SCHEME OF EXAMINATION AND SYLLABUS FOR
B.ED SPECIAL EDUCATION-LEARNING DISABLED (LD) COURSE

PART I: THEORY (PAPERS I-IX)
(To be implemented from the Session 2013-14)

<table>
<thead>
<tr>
<th>PAPER</th>
<th>NOMENCLATURE</th>
<th>EXTERNAL MARKS (THEORY)</th>
<th>INTERNAL MARKS (ASSESSMENT)</th>
<th>MAX. MARKS</th>
<th>TIME (EXAM HOURS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>NATURE AND NEEDS OF VARIOUS DISABILITIES– AN INTRODUCTION</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
</tr>
<tr>
<td>II</td>
<td>EDUCATION IN INDIA : A GLOBAL PERSPECTIVE</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
</tr>
<tr>
<td>III</td>
<td>EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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<tr>
<td>IV</td>
<td>EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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<tr>
<td>V</td>
<td>INTRODUCTION TO LEARNING DISABILITIES</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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<tr>
<td>VI</td>
<td>ASSESSMENT OF CHILDREN WITH LEARNING DISABILITIES</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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<tr>
<td>VII</td>
<td>INTERVENTION AND REMEDIATION OF LEARNING DISABILITIES</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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VIII & IX Teaching of School Subjects
Note: Candidate is required to opt two ‘Teaching School Subjects’ selecting one from each group.

<table>
<thead>
<tr>
<th>GROUP-A</th>
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<tbody>
<tr>
<td>Opt. – i</td>
<td>Teaching of English</td>
<td>80</td>
<td>20</td>
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<td>3 HRS</td>
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<tr>
<td>Opt. – ii</td>
<td>Teaching of Hindi</td>
<td>80</td>
<td>20</td>
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<tr>
<th>GROUP-B</th>
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<tbody>
<tr>
<td>Opt. – i</td>
<td>Teaching of Social Studies</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
</tr>
<tr>
<td>Opt. – ii</td>
<td>Teaching of Mathematics</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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Contd…..
PART II – PRACTICALS PAPERS (X-XI)  

Max. Marks: 200

B.Ed. Practical Exam will be conducted by an External Team consisting of three examiners i.e. one Coordinator and two Sub-Examiners in three days. Only working and duly approved teachers by the university having minimum five (5) years of teaching experience at B.Ed/ M.Ed level will be appointed as Sub-Examiners. Team will cover all the three teaching subjects i.e. Teaching of Languages, Teaching of Mathematics and Teaching of Social Sciences. Practical Examinations Team will conduct practical papers for X and XI i.e. School Experience Programme.

| X | School Experience Programme (SEP)  
Teaching Practice: School Teaching  
Subject I  
(This Programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising one Coordinator and two Sub-Examiners.  
A. Following Five Micro- Teaching Skills with one lesson on each skill.  
Use of Chalk Board including Handwriting and Use of Teaching Aids (Compulsory)  
1) Questioning  
2) Introducing the Lesson  
3) Use of Reinforcement  
4) Stimulus Variation  
5) Illustration with Examples  
Micro Lesson-5  
Mega Lesson-5  
Discussion Lesson-2  
Real Teaching 20 Lessons  
Final Discussion Lesson-1  
To be selected by the candidate out of two teaching subjects | 80 | 20 CBW/Preparation of Printed teaching/learning material (for blind Students) will be evaluated at the time of skill-in-teaching examination. |
| XI | School Experience Programme (SEP)  
Teaching Practice: School Teaching  
Subject II  
(This Programme must help Pupil- teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising one Coordinator and two Sub-Examiners  
A) Following Five Micro- Teaching Skills with one lesson each skill.  
Use of Chalk Board including Handwriting (Compulsory). Use of Teaching Aids (Compulsory)  
1) Questioning | 80 | 20 CBW/Preparation of Printed teaching/learning material (for Blind Students) will be evaluated at the time of skill-in-teaching examination. |
2) Introducing the Lesson  
3) Use of Reinforcement  
4) Stimulus Variation  
5) Illustration with examples  
Micro Lesson-5  
Mega Lesson-5  
Discussion Lesson-2  
Real Teaching 20 Lessons  
Final Discussion Lesson -1  
To be selected by the candidate out of two teaching subjects.

*Each student will attend supervised teaching for 45 days.

**PART III-Special Education Practical Papers (XII-XIV) Max. Marks : 300**

Examination would be conducted by an External Examiner who will be professional duly registered with Rehabilitation Council of India as per RCI norms and as appointed by the University for each practical separately for papers XII, XIII and XIV.

