

**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)

PAPER	NOMENCLATURE	EXTERNAL MARKS (THEORY)	INTERNAL MARKS (ASSESSMENT)	MAX. MARKS	TIME (EXAM HOURS)
<b>I</b>	NATURE AND NEEDS OF VARIOUS DISABILITIES– AN INTRODUCTION	80	20	100	3 HRS
<b>II</b>	EDUCATION IN INDIA : A GLOBAL PERSPECTIVE	80	20	100	3 HRS
<b>III</b>	EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES	80	20	100	3 HRS
<b>IV</b>	EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH	80	20	100	3 HRS
<b>V</b>	INTRODUCTION TO LEARNING DISABILITIES	80	20	100	3 HRS
<b>VI</b>	ASSESSMENT OF CHILDREN WITH LEARNING DISABILITIES	80	20	100	3 HRS
<b>VII</b>	INTERVENTION AND REMEDIATION OF LEARNING DISABILITIES	80	20	100	3 HRS

**VIII & IX Teaching of School Subjects**

Note: Candidate is required to opt two ‘Teaching School Subjects’ selecting one from each group.

<b>GROUP-A</b>					
Opt. – i	Teaching of English	80	20	100	3 HRS
Opt. – ii	Teaching of Hindi	80	20	100	3 HRS
<b>GROUP-B</b>					
Opt. – i	Teaching of Social Studies	80	20	100	3 HRS
Opt. – ii	Teaching of Mathematics	80	20	100	3 HRS

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## 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	<p>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</p>	80	20 CBW/Preparation of Printed teaching/learning material(for blind Students) will be evaluated at the time of skill-in-teaching examination.
XI	<p>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</p>	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.		
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\*Each student will attend supervised teaching for 45 days.

<b>PART III-Special Education Practical Papers (XII-XIV)</b>		<b>Max. Marks : 300</b>
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.		
<b>Paper XII</b>	Training in Learning Disabled (a) Case study with IEP(2) (b) Curriculum Adaptation (c) Internship	100 Marks
<b>Paper XIII</b>	Training on Equipment related to Learning Disabled (a) Peer Observation(5) (b) Preparation of T-L aids (c) Development and Administration of Teacher Made Test (d) Visit	50 Marks
<b>Paper XIV</b>	Teaching Practice in Learning Disabled (40 lessons)	150 Marks
<b>Total</b>		<b>300 Marks</b>

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
	Upto 75%	Nil
	Upto 80%	1% marks
	Upto 85%	2% marks
	Upto 90%	3% marks
	Upto 95%	4% marks
	Above 95%	5% marks

**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**

## **PAPER - I**

### **NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION**

**Time: - 3 Hours**

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

#### **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

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977
3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
4. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfiel IL .
- 6 Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
- 7 Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
- 8 Vikash Panda, K.C. (1997). Education of Exceptional Children. New Delhi Publications.
- 9 Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and audiology. Eighth Edition, Prentice Hall.
11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
- 13 Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
14. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre- primary level. NIMH, Secunderabad.
15. Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
16. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
17. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
18. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH.
19. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.22

**PAPER - II**  
**EDUCATION IN INDIA: A GLOBAL PERSPECTIVE**

**Time: - 3 Hours**

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

**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.
- (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
    - (b) Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.
    - (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

1. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
2. Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
3. Steven. B. (1998). School and Society. Sage Publications.
4. Suresh. D. (1998). Curriculum and child development. Bhargava.
5. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
6. Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.
7. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
8. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
9. Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.
10. Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
11. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
12. Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
13. Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critica Issues. New Delhi National Book Organisation.
14. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literary by 2000.. New Delhi IAE Association.26

## 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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- (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 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 deviancies

## **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

1. Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
2. Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York : Academic Press,
3. Butcher. H.J. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
4. Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
5. Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
6. Hunter, Ian. M.R. (1994). Memory, London : Penguin Books.
7. Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century.
8. Munn. N.L. (1997). Introduction to Psychology. Delhi.
9. Petri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth.
10. Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.
11. Simth, Mdaniel. (1998). Educational Psychology. New York : Allyn & Bacon.
12. Skinner. B.F. (1997). verbal Behaviour. New York : Appleton century Crofts.
13. Travers. R.M. (1993). Educational Psychology. New York: Macmillan,
14. Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev., Vol. 20.
15. Woodworth. R.S. (1994). Experimental Psychology, New York: Hot
16. Barciey. J.R. (1993). Counselling and Philosophy. San Francisco.
17. Floelick. C.P. (1988). Guidance Services in Schools. New York : Allynn & Bacon.
18. Jones. A.P. (1994). Principles of Guidance. New York: Holt.
19. Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India.30

