

SYLLABUS

B.Ed. Special Education (L.D.) **Norms, Regulations & Course Content**

REHABILITATION COUNCIL OF INDIA

(Statutory Body under the Ministry of Social Justice and Empowerment)

B-22, Qutab Institutional Area , New Delhi – 110 016

e-mail rehabstd@nde.vsnl.net.in ; rheabstd@ndc.vsnl.net.in

website : www.rehabcouncil.org

2010

GENERAL REGULATIONS OF B.ED SPECIAL EDUCATION COURSES

1. Preamble

In the Foreword to the National Policy For Persons With Disabilities (2006), Smt. Meira Kumar, the then Minister for Social Justice and Empowerment, rightly observes: "The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities."

Indeed, it is universally recognized now that persons with disabilities constitute valuable human resources for societies. Meaningful education alone can enable them to face the challenges of life effectively, participate actively in community activities and thus become useful assets.

It is in this background that Section 26 of our Persons with Disabilities Act –1995, enjoins upon all the appropriate Governments and the local authorities to "Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years."

The UN Convention on the Rights of Persons With Disabilities which our Government has already ratified in October 2007, recognizes through Article 24, the right of persons with disabilities to education. For realizing this right, the Convention calls upon Member-States, inter-alia, to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, on the basis of disability and that they receive 'effective individualized support measures in environments that maximize academic and social development, consistent with the goal of full inclusion'.

In this important context, our country's "The Right of Children to Free and Compulsory Education Act, 2009" assumes special significance. It provides for quality educational opportunities to be made available to children with disabilities as well, along with necessary infrastructural facilities and support services including trained teachers.

It is, therefore, incumbent upon us all to redouble our efforts with utmost vigour and sincerity to create educationally conducive environments for our disabled children. We have, of course, a long way to traverse. The literacy rate among persons with disabilities is reported to be just about 49 percent. Only about 9 percent of disabled youngsters manage to complete secondary education.

Para 48 of the National Policy for Persons with Disabilities, seeks to ensure "that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020." In order to work towards realizing this huge target, we need a large cadre of appropriately and adequately trained teachers, apart from other requisite support services and technologies.

Our teachers have to play a decisive role in bringing about a qualitative change in the lives

of persons with disabilities. They have to imbibe the desired positive attitudes towards disability, viewing it as a special challenge to human ingenuity and resourcefulness and not a terrible affliction or obstruction. They have to understand the real meaning of inclusion--a basic mindset, a philosophy of life and not just a matter of rhetoric or a cliché. And, of course, they have to acquire all necessary knowledge and skills for successful and efficient discharge of their onerous responsibilities.

The proposed Special Education B.Ed. course seeks to fulfill this important goal--preparing competent, creative, committed and confident teachers of children with disabilities.

2. Objectives of the Course

The B.Ed. (Special Education) programme aims to develop teachers for children with disabilities for various settings. The B.Ed. (Special Education) course will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs.

The B.Ed. (Special Education) programme aims to prepare the students for the following:

- (i) To acquire knowledge about change in the prevailing and emerging Indian society in view of recent trends in education and national development.
- (ii) To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.
- (iii) To develop skills and competencies to cater to the needs of children with disabilities in general, and special class settings in particular, in cognitive, affective and skill domains.
- (iv) To equip in various techniques of teaching and evaluation in special and inclusive set up.

3. General Framework of the Course:

The B.Ed special education course consists of theory papers as per the following scheme:

i.	Common Papers	:	4
ii.	Specialization Papers	:	3
iii.	Methodology Papers or methods related to specialization	:	2

Universities follow RCI prescribed syllabi. In case of difficulty in deciding the number of

papers including the practicum, the course content provided in the RCI syllabi need to be incorporated. If needed, some units may be added or combined to satisfy the University requirements. Additionally, content areas to suit local / regional needs may be included without compromising with the minimum contents approved by RCI. The Universities may be permitted to offer specific core papers with the thrust on disability. The weightage for special education component (both theory and practical) in such a deviation from the RCI suggested model should be adequate as per the guidelines of RCI.