<table>
<thead>
<tr>
<th>Paper XII</th>
<th>Training in Learning Disabled</th>
<th>100 Marks</th>
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<tbody>
<tr>
<td></td>
<td>(a) Case study with IEP(2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Curriculum Adaptation</td>
<td></td>
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<tr>
<td></td>
<td>(c) Internship</td>
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<table>
<thead>
<tr>
<th>Paper XIII</th>
<th>Training on Equipment related to Learning Disabled</th>
<th>50 Marks</th>
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<tbody>
<tr>
<td></td>
<td>(a) Peer Observation(5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(b) Preparation of T-L aids</td>
<td></td>
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<td>(c) Development and Administration of Teacher Made Test</td>
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<td>(d)Visit</td>
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<table>
<thead>
<tr>
<th>Paper XIV</th>
<th>Teaching Practice in Learning Disabled (40 lessons)</th>
<th>150 Marks</th>
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</table>

| Total       |                                                     | 300 Marks |

Contd…..
Criteria for the award of Internal Assessment of 20% marks in Theory papers will be as per the distribution given below:-

i) One Class Test/Sessional Work (In case of Practical in Theory Papers) 10% marks

ii) One Assignment/Performance and Demonstration (In case of Practical in Theory Papers) 05% marks

iii) Attendance 05% marks

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Upto 75%</td>
<td>Nil</td>
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<tr>
<td>Upto 80%</td>
<td>1%</td>
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<tr>
<td>Upto 85%</td>
<td>2%</td>
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<tr>
<td>Upto 90%</td>
<td>3%</td>
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<tr>
<td>Upto 95%</td>
<td>4%</td>
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<tr>
<td>Above 95%</td>
<td>5%</td>
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Note:

If a candidate is awarded Internal Assessment/Internal Practical marks more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the College as the case may be.

GRAND TOTAL = 1400 Marks
NOTE FOR PAPER SETTER
(i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
(ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
(iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
(iv) All questions will carry equal marks.

OBJECTIVES
The student teacher is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as:
1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness
4. Locomotor, Neurological and Leprosy Cured
5. Neuro-developmental Disorders
6. Multiple Disabilities, Deaf, blindness

COURSE CONTENTS

UNIT - I

1) Blindness and Low vision
   • Definition and Identification
   • Incidence and Prevalence
   • Characteristics
   • Causes and Prevention
   • Intervention and Educational Programmes

2) Hearing Impairment
   • Definition and Identification
   • Incidence and Prevalence
   • Causes and Prevention
   • Types of Hearing Loss and Characteristics
   • Modes of Linguistic Communication and Educational Programmes
UNIT- II

3) Mental Retardation
   - Definition and Identification of Mental Retardation and Mental Illness
   - Incidence and Prevalence, Causes and Prevention
   - Characteristics -Mild, Moderate, Severe, Profound
   - Types and Classification of Mental Retardation and Mental Illness
   - Intervention and Educational Programmes

4) Learning Disabilities
   - Concept and Definition of Learning Disabilities
   - Characteristics of LD
   - Etiological Factors
   - Types and Associated Conditions
   - Intervention and Educational Programmes

UNIT - III

5) Leprosy Cured, Neurological and Locomotor Disabilities
   - Definition and Classification
   - Incidence and Prevalence
   - Causes and Prevention
   - Types, Classification and Characteristics
   - Intervention and Educational Programmes

UNIT- IV

6) Autism Spectrum Disorders
   - Concept and Definition of Autism.
   - Characteristics of Autism
   - Etiological Factors
   - Types and Associated Conditions
   - Intervention and Educational Programmes

7) Multiple Disabilities and Various Combinations
   - Definition and Identification
   - Incidence and Prevalence
   - Causes and Prevention
   - Characteristics
   - Intervention and Educational Programmes
Reference books

NOTE FOR PAPER SETTER

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(ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

(iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

(4) All questions will carry equal marks.

OBJECTIVES

After studying this paper, the student teachers are expected to realize the following:
1. Explain the history, nature, process and philosophy of education.
2. Spell out the aims and functions of education in general and special education in particular.
3. Describe the various systems of education with reference to general and special education.
4. Discuss the various roles of educational agencies in India.
5. Analyze the role of educational system in the context of Modern Ethos like democracy, socialism and secularism.

