IDENTIFICATION OF NEEDS**

Contact Hours: 60  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Total Credits: 4

**Introduction**

This course is planned to orient and educate the student-teachers on understanding the Condition of Learning Disability (LD), the various types of LD and acquiring the skills of Assessment in different domains and curricular areas, and diagnosing the condition. Along with the exposure to the standardized tools of assessment, the informal assessment tools are introduced. The skills in development and use of these tools will help them in conducting comprehensive assessment for programme planning.

**Objectives**

After completing the course the student-teachers will be able to

- Comprehend the concept, the history, causes and manifestations of Learning Disability.
- Describe and differentiate among different types of Learning Disability.
- Understand the assessment and the assessment procedures for Learning Disability diagnosis.
- Explain the domains and tools for assessment.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

**Content**

**Unit 1: Introduction to Learning Disability (LD)**

- 1.1 LD: Definition and Concept
- 1.2 Meaning and features of prevention
- 1.3 Process of Pre identification and preventions
- 1.4 Theories: Kephart (Perceptual motor theory) and Fernald (Multi sensory approach)

**Unit 2: Types of LD**

- 2.1 Specific LD in Reading
- 2.2 Specific LD in Writing
- 2.3 Specific LD in Mathematics
- 2.4 Non-verbal LD

**Unit 3: Assessment of LD**

- 3.1 Concept of screening and identification
- 3.2 Identification criteria – Process and Methods
- 3.3 Assessment tools – Standardized (DTLD, DTRD, BCSLD, GLAD, Aston Index),
- 3.4 CRTs and NRTs, TMTs, Anecdotal records

#### **Unit 4: Domains of Assessment**

- 4.1 Motor: tools of assessment
- 4.2 Cognitive: tools of assessment
- 4.3 Perceptual: tools of assessment
- 4.4 Language: tools of assessment

#### **Unit 5: Assessment of Curricular Areas**

- 5.1 Reading
- 5.2 Spelling
- 5.3 Writing
- 5.4 Mathematics

#### **Transaction**

This course creates a foundation for understanding and assessing for Learning Disability. While teaching this course, a lot of emphasis has to be placed on presenting case studies to comprehend the manifestations of Learning Disabilities. Through discussions, demonstrate the process of arriving at differential diagnosis. The teacher trainees have to acquire the skill of developing Teacher Made Tests for assessment. Keeping this in mind, the transaction of Unit 4 and 5 has to be through hands on training in development of TMTs. Evaluating the TMTs developed by peers will also be a valuable learning experience.

#### **Course Work/ Practical/ Field Engagement:**

- Movie review to understand the condition of LD
- Diagnosing the case based on case profiles
- Development of TMTs to assess various domains and curricular areas

#### **Essential Readings**

- Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
- Lerner, J W.2000. Learning Disabilities: Houghton Mifflin

#### **Suggested Readings**

- Jena SPK 2013. Specific Learning Disabilities: Theory to Practice New Delhi; Sage Publications
- Kapur, M John A, Rozario J, Oommen A. NIMHANS index of specific learning disabilities, Bangalore:NIMHANS
- Karanth, Prathibha & Rozario, Joe: Learning disabilities in India willing the mind to learn. New Delhi. Sage, 2003. 978 81 7829 142 0 Rs.595--(371.90954Kar/Roz)
- Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, Ist Edition
- Raj, F. (2010). Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers
- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.

## SEMESTER –II

### PAPER- I LEARNING, TEACHING AND ASSESSMENT

Contact Hours:60  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Total Credits: 4

#### Introduction

This Course will initiate student-teachers to understand learning theories and as these translate into teaching and learning actions. Assessment of learning as a continuous process is also focused. The course also needs to focus on the PWD as Learner and their special education needs that teacher needs to address in diverse education settings.

#### Objectives

After completing this course the student-teachers will be able to

- Comprehend the theories of learning and intelligence and their applications for teaching children
- Analyse the learning process, nature and theory of motivation
- Describe the stages of teaching and learning and the role of teacher
- Situate self in the teaching learning process
- Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

#### INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

#### Content

##### Unit 1: Introduction to Learning

- 1.1 Human Learning: Definition, Characteristics and Nature
- 1.2 Behaviourism theories: Pavlov, Thorndike, Skinner  
Cognitivism and Social Constructivism theories: Bruner and Bandura
- 1.3 Methods of Learning, Laws of Learning and Implications
- 1.4 Transfer of Learning: Meaning, Characteristics, Types, Implications

##### Unit 2: Associated Areas of learning

- 2.1 Concept formation: Meaning, Characteristics, Need, Types
- 2.2 Creativity: Definition, Concept and Nurturing Children with Creativity
- 2.3 Intelligence: Definition, Concept, Two-Factor Theory (Spearman), Multiple intelligence Theory (Howard Gardner), Triarchic Theory (Robert Steinberg)
- 2.4 Motivation: Definition, Characteristics, Functions and Maslow's Theory

### **Unit 3: Learning Process**

- 3.1 Sensation: Definition, Attributes and Steps
- 3.2 Perception: Definition, Characteristics and Process.
- 3.3 Attention: Definition, Characteristics, Kinds
- 3.4 Memory: Concept, Type

### **Unit 4: Teaching Learning Process**

- 4.1 Stages of Learning: Acquisition, Maintenance, Generalization
- 4.2 Teaching: Meaning, Characteristics Principle and Structure
- 4.3 Phases of Teaching, Teacher Directed Instructions
- 4.4 Criteria of Effective Teaching

### **Unit 5: Assessment strategies and practices**

- 5.1 Nature and types of psychological tests, SPM, CPM, WISC
- 5.2 Characteristics & Basic Principles: Assessment, evaluation, measurement, Test and Examination
- 5.3 Assessment: Types, Strategies, Factor affecting assessment
- 5.4 Assessment of diverse learners: Exemptions, concessions

### **Engagement with the field as part of course as indicated below:**

- I. Report submission: observation of children belonging to any three stages of development and describing applications of development in teaching-learning contexts
- II. Preparation of Self study report on individual differences among learners
- III. Prepare a leaflet for parents on better emotional management of children
- IV. Compilation of 5 CBM tools from web search in any one school subject
- V. Team presentation of case study on assessment outcome used for pedagogic decisions
- VI. Report on community participation in school assessment or study recent ASAR report to understand school independent assessment

### **Transaction and Evaluation**

This concepts and theoretical precepts included in this course should be explained with reference to children with and without disabilities. The effort of transaction should be to enhance the understanding of how learning occurs and what are the suitable means of its assessment. Evaluation may be done by asking student-teachers to children with and without disabilities and present a report of the same.

### **Essential Readings**

- Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.
- Chauhan, S.S. (2013). Advanced Educational Psychology. Jain Book Agency, Delhi.
- King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- Paul, P. (2009). Language and Deafness. Singular publication.
- Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and Inclusive Education. Houghton Mifflin Company, Boston.
- Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and Emotional Assessment of Children and Adolescents, Routledge, New York.
- Woolfolk, A., Misra, G., & Jha, A.K.(2012). Fundamentals of Educational Psychology, 11th edn, Pearson Publication, New Delhi.

### **Suggested Readings**

- Geisinger, K.F. (2013). *APA Handbook of Testing and Assessment in Psychology*. Available at American Psychological Association, USA.
- Guskey, T. R., & Bailey, J. (2000). *Grading and Reporting*. Thousand Oaks, CA: Corwin King.
- Howell, K. W., & Nolet, V. (2000). *Curriculum-Based Evaluation: Teaching and decision making*. Scarborough, Ontario, Canada, Wadsworth.
- McMillan, J. H. (2001). *Classroom Assessment: Principles and Practice for Effective Instruction*. Allyn and Bacon, London.
- Nevo, D. (1995). *School based Evaluation*. Pergamon Publishing, Kidlington, Oxford.
- Salvia, J., & Ysseldyke, J.E. (1998). *Assessment*. (7th ed) Houghton Mifflin, Boston.

**PAPER- II**  
**PART- (i) PEDAGOGY OF TEACHING SCIENCE**

Contact Hours: 60  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Total Credits: 4

**Introduction**

The course will help the student-teachers to generate their student's interest for learning science and develop a scientific attitude. It is designed to equip the student-teachers to teach science using innovative methods, techniques and teaching learning material to students with & without disabilities.

**Objectives**

After completing the course the student-teachers will be able to

- Explain the role of science in day to day life and its relevance to modern society.
- Describe the aims and objectives of teaching science at school level.
- Demonstrate and apply skills to select and use different methods of teaching the content of sciences.
- Demonstrate competencies of planning for teaching sciences, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in sciences.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

**Content**

**Unit 1: Nature and Significance of Science**

- 1.1 Nature, Scope, Importance and Value of Science
- 1.2 Science as an Integrated Area of Study
- 1.3 Science and Modern Indian Society: Relationship of Science and Society
- 1.4 Impact of Science with Special Reference to Issues related with Environment, Industrialization and Disarmament

**Unit 2: Planning for Instruction**

- 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences
- 2.4 Unit Planning – Format of A Unit Plan

**Unit 3: Approaches and Methods of Teaching Sciences**

- 3.1 Process Approach, Direct Experience Approach, Inductive-Deductive Approach

- 3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL)
- 3.3 Project Method and Heuristic Method
- 3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities

#### **Unit 4: Learning Resources with reference to Children with Disabilities for Teaching Science**

- 4.1 Teaching Learning Aids – Need, Importance, Selection, Use and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual)
- 4.2 Importance of Co-Curricular Activities-Science Club, Science Exhibition, Science Text Books-Characteristics and Significance with reference to Children with Disabilities
- 4.3 The Science Laboratory-Planning Organization of Lab, Storage, Record Keeping and Safety of Scientific Equipments with reference to Children with Disabilities
- 4.4 Museum, Botanical And Zoological Garden: Role In Teaching

#### **Unit 5: Evaluation**

- 5.1 Evaluation- Concept, Nature and Need
- 5.2 Norm Referenced & Criterion Referenced Evaluation, Comprehensive and Continuous Evaluation: Concept and Significance, Scholastic and Co-Scholastic Assessment
- 5.3 Preparation of Diagnostic Test and Achievement Test
- 5.4 Adaptations of Evaluation Procedure With Reference To Children with Disabilities

#### **Practical/ Field Engagement/Project Work**

Any one of the following

- I. Pedagogical analysis of a unit from Science content.
- II. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
- III. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
- IV. Construction of a diagnostic test for unit along with a remedial plan.
- V. Comparative analysis of prescribed syllabus and textbooks of different Boards Curricular innovations in respective subject areas
- VI. Curricular adaptations for teaching Sciences to students with disabilities.