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

**Time: - 3 Hours**

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

**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.
- (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

1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
2. Dipika Bhadrash Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
3. Jaganath Mohanty. (1998). Studies in Educational Broadcasting. Sansubscription agency.
4. Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
5. Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
6. Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of Educational Technology. Anmol Publications.
7. Tara Chand. (1992). Educational Technology. Anmol Publication.
8. Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
9. Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
10. Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
11. Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
12. Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
13. Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.
14. Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
16. D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
17. Govt. of India, Persons with Disability Act, 1995.34
18. Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
19. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada.35



# **SPECIALIZATION**

**PAPER - V**  
**INTRODUCTION TO LEARNING DISABILITIES**

**Time: - 3 Hours**

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

**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.
- (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**

1. Alfred Adamson & Adamson. (1979) Handbook of Specific Learning Disabilities, Gardner Press USA
2. Bryan, T. and Bryan, J.H. (1975). Understanding Learning Disabilities. New York
3. John, S.W and Morasky, R.L (1980) Learning Disabilities. New York: Allyn and Bacon
4. Langone, J (1990) Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.
5. Lerner, J. W (1985). Learning Disabilities. Boston: Houghton Mifflin
6. Raj F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub
7. Reddy L. G., Ramaa R. and Kusuma A. (2000): Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers

**PAPER - VI**  
**ASSESSMENT OF CHILDREN WITH LEARNING DISABILITIES**  
**Time: - 3 Hours** **Max Marks: - 100**  
**(Theory: 80, Internal: 20)**

**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.
- (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. Kulsreshtha
  - 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

1. Ashlock, P. (1972). Errors Patterns in Competition. A Semi-Programmes Approach. Columbus. Ohio-Charles
2. Bender, W. N.,(1995)Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn bacon
3. Lerner, J. W(1985). Learning Disabilities. Boston: Houghton Mifflin
4. Lindsay, G. (Ed.) (1984). Screening for children with Special Needs. London: Groom
5. Swady, E.R. (1989) Diagnosis & Correction of Reading, Difficulties, Boston: Allyn & Bacon
6. Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, I<sup>st</sup> Edition
7. Taylor, B and others (1988) Reading Difficulties: Instruction and Assessment, Random House, New York.
8. Venkateswanshu, D.,( 2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications: .