COURSE CONTENTS

UNIT - I

1) Definition, process and philosophy of education
   - Definition and Meaning of Education
   - Aims of Education
   - Functions of Education
   - Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism
   - Historical perspective of Education in India and Abroad

2) Education and Various Commissions
   - Principles of education and special education and Inclusive Education
   - Aims, objectives and functions of special education and inclusive education
   - Direction and priorities of general and special education and inclusive education
   - Recent trends in Indian Education and special education and inclusive education
   - Education For All movement, Education through 21st Century, Various Commissions.
UNIT – II

3) Education in the Social Context
   - Formal, Informal and Non-formal Education.
   - Functional literacy, continuous and Life Long Education.
   - Community Based Rehabilitation including education.
   - Open Learning, Distance Education with reference to General and Special Education and inclusive education
   - Value -Oriented Education.

4) Emerging trends in Special and Inclusive Education
   - Concept of impairment, disability (activity limitation) and participation restrictions and their implications
   - Concepts and principles of inclusion.
   - Inclusive Education a rights based model
   - Community linkages and partnership of inclusion
   - Role of special schools and special teachers/educators in facilitating inclusive education

UNIT- III

5) Educational Agencies for the National Development
   - Educational challenges for economic and socio-political development.
   - Role of home, community school, society, and mass media.
   - Role of Governmental and non-governmental agencies in general and special education. Such as - NCERT, SCERT, RCI, NCTE.

(a) Resource mobilization through funding agencies and concessions/facilities for the disabled education
(c) International Legislation for Special Education
   - International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM
   - International and national legislation including UNCRPD

UNIT - IV

6) Education and the Modern Ethos
   - Democracy, socialism and secularism.
   - Constitutional provisions in human rights.
   - Equalization of educational opportunities.
   - Education and human resource development.
   - Planning and management of human resource development.
   - Environmental Education
Reference books

PAPER - III

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Time: - 3 Hours

Max Marks: - 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

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(iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

(4) All questions will carry equal marks.

OBJECTIVES

After studying this paper, the student trainees are expected to realize the following objectives:

1. Explain the Concepts and principles of growth and development.
2. Describe the various theories of learning and their implications to the disabled.
3. Explain the concepts of intelligence and aptitude in general and with specific reference to the PWDs.
4. Explain the concept of personality and mental health and their implications to the PWDs.
5. Define the meaning and techniques of guidance and counselling in general and with special reference to the PWDs.

COURSE CONTENTS

UNIT - I

1) Introduction to Psychology
   • Definition, Nature and Scope of Psychology.
   • Educational psychology: scope and relevance to general education.
   • Role of educational psychology in special education.
   • Theories of motivation, attention and perception and its application in education.
   • Implications of the above with regard to specific disabilities
2) Growth and Development
   • Meaning, Definitions and Principles of Growth and Development.
   • Influences of heredity and environment.
   • Stages of Development with reference to children with disabilities.
   • Developmental needs from infancy through adolescents
   • Developmental delay and deviances
UNIT- II

3) Learning
- Definition, Meaning of Learning and Concept formation.
- Learning -Domains and factors affecting learning.
- Theories of learning (behavioural, cognitive and social), and their application to special education
- Memory and strategies for enhancing memory
- Implications of the above with regard to various disabilities.

4) Guidance and Counselling
- Meaning nature and scope of guidance and counselling and role of home.
- Approaches and techniques of guidance and counselling with reference to various disabilities.
- Vocational guidance, assessment, training, avenues and perspectives
- Discipline and management of class room behaviour problems.
- Yoga and other adjunctive aids.

UNIT - III

5) Intelligence, Aptitude and Creativity
- Meaning and definition of intelligence and aptitude.
- Theories of intelligence
- Concept of Creativity, its process, characteristics of creative people, and teachers role in stimulating creativity.
- Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT/BLAT, DST)
- Implications of the above with regard to various disabilities.

UNIT - IV

6) Personality
- Meaning and Definition of personality.
- Theories of personality
- Frustration and conflict, defence mechanisms and behaviour deviations,
- Mental health and signs and symptoms of maladjustment
- Implications of disabilities in personality assessment.
Reference books


PAPER - IV
EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

Time: - 3 Hours
Max Marks: - 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

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(ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

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(4) All questions will carry equal marks.

OBJECTIVES

After studying this paper, the student teachers are expected to realize the following objectives:
1. Discuss the meaning, need and scope of educational management.
2. Define the concept and meaning of curriculum and instructional strategies.
3. Explain the concept, meaning, scope and types of educational technology.
4. Describe the need and scope of educational research.
5. Discuss the meaning, scope and types of educational evaluation.