#### **Essential Readings**

- Brown, R. (1978). Science instruction of visually Impaired Youth. New York: AFB.
- Buxton, A. C. (2010). Teaching Science in Elementary and Middle School. NewDelhi: Sage Publications.
- Bybee, R. (2010b). The teaching of science: 21st-century perspectives. Arlington, VA: NSTA Press,USA.
- Fensham, P.J. (1994). The content of Science: A constructive Approach to its Teaching and Learning. Washington, D.C: The Falmer Press.
- Gupta, V. K. (1995). Teaching and Learning of Science and Technology. New Delhi: Vikas Publishing House Pvt. Ltd.
- Henninen, K. A. (1975). Teaching of Visually Handicapped, Ohio: Charles E. Merrill Publishing Company.
- Joshi, S. R. (2005). Teaching of Science. New Delhi: A.P.H Publishing Corporation.
- Kelley, P., & Gale, G. (1998). Towards Excellence: Effective education for students with vision impairments, Sydney: North Rocks Press.
- Lawson, E. A. (2010). Teaching Inquiry Science in Middle School, New Delhi: Sage Publications.

- Layton, D. (1989). *Innovations in Science and Technology Education*, New Delhi: Sterling Publishers.
- Mani, M. N. G. (1992). *Techniques of teaching blind children*, New Delhi: Sterling Publishers.
- Mukhopadhyay, S., Jangira, N. K., Mani, M.N. G., & Raychowdhary, N. (1987). *Sourcebook for training teachers of visually impaired*, New Delhi: NCERT.
- Murray, L. J. (1988). *Basic Skills – Science*, Boston: John Murrey.
- NCERT (1982). *Teaching Science in secondary schools*, New Delhi: NCERT.
- NIVH (1992). *Handbook for the teachers for the visually handicapped*, Dehradun
- Scholl, G.T. (1986). *Foundations of education for blind and visually handicapped children and youth*, New York: American Foundation for the blind.
- Sharma, R. C. (2005). *Modern Science teaching*, Delhi: Dhanpat Rai & Sons.
- Siddiqui, H. M. (2007). *Teaching science*, New Delhi: Balaji offset.
- Siddiqui, N.N., & Siddiqui, M. N. (1994). *Teaching of science today & tomorrow*, Delhi: Doaba House.
- Starin, A., & Sund, B. (1983). *Teaching science through discovery*. Ohio: Charles E. Merrill Publishing Company.
- Tripathi, S. (2004). *Teaching of Physical Science*, Delhi: Dominant Publications.
- UNESCO (1966). *Source Book for Science Teaching*, Paris: UNESCO.
- Vaidya, N. (2003). *Science Teaching in Schools*, New Delhi: Deep & Deep Publishers.
- Vanaja, M. (2006). *Teaching of Physical Science*, Hyderabad: Neelkamal Publications.

#### **Suggested Readings**

- Gupta, S. K. (1983). *Technology of Science Education*, Delhi: Vikas Publishing House Pvt. Ltd.
- Gupta, V. K. (1995). *Readings in Science and Mathematics Education*, Ambala: The Associated Press.
- Mangal S. K., & Shubhra (2005). *Teaching of Biological Sciences*, Meerut: International Publishing House.
- Rao, V.K. (2004). *Science Education*, APH Publishing Corpn. New Delhi.

**PAPER- II**  
**PART- (ii) PEDAGOGY OF TEACHING MATHEMATICS**

Contact Hours:60  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Total Credits: 4

**Introduction**

The course will help the student-teachers to generate their student's interest for learning maths and develop dispositions towards the subject. It is designed to equip the learners to teach maths using innovative methods, techniques and teaching learning material for children with & without disabilities.

**Objectives**

After completing the course the student-teachers will be able to

- Explain the nature of Mathematics and its historical development with contribution of Mathematicians.
- Describe the aims and objectives of teaching Mathematics at school level.
- Demonstrate and apply skills to select and use different methods of teaching Mathematics.
- Demonstrate competencies of planning for teaching Mathematics, organizing laboratory facilities and equipment designing pupil centered teaching learning experiences.
- Demonstrate skills to design and use various evaluation tools to measure learner achievement in Mathematics.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

**Content**

**Unit 1: Nature of Mathematics**

- 1.1 Meaning, Nature, Importance and Value of Mathematics
- 1.2 Axioms, Postulates, Assumptions and Hypothesis in Mathematics
- 1.3 Contribution of Mathematicians (Aryabhatta, Bhaskaracharya, Euclid, Pythagoras)
- 1.4 Perspectives on Psychology of Teaching and Learning of Mathematics- Constructivism, Enactivism, Vygotskyian Perspectives.

**Unit 2: Objectives and Instructional Planning in Mathematics**

- 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools
- 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms
- 2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra and Geometry
- 2.4 Unit Planning – Format of A Unit Plan

### **Unit 3: Strategies for Learning and Teaching Mathematics**

- 3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts
- 3.2 Methods of Teaching- Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, Problem-Solving, And Project
- 3.3 Techniques of Teaching Mathematics: Oral Work, Written Work, Drill-Work, Brain-Storming and Computer Assisted Instruction (CAI)
- 3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), and Situational/ Contextual Learning

### **Unit 4: Teaching-Learning Resources in Mathematics for Students with Disabilities**

- 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory
- 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments With Reference To Children With Disabilities
- 4.3 Bulletin Boards and Mathematics Club, Abacus, Cussionaire Rods, Fractional Discs, Napier Strips
- 4.4 Calculators, Computers, Smart Boards, Multimedia Presentations, and Special Aids and Appliances For Children With Disabilities

### **Unit 5: Assessment and Evaluation for Mathematics Learning**

- 5.1 Assessment and Evaluation- Concept, Importance and Purpose
- 5.2 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, Comprehensive and Continuous Evaluation in Mathematics
- 5.3 Preparation of Diagnostic and Achievement Test
- 5.4 Adaptations in Evaluation Procedure for Students With Disabilities

### **Practical/ Field Engagement/ Project Work**

Any one of the following

- I. Pedagogical analysis of a unit of content from secondary school Mathematics Syllabus
- II. Preparation of a multimedia presentation on a topic with special reference to students with disabilities
- III. Construction of a question paper based on current CBSE format/concerned State Board of education, preparing its Scoring key, and marking scheme
- IV. Analyzing errors committed by school children in Mathematics and preparing a remedial plan
- V. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

### **Transactions**

Lecture cum demonstration, Workshops and Seminars

### **Essential Readings**

- Carey, L.M. (1988). *Measuring and Evaluating School Learning*, Boston: Allyn and Bacon.
- Chambers, P. (2010). *Teaching Mathematics*, Sage Publication, New Delhi.
- Chapman, L.R. (1970). *The Process of Learning Mathematics*, New York: Pregamon Press.
- David, A.H., Maggie, M.K., & Louann, H.L. (2007). *Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners*, Canada: Amazon Books.
- David, W. (1988). *How Children Think and Learn*, New York: Blackwell Publishers Ltd.
- Gupta, H. N., & Shankaran, V. (Ed.), (1984). *Content-Cum-Methodology of Teaching Mathematics*. NCERT, New Delhi.
- James, A. (2005). *Teaching of Mathematics*, New Delhi: Neelkamal Publication.
- Kumar, S. (2009). *Teaching of Mathematics*, New Delhi: Anmol Publications.

- Mangal, S.K. (1993). *Teaching of Mathematics*, New Delhi: Arya Book Depot.
- Mani, M. N. G. (1992). *Techniques of Teaching Blind Children*, New Delhi: Sterling Publishers.
- Mukhopadhyaya, S., Jangira, N. K., Mani, M.N. G., & Raychaudhary, N. (1987).
- *Sourcebook for Training Teachers of Visually Handicapped*, New Delhi: NCERT.
- Nemeth, A. (1973). *Nemeth Code for Mathematics and Scientific Notation*, Loviseville K: American Printing House.
- Siddhu, K.S. (1990). *Teaching of Mathematics*, New Delhi: Sterling Publishers.

### **Suggested Readings**

- Keeley, P. K., & Cheryl, T. R. (2011). *Mathematics Formative Assessment*, Canada: Sage Publications.
- National Curriculum Framework. (2005). NCERT, New Delhi: NCERT.
- National Curriculum Framework for Teacher Education. (2009). NCTE, New Delhi.
- Teaching of Mathematics (ES-342), Blocks 1-4. (2000). IGNOU, New Delhi.
- Text Books of Mathematics for Class-VI to X. (2006). NCERT, New Delhi.

