



**M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education
 Semester (II))**

Course Code	PE02CMES03	Title of the Course	RESEARCH METHODOLOGY AND STATISTICS
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Develop a conceptual understanding of research, its need and ethical research practices. 2. Describe the types, methods and process of research. 3. Apply statistical techniques for analysis of data. 4. Explain the methods and techniques of qualitative research. 5. Prepare research proposal and report.
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Course Content		
Unit	Description	Weightage* (%)
1.	Scientific Knowledge and Research 1.1 Sources and philosophy of knowledge 1.2 Scientific thinking and research 1.3 Role of theory in research 1.4 Need for research in Education and Special Education 1.5 Ethics in research	20
2.	Types and Methods of Research 2.1 Types of research- Quantitative, Qualitative, Fundamental, Applied, Action. 2.2 Methods of Research: 2.2.1 Descriptive 2.2.2 Correlational 2.2.3 Ex-post facto 2.2.4 Experimental; Designs: (i) Pre-experimental, (ii) Pre-Post designs, (iii) Quasi Experimental design, (iv) single subject design 2.3 Variables- Types and threats 2.4 Process of research- Selection of problem, Review of literature, Sampling; Types and selection process, Hypothesis - Instruments; tests, questionnaire, interview, observation schedule, rating scale - Data collection and analysis 2.5 Standardization of research instrument- Selection of items, reliability and validity and norms	20
3.	Methods of Quantitative Analysis 3.1 Parametric and non-parametric tests: Concept and difference 3.2 Descriptive Statistics: - Measures of Central Tendency -	20





	<p>Correlations; Product-moment, Biserial-r, Point-biserial, Phi-coefficient, Regression analysis</p> <p>3.3 Inferential statistics - Underlying concepts: Sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type I and type II errors - Student t- test, ANOVA, Ancova, Chi-square, Sign Test, Mann Whitney U test, Kruskal-Wallis test</p> <p>3.4 Computer applications for analysis</p> <p>3.5 Tabulation and graphic representation</p>	
4.	<p>Qualitative Research Methods and Analysis</p> <p>4.1 Grounded theory</p> <p>4.2 Ethnography and case study</p> <p>4.3 Narrative/discourse and visual methodologies</p> <p>4.4 Mixed method</p> <p>4.5 Themes, coding and presentation</p>	20
5.	<p>Preparing Research Proposal & Report</p> <p>5.1 Components of research proposal</p> <p>5.2 Presentation of proposal</p> <p>5.3 Writing of thesis/dissertation</p> <p>5.4 Writing technical paper for publication</p> <p>5.5 Research management</p>	20

Teaching-Learning Methodology	The research concepts and processes included in this course should be taught using examples from special education and disability studies. The topics from statistics should be explained through variables, hypothesis and type of data collected in selected research studies. Evaluation may be done by asking students to select and apply suitable statistical measure to a given set of data.
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Review a research paper published in refereed journal
2.	Prepare and present a research proposal
3.	Review a text book and submit a report
4.	Analyze a set of data using computer application

<i>Evaluation Pattern</i>		
Sr. No.	Details of the Evaluation	Weightage





1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	The learners will be able to develop within the student a temperament for scientific thinking and research
2.	The learners will enable to apply statistical techniques for analysis of data
3.	It orients the student to the methods of conducting research, enables him/her to prepare research proposal and report subscribing to the standard norms and criteria.
4.	The learners will be able to understand methods and techniques of qualitative research

Essential & Suggested References:

S. No.	References
1.	Agarwal, A.N. (2002). Quantitative Methods. Vrinda Publishing, New Delhi.
2.	Best, J.W., & Kahn, J.V. (1996). Research in Education. Prentice-Hall, New Delhi.
3.	Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.
4.	Desu, M.M., & Raghavarao, D. (1990) Sample Size Methodology. Academic Press, Boston.
5.	Dooley, D. (1997). Social Research Methods. Prentice-Hall, New Delhi.
6.	Gaur, A.S., & Gaur, S. S. (2009). Statistical Methods for Practice and Research: A Guide to Data Analysis Using SPSS. Sage Publishers, New Delhi
7.	Greene, S., & Hogan, D. (2005). Researching children's experience. Sage