COURSE CONTENTS

UNIT - I

1) Educational Management
   • Definition, Meaning, Need, Scope of Educational Management.
   • Concept and Principles of Institutional Planning and Management, Admission with focus on zero rejection
   • Inspection, supervision and mentoring.
   • Institutional Organization, Administration and Evaluation.
   • Types of Leadership and Organizational Climate

UNIT - II

2) Curriculum
   • Definition, Meaning and Principles of Curriculum,
   • Principles of curriculum development and disability wise curricular adaptations.
   • Curriculum planning, implementation and evaluation – implications for disabilities and role of teacher.
   • Types and importance of co-curricular activities
   • Adaptations of co-curricular activities.
3) Instructional Strategies
   - Theories of instruction – Bruner and Gagne.
   - Approaches to instruction -cognitive, behavioural, and eclectic.
   - Design instruction -macro design.
   - Organizing individual, peer, small group, large group instructions.
   - Teaching materials -aids and appliances, other equipment -development.

UNIT-III

4) Educational Technology
   - Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
   - Role and types of audio-visual aids in teaching and application of multi media in teaching and learning
   - Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.
   - Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.
   - TLM: Importance, need and guidelines on use of TLM with reference to various disabilities.

UNIT-IV

5) Educational Research
   - Definition, Need and scope of educational research
   - Principles of Research in Education.
   - Types of research - fundamental, applied and action
   - Tools of research.
   - Overview of research studies in special education in India.

6) Educational Evaluation
   - Definition, Meaning, scope and types of evaluation.
   - Various types of tests.
   - Characteristics of a good test
   - Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.
   - Presentation of data - graphs, tables and diagrams
Reference books

15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
17. Govt. of India, Persons with Disability Act, 1995.34
SPECIALIZATION
NOTE FOR PAPER SETTER

(i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

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(iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

(4) All questions will carry equal marks.

OBJECTIVES:
After studying this paper, the student teacher is expected to

- Describe the nature, concept and definition of learning disabilities (LD)
- Describe theories used in the understanding of LD.
- Narrate the causes of learning disabilities - medical, neurological and psycho-social.
- List types of common learning disabilities found among children.
- Identify the areas of information processing in learning.
- Demonstrate understanding of language related issues in students with LD.

COURSE CONTENT

UNIT 1

Introduction to LD
1.1. Nature, Concept, Definition, Prevalence and Characteristics of Students with LD
1.2. Historical overview of LD
1.3. Contribution of Orton – Gillingham, Myklebust, Kephart, Fernald, Cruickshank, Kirk, Reid and Hreshko
1.4. LD: issues in adulthood
1.5. Services for LD - National and International scenario

UNIT 2

Causes and associated conditions of LD
2.1 Medical
2.2 Social and psycho-neurological
2.3 Deficits in information processing
2.4 Language impairments and LD
2.5 LD and associated conditions (ADD & ADHD, Scotopic sensitivity)

UNIT 3

Types of LD
3.1 Specific LD in Reading- dyslexia
3.2 Specific LD in Writing- dysgraphia
3.3 Specific LD in Math - dyscalculia
3.4 Non-verbal LD (NVLD), Dyspraxia, Sensory motor disorders
3.5 Secondary manifestations - Socio-emotional problems in LD

UNIT 4

(A) Cognitive processes in learning
4.1 Attention and perception
4.2 Memory
4.3 Thinking
4.3 Metacognition

(B) Language issues in LD
4.4 Structure of Language – Form, content and usage
4.5 Language development – receptive and expressive
4.6 Oral Language: Listening and Speaking
4.7 Written Language: Reading and Writing
4.8 Bilingualism/Multilingualism

Practicum/ Internal Assignment.
- Analyze the causes of LD of a student
- Diagnose a case based on profile given.
- Preparation of handouts in any one of the topics of this paper to create public awareness
Reference Books
NOTE FOR PAPER SETTER

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(iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

(4) All questions will carry equal marks.

OBJECTIVES:
After studying this paper, the student teacher is expected to

- Explain the meaning and concept of screening, identification, assessment, measurement and evaluation of children with LD
- Use the appropriate tools and techniques of assessment for children with learning disabilities.
- Demonstrate skills in diagnosing the educational problems encountered by children with LD.
- Demonstrate ability to construct / develop tools for assessment to identify areas of deficits in children with LD for the purpose of intervention.
- Demonstrate the ability to write reports using the findings of the assessment.