**PAPER- II**  
**Part- (iii) PEDAGOGY OF TEACHING SOCIAL SCIENCE**

Contact Hours:60  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Total Credits : 4

**Introduction**

This course explores the scope of social science. It develops competencies in designing lesson plans and evaluations tools. It addresses the knowledge and understanding of the methodologies, approaches to teach social sciences at secondary level and also modify and adapt content-area curricula, materials and techniques for students with disabilities. The course also focuses on various skills and competencies that teachers need to develop.

**Objectives**

After completing the course the student-teachers will be able to

- Explain the concept, nature and scope of social science.
- Develop competencies for designing unit and lesson plans, as well as tools of evaluation for social science teaching.
- Develop skills in preparation and use of support materials for effective social science teaching.
- Develop the ability to organize co-curricular activities and community resources for promoting social science learning.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

**Contents**

**Unit I: Nature of Social Sciences**

- 1.1 Concept, scope and nature of social science
- 1.2 Difference between social sciences and social studies
- 1.3 Aims, objectives and significance of teaching social science at school level
- 1.4 Role of social science teacher for an egalitarian society

**Unit II: Curriculum and Instructional Planning**

- 2.1 Organization of social science curriculum at school level
- 2.2 Instructional Planning: Concept, need and importance
- 2.3 Unit plan and Lesson plan: need and importance
- 2.4 Adaptation of unit and lesson plans for children with disabilities

**Unit III: Approaches to teaching of Social Science**

- 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive

- 3.2 Methods of teaching social science: Lecture, discussion, socialized recitation, source and project method
- 3.3 Accommodations required in approaches for teaching children with disabilities
- 3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, Use of different types of Boards(Smart boards, Chalk Board, Flannel Board), Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Social science games and Power Point Presentation
- 3.5 Accommodation and Adaptations of material for teaching children with disabilities

#### **Unit IV: Evaluation of Learning in Social Science**

- 4.1 Purpose of evaluation in social science
- 4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio
- 4.3 Assessment: tools and techniques of Continuous and Comprehensive Evaluation (CCE) for curricular and co-curricular subjects
- 4.4 Diagnostic testing and enrichment techniques for children with disabilities

#### **Unit V: Social Science Teacher as a Reflective Practitioner**

- 5.1 Being a reflective practitioner- use of action research
- 5.2 Developing an Action Research Plan for solving a problem in teaching-learning of Social science
- 5.3 Case study- Need and Importance for a School Teacher
- 5.4 Competencies for teaching Social science to children with disabilities

#### **Transaction**

The student-teachers should be encouraged to read chapters and articles. There may be quizzes, seminars, field trips, lectures, demonstrations, school visits and observations to teach this course.

#### **Course Work/ Practical/ Field Engagement**

- Prepare a unit of social science content for a given child with disabilities
- Develop an Action Research Plan on a problem related to teaching and learning in Social Science
- Adapt teaching learning materials for a child with disabilities
- Develop questions and achievement tests in social science
- Organize activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools

#### **Essential Readings**

- Aggarwal, J. C. (2008). Principles, methods & techniques of teaching. UP: Vikas Publishing House Pvt Ltd.
- Batra, P. (2010). Social Science Learning in Schools Perspective and Challenges, Sage Publications Pvt. Ltd; Pap/Com edition.
- Chauhan, S. S. (2008). Innovations in teaching learning process. UP: Vikas Publishing House Pvt Ltd.
- Dhand, H. (2009). Techniques of Teaching. New Delhi: APH Publishing Corporation.
- Duplass, J. A. (2009). Teaching elementary social studies. New Delhi: Atlantic Publishers.
- Mangal, U. (2005). Samajik Shikshan, Arya Book Depot, New Delhi.

#### **Suggested Readings**

- Aggarwal, J.C. (2008). Teaching of social studies: A practical approach. (4th ed). UP: Vikas Publishing House Pvt Ltd.
- George, A. M., & Madam, A. (2009). *Teaching Social Science in Schools: NCERT'S New Textbook Initiative*.
- Mangal, S.K. (2004). Teaching of Social Science, Arya Book Depot, Delhi.
- Rai, B.C. (1999). Methods of Teaching Economics, Prakashan Kendra, Lucknow.

- Sharma, R.A. (2008). Technological foundation of education. Meerut: R.Lall Books Depot.
- Sharma, R.N. (2008). Principles and techniques of education. Delhi: Surjeet Publications.
- Singh, Y.K. (2009). Teaching of history: Modern methods. New Delhi: APH Publishing Corporation.
- Stone, R. (2008). Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do, Corwin, CA.

**PAPER- III**  
**PART -IV PEDAGOGY OF TEACHING HINDI**

Contact Hours: 60  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Total Credits: 4

**पाठ्यक्रम के उद्देश्य** – प्रस्तुत पाठ्यक्रम द्वारा विद्यार्थियों इस योग्य होंगे कि –

- व्यक्ति तथा समाज के जीवन और विकास में भाषा के योगदान से परिचित होंगे।
- मूलभूत भाषा कौशलों और भाषा अधिगम में उनकी भूमिका का अनुभव करेंगे।
- इकाई नियोजन और पाठ योजना की प्रक्रिया में कुशल होंगे।
- हिन्दी शिक्षण के विशिष्ट व्यावहारिक उद्देश्यों के निर्धारण और लेखन में सक्षम होंगे।
- हिन्दी शिक्षण के अधिगम लक्ष्यों की प्राप्ति के लिए प्रयोज्य शिक्षण विधियों का प्रयोग करेंगे।
- हिन्दी शिक्षण के उद्देश्यों की सहज प्राप्ति के लिए सहायक उपकरणों के निर्माण और उपयोग में दक्ष होंगे।
- भाषा अधिगम में सतत एवं व्यापक मूल्यांकन प्रविधि के उपयोग कुशलतापूर्वक करेंगे।

ब

**पाठ्यवस्तु**

**इकाई 1 – भाषा, हिन्दी भाषा की प्रकृति और प्रयोज्यता।**

- भाषा की परिभाषा, बोली, विभाषा और मानक भाषा के रूप में हिन्दी का महत्व और उपयोगिता।
- हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भवकी प्रक्रिया।
- हिन्दी साहित्य का सामान्य परिचय।
- माध्यमिक स्तर पर हिन्दी पाठ्यक्रम में हुए परिवर्तनों का आंकलन।

**इकाई 2 – भाषा अधिगम की प्रकृति और पाठ नियोजन**

- माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य और उद्देश्य।
- हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।
- विशिष्ट उद्देश्यों का व्यावहारिक शब्दावली में लेखन।
- पाठ योजना का परिचय, उपयोग, महत्व, पाठयोजना के चरण और उनका क्रियान्वयन।
- श्रवण, वाचन, पठन, लेखन कार्यों का परिचय

**इकाई 3 – हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग**

- माध्यमिक कक्षाओं में गद्य शिक्षण, उपयोगिता, विधियाँ—अर्थबोध, व्याख्या, विश्लेषण, संयुक्त विधि पर चर्चा।
- माध्यमिक कक्षाओं में पद्य शिक्षण की उपयोगिता, पद्य शिक्षण की विधियाँ—शब्दार्थ, खण्डावय, व्यास और समीक्षात्मक विधि का परिचय।
- व्याकरण शिक्षण की आवश्यकता, उपयोगिता, विधियाँ निगमन, आगमन, भाषा संसर्ग विधि का परिचय।
- गद्य, पद्य, व्याकरण की पाठयोजना के संरचनात्मक उपागम

**इकाई 4 – भाषा अधिगम—शिक्षण में सहायक सामग्रियों का प्रयोग**

- शिक्षण अधिगम उपकरणों के प्रकार : दृश्य, श्रव्य, वैद्यदण्विक, उपकरण, प्रयोग और उपयोगिता।
- मुद्रित उपकरण – अखबार, पत्रिकाएं, पुस्तकें आदि सहायक उपकरण के रूप में उपयोगिता।
- पाठ्य पुस्तक – गुण और महत्व
- पाठ्यक्रम, सहायक सामग्री और पाठ्यविधियों पर विद्यार्थियों और अभिभावकों की प्रतिक्रियाओं का संग्रह।

**इकाई 5 – भाषा अधिगम के मूल्यांकन की प्रविधि – चिन्तनशील साधक के रूप में शिक्षक**

- मूल्यांकन की संकल्पना, उद्देश्य और महत्व
- लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण और काव्यपाठ का सतत एवं व्यापक मूल्यांकन प्रविधि द्वारा मूल्यांकन।
- वाचन, वाचन सम्बन्धी त्रुटियाँ और निराकरण।
- सूक्ष्म पाठ योजना— व्याख्या कौशल, पुर्नबनल कौशल, प्रश्नात्मक कौशल और दृष्टांत कौशल।

**प्रायोगिक कार्य –**

- आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थिति का अनुसन्धान विवरण।
- हिन्दी शिक्षण की किन्ही दो अधनुतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
- हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में सतत एवं व्यापक मूल्यांकन की प्रविधि के उपयोग का विवरण।

- प्रश्न पत्र निर्माण।

**सन्दर्भ पुस्तकें –**

हिन्दी शिक्षण : अभिनव आयाम, डॉ. श्रुतिकान्त पाण्डेय, एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली, 2010

हिन्दी शिक्षण, उमा मंगल, आर्य बुक डिपो करोल बाग, नई दिल्ली, 2005

हिन्दी शिक्षण, डॉ. रामशकल पाण्डेय, विनोद पुस्तक मन्दिर, आगरा, 2005

हिन्दी साहित्य का इतिहास, आचार्य रामचन्द्र शुक्ल, राजकमल प्रकाशन, नई दिल्ली, 2006