## PAPER - VII

### INTERVENTION AND REMEDIATION OF LEARNING DISABILITIES

Time: - 3 Hours

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

#### 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.
- (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

1. Ashlock, P. (1972). Errors Patterns in Competition. A Semi-Programmes Approach. Columbus. Ohio-Charles.
2. Adamson & Adamson. (1979) Handbook of Specific Learning Disabilities, Gardner Press USA
3. Bender, W. N., (1995) Identification and Teaching Strategies Learning Disabilities, characteristics, identification and coaching categories New York: Allyn Bacon
4. Chadha A (2002) A guide to educating children with learning disabilities. New Delhi: Vikas publication.
5. Eddy G.L. (1997) Slow learners : Their psychology & instruction, New Delhi: Discovery Pub.
6. Fernald, G. (1943). Remedial Technique in Basic School Subjects: New York: Mc Graw Hill
7. Hayes and Stevenson (1980) Teaching ED/LD Child, Vol. I to IV, Acropolis Books Ltd.
8. John J L. (1985) Handbook for Remediation of Research Difficulties. Boston: Prantice Hall.
9. Langone, J (1990) Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.
10. Lerner, J. W. (1985). Learning Disabilities. Boston: Houghton Mifflin
11. Lerner J. W. and Kliner. F (2005) Learning Disabilities and Related Disorder Characteristics and Teaching Strategies, New York Houghton Mifflin Company, 10<sup>th</sup> Edition,
12. Mather N and Goldstein S (2001) Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management Brookes Publishing Company, 1<sup>st</sup> edition.
13. Myklebust, H (1983) Progress in Learning Disabilities, Gruene and Stratton, New York .
14. Narayan J (2002). Educating children with learning problems in the primary school. NIMH Secunderabad.
15. Panda, K.C. (1997) Education of Exceptional Children. New Delhi: Vikas
16. Pandey J, Thapa Komilla. (2008) "Perspectives on learning disabilities in India: Current practices and prospects" Sage Publications, New Delhi.
17. Reddy G.L. and Rama R. (2000) Education of children with special needs New Delhi – Discovery Pub.
18. Reddy L. G., Ramaa R. and Kusuma A. (2000) Learning Disabilities: a practical Guide to Practitioners, New Delhi: Discovery Publishers, ,
19. Reid. K (1988) Teaching the Learning Disabled, Allyn and Bacon, Boston,.
20. Langone, J (1990) Teaching Students with Mild & Moderate Learning problems, New York: Allyn & Bacon, Boston.
21. Lerner, J. W. (1985). Learning Disabilities. Boston: Houghton Mifflin
22. Smith, D.D. (1981) Teaching the Learning disabled Child. Eaglewood. Cliffs: N.J. Prentice Hall.
23. Strichart, S.S. (1993) Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon Boston
24. Swady, E.R. (1989) Diagnosis & Correction of Reading, Difficulties, Boston: Allyn & Bacon
25. Lee. S H., Harris Karen R., Graham Steve. (2003) Handbook of Learning Disabilities, the Guilford Press, 1<sup>st</sup> Edition,
26. Taylor, B and others (1988) Reading Difficulties : Instruction and Assessment, Random House, New York,
27. Venkateswanshu, D ., (2005) Diagnosis and remediation of mathematical difficulties, New Delhi: Neel Kamal publications
28. Raj, F (2010) Breaking Through – A hand book for parents and teachers of children with specific learning disabilities, Secunderabad: Vifa Pub

## Paper-VIII & IX (Group A) Opt. (i): TEACHING OF ENGLISH

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. 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
    - 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**

- Crown, G. (1977). *Listening to Spoken English*. London: Longman.
- Christopherson, P. (1972). *Second Language learning*, New Delhi: Penguin.
- Chaturvedi, M. G. (1973). *A Contrastive Study of Hindi-English Phonology*, New Delhi: National Publishing.
- Dodson, C. J. (1972). *Language Teaching & the Bilingual Method*, Pitman Publishing.
- Erben, T., Ban, Ruth and Castaneda, Martha (2009). *Teaching English Language Learners through Technology*, New York: Routledge.
- Frisby, A. W. (1970). *Teaching English: Notes and Comments in Teaching English Overseas*, London: E.L.B.S.
- Girad, B. (1972). *Linguistics and foreign Language Teaching*, London: Longman
- Hayes, B. L. (ed.) (1991). *Effective strategies for teaching reading*, London: Allyn & Bacon
- Nation, I. S. P. (2009). *Teaching ESL/ EFL Reading and Writing*, New York: Routledge.
- Sachdeva, M.S. (2007). *Teaching of English*, Patiala: Twenty First Century Publications.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*, Delhi: Shipra Publication.
- Wilkins, D. A. (1983). *Linguistics in English Teaching*. London: Edward Arnold ELBS Editions.

**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**

**हिन्दी-शिक्षक**

(1)

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

(2)

- हिन्दी ध्वनियां, उच्चारण शिक्षण, अक्षर-विन्यास एवं विराम-चिन्ह ।
- हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग ।

**इकाई 2**

(3)

- पाठ योजना का अर्थ, महत्त्व एवं रूप-रेखा ।
- हिन्दी शिक्षण के अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, विधियां एवं अभ्यास ।

(4)

- इकाई योजना एवं दैनिक पाठ योजना का निर्माण

- सुक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास

### 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)

- हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा।
- हिन्दी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा।

### इकाई 4

(7) हिंदी में मूल्यांकन एवं गृहकार्य

- हिंदी में मूल्यांकन- अर्थ एवं स्वरूप
- विद्याओं में मूल्यांकन प्रक्रियां
- हिंदी शिक्षण में गृहकार्य- स्वरूप एवं संशोधन

(8)