COURSE CONTENT
UNIT 1

Assessment of Learning Disability
1.1 Concepts of screening, identification, assessment, measurement and Evaluation.
1.2 Assessment of educational needs of children with LD
1.3 Early identification and intervention of children with learning disabilities
1.4 Identification criteria – Inclusion, exclusion and discrepancy
1.5 Distinction between children with learning disabilities, slow learners and children with mental retardation

UNIT 2

(A) : Types of Assessment
2.1 Formal and informal Assessment
2.2 Criterion Referenced Tests (CRT) and Norm Referenced Tests (NRT)
2.3 Teacher made tests, Curriculum Based Assessment (CBA)
2.4 Functional assessment of life skills and ecological assessment.
2.5 Interpretation of tests reports and results for educational programming

(B) : Assessment areas
2.6 Attention and Perception
2.7 Memory
2.8 Language – Listening, thinking and speaking
2.9 Social emotional aspects
2.10 Metacognitive skills.

UNIT 3

Assessment of basic curricular skills
3.1 Readiness skills – pre academics
3.2 Reading skills
3.3 Language (First language (L1) Second language (L2)
3.4 Writing and Spelling skills
3.5 Math skills

UNIT 4

Assessment Tools
4.1 Use of formal assessment tools
  - Wechsler's Intelligence Scale
  - Bender Gestalt Visuo-Motor Test
  - Indian adaptation of Stanford-Binet Test of intelligence by S.P. Kulshreshtha
  - Visuo Motor Integration Test (VMI) by Beery and Butanica
  - Behavioural Checklist for Screening the LD (BCSLD)
  - Diagnostic Test of Learning Disability (DTLD)
  - Swarup-Mehta test of thinking strategies (TTS)
  - Diagnostic Test of Reading Disorders (DTRD)
  - Aston Index for Screening Children with Learning difficulties.
  - Grade Level Assessment Device for children with learning problems in regular schools (GLAD)
  - Peabody Individual Achievement Test (PIAT)
  - Vineland Social Maturity Scale (VSMS)

4.2 Teacher made Tests
4.3 Additional tools of assessment – Observation, Interviews, Questionnaires, Rating Scales, Checklist.
4.4 Types of records-Assessment records, Primary and Secondary sources, portfolio assessment, Initial and Periodic assessment.
4.5 Interpretation of assessment and report writing

Practicum/ Internal Assignment
  - Preparation and use of interviews / observation schedule for informal assessment.
  - Preparation of a teacher made test on a given academic area
  - Development of an assessment tool in the given area
Reference Books
   Guiford Press, 1st Edition
NOTE FOR PAPER SETTER

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(iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

(4) All questions will carry equal marks.

OBJECTIVES:
After studying this paper, the student teacher is expected to
- Describe the principles, types and areas of curriculum development
- Demonstrate skills in applying different intervention programmes for children with learning disabilities.
- Make effective use of appropriate teaching strategies based on the child specific processing deficits.
- Teach the curricular areas using appropriate remedial techniques
- Demonstrate competencies in effective classroom management and collaboration with related professionals and community

COURSE CONTENTS

UNIT 1

Curriculum Design
1.1 Curriculum Design: Concept, definition and principles
1.2 Approaches to curriculum development: Developmental, Child centered, Subject based, Holistic and Eclectic
1.3 Types of curriculum – core, collateral and support
1.4 Curriculum adaptation: curricular and co curricular - concept and process
1.5 Individual Education Plan (IEP) Further Education Plan (FEP) and Life Long Education

UNIT 2

Remedial Approaches
2.1 Remediation: Concept, Principles and Perspectives
2.2 Behavioral approach
2.3 Cognitive approach
2.4 Multi sensory approach
2.5 Collaborative teaching approach
UNIT 3

(A) : Remedial intervention in Cognitive and Meta-cognitive Processes
3.1 Attention and perception – strategies for enhancing arousal, sustenance, attention span and auditory and visual motor perception
3.2 Memory – strategies for enhancing short-term, long-term and sequential memory
3.3 Thinking and reasoning – strategies for enhancing thinking and reasoning skills
3.4 Language – strategies for enhancing receptive and expressive language
3.5 Metacognition – strategies for enhancing metacognition and study skills.