हिन्दी शिक्षण, रमन बिहारी लाल, रस्तोगी प्रकाशन, मेरठ, 2002

हिन्दी शिक्षण, सावित्री सिंह, इन्टरनेशनल पब्लिशिंग हाऊस, मेरठ, 2008

**PAPER- III**  
**PART -IV PEDAGOGY OF TEACHING PUNJABI**

Contact Hours: 60  
Max. Marks : 100  
Theory : 80 Marks  
Internal Assessment: 20 Marks  
Total Credits : 4

**Course Objectives**

- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬਾਰੇ ਮੁੱਢਲਾ ਗਿਆਨ ਦੇਣਾ।
- ਸਕੂਲ ਪੱਧਰ ਤੇ ਮਾਤਭਾਸ਼ਾ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਸੰਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਵਿਚ ਸਿਰਜਣਾਤਮਿਕ, ਉਪਚਾਰਤਮਿਕ ਤੇ ਅਨੁਸਥਾਪਨਾਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
- ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸਮੁੱਚੀ ਵਰਤੋਂ ਅਤੇ ਅਭਿਆਸ ਕਰਨ ਵਿੱਚ ਸਹਾਈ ਹੋਣਾ।
- ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤਭਾਸ਼ਾ ਦਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

**ਪਾਠ ਸਮੱਗਰੀ**

**ਇਕਾਈ - 1**

- ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਮਹੱਤਵ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
- ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਸਿਧਾਂਤ ਅਤੇ ਉਦੇਸ਼ (ਗਿਆਨਾਤਮਿਕ, ਭਾਵਨਾਤਮਿਕ ਅਤੇ ਕੁਸ਼ਲਤਾਤਮਿਕ)
- ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਮੁੱਢਲੇ ਅਤੇ ਵਿਚਕਾਰਲੇ ਪੱਧਰ ਤੇ ਟੀਚੇ ਅਤੇ ਉਦੇਸ਼ (ਬਲੂਮ ਟੈਕਸੋਨੋਮੀ)

**ਇਕਾਈ - 2**

- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
- ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸ਼ੁੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ।
- ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ - ਸੁਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ।
- ਲਿਖਣਾ, ਸਿਖਾਉਣਾ : ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ ਵਿਧੀਆਂ ਅਤੇ ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸਹਾਈ ਅਤੇ ਸੁਲੇਖ ਦੀ ਸਿੱਖਿਆ।

**ਇਕਾਈ - 3**

- ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ - ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਵਿਚ ਅੰਤਰ, ਪੜ੍ਹਾਉਣ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ।
- ਵਿਆਕਰਣ ਦੀ ਸਿੱਖਿਆ-ਉਦੇਸ਼, ਕਿਸਮਾਂ ਅਤੇ ਮਹੱਤਤਾ।
- ਦ੍ਰਿਸ਼ਟੀ-ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ-ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ।
- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ

**ਇਕਾਈ - 4**

- ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ : ਅਰਥ ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ
- ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਪਾਠ-ਪੁਸਤਕ ਮਹੱਤਵ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ।
- ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ - ਮਹੱਤਵ, ਉਦੇਸ਼ ਲਾਭ ਅਤੇ ਵਰਤਮਾਨ ਸਥਿਤੀ।
- ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ - ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਵਰਤੋਂ ਦੇ ਢੰਗ।

**ਇਕਾਈ - 5**

- ਮੁਲਾਂਕਣ : ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ : ਅਰਥ ਵਿਧੀਆਂ ਅਤੇ ਅੰਕ ਵੰਡ (ੜ ਤੋਂ ੜ. ਧ ਤੋਂ ਧ)
- ਪਾਠ ਯੋਜਨਾ : ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਕਿਸਮਾਂ ਵਾਰਸ਼ਿਕ, ਇਕਾਈ ਅਤੇ ਦੈਨਿਕ।
- ਸੂਖਮ ਪਾਠ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੋਸ਼ਲ : (ੳ) ਜਾਣ ਪਛਾਣ (ਅ) ਪ੍ਰਸ਼ਨ ਉਤਰ (ੲ) ਵਿਆਖਿਆ (ਸ) ਬਲੈਕ ਬੋਰਡ (ਹ) ਉਦੀਪਨ ਪਰਿਵਰਤਾ
- ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ (ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਣ, ਵਾਰਤਕ)

**ਸਹਾਇਕ ਪੁਸਤਕਾਂ:**

- 1 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ: ਡਾ.ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ ਸਿੰਘ।
- 2 ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਣ ਅਤੇ ਬਣਤਰ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- 3 ਪੰਜਾਬੀ ਸਬਦ ਰੂਪ ਅਤੇ ਸਬਦ ਜੋੜ ਕਸੌ: ਡਾ.ਹਰਕਰੀਤ ਸਿੰਘ।ਯ
- 4 ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ: ਪਿਆਰਾ ਸਿੰਘ ਪਦਮ।
- 5 ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ: ਡਾ.ਜਸਵੰਤ ਸਿੰਘ ਜਸ।
- 6 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸਾਹਿਤ ਅਧਿਆਪਕ ਡਾਇਰੈਕਟੋਰੇਟ ਸਿੰਘ ਨੰਦਰਾ।
- 7 ਪੰਜਾਬੀ ਕਿਵੇਂ ਪੜ੍ਹਾਈਜਾਵੇ?: ਮੰਹਿੰਦਰ ਸਿੰਘ।
- 8 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ : ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ ਅਤੇ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ।

**PAPER- III**  
**PART -V PEDAGOGY OF TEACHING ENGLISH**

Contact Hours:60  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Total Credits : 4

**Introduction**

This course will enable the student-teachers to gain a strong knowledge base in nature of English language & literature, instructional planning and evaluation. It will help in applying theory to practice to design your own materials and plan lessons in preparation for teaching real classes. The course offers you the opportunity to explore in-depth aspects of English and to find out about the approaches and current practices of language teaching in relation to Indian and international contexts. The course also equips you with analytical and investigative skills and provides a foundation in issues related to English language teaching, second language pedagogy and language acquisition.

**Objectives**

After completing the course the student-teachers will be able to

- Explain the principles of language teaching, and evolution and trends in English literature.
- Prepare an instructional plan in English.
- Adapt various approaches and methods to teach English language.
- Use various techniques to evaluate the achievement of the learner in English.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

**Contents**

**Unit I: Nature of English Language & Literature**

- 1.1 Nature of language: (a) linguistic principle (b) general principles of teaching
- 1.2 English Language in the school context: An Evolutionary Perspective
- 1.3 Current Trends in Modern English Literature in Indian context
- 1.4 Teaching as second language in Indian context.

**Unit II: Instructional Planning**

- 2.1 Aims and objectives of Teaching English at different stages of schooling
- 2.2 Unit and lesson plan: Need and Importance
- 2.3 Procedure of Unit and Lesson Planning
- 2.4 Planning and adapting units and lessons for children with disabilities

**Unit III: Approaches and Methods of Teaching English**

- 3.1 Difference between an approach and a method
- 3.2 Methods of teaching language: concept, merits and limitation
  - i. grammar translation method

- ii. direct method
- iii. bilingual method
- 3.3 Approaches of teaching languages
  - i. structural situational approach
  - ii. communicative approach
  - iii. Accommodation in approaches and techniques in teaching children with disabilities
- 3.4 Development of four basic language skills: Listening, Speaking, Reading, and Writing

#### **Unit IV: Instructional Materials**

- 4.1 Importance of instructional material and their effective use
- 4.2 The use of the instructional aids for effective teaching of English: Smart boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape-records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts, and Power Point Presentation
- 4.3 Construction of a teacher made test for English proficiency
- 4.4 Adaptations of teaching material for children with disabilities

#### **Unit V: Evaluation**

- 5.1 Evaluation - Concept and Need
- 5.2 Testing Language skills and Language elements (Vocabulary, Grammar and Phonology)
- 5.3 Adaptation of Evaluation Tools for Children with Disabilities
- 5.4 Individualized assessment for Children with Disabilities

#### **Transaction**

This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics. Students should be encouraged to use instructional material in their practice of teaching lessons. Adaptations in pedagogy, material and evaluation should be taught through workshops and specific case studies

#### **Course Work/ Practical/ Field Engagement**

- Design teaching programme based on error analysis
- Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
- Develop work sheet (interactive including language games)
- Prepare worksheets to enrich vocabulary among secondary students with disabilities
- Develop lesson plans for the teaching of prose and poetry
- Critically analyze any one poem or essay of a well known poet or writer

#### **Essential Readings**

- Allen, H., & Cambell, R. (1972). Teaching English as second Language, McGraw Hill, New York.
- Bharthi, T., & Hariprasad, M. (2004). Communicative English, Neelkamal Publications, Hyderabad.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
- Grellet, F.(1980). Developing Reading Skills, Cambridge University Press, New York.
- IGNOU CTE – 02 Certificate in Teaching of English (1989). The Structure of English, IGNOU, New Delhi.
- IGNOU EEG – 02 Elective Course in English (1989). The Structure of Modern English Blocks (1 to 7), IGNOU, New Delhi.

#### **Suggested Readings**

- Agnihotri, R.K., & Khanna, A.L. (Ed.) (1996). English Grammar in context, Ratnasagar, Delhi.
- Bhatia, K.K., & Kaur, N. (2011). Teaching and Learning English as a Foreign Language.

Ludhiana: Kalyani Publishers.

- Bindra, R. (2005). Teaching of English. Jammu: Radha Krishan Anand and Co.
- Brumfit, C.J., & Johnson (Ed.) (1979). The communicative Approach to Language Teaching, Oxford University Press, Oxford.
- Bryne, D. (1988). Teaching Writing Skills, Longman, England.
- Krashen, D. (1992). Principles and Practice in Second Language Acquisition, Pergamum Press Oxford.
- Krishna Swamy (2003). Teaching English: Approaches, Methods and Techniques, Macmillan Publication, New Delhi.
- Sachdeva, M. S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
- Shaik, M. & Gosh, R.N. (2005). Techniques of Teaching English, Neelkamal Publications, Hyderabad.
- Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.