4. List of Specialization Areas

The following specialization areas are prescribed in the course

- (i) Hearing Impairment
- (ii) Learning Disability
- (iii) Mental Retardation
- (iv) Visual Impairment

5. Adequacy of the Special Education Syllabi

The syllabus prescribed at the B.Ed level is on the basis of minimum requirements and therefore, Universities and Colleges of Education implementing the B.Ed course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

6. Duration of the Course

The duration of the course is one academic year.

7. Distribution of Time for Theory and Practical Work

The course should be spread over a period of 220 days (minimum) with 1320 working hours in addition to the examination and admission days. The distribution of working hours for the theory and practical is suggested as follows:

S.No	Area	Hours	Marks
1	Core	18%	18%
2	Specialization	14%	13%
3	Methodology	09%	09%
4	Practicum	59%	60%
	TOTAL	100%	100%

In the case of institutions offering specialization model only, the percentage of hours and marks allotted to methodology will be incorporated under specialization areas.

Weightage for marks will be as per the guidelines of the implementing Universities. Weightage in terms of hours suggested by RCI is as follows:

Theory Papers

1.	Common Papers	..	4x60 Hours	..	240 Hours
2.	*Specialization	..	3x60 Hours	..	180 Hours
3.	Methodology or methods related to specialization	..	2x60 Hours	..	120 Hours

For specialization in Mental Retardation, one more paper has been included bringing the total to 4 specialization papers.

Practical Work

780 Hours

In the case of institutes following the prescribed pattern, there is no change in the weightage. However, in the case of Universities / Colleges offering non-semester system, the weightage for theory and practicum may be re-appropriated accordingly with the approval of RCI.

8. Eligibility for Admission

The eligibility for this B.Ed. course is B.A./B.Sc. or an equivalent degree at graduate level depending on the requirements for the particular course. The eligibility for admission is 45% aggregate in the qualifying degree examination. The regulations prescribed by the State Governments concerned with regard to minimum eligibility criteria and reservation policies may be taken into consideration. Admission procedure can be decided by respective university.

9. Course Pattern (Semester/Non-Semester)

The decision on Semester or non-semester nature of the course depends upon the pattern followed in the University concerned to which the College is affiliated.

10. Passing Minimum

The minimum marks for passing in the theory papers is 40% in each theory paper, 50% in practical and 50% in aggregate.

11. Nature of Evaluation

The institute implementing the course may decide on the internal or external or both the system of evaluation subject to the approval of the University concerned.

12. Reappearing facility

The student who fails in any paper may be allowed to appear in that particular paper only for a maximum of 3 times within three years. If the student fails to pass the examination after three appearances, he/she will be expected to undergo the course again.

13. Improvement of Marks

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. The examination pattern of the special education programmes may be as per the regulations of the implementing Universities/Colleges of Education. However, the guidelines pertaining to the examination procedure prescribed by the Rehabilitation Council of India may also be adopted.

14. Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus / regulations.

15. Teacher-Student Ratio

The staff-student ratio in the area of B.Ed special education may be 1:8, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 25 students may be admitted for the B.Ed Special Education course inclusive of 3 seats for foreign students. Additional intake should be approved by RCI. Qualifications required for teaching faculty are given on RCI website under the 'Norms for Appointment of Faculty for B.Ed. & M.Ed. Special Education'.

16. Infrastructural Facilities

Institutions / Colleges of Education / University Departments offering B.Ed Special Education course should have necessary infrastructural facilities such as the psychology laboratory, science laboratory, language laboratory, work experience laboratory, computer room, etc. In addition to the infrastructural facilities, aids and appliances necessary for the specialization concerned should also be available. The institution should have a model school for children with respective disabilities so that the student teachers can have practice teaching during the course. Until such a facility is made available in the premises of the institution, a model school in the locality can be adopted.

17. Certification as a Registered Professional

It is mandatory for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

18. Award of Degree:

The affiliating Universities will award degree in B.Ed (Special Education) specialising in Hearing Impairment / Learning Disability / Mental Retardation / Visual Impairment. While issuing degree certificate, the Universities should clearly spell out the area of specialization.