(B): Remedial intervention in Curricular area / skills
3.6 Reading
3.7 Writing
3.8 Spelling
3.9 Math
3.10 Social skills

UNIT 4

Management of children with LD
4.1 Management of students with LD in the inclusive classroom:
   Peer tutoring, cooperative learning, team teaching and shadow teaching
4.2 Cognitive Behaviour Modification (CBM)
4.3 Guidance and Counselling: a) Definition, Scope and Technique
   b) Guidance & Counselling for Parents
   c) Guidance & Counselling for students with LD
4.4 Professional and Teacher Collaboration
4.5 Community Partnerships

Practicum/ Internal Assignment
• Prepare a FEP for a selected case
• Preparation of remedial program for a deficit area in LD
• Preparation of community awareness material for LD
Reference books
27. Venkateswanshu, D ..(2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications
NOTE FOR PAPER SETTER

i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

ii) Q. No. 1 will be compulsory and carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to-

- explain the concept of English and its elements
- define linguistic skills and process of development among pupils
- conduct pedagogical analysis and develop teaching skills.
- explain the concept of evaluation and methods of evaluating the performance of students.
- critically explain various teaching methods.
- demonstrate language competencies.

COURSE CONTENTS

UNIT-I

1) Language and Distinctive Features of English
   - Meaning, Importance and Functions of Language
   - Linguistic Characteristics of English
   - Linguistic Principles, and Aims and Objectives of Teaching English.
2) Pedagogical Analysis of one lesson each from-
   - Prose
   - Poetry
   - Composition and
   - Grammar

UNIT-II

3) Learner centered Approaches and Methods of Teaching
   - Difference between ‘Approach’ and ‘Method’.
   - Direct Method, Bi-lingual method, Communicative Approach, Constructive Approach and Co-operative Learning
   - Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology
   - Micro and Mega Lessons
4) Instructional Material
   • Importance and their effective use.
   • Television
   • Films and Audio C. Ds
   • Language Laboratory: An important Instructional aid
     o Concept and Components
   • Use of ICT for Language Competency

UNIT-III
5) Developing Language Skills- Listening and Speaking
   • Features of English Pronunciation, Elementary Knowledge of English Sounds.
   • Stress, Rhythm, Intonation, Patterns and their Implications.

6) Developing Language Skills – Reading and Writing
   • Teaching Mechanism of Reading.
   • Teaching Reading to Beginners
   • Teaching Reading with Comprehension.
   • Meaning, Need and Importance of Writing
   • Methods of Teaching Writing
   • Writing and Handwriting- Characteristics of good Handwriting, Causes of Bad Handwriting and Measures to Improve Handwriting

UNIT-IV
7) Co-curricular Activities related to English
   • Usefulness of Language Games, Quiz, Debates, Group-Discussions and other Co-curricular Activities in Teaching and Learning of English.

8) Remedial and Enrichment Content
   • Meaning and Significance of Remedial Teaching
   • Common Errors in English and their Removal through Remedial Teaching

9) Evaluation Procedure:
   • Comprehensive and Continuous Evaluation
   • Formative and Summative Evaluation
Reference Books
Paper-VIII & IX (Group A) Opt (ii): TEACHING OF HINDI

Time: 3 Hours
Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER
i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
ii) Q. No. 1 will be compulsory and carry 16 marks. It will be comprised of 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
iv) All questions will carry equal marks.

OBJECTIVES
Pupil-teachers would be able to-
- define the nature, need & principles of Hindi Language
- explain different methods of teaching of Hindi
- demonstrate the use of various audio visual aids
- explain objectives and steps of teaching prose, poetry & grammar of Hindi
- explain the meaning of evaluation and types of evaluating techniques.

इकाई 1
हिंदी-शिक्षक

(1)
- मातृ भाषा शिक्षण का अर्थ, स्वरूप, महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य।
- भाषाई कौशल का सामान्य ज्ञान
  (अ) स्रवण कौशल
  (आ) भाषण कौशल
  (इ) पठन कौशल
  (ई) लेखन कौशल

(2)
- हिंदी ध्वनियाँ, उच्चारण शिक्षण, अक्षर-विक्ष्रास एवं विराम-चिन्ह।
- हिंदी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग।

इकाई 2

(3)
- पाठ योजना का अर्थ, महत्त्व एवं रूप-रेखा।
- हिंदी शिक्षण के अनुयाद का अर्थ, विशेषताएँ, प्रशिक्षण, विधियाँ एवं अभ्यास।

(4)
- इकाई योजना एवं दैनिक पाठ योजना का निर्माण
• सुसंभव शिक्षण द्वारा शिक्षण की ओर से काम कराना।

इकाई 3

(5)
• कविता-शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
• गद्य-शिक्षण, रचना शिक्षण (कहानी, पत्र एवं निबन्ध रूप में)
• व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)

(6)
• हिंदी पाठ्यक्रम निर्माण एवं समीक्षा।
• हिंदी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा।