## **PAPER- IV INCLUSIVE EDUCATION**

Contact Hours: 30  
Max. Marks: 50  
Theory: 40 Marks  
Internal Assessment: 10 Marks  
Total Credits: 2

### **Introduction**

The course is designed to develop an understanding about inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognizes ways in which different stakeholders can collaborate for the success of inclusive education.

### **Objectives**

After completing the course the student-teachers will be able to

- Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- Explicate the national & key international policies & frameworks facilitating inclusive education.
- Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- Describe the inclusive pedagogical practices & its relation to good teaching.
- Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

### **INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The Theory papers which are of 40 marks will be of 2 hours duration, the evaluation shall be as follows:

- Shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 8 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any four short questions from the first question carrying 4 marks each. (4x4=16 marks)
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions by selecting one from each of the three units. Each unit shall have two questions of 08 marks each. (8x3=24 marks).

### **Contents**

#### **Unit 1: Introduction to Inclusive Education**

- 1.1 Marginalisation vs. Inclusion: Meaning & Definitions
- 1.2 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
- 1.3 Principles of Inclusive Education
- 1.4 Barrier to Inclusive Education: Attitudinal, Physical & Instructional

#### **Unit 2: Polices & Frameworks Facilitating Inclusive Education**

- 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- 2.2 International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989),
- 2.3 United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- 2.4 International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)

### **Unit 3: Education Commissions and Policy (School Education)**

- 3.1 National Policy for Persons with Disabilities (2006)
- 3.2 National Acts: RCI Act, 1992, PWD Act, (1995 & 2016), National Trust Act (1999) RTE Act (2009 & 2012).
- 3.3 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), IEDSS (2009), RMSA (2009)
- 3.4 National Curriculum framework (2005)

### **Practical & Field Engagement**

- I. Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
- II. Design a Poster on Inclusive Education
  - I. Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy

### **Transactions**

Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

### **Suggested Readings**

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999) . *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004) . *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.

- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall.Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Study*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs -Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.

**PAPER- V**  
**CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

Contact Hours:60  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Total Credits: 4

**Introduction**

This course covers all about curriculum. The first unit is about different designs of curriculum Where in the UDL needs to be looked at from the inclusive education perspective. The second unit needs to be studied as the emphasis is on inclusion, hence curriculum hierarchies are essential to be understood. Unit three and four are about instructional planning and adaptations that will benefit students with learning disability. Unit five is on evaluation where different kinds of evaluation have to be studied, so as, to be able to choose the appropriate tool for evaluation.

**Objectives**

After completing the course the student-teachers will be able to

- Describe the principles, types, and areas of curriculum.
- Acquire knowledge about learning hierarchies to help planning.
- Discuss the different instructional planning and its use.
- Demonstrate skills in applying different adaptations for inclusive education.
- Make effective use of different forms of evaluation.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

**Contents**

**Unit 1: Curriculum Design**

- 1.1 Curriculum design– Concept, Definition and Principles
- 1.2 Types of curriculum– Core, Support, Collateral and Hidden,
- 1.3 Universal design of learning for curriculum development and principles of inclusive curriculum
- 1.4 Curriculum Design and Development: Subject centered, learner centered (CWLD), Learning centered

**Unit 2: Curriculum Hierarchies**

- 2.1 Reading (English and any Regional language)
- 2.2 Writing
- 2.3 Mathematics
- 2.4 Science and social science

**Unit 3: Instructional Planning**

- 3.1 Models of instructional planning – ADDIE
- 3.2 Taxonomies of learning – Cognitive (Bloom’s and Anderson), Psychomotor & Affective

3.3 Elements of lesson plan - 5 E plan

3.4 Pyramid plan

#### **Unit 4: Adaptation, accommodations and modifications in inclusive setup**

4.1 Definition and Concept and principles: Adaptation, Modification, Accommodation

4.2 IEP: Meaning, Concept, Development and Purpose

4.3 IEP: Meaning, Concept, Development and Purpose

4.4 Classroom Management – Cooperative, Collaborative Arrangement, Peer Tutoring Parallel teaching

4.5 Adaptations & Accommodation to children: Neuro Development, Sensory Disabilities, Cerebral Palsy and Locomotor Disability

#### **Unit 5: Assessment & Evaluation**

5.1 Assessment & Evaluation- Concept, definition, scope

5.2 Types of Assessment- Alternative, Performance based, portfolio

5.3 Evaluation – Formative, Summative, CCE

5.4 Tools of evaluation- Rubrics grading, marking schemes

#### **Transaction**

This paper deals with one of the core areas of being a teacher that is planning curriculum. The planning is done keeping in mind the adaptations to suit the needs of a LD student .Hence direct instruction alone will not help. Experiential method, task analysis, discussion, role play, reader's theatre, debates; teach re-teach cycles are a must. Collaborations with general education teacher for unit two will be helpful to understand it in relation to the unit three and four..

#### **Course Work/ Practical/ Field Engagement**

- Adapt a lesson according to the needs of the identified student/class
- Plan a differentiated lesson for a given class
- Evaluate a textbook to develop a rubric as an evaluation tool
- Prepare a blueprint
- Prepare a portfolio

#### **Essential Readings**

- Cook, R, E, Tessier, Annette & Armbruster, Virginia B: Adapting early childhood curricula for children with special needs. (2nd ed) Columbus. Merrill Publ, 1987
- Glazzard, Peggy: Learning activities and teaching ideas for the special child in the regular classroom. New Jersey. Prentice-Hall, 1982.
- Joyce S. Choate :Successful Inclusive Teaching: Proven Ways to Detect and Correct Special Needs,2003
- Joyce, S. Choate et al: Assessing and programming basic curriculum skills, 1987
- Margo, A. Mastropieri & Thomas E. Scruggs: The Inclusive Classroom: Strategies for Effective Differentiated Instruction, 4th Edition, 2009
- McIntyre, Thomas: A resource book for remediating common behavior and learning problems. Boston. Allyn and bacon, 1989.
- Stephen, S. Strichart & Charles T. Mangrum: Teaching Learning Strategies and Study Skills To Students with Learning Disabilities, Attention Deficit Disorders, or Special Needs, 3rd Edition
- Steve Graham & Karen Harris: Writing Better: Effective Strategies for Teaching Students with Learning Difficulties, 2005
- Virginia, W. Berninger & Beverly J. Wolf: Teaching Students with Dyslexia and Dysgraphia: Lessons from Teaching and Science, 2009

## Suggested Readings

- Angela Losardo & Angela Syverson (2011). *Alternative Approaches to Assessing Young Children*, Second Edition,
- Cohen, Sandra B & Plaskon, Stephen P (1980). *Language arts*. Columbus. Charles E Merrill, .
- Davis, William E : *The Special Educator : strategies for succeeding in today's schools*.
- D Kim Reid, Wayne P Hresko: (1981). *A Cognitive approach to learning disabilities*. Auckland. McGraw-Hill
- Hodkinson, Alan & Vickerman, Philip 2009: *Key issues in special educational needs and inclusion*. Los Angeles. SAGE,
- Karten, Toby J.: *Inclusion strategies that work! [research-based methods for the classroom]* (2nd ed) California. Corwin A Sage Company, 2010
- Lewis, Rena B. & Doorlag, Donald H. 1999: *Teaching special students in general education classrooms*. (5th ed) New Jersey. Prentice Hall, .
- Nancy L Eisenberg, Pamela H Esser 1994.: *Teach and reach : students with attention deficit disorders : the educator's handbook and resource guide*. Texas. Multi Growth Resources,
- Schulz, Jane B & Carpenter, C Dale: *Mainstreaming exceptional students. [a guide for classroom teachers]* (4th ed) Boston. Allyn and Bacon.
- Westwood, Peter: 1987 *Commonsense methods for children with special needs. [strategies for the regular classroom]* London. Croom Helm,
- William N. Bender: 2007 *Differentiating Instruction for Students With Learning Disabilities: Best Teaching Practices for General and Special Educators*

## SEMESTER –III

### PAPER- I

#### EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Contact Hours: 60

Max. Marks: 100

Theory: 80 Marks

Internal Assessment: 20 Marks

Total Credits: 4

#### Introduction

This course will provide insight into the conceptual framework of the area of interventions and strategies. It will familiarize the student-teachers with the approaches and tools of assessment and seeks to develop an understanding of how interventions in the areas affected can be instrumental in enhancing performance. The course will prepare the student-teachers in helping children with learning disabilities by developing appropriate strategies and intervention plans for them. This will prepare them to work with students in clinical as well as classroom set-ups and arm them with programmes for assessment, goal setting, reviewing and reporting the success of the intervention targets.

#### Objectives

After completing the course the student-teachers will be able to

- Explain the purpose and define the principles of educational intervention.
- Discuss the various teaching strategies across the curricular hierarchies.
- Link the teaching strategies to the curricular areas.
- Provide specific strategies for core and collateral curriculum.
- Plan programme for skill, process and curricular deficits.

#### INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

#### Contents

##### Unit 1: Conceptual Framework of Educational Interventions

- 1.1 Definition, Meaning, Scope and Purpose of educational intervention
- 1.2 Principles of Educational Intervention
- 1.3 School Curriculum Intervention: identify the gap and linkages with demands of School Curriculum
- 1.4 Issues and ethics in educational intervention

##### Unit 2: Educational Interventions for Processing Deficit

- 2.1 Attention
- 2.2 Perception
- 2.3 Memory
- 2.4 Meta-Cognition

### **Unit 3: Reading and Writing Interventions**

- 3.1 Stages of intervention in Reading and Writing
- 3.2 Strategies: Word Recognition Skills, Fluency and Comprehension
- 3.3 Strategies: Handwriting and Spelling
- 3.4 Stages and Principles of Writing Process

### **Unit 4: Interventions for Mathematics**

- 4.1 Stages for remedial instruction
- 4.2 Principles for intervention in mathematics
- 4.3 Strategies for developing mathematical concepts
- 4.4 Strategies for problem solving

### **Unit 5: Interventions in Life Skills**

- 5.1 Strategies for developing Social skills
- 5.2 Strategies for developing habits
- 5.3 Strategies for soft skills [presenting self, time management, decision making]
- 5.4 Strategies for development of independent living skills

### **Transactions**

This course will be dealt with using lectures followed by projects in specific processing deficits and specific curricular deficits. Assignments in order to align the strategies of intervention to the curriculum across grades can be taken up. Presentations based on educational intervention for a specific child can be examined. Discussion on issues in intervention and goal setting for educational intervention can be organized. The use and success of specific strategies and teaching technique can be observed using field work. Actual demonstration of the technique can be provided to ensure hands on experience.

### **Course Work/ Practical/ Field Engagement**

- Prepare an educational intervention plan/tool for a given process
- Prepare an educational intervention plan/tool for a given skill Plan a parental meet to discuss the intervention goal.
- Collaborate with a specific subject teacher to set an intervention goal
- Conduct a workshop for mainstream teachers on educational interventions/classroom Strategies

### **Essential Readings**

- Karten, T, J. ([2007]) More Inclusion Strategies that work- aligning student strength with standards. Corwin Press.
- Lerner, J. W. (2011). Learning Disabilities. Boston: Houghton Mifflin Brookes.,
- Suggested Readings
- Bird, R The dyscalculia toolkit supporting learning difficulties in maths. (2nd ed) Los Angeles. Sage,
- Cummings, C, B [2000] Winning Strategies for Classroom Management Teaching, Inc
- Das, J. P.: Reading difficulties and dyslexia. New Delhi.
- Forster, C, Grant, J; Hollas, B; Pittet, J; Shaffer, J: [2002] Differentiated Instruction: Different Strategies for Different Learners, 1st edition. Staff Development for Educators, Div highlights for Children
- Geoff, H. Dyspraxia. (2nd ed). 2007.: Continuum International publishing Group.
- Harwell, J, M; Jackson, R, W. [2008] The Complete Learning Disabilities Handbook: Ready-to-Use Strategies and Activities for Teaching Students with Learning Disabilities: John Wiley and Sons Inc.
- Lee. S H., Harris K, R. Graham, S. (2003) Handbook of Learning Disabilities: the Guilford Press, 1st Edition,
- Martin, L, C. [2009]. Strategies for Teaching Students With Learning Disabilities: Corwin Press

- Mather N and Goldstein S (2001). Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management: Brookes Publishing Company, 1st edition.
- Narayan J (2002). Educating children with learning problems in the primary school: NIMH Secunderabad.
- Pandey J, and Thapa K. (2008). Perspectives on learning disabilities in India: Current practices and prospects: Sage Publications, New Delhi.
- Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
- Reddy G.L. and Rama R. (2000) Education of children with special needs: Discovery Pub. New Delhi
- Reddy L. G., Ramaa R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers.
- Tomlinson, C, A. [1999]. The Differentiated Classroom: Responding to the Needs of All Learners. ASCD • Venkateswanshu, D., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications.

## **PAPER- II TECHNOLOGY & DISABILITY**

Contact Hours:60  
Max. Marks: 100  
Theory: 80 Marks  
Internal Assessment: 20 Marks  
Credit: 4

### **Introduction**

This course covers the integration of technology in the teaching learning process of the students with learning disability. It's important to remember that the assistive technology is to support or reduce the barrier to learning. The focus must be on what the device or software does for the individual/student not on the device itself. The units progress from understanding the meaning scope, to the use of technology for teaching and learning and ends with the issues that one faces while dealing with technology.

### **Objectives**

After completing the course the student-teachers will be able to

- Explain the meaning, scope and use of Technology.
- Analyze the learning needs in relation to Technology.
- Understand and use the various types of technology for presenting, engaging and evaluating.
- Discuss the trends and issues related to the use of technology.

### **INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The theory papers which are of 80 marks will be of 3 hours duration, the evaluation shall be as follows:

- Shall comprise of eleven questions in all. The candidates shall be required to attempt six questions.
- Question No. 1 shall be compulsory, consisting of 10 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any five short questions from the first question carrying 4 marks each. (5x4=20 marks).
- In addition to Question No. 1, candidates shall be required to attempt 5 long answer type questions, by selecting one from each of the five units. Each unit shall have two questions of 12 marks each. (5x12=60 marks)

### **Contents**

#### **Unit 1: Concept of Technology in Education**

- 1.1 Meaning, Nature, Scope and Significance of Technology
- 1.2 Types /tools of technology- Projector, Smart board, Software and Ipad, Tablets, Mobiles
- 1.3 Approaches in Technology: Hardware, Software, Cybernetics and systems
- 1.4 Assistive technology: Meaning, scope & Application for children with LD

#### **Unit 2: Learning Needs of CWLD**

- 2.1 Communication
- 2.2 Reading
- 2.3 Writing
- 2.4 Mathematics

#### **Unit 3: Technology for Presentation & Expression (Input and Output)**

- 3.1 Classroom Presentation & Expression: Concept & scope
- 3.2 Visual presentation - Large print displays, alternative colors to the screen, color coding, Multimedia Presentations, Screen Magnifiers
- 3.3 Auditory - Text to Voice and Screen Readers
- 3.4 Organising: Sticky notes, Highlighter pen or tape, and Cognitive graphic organiser

#### **Unit 4: Technology for Classroom Engagement**

- 4.1 Classroom engagement – Meaning and components.
- 4.2 Reading, Writing & Mathematics: (Talking books, recorder, Optical character recognition, Speech recognition systems, Alternative writing surfaces, pencil grips, podcast, Talking calculators, Electronic math worksheets, fluidity software)
- 4.3 Techniques for classroom engagement- Drill, Simulations, Games, Tutorial
- 4.4 Consideration for selection of tools and techniques in an inclusive class

#### **Unit 5: Trends & Issues in Using Technology**

- 5.1 Use of ICT for inclusion
- 5.2 Models of Teaching and Individualized Learning Concept Attainment Model, Programmed leaning Model.
- 5.3 Role to Technology in Education and Special Education
- 5.4 Use of computer in Educational Management, Library, Assessment and evaluation of persons with disabilities

#### **Transaction**

This unit focuses on assistive technology, hence while taking it ahead, it's important to focus on the kind of needs that are present in an LD student and the matching of those with the technology used. Transaction for all units must be through experiential learning, discussion, debate, research & review, design and problem solve (Unit 2 & 3), colloquia (with instructional designers, software developers).

#### **Course Work/ Practical/ Field Engagement**

- Develop a tool to assess the learning needs for planning compensatory and remedial Instruction
- Develop low cost material for presentation (for teachers)
- Develop low cost material for engagement
- Develop low cost material for expression
- Conduct a survey on the kind of assistive technology used in the schools for students with learning disability and present the findings

#### **Essential Readings**

- Amy G. Dell, Deborah Newton (2011). Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (2nd Edition)
- Das,R.C (1992) Educational Technology : A Basic Text New Delhi :Sterling
- Diane P. Bryant and Brian R. Bryant (2011) :Assistive Technology for People with Disabilities, 2nd Edition.
- Joan Green (2011): The Ultimate Guide to Assistive Technology in Special Education: Resources for Education, Intervention, and Rehabilitation.
- Kimberly S. Voss (2005): Teaching by Design: Using Your Computer to Create Materials for Students with Learning Differences.
- Sampath,Ketal (1990) Educational Technology. New Delhi: Sterling.

#### **Suggested Readings**

- Albert M. Cook PhD PE and Janice Miller Polgar (2012): Essentials of Assistive Technologies
- Judy Lever-Duffy & Jean McDonald (2010): Teaching and Learning with Technology (4<sup>th</sup> Edition)
- Loui Lord Nelson Ph.D. and Allison Posey (2013): Design and Deliver: Planning and Teaching Using Universal Design for Learning
- Thomas G. West (2009). In the Mind's Eye: Creative Visual Thinkers, Gifted Dyslexics, and the Rise of Visual Technologies.
- Tracey E. Hall & Anne Meyer (2012). Universal Design for Learning in the Classroom: Practical Applications.

**PAPER- III**  
**PSYCHO-SOCIAL AND FAMILY ISSUES**

Contact Hours:30  
Max. Marks: 50  
Theory: 40 Marks  
Internal Assessment: 10 Marks  
Credits : 2

**Introduction**

This course gives an overview of psychosocial domains, stages, characteristics and manifestations of psychosocial behaviours at home and in community settings. It also deals with family dynamics and parenting styles and parent empowerment. It also lays stress on the importance of stress management, family counselling and social and emotional wellbeing.

**Objectives**

After completing the course the student-teachers will be able to

- Explain the concept of psycho-social issues.
- Reflect on various dimensions of Psycho-social issues among children with Learning Disabilities.
- Understand various Family issues children with LD.
- Learn the importance of intervening strategies and ways of handling issues.
- Discuss the concept of networking and liaisoning with the parents, community, family, school and NGO's.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The Theory papers which are of 40 marks will be of 2 hours duration, the evaluation shall be as follows:

- Shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 8 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any four short questions from the first question carrying 4 marks each. (4x4=16 marks)
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions by selecting one from each of the three units. Each unit shall have two questions of 08 marks each. (8x3=24 marks).