COMMON PAPERS

PAPER - 1
NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION

60 Hrs.

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, Deafblindness

Course Content

Unit 1: Blindness and Low Vision

09 Hrs.

- 1.1 Definition and Identification
- 1.2 Incidence and Prevalence
- 1.3 Characteristics
- 1.4 Causes and Prevention
- 1.5 Intervention and Educational Programmes

Unit 2: Hearing Impairment

09 Hrs.

- 2.1 Definition and Identification
- 2.2 Incidence and Prevalence
- 2.3 Causes and Prevention
- 2.4 Types of Hearing Loss and Characteristics
- 2.5 Modes of Linguistic Communication and Educational Programmes

Unit 3: Mental Retardation

09 Hrs.

- 3.1 Definition and Identification of Mental Retardation and Mental Illness
- 3.2 Incidence and Prevalence, Causes and Prevention
- 3.3 Characteristics -Mild, Moderate, Severe, Profound
- 3.4 Types and Classification of Mental Retardation and Mental Illness
- 3.5 Intervention and Educational Programmes

Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities

07 Hrs.

- 4.1 Definition and Classification
- 4.2 Incidence and Prevalence
- 4.3 Causes and Prevention
- 4.4 Types, Classification and Characteristics
- 4.5 Intervention and Educational programmes

Unit 5: Learning Disabilities

08 Hrs.

- 5.1 Concept and Definition of Learning Disabilities. .

- 5.2 characteristics of LD
- 5.3 Etiological Factors
- 5.4 Types and Associated Conditions
- 5.5 Intervention and Educational Programmes

Unit 6: Autism Spectrum Disorders

09 Hrs.

- 6.1 Concept and Definition of Autism.
- 6.2 Characteristics of Autism
- 6.3 Etiological Factors
- 6.4 Types and Associated Conditions
- 6.5 Intervention and Educational Programmes

Unit 7: Multiple Disabilities and Various Combinations

09 Hrs.

- 7.1 Definition and Identification
- 7.2 Incidence and Prevalence
- 7.3 Causes and Prevention
- 7.4 Characteristics
- 7.5 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. Springfield, IL Charles
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. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas 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.

PAPER - 2
EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

60 Hrs

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 Content

Unit 1: Definition, process and philosophy of education **10 Hrs.**

- 1.1 Definition and Meaning of Education
- 1.2 Aims of Education
- 1.3 Functions of Education
- 1.4 Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism
- 1.5 Historical perspective of Education in India and Abroad

Unit 2: Education and Various Commissions **10 Hrs.**

- 2.1 Principles of education and special education and Inclusive Education
- 2.2 Aims, objectives and functions of special education and inclusive education
- 2.3 Direction and priorities of general and special education and inclusive education
- 2.4 Recent trends in Indian Education and special education and inclusive education
- 2.5 Education For All movement, Education through 21st Century, Various Commissions.

Unit 3: Education in the Social Context **10 Hrs.**

- 3.1 Formal, Informal and Non-formal Education.
- 3.2 Functional literacy, continuous and Life Long Education.
- 3.3 Community Based Rehabilitation including education.
- 3.4 Open Learning, Distance Education with reference to General and Special Education and inclusive education
- 3.5 Value -Oriented Education.

Unit 4: Educational Agencies for the National Development **10 Hrs.**

- 4.1 Educational challenges for economic and socio-political development.
- 4.2 Role of home, community school, society, and mass media.
- 4.3 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

Unit 4.4 International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM

Unit 4.5 International and national legislation including UNCRPD

Unit 5: Education and the Modern Ethos **10 hrs.**

- 5.1 Democracy, socialism and secularism.
- 5.2 Constitutional provisions in human rights.
- 5.3 Equalization of educational opportunities.
- 5.4 Education and human resource development.
- 5.5 Planning and management of human resource development.
- 5.6 Environmental Education

Unit 6: Emerging trends in Special and Inclusive Education **10 Hrs.**

- 6.1 Concept of impairment, disability (activity limitation) and participation restrictions and their implications
- 6.2 Concepts and principles of inclusion.
- 6.3 Inclusive Education a rights based model
- 6.4 Community linkages and partnership of inclusion
- 6.5 Role of special schools and special teachers/educators in facilitating inclusive 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 critical Issues*. New Delhi National Book Organisation.
14. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). *Total literacy by 2000..* New Delhi IAE Association.