इकाई 4

(7) हिंदी में मूल्यांकन एवं गृहकार्य
• हिंदी में मूल्यांकन- अर्थ एवं स्वरूप
• विद्याओं में मूल्यांकन प्रक्रियाएं
• हिंदी शिक्षण में गृहकार्य- स्वरूप एवं संशोधन

(8)
• हिंदी पाठ्य वस्तु से अभिग्राफ
• हिंदी पाठ्य वस्तु का शिक्षा शास्त्रीय विश्लेषण

प्रयोगात्मक क्रियाएँ
• माध्यमिक कक्षाओं के हिंदी पाठ्यक्रम में से किन्हीं दो पाठों; गद्य, पत्र, निबन्ध, कहानी, नाटक आदि का शिक्षा शास्त्रीय विश्लेषण
• निवासात्मक, लघुत्व एवं वस्तुनिष्ठ परीक्षा के लिए प्रश्न पत्र निर्माण
• पाठशालाओं में हिंदी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करना

संदर्भ ऑर सूची

| शृंखला, भगवती प्रसाद (1974) | हिंदी उच्चवर्ग और वर्तनी, आर्य बुक डिपो, नई दिल्ली |
| सुखिया, के.के.(1976) | हिंदी धार्मिक और उनका शिक्षण, रामनारायण लाल, इलाहाबाद |
| तिवारी, भोलानाथ तथा पांडियाला,कैलाश चन्द्र(1980) | हिंदी शिक्षण लिपि प्रकाशन, दिल्ली |
| सिंह, नितिन कुमार (1971) | माध्यमिक विद्यालयों में हिंदी शिक्षण, राजस्थान हिंदी ग्रंथ |
| बाहदीद, हरदेव (1972) | व्यवहारिक हिंदी व्यक्त्रण लोक भारती प्रकाशन, इलाहाबाद |
| मंगल, अमर (1991) | हिंदी शिक्षण, देहली, आर्य बुक डिपो |
Paper-VIII & IX (Group B) Opt. (i): TEACHING OF SOCIAL STUDIES

Time: 3 Hours
Max. Marks: 100
(Theory: 80, Internal:20)

NOTE FOR PAPER SETTER
i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
ii) Q. No. 1 will be compulsory and carry 16 marks. It will be comprised of 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
iv) All questions will carry equal marks.

OBJECTIVES
Pupil-teachers would be able to:
  o define the concept of Social Studies
o explain different methods to teaching Social Studies
o develop self-instructional material
o explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively
o explain use of teaching aids effectively in the class-room
o develop lesson plan with the help of advanced technology
o explain challenging situations in the society

COURSE CONTENTS
UNIT-1

1) Concept, objectives and values
   • Meaning, Scope, Importance and values of Teaching Social Studies.
   • Aims and objectives of Teaching of Social Studies with special reference to present Indian School.
   • Bloom’s Taxonomy of objectives
   • Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics.

2) Content & their Pedagogical Analysis (From Elementary to Secondary Level)
   • History of Freedom Movement.
   • Globe: General Information about Globe.
   • Indian Constitution.
   • Major issues facing Indian Economy, today.

UNIT-II

3) A) Methods and Skills of Teaching Social Studies(History/Geography/Civics)
   • Project Method
   • Inductive and Deductive Method.
   • Assignment Method
   • Source Method
   • Story Telling Method
   • Lecture Cum Discussion Method
B) Skills
   • Skill of Narration
   • Skill of Probing Question
   • Skill of Stimulus Variation

4) Development utilization of Instructional Material
   • Presentation of Lesson Plan with the help of Power Point.
   • Development of Self-Instructional Modules excluding Programme Learning.
   • Development of Self-Instructional Material.
   • Bulletin Board, Maps, Scrap Books, Computer.
   • Use of Community Resources.
   • Designing of Social Science Lab.

UNIT-III

5) Development/Utilization of Instructional Aids-
   • Charts
   • Maps
   • Graphs
• Models
• Film strips
• T. V.
• Computers

6) Curriculum Development and Transaction

UNIT-IV

7) Text Book: Importance and Qualities of a good text book of Social Science i.e. History/Geography and Civics

8) Evaluation
• Meaning, Importance and Objective of Evaluation.
• Evaluation Devices
  o Oral test
  o Written Test
  o Practical test
  o Diagnostic testing and Remedial Measures
• Observation
• Rating Scale
• Grading and Credit System

Reference Books


Chaudhary, K. P. (1975). The Effective Teaching of History in India, New Delhi: NCERT


NOTE FOR PAPER SETTER
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iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
iv) All questions will carry equal marks.