**Unit 1: Overview of Psycho-social Domains**

- 1.1 Psycho social development: Meaning and components (Cognitive, Affective, Social)
- 1.2 Stages of Psychosocial development
- 1.3 Psycho-social characteristics of children with LD
- 1.4 Psychosocial Behaviour at: home, school and society

**Unit 2: Family Dynamics**

- 2.1 Family structure and its functioning
- 2.2 Parenting styles
- 2.3 Needs and concerns of family of Learning Disabled child
- 2.4 Empowering Parents through Resource management, legal provisions

**Unit 3: Nurturing Social Emotional Wellbeing**

- 3.1 Stress management
- 3.2 Behavioural Management Strategies, Building Self Esteem, Emotional Well Being
- 3.3 Strategies for developing Positive Self-Concept
- 3.4 Networking and liaisoning with students, parents, community and NGO's

**Transaction**

This paper should be taught through review of research papers, seminars, discussions, debates, presentations, field trips, u-tubes and movies to understanding of the issues at hand.

**Course Work/ Practical/ Field Engagement**

- Observe and identify psycho-social problems of any LD student of the class during school internship programme. Give detailed description along with intervention performed.
- Design a Scrap book on news related to psycho-social and adult issues among CWLD. Analyse them and present a report with detailed write-up.
- Collect and compile articles from various sources and present in class for critical analysis and understanding.

**Essential Readings**

- Hurlock, E B 2002. Developmental Psychology, Tata Mc Graw –Hill, New Delhi.

**Suggested Readings**

- Goldstein,S; Naglieri, J, A.,. &DeVries, M. (2011): Learning and Attention Disorders in Adolescence and Adulthood: Assessment and Treatment
- Gunton , S(2007) : Learning Disabilities (Social Issues Firsthand)
- Hales G. .2003. Beyond Disability towards an Enabling society.
- Kelly, K& others (2006) : You Mean I'm Not Lazy, Stupid or Crazy?!: The Classic Self-Help Book for Adults with Attention Deficit Disorder
- Paley, S. 2012. Promoting positive behaviour when supporting people with a learning disability and people with autism. Los Angeles. Sage,
- Reid , R & Lienemann, T, O :Strategy Instruction for Students with Learning Disabilities, Second Edition (What Works for Special-Needs Learners

**PAPER- IV**  
**READING AND REFLECTING ON TEXTS**

Contact Hours :30  
Max. Marks: 50  
Theory: 40 Marks  
Internal Assessment: 10 Marks

**Introduction**

One of the core areas that schools focus upon is age appropriate and fluent literacy skills. Hence, aspirant graduates who intend to make career in education must be good readers and good writers (in literally sense). Due to several reasons a student teacher like you may not have adequate skills, interest and motivation for reading and writing. Here is a skill based and activity oriented course designed to give you an opportunity to look at reading writing seriously, relearn it as a professional activity, apply it for students with special needs and enjoy it like never before.

**Objectives**

After completing the course student-teachers will be able to

- Reflect upon current level of literacy skills of the self.
- Show interest and begin working upon basic skills required to be active readers in control of own comprehension.
- Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.
- Prepare self to facilitate good reading writing in students across the ages.
- Find reading writing as learning and recreational tools rather than a course task.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The Theory papers which are of 40 marks will be of 2 hours duration, the evaluation shall be as follows:

- Shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 8 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any four short questions from the first question carrying 4 marks each. (4x4=16 marks)
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions by selecting one from each of the three units. Each unit shall have two questions of 08 marks each. (8x3=24 marks).

**Contents**

**Unit 1: Reflections on Literacy**

- 1.1 Literacy and Education: Concept
- 1.2 Forms of the Language System
- 1.3 Languages as a Communication Process
- 1.4 Language Problems of Learning Disabled Students

**Unit 2: Reflections on Reading Comprehension**

- 2.1 Understanding phonics and Word Recognition Skills of Children with Special Needs
- 2.2 Meta -Cognitive Strategies in Reading Process.
- 2.3 Developing Good Reading Skills and Habits: Activities and Strategies
- 2.4 Reading Comprehension of Children with Disabilities: Concepts and Elements

**Unit 3: Skill Development in Responding to Text (Reading and Writing)**

- 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting and Discussing

- 3.2 Writing Process: Concept, Stages and Principles for instruction
- 3.3 Spelling: Concepts, Developmental stages, Problems Related and Invented Activities
- 3.4 Basic Mathematical Concepts, Problems Related Activities

### **Course Work/ Practical/ Field Engagement**

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

### **Essential Readings**

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading.* Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- May, F. B. (2001). *Unravelling the seven myths of reading.* Allyn and Bacon: Boston
- McGregor, T. (2007). *Comprehension Connections: Bridges to Strategic Reading.* Heinemann Educational Books.
- Tovani, C., & Keene, E.O. (2000). *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers.* Stenhouse Publishers
- Soundarapandian, M. (2000). *Literacy campaign in India.* Discovery Publishing House: New Delhi.

### **Suggested Readings**

- Aulls, M. W. (1982). *Developing readers in today's elementary school.* Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits.* Perigee Trade: New York
- McCormick, S. (1999). *Instructing students who have literacy problems.*(3rd) Merrill: New Jersey
- Ezell, H., & Justice, L. (2005). *Programmatic Research on Early Literacy: Several Key Findings.* IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, S. (1985). *Reading without Nonsense.* Teachers College Press, New York.
- Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts.* Stenhouse Publishers
- Heller, R. (1998). *Communicate clearly.* DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). *Early Literacy of Kindergartners with Hearing Impairment.* High Beam
- May, F. B. (1998). *Reading as communication.* Merrill: New Jersey
- Miller, D. (2002). *Reading With Meaning: Teaching Comprehension in the Primary Grades.* Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). *Communicative language teaching in English.* Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). *Language and Deafness.* Jones and Bartlett: Boston

**PAPER- V**  
**PERFORMING AND VISUAL ARTS**

Contact Hours :30  
Max. Marks: 50  
Theory: 40 Marks  
Internal Assessment: 10Marks  
Credit: 2

**Introduction**

India has an excellent historical backdrop as well as contemporary talents in the field of art. However, it is debatable whether the same has been translated into our school system effectively. Do most of our students get exposure to a variety of activities involving knowing, exploring and appreciating art? Most probably they do not. It is time that we take a fresh look at what art education is and what role it plays in school education. More than anything, art education is also expected to enhance learning. And do teachers know how to go about it to achieve it? Here is an opportunity to facilitate the art within you which in turn will reflect art in within students. For a student-teacher with disability appropriate learning alternatives are to be given by the college. For example, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art – if and when needed.

**Objectives**

After completing the course student-teachers will be able to

- Exhibit Basic understanding in art appreciation, art expression and art education.
- Plan and implement facilitating strategies for students with and without special needs.
- Discuss the adaptive strategies of artistic expression.
- Discuss how art can enhance learning.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The Theory papers which are of 40 marks will be of 2 hours duration, the evaluation shall be as follows:

- Shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 8 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any four short questions from the first question carrying 4 marks each. (4x4=16 marks)
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions by selecting one from each of the three units. Each unit shall have two questions of 08 marks each. (8x3=24 marks).

**Contents**

**Unit 1: Introduction to Art Education**

- 1.1 Art and Art Education : Meaning and Scope
- 1.2 Artistic Expression : Meaning, significance
- 1.3 Strategies used for children with special needs in art education
- 1.4 Art therapy: Concept and application to students with disabilities

**Unit 2: Performing arts: Music, dance, drama**

- 2.1 Music, Dance and Drama: Meaning, Concept, Elements of Expression
- 2.2 Strategies and Precautions for teaching: Arts forms (Music, Dance and Drama) to children with special needs
- 2.3 Therapeutical benefits of these Arts forms (Music, Dance and Drama) to children with special needs
- 2.4 Use of media and electronic arts in these art (Music, dance, drama) forms for children with special needs

### Unit 3: Visual Arts

- 3.1 Visual arts: Meaning and its forms
- 3.2 Visual arts for children with special needs: Strategies, Precautions and benefits
- 3.3 Enhancing Learning through visual arts for children with special needs
- 3.4 Use of media and electronic arts in visual arts for children with special Needs

#### Course Work/ Practical/ Field Engagement

- Hot seating' activity for historical / contemporary personalities wherein students play
- the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

#### Essential Readings

- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

#### Suggested Readings

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). *A history of Art Education: Intellectual and social currents in teaching the visual arts*. New York, NY: Teachers College Press.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *Art Education*, 33(8), 8–11
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London
- Heller, R. (1999). *Effective Leadership*. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), *Disability and the teaching of writing: A critical sourcebook*. Boston, MA: Bedford/St. Martin's.
- Nyman, L.& A. M. Jenkins (Eds.), *Issues and approaches to art for students with special needs* (pp. 142–154). Reston, VA: National Art Education Association.
- Bailey, S. (1993). *Wings to fly: Bringing theatre arts to students with special needs*. Rockville, MD: Woodbine House.
- Cattanach, A. (1992). *Drama for people with special needs*. New York: Drama Book Publishers.
- Chesner, A. (1995). *Dramatherapy for people with learning disabilities: A world of difference*. London: Jessica Kingsley Publishers.
- Crimmons, P. (2006). *Drama therapy and storymaking in special education*. London: Jessica Kingsley Publishers
- Bull, Stephanie, (Ed.) & O'Farrell, Kevin. (Ed.). *Art Therapy and Learning Disabilities: "Don't guess my happiness"* .
- Stephen, Snow (Ed.) ,& Miranda, D'Amico (Ed.) (2009) *Assessment in the Creative Arts Therapies: Designing and Adapting Assessment Tools for Adults With Developmental Disabilities*
- Schalkwiik, F.W. *Music and People with Developmental Disabilities: Music Therapy, Remedial Music Making and Musical Activities*. Paperback – Large Print
- Watson, Tessa. (2007). *Music Therapy with Adults with Learning Disabilities*. Hardcover
- Kashyap, Tripura .*My Body My Wisdom: A book on creative dance therapy*. India

#### Recommended Books:

1. My words of wisdom by Tripura Kashyap

**SEMESTER –IV  
PAPER- I  
GUIDANCE & COUNSELLING**

Contact Hours:30  
Max. Marks: 50  
Theory: 40 Marks  
Internal Assessment: 10 Marks  
Credit: 2

**Introduction**

The paper exposes student teachers to the study of skills of guidance and students in classroom situations. This course also guides the student teacher to improve the process of self image and self esteem of the students.