	Publication, London.
8.	Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
9.	Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
10.	Hegde, M. N. (2003). Clinical research in communicative disorders. PRO-ED: Austin, Texas
11.	Khan, M.S. (2005). Educational research. Ashish Publishing House: New Delhi
12.	Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
13.	Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
14.	Siegel, A., & Castellen, N.J. (1988). Non Parametric statistics for Behavioural Sciences. McGraw-Hill, New York.
15.	Silverman, D. (2012). Qualitative Research. Sage Publication, London.
16.	Berg, B.L., & Lune, H. (2011). Qualitative Research Methods for the Social Sciences. Pearson Publication, Boston.
17.	Bogdan, R. C., & Biklen, S. K. (2007). Qualitative research for education: An introduction to theory and methods (5th ed). Pearson, Boston
18.	Lipsey, M.W. (1990). Design Sensitivity: Statistical Power for Experimental Research. Sage Publications, Newbury Park, CA.
19.	.Singh, A. K. (2004). Tests Measurement and Research Methods in Behavioural Science. Tata McGraw-Hill Publishing, New Delhi

On-line resources to be used if available as reference material

On-line Resources





**M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education
Semester (II))**

Course Code	PE02CMES04	Title of the Course	CURRICULUM DESIGN & DEVELOPMENT
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none">1. Define and identify different components of curriculum.2. Understand and analyse various approaches to curriculum development.3. Explain and demonstrate curriculum differentiation..
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Course Content		
Unit	Description	Weightage* (%)
1.	Nature of Curriculum 1.1 Definition and scope of curriculum 1.2 Bases of Curriculum-philosophical, sociological and psychological 1.3 Principles of curriculum transaction 1.4 Fundamentals of curriculum development: knowledge based, activity based, skill based and experience based 1.5 Historical and contemporary evolution of curriculum	20
2.	Approaches & Types of Curriculum Development 2.1 Developmental Approach 2.2 Functional Approach 2.3 Eclectic Approach 2.4 Ecological Approach 2.5 Expanded Core Curriculum 2.6 Hidden Curriculum	20
3.	Principles of Curriculum Construction 3.1 Curriculum & Ideology 3.2 Curriculum as a Social Construct 3.3 Differentiating between Curriculum Design and Curriculum development 3.4 Theories of Curriculum Development 3.5 Universal Design of Learning for Curriculum Development	20
4.	Curriculum Development & Instructional Design 4.1 Differentiation of Curriculum 4.2 Pedagogical Theories and curriculum transaction 4.3 Material and Instructional Adaptations 4.4 Assessment and Evaluation 4.5 Types of instructional designs	20





5.	Critical Issues in Curriculum 5.1 Organization of learning opportunities for diverse needs 5.2 Designing integrated and inter-disciplinary learning experiences 5.3 Collaborative curriculum 5.4 Alignment of curriculum and modes of assessment 5.5 Curricular trends	20
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Teaching-Learning Methodology	Group discussion, lecture-cum-discussion, panel discussion, school visits and teaching observations, individual assignment of lesson planning based on learning needs in the classroom.
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Write a 2000 word essay describing a curriculum in action in an inclusive school
2.	Adapt any one lesson in collaboration with a regular teacher within a secondary school text book (using one of the approaches to curriculum development) to meet the needs of children with disabilities

<i>Evaluation Pattern</i>		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

<i>Course Outcomes: Having completed this course, the learner will be able to</i>	
1.	The learners will be able to understand changes in society constantly demand new knowledge and skills and require the continuous development of our educational system
2.	The learners will enable to understand and analyse various approaches to curriculum development.
3.	This course will provide the trainee the foundational know-how and theoretical underpinning of curriculum development from design and implementation to evaluation





and an informed and critical understanding about curriculum differentiation

Essential & Suggested References:

S. No.	References
1.	Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
2.	Alexander, R. J. (2001). Culture and pedagogy: International comparisons in primary education. Oxford and Boston, Blackwell.
3.	Daniels, H., & Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. McGraw Hill, New York.
4.	Daniels, H., & Porter, J. (2011). Educational theories, cultures and learning: A critical perspective. Routledge, London.
5.	Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
6.	Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey
7.	Wiles, J.W., & Joseph, B. (2006). Curriculum Development: A Guide to Practice. Pearson Publication, London.
8.	CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
9.	Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
10.	Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries. Final Report. Education Rigorous Literature Review. Department for International Development.
11.	Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
12.	Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.