PAPER - 3

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

60 Hrs.

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 Content

Unit 1: Introduction to Psychology **10 Hrs.**

- 1.1 Definition, Nature and Scope of Psychology.
- 1.2 Educational psychology: scope and relevance to general education.
- 1.3 Role of educational psychology in special education.
- 1.4 Theories of motivation, attention and perception and its application in education.
- 1.5 Implications of the above with regard to specific disabilities.

Unit 2: Growth and Development **10 Hrs.**

- 2.1 Meaning, Definitions and Principles of Growth and Development.
- 2.2 Influences of heredity and environment.
- 2.3 Stages of Development with reference to children with disabilities.
- 2.4 Developmental needs from infancy through adolescents
- 2.5 Developmental delay and deviancies

Unit 3 Learning **10 Hrs.**

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

Unit 4: Intelligence, Aptitude and Creativity **10 Hrs.**

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

Unit 5: Personality**10 Hrs.**

- 5.1 Meaning and Definition of personality.
- 5.2 Theories of personality
- 5.3 Frustration and conflict, defence mechanisms and behaviour deviations,
- 5.4 Mental health and signs and symptoms of maladjustment
- 5.5 Implications of disabilities in personality assessment.

Unit 6: Guidance and Counselling**10 Hrs.**

- 6.1 Meaning nature and scope of guidance and counselling and role of home. .
- 6.2 Approaches and techniques of guidance and counselling with reference to various disabilities.
- 6.4 Vocational guidance, assessment, training, avenues and perspectives
- 6.3 Discipline and management of class room behaviour problems.
- 6.5 Yoga and other adjunctive aids.

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.]. (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 : Allyn & 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.

PAPER - 4
EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

60 Hrs.

Objectives

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

Course Content

Unit 1: Educational Management

10 Hrs.

- 1.1 Definition, Meaning, Need, Scope of Educational Management.
- 1.2 Concept and Principles of Institutional Planning and Management, Admission with focus on zero rejection
- 1.3 Inspection, supervision and mentoring.
- 1.4 Institutional Organization, Administration and Evaluation.
- 1.5 Types of Leadership and Organizational Climate

Unit 2: Curriculum

10 Hrs.

- 2.1 Definition, Meaning and Principles of Curriculum,
- 2.2 Principles of curriculum development and disability wise curricular adaptations.
- 2.3 Curriculum planning, implementation and evaluation – implications for disabilities and role of teacher.
- 2.4 Types and importance of co-curricular activities
- 2.5 Adaptations of co-curricular activities.

Unit 3: Instructional Strategies

10 Hrs.

- 3.1 Theories of instruction – Bruner and Gagne .
- 3.2 Approaches to instruction -cognitive, behavioural, and eclectic.
- 3.3 Design instruction -macro design.
- 3.4 Organizing individual, peer, small group, large group instructions.
- 3.5 Teaching materials -aids and appliances, other equipment -development.

Unit 4: Educational Technology

10 Hrs.

- 4.1 Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
- 4.2 Role and types of audio-visual aids in teaching and application of multi media in teaching and learning
- 4.3 Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.

- 4.4 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.
- 4.5 TLM: Importance, need and guidelines on use of TLM with reference to various disabilities.

Unit 5: Educational Research

10 Hrs.

- 5.1 Definition, Need and scope of educational research
- 5.2 Principles of Research in Education.
- 5.3 Types of research - fundamental, applied and action
- 5.4 Tools of research.
- 5.5 Overview of research studies in special education in India.

Unit 6: Educational Evaluation

10 Hrs.

- 6.1 Definition, Meaning, scope and types of evaluation.
- 6.2 Various types of tests.
- 6.3 Characteristics of a good test
- 6.4 Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.
- 6.5 Presentation of data - graphs, tables and diagrams.

Reference books

1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
2. Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
3. Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription 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.
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.