**Objectives**

After completing this course the student-teachers will be able to

- Apply the skills of guidance and counseling in classroom situations.
- Describe the process of development of self-image and self-esteem.
- Appreciate the types and issues of counseling and guidance in inclusive settings.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The Theory papers which are of 40 marks will be of 2 hours duration, the evaluation shall be as follows:

- Shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 8 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any four short questions from the first question carrying 4 marks each. (4x4=16 marks)
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions by selecting one from each of the three units. Each unit shall have two questions of 08 marks each. (8x3=24 marks).

**Contents**

**Unit 1: Introduction to Guidance**

- 1.1 Guidance: meaning, need, aims, objectives.
- 1.2 Principles and Scope of Guidance and Counseling
- 1.3 Types of Guidance: Educational and Personal
- 1.4 Organization of Guiding programme for children with Special Needs.

**Unit 2: Introduction to Counseling**

- 2.1 Counseling: Meaning and Purpose and difference between guidance and counseling
- 2.2 Counselling Approaches : Directive, Non- Directive and Eclectic counselling
- 2.3 Skills and Competencies of a Counsellor
- 2.4 Role of Teacher in Guiding and Counseling students with Special Needs.

**Unit 3: Guidance and Counseling in Inclusive Education**

- 3.1 Guidance in Formal & Informal situations
- 3.2 Group Counseling: Concept, Challenges of Group Counseling.
- 3.3 Counseling for children with special needs
- 3.4 Trends in School Counseling.

**Practicum/Field engagement**

- I. Counseling and report writing on a selected case
- II. Simulation of a parent counseling session
- III. Report of critical observation of a given counseling session.

**Transaction**

The transaction for this course should be done with a perspective to enhance in the student teachers the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counselor in the school setting.

**Essential Readings**

- Naik, P.S. (2013). *Counseling Skills for Educationists*. Soujanya Books, New Delhi.
- Nayak, A.K. (1997). *Guidance and Counseling*. APH Publishing, Delhi.
- Rao, V. K., & Reddy, R.S. (2003). *Academic Environment: Advice, Counsel and Activities*. Soujanya Books, New Delhi.
- Shah, A. (2008). *Basics in Guidance and Counseling*. Global Vision Publishing House.
- Sharma, V.K. (2005). *Education and Training of Educational and Vocational Guidance*. Soujanya Books, New Delhi.

**Suggested Readings**

- Kapunan, R.R. (2004). *Fundamentals of Guidance and Counseling*. Rex Printing Company, Phillipines.
- Pal, O.B. (2011). *Educational and Vocational Guidance and Counseling*. Soujanya Books, New Delhi.

**PAPER- II**  
**MANAGEMENT OF LEARNING DISABILITY**

Contact Hours:30  
Max. Marks: 50  
Theory: 40 Marks  
Internal Assessment: 10 Marks  
Credit : 2

**Introduction**

This course will provide an understanding of the types and characteristics of Children with Learning Disabilities and their associated condition. The course will include assessment of basic curricular skills, standardized tests and interpretation of test report. This course, grounded in research based interventions, is designed to assess all who work with students in special and regular education in developing skills to teach and support acceptable behavior that is demonstrated in home, school and community settings.

**Objectives**

After completing the course the student-teachers will be able to

- Explain the concept, causes and characteristics of learning disabilities.
- Discuss different management techniques .
- Develop teacher made assessment test in curricular areas.
- Plan appropriate teaching strategies as per the specific needs of children with learning disability.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The Theory papers which are of 40 marks will be of 2 hours duration, the evaluation shall be as follows:

- Shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 8 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any four short questions from the first question carrying 4 marks each. (4x4=16 marks)
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions by selecting one from each of the three units. Each unit shall have two questions of 08 marks each. (8x3=24 marks).

**Contents**

**Unit 1: Learning Disability:**

- 1.1 Types of learning Disability- Verbal and Non Verbal.
- 1.2 Associated Conditions: ADHD & ADD
- 1.3 Techniques of behavior management in learning disabilities
- 1.4 Steps and Role of teacher to manage children with Learning Disabilities.

**Unit 2: Assessment of Basic Curricular Skills**

- 2.1 Assessment and management of Learning Disabilities
- 2.2 Assessment of social and emotional behaviour
- 2.3 Role of school to manage Learning Disability
- 2.4 Role of Parents, Community and NGO

**Unit 3: Emerging issues in Learning Disability**

- 3.1 Cascade Services for Learning Disabilities
- 3.2 Resource Room: Meaning, Nature, Types, Function of Resource Teacher
- 3.3 Mainstreaming Models: Concept, Definition and Types

### 3.4 Placement: School wide Assistance Team, Cross- Categorical Placement, Self- Contained Placement.

#### **Transaction**

This activity-based approach should allow the teacher to step back and allow the student-teachers to self-facilitate. The student-teachers must be given experience in the various settings such as clinics, schools, resource centres etc, for exposure to actual assessment. Discussions, debates, simulations, collaborative methods, must be used for transaction.

#### **Course Work/ Practical/ Field Engagement**

- Prepare of checklist for screening LD
- Develop teacher made assessment test in any one curricular area for a given child
- Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

#### **Essential Readings**

- Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey
- Myklebust, H.( 1983). Progress in Learning Disabilities, Guene and Stratton – New York.
- Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, Baston.

#### **Suggested Readings**

- Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4<sup>th</sup> ed) . Pearson. New Jersey
- Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. . The Guilford Press. New York
- Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
- Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley & Sons,Ltd. London.
- Gribben, M.( 2012). The study skills toolkit for students with dyslexia. Sage Pub. London
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
- Martin, L, C.( 2009). Strategies for teaching students with learning disabilities. Corwin Press, California
- McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (orthography and the brain-gene-behavior link ) Baltimore. Paul H. Brookes.
- Shula, C. (2000). Understanding children with language problems. Cambridge, New York.
- Prakash, P. (2008). Education of exceptional children: challenges and stratrgies. . Kanishka publishers, New Delhi.
- Reddy, G.L., & Ramar, R.( 2000). Education of children with special needs, New Delhi – Discovery Pub.
- Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
- Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3<sup>rd</sup> rev ed) Maryland. York Press.
- Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

**PAPER- III**  
**BASIC RESEARCH AND STATISTICS**

Contact Hours:30  
Max. Marks: 50  
Theory: 40 Marks  
Internal Assessment: 10 Marks  
Credit : 2

**Introduction**

This paper deals with the basics of research methods, process and measurement. This will be helpful to the student teacher to carry out the research in the area of Inclusive Education with special emphasis on special education. This will enable them to understand the research process, organization of data and analysis and interpretation of the data.

**Objectives**

After completing the course student-teachers will be able to

- Describe the concept and relevance of research in education and special education.
- Develop an understanding of the research process and acquire competencies for conducting a research.
- Apply suitable measures for data organization and analysis.

**INSTRUCTIONS FOR PAPER-SETTER/EXAMINERS**

The Theory papers which are of 40 marks will be of 2 hours duration, the evaluation shall be as follows:

- Shall comprise of seven questions in all. The candidates shall be required to attempt four questions.
- Question No. 1 shall be compulsory, consisting of 8 short answer type questions, spread over evenly the whole syllabus, to be answered in 20 to 25 words. A candidate will select any four short questions from the first question carrying 4 marks each. (4x4=16 marks)
- In addition to Question No. 1, candidates shall be required to attempt 3 long answer type questions by selecting one from each of the three units. Each unit shall have two questions of 08 marks each. (8x3=24 marks).

**Contents**

**Unit 1 Introduction to Research**

- 1.1 Research: Concept and characteristics, Importance and limitations of Education Research
- 1.2 Action Research: Meaning, characteristics, Steps, merits and demerits
- 1.3 Descriptive and Historical research: Nature, importance and steps
- 1.4 Report Writing: Characteristics, Format of the research report, difficulty in writing report.

**Unit 2: Process of Research**

- 2.1 Selection of Problem
- 2.2 Hypothesis: Concept, Types
- 2.3 Tools of Research: Questionnaire, Checklist and Rating Scale, observations(features, types and Merits and demerits)
- 2.4 Sampling: features, types, merits and demerits

**Unit 3: Elementary Educational Statistics**

- 3.1 Frequency distribution, Graphic presentation of the Frequency Distribution
- 3.2 Computation of Central Tendency (Mean, Mode, Median)
- 3.3 Computation of Measures of Variability: Standard Deviation
- 3.4 Correlation: Product Moment and Rank Order Correlation

**Practicum/ Field Engagement**

- Develop a teacher made test for a given subject matter

- Develop a questionnaire/checklist
- Develop an outline for conducting action research

### **Essential Readings**

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Gupta, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.

### **Suggested Readings**

- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.

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