- हिंदी पाठ्य वस्तु से अभिप्राय
- हिंदी पाठ्य वस्तु का शिक्षा शास्त्रीय विश्लेषण

#### प्रयोगात्मक क्रियाएँ

- माध्यमिक कक्षाओं के हिंदी पाठ्यक्रम में से किन्हीं दो पाठों; गद्य, पद्य, निबन्ध, कहानी, नाटक आदि का शिक्षा शास्त्रीय विश्लेषण
- निबंधात्मक, लघुत्तर एवं वस्तुनिष्ठ परीक्षा के लिए प्रश्न पत्र निर्माण
- पाठशालाओं में हिंदी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करना

#### संदर्भ ग्रंथ सूची

शुक्ल, भगवती प्रसाद (1974)	हिंदी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली
सुखिया, के.के.(1976)	हिंदी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद
तिवारी, भोलानाथ तथा भाटिया,कैलाश चन्द(1980)	हिंदी शिक्षण लिपि प्रकाशन, दिल्ली
सिंह, निरजंन कुमार (1971)	माध्यमिक विद्यालयों में हिंदी शिक्षण, राजस्थान हिंदी ग्रंथ
बाहरीण, हरदेव (1972)	व्यावहारिक हिंदी व्याकरण लोक भारती प्रकाशन, इलाहाबाद
मंगल, अमर (1991)	हिंदी शिक्षण, देहली, आर्य बुक डिपो

पाण्डे, आर.एस.(1992)	हिंदी शिक्षण, आगरा, विनोद पुस्तक मन्दिर
सिंह सावत्री(1992)	हिंदी शिक्षण मेरठ, तायल बुक डिपो
श्रीवास्तव, राजेन्द्र प्रसाद (1973)	हिंदी शिक्षण दि मैकमिलन कम्पनी ऑपफ इंडिया लि, देहली
मैन्युक ही (1997)	हिंदी शिक्षण, दी एक्व्यूजीशन एंड डवलैपमैण्ड ऑफ लैगवेज प्रिंटिंग हाल
वैस्टन कैनिप (1973)	डवैलपिंग सैकिडं लैगवेज स्क्ल्ल्स थरौरी एण्ड प्रैक्टिस रैप्स मैकलील

### 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:**

- define the concept of Social Studies



- explain different methods to teaching Social Studies
- develop self-instructional material
- explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology
- 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
    - Oral test
    - Written Test
    - Practical test
    - Diagnostic testing and
    - Remedial Measures
  - Observation
  - Rating Scale
  - Grading and Credit System

#### Reference Books

Burton, W. H. (1972). Principles of History Teaching, London: Methuen

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

Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House

Dixit, U. & Bughela, I. (1972). Itihas Shikshan, Jaipur: Hindi Granth Academy

Ghate, V. D. (1956). Teaching of History (English & Hindi), Mumbai: Oxford University Press

Hashmi, M. A. A. (1975). Tarikh Kaisey Parhhaen (Urdu) . New Delhi: Maktaba Jamia Ltd.

Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect, New Delhi: Heera Publications

**PAPER-VIII & IX (Group B) Opt. (ii): TEACHING OF MATHEMATICS**

**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 carries 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-**

- explain the meaning, nature, aims and objectives of mathematics
- differentiate between methods and techniques of teaching mathematics

- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- demonstrate uses of I.C.T. in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing and remedial teaching in mathematics
- explain importance and uses of learning resources in 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

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- David Wood (1988). *How Children Think and Learn*. Oxford U.K.: Blackwell Publishers Ltd.
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- Jain, S. L. (1973). *Ganit Shikshan*. Jaipur: Hindi Granth Academy
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### SYLLABUS OF SPECIAL EDUCATION PRACTICALS B.Ed. (LD)

<b>PART III-Special Education Practicals</b>		<b>Max. Marks : 300</b>
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.		
<b>PRACTICUM SERIAL NO.</b>	<b>ITEM</b>	<b>MARKS</b>
1.	Practice of Teaching(40 lessons)	150
2.	Case Study with IEP (2)	40
3.	Peer Observation (5)	10
4.	Preparation of T-L aids	15
5.	Development and administration of Teacher Made Test	15

6.	Curriculum Adaptation	30
7.	Visit	10
8.	Internship	30
<b>Total</b>		<b>300</b>

**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.