OBJECTIVES
Pupil-teachers would be able to-
  o explain the meaning, nature, aims and objectives of mathematics
  o differentiate between methods and techniques of teaching mathematics
COURSE CONTENTS

UNIT-I

1) Concept and aims of Teaching of Mathematics
   - Meaning and Nature of Mathematics
   - Values to be taught through teaching of Mathematics
   - Aims and Objectives of Teaching Mathematics at Secondary stage
   - Writing objectives in terms of behavioural outcomes of students.

2) Diagnostic Testing and Remedial Teaching for
   - Gifted Learners
   - Slow Learners
   - Learners with Dyscalculia
   - Difficulties Faced by the Teachers in Teaching of Mathematics and Suggestive Measures to overcome them.

UNIT-II

3) Methods of Teaching Mathematics
   - Lecture-cum-Demonstration
   - Inductive-Deductive
   - Analytic-Synthetic
   - Problem Solving
   - Laboratory
   - Project

4) Techniques of Teaching Mathematics
   - Oral work
   - Written Work
   - Drill-work
   - Home Assignment
   - Self-study
   - Supervised Study

UNIT-III

5) Learning Resource
   - Importance and Organization of Mathematics Club
   - Visits, Excursions, Math Exhibitions and Mathematics Fairs
   - Importance and Setting up of Math Laboratory.
6) Instructional Planning and Material Development
   • Preparation of Micro Lesson Plan
   • Preparation of Simulated Lesson Plan
   • Preparation of Classroom Lesson Plan
   • Preparation and use of Audio-Visual Material and equipments
   • Application of I.C.T in Teaching of Mathematics.

   **UNIT-IV**

7) Unit Analysis
   • Formulation of objectives
   • Learning Experience
   • Choosing Method and Material
   • Evaluation.

8) Pedagogical Analysis of any one of the following-
   • Central tendencies Mean, Median, Mode
   • Congruency
   • Trigonometry
   • Area
   • Volume
   • Linear and Quadratic Equations
   • Ratio and Proportion

   Following points should be followed while performing Pedagogical analysis
   • Identification of concepts
   • Listing behavioural Outcomes
   • Listing Activities and experiences
   • Listing Evaluation Techniques.

9) Evaluation.
   • Continuous and Comprehensive Evaluation
   • Development of Test Items
     - Short-Answer Type
     - Objective-Type
   • Diagnostic Testing and Remedial Teaching
   • Preparation of an Achievement Test
   • Criterion and Norm Referenced Test.
Reference Books


SYLLABUS OF SPECIAL EDUCATION PRACTICALS B.Ed. (LD)

<table>
<thead>
<tr>
<th>PRACTICUM SERIAL NO.</th>
<th>ITEM</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Practice of Teaching(40 lessons)</td>
<td>150</td>
</tr>
<tr>
<td>2.</td>
<td>Case Study with IEP (2)</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>Peer Observation (5)</td>
<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Preparation of T-L aids</td>
<td>15</td>
</tr>
<tr>
<td>5.</td>
<td>Development and administration of Teacher Made Test</td>
<td>15</td>
</tr>
</tbody>
</table>
6. Curriculum Adaptation 30
7. Visit 10
8. Internship 30

Total 300

**Explanation:**

1. Practice of Teaching: A total of 40 lessons to be given by a student. Out of these, some may be LD remedial lessons and some lessons, linked to the methodology paper, to be given to the entire class in an inclusive school.

2. Case Study: At least two case studies to be done on children identified as having LD. The case study should include a detailed IEP in the areas selected for remediation.

3. Peer Observation: A student must observe at least 5 lessons being given by a peer. A ready format to be provided to the student for this purpose. Observations should be as per the format.

4. Preparation of T-L aids: A student should be evaluated on the LD specific teaching – learning aids prepared by him/her.

5. Development and administration of Teacher Made Test: A student should develop a teacher made test on any given area of deficit as seen in children with LD. The tool should be administered on a child and the report on findings to be submitted along with the test.

6. Curriculum Adaptation: A student should be asked to adapt a chapter/unit from a selected school subject. The selection should be done with a specific child in mind. The adaptation should be as per the input provided during theory lectures on the same topic.

7. Visit: Several visits may be organized. At least one of the visits must be evaluated. The student to be provided with a format for recording information pertaining to the visit. This form should be submitted for assessment.

8. Internship: A student to be placed in a school for at least 15 days. During this period the student is required to perform all duties assigned to him/her by the class teacher. A report of work (day wise) along with remarks by the school authorities to be submitted for assessment.