SPECIALIZATION

PAPER - 1
INTRODUCTION TO LEARNING DISABILITIES

(60Hours)

OBJECTIVES:

After studying this paper, the student teacher is expected to

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

Course Content:

Unit 1: Introduction to LD

(10Hrs)

- 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

(12Hrs)

- 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

(12Hrs)

- 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: Cognitive processes in learning

(14Hrs)

- 4.1 Attention and perception
- 4.2 Memory
- 4.3 Language
- 4.4 Thinking
- 4.5 Metacognition

Unit 5: Language issues in LD

(12 Hrs)

- 5.1 Structure of Language – Form, content and usage
- 5.2 Language development – receptive and expressive

- 5.3 Oral Language: Listening and Speaking
- 5.4 Written Language: Reading and Writing
- 5.5 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 -2
ASSESSMENT OF CHILDREN WITH LEARNING DISABILITIES

(60Hours)

OBJECTIVES :

After studying this paper, the student teacher is expected to

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

Course Content :

Unit 1 : Assessment of Learning Disability (10 Hrs.)

- 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 : Types of Assessment (12 Hrs.)

- 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

Unit 3 : Assessment areas (14 Hrs.)

- 3.1 Attention and Perception
- 3.2 Memory
- 3.3 Language – Listening, thinking and speaking
- 3.4 Social emotional aspects
- 3.5 Metacognitive skills.

Unit 4 : Assessment of basic curricular skills (12 Hrs.)

- 4.1 Readiness skills – pre academics
- 4.2 Reading skills
- 4.3 language (First language (L1) Second language (L2)
- 4.4 Writing and Spelling skills
- 4.5 Math skills

Unit 5 : Assessment Tools

(12 Hrs.)

- 5.1 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)
- 5.2 Teacher made Tests
- 5.3 Additional tools of assessment – Observation, Interviews, Questionnaires, Rating Scales, Checklist.
- 5.4 Types of records-Assessment records, Primary and Secondary sources, portfolio assessment, Initial and Periodic assessment.
- 5.5 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, 1st 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 - 3
INTERVENTION AND REMEDIATION OF LEARNING DISABILITIES
(60Hours)

OBJECTIVES:

After studying this paper, the student teacher is expected to

1. Describe the principles, types and areas of curriculum development
2. Demonstrate skills in applying different intervention programmes for children with learning disabilities.
3. Make effective use of appropriate teaching strategies based on the child specific processing deficits.
4. Teach the curricular areas using appropriate remedial techniques
5. Demonstrate competencies in effective classroom management and collaboration with related professionals and community

Course Contents:

Unit 1: Curriculum Design **(10 Hrs)**

- 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 **(12 Hrs)**

- 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: Remedial intervention in Cognitive and Meta-cognitive Processes **(14Hrs)**

- 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.

Unit 4: Remedial intervention in Curricular area / skills **(14 Hrs.)**

- 4.1 Reading
- 4.2 Writing
- 4.3 Spelling
- 4.4 Math
- 4.5 Social skills

Unit 5 : Management of children with LD

(10 Hrs)

- 5.1 Management of students with LD in the inclusive classroom:
Peer tutoring, cooperative learning, team teaching and shadow teaching
- 5.2 Cognitive Behaviour Modification (CBM)
- 5.3 Guidance and Counselling: a) Definition, Scope and Technique
b) Guidance & Counselling for Parents
c) Guidance & Counselling for students with LD
- 5.4 Professional and Teacher Collaboration
- 5.5 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, 10th Edition,
12. Mather N and Goldstein S (2001) Learning Disabilities and Challenging Behaviors: A Guide to Intervention and Classroom Management Brookes Publishing Company, 1st 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: DiscoveryPublishers, ,
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, 1st 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

PRACTICUM

SERIAL NO.	ITEM	MARKS
1.	Practice of Teaching(40 lessons)	400
2.	Case Study with IEP (2)	100
3.	Peer Observation (5)	25
4.	Preparation of T-L aids	50
5.	Development and administration of Teacher Made Test	50
6.	Curriculum Adaptation	75
7.	Visit	25
8.	Internship	75
	Total	800

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.