SARDAR PATEL UNIVERSITY
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Syllabus with effect from the Academic Year 2022-2023

On-line resources to be used if available as reference material

On-line Resources





**M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education
 Semester (II))**

Course Code	PE02CMES05	Title of the Course	INCLUSIVE EDUCATION
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Explain the philosophical, sociological and rights perspective of inclusive education. 2. Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively. 3. Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.
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Course Content		
Unit	Description	Weightage* (%)
1.	Perspectives in Inclusive Education 1.1 Historical perspective of Inclusive education globally and in India 1.2 Approaches to disability and service delivery models 1.3 Principles of inclusive education 1.4 Key debates in special and inclusive education 1.5 Research evidence on efficacy and best practices associated with inclusive education	15
2.	Covenants and Policies Promoting Inclusive Education- A Critique 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) 2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012) 2.3 International Frameworks: Salamanca Framework (1994) 2.4 National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy for Persons with Disabilities (2006) 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)	20





3.	Building Inclusive Schools 3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural 3.2 Ensuring Physical, Academic and Social Access 3.3 Leadership and Teachers as Change Agents 3.4 Assistive Technology 3.5 Whole School Development	15
4.	Building Inclusive Learning Environments 4.1 Classroom Management 4.2 Effective Communication 4.3 Promoting Positive Behaviour 4.4 Reflective Teaching 4.5 Peer mediated instruction: Peer tutoring, Co-operative learning	15
5.	Planning for Including Diverse Learning Needs 5.1 Universal design of learning 5.2 Adaptations and accommodations for sensory impairments 5.3 Adaptations and accommodations for children with multiple disabilities 5.4 Adaptations and accommodations for children with neuro-developmental disabilities 5.5 Adaptations and accommodations for children with intellectual impairment 5.6 Adaptations and accommodations for gifted children	15
6.	Collaborations 6.1 Models of collaboration 6.2 Working with Parents 6.3 Managing Conflict 6.4 Co-teaching 6.5 Mentoring and Coaching	20

Teaching-Learning Methodology	Interactive course with discussion as well as field work to get first-hand experience of co-teaching mainstream classrooms with children with disability
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Study the impact of UNCRPD on RTE"s provisions for children with disabilities
2.	Review of research in any one area in inclusive education and highlight its implications for the practitioner
3.	Develop a differentiated lesson with content, process, and products adapted to suit a specific learner





4.	Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal
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Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	The learners will be able to develop insights into models, evolution, current issues and strategies for developing inclusive learning environments.
2.	The learners will develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.
3.	This course will promote collaborative skills in the trainees in order to address special learning needs in the classroom.

Essential & Suggested References:

S. No.	References
1.	Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
2.	Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
3.	Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
4.	Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCe, University of New Hampshire





5.	Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
6.	Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
7.	Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
8.	Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
9.	Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersey.
10.	Berry, B., Daughtrey, A., & Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC.
11.	Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.
12.	Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Paul H. Brookes, Baltimore.
13.	Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.
14.	Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersey.
15.	Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). Play time/social time: Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.
16.	UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.

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**M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education Semester
(II)**

Area E 2: Preparation & Administration of Teacher Made Test (TMT)

Course Code: PE02PMES02

Total Credits: 04

Hours: 120

Marks: 100

Each Teacher Educators is expected to prepare and administer the TMT under the guidance of a Supervisor. Student Trainees are expected to submit 2 copies of typed report on the same in detail consisting of conceptual background, rationale, methodology adopted in preparation of TMT. Students must present the same in a seminar mode. The performance will jointly be evaluated by the external and internal examiners followed by viva-voce.



**M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education
 Semester (II))**

Course Code	PE02SMES03	Title of the Course	THERAPEUTICS AND ASSISTIVE DEVICES
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Gain knowledge about speech and language therapy. 2. Understand the meaning and interventions of physiotherapy. 3. Use occupational therapy for PwID. 4. Comprehend and apply behavioural techniques for interventions. 5. Select and use appropriate assistive devices for PwID.
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Course Content		
Unit	Description	Weightage* (%)
1.	Language Speech and Communication 1.1 Nature, Definition, Scope, functions and development of language, Speech and Communication 1.2 Critical period and its importance in speech and language development 1.3 Modes of communication, (Aural, Oral, Finger Spelling, Sign and Sign Language, Cued, Speech and Total Communication) 1.4 Types of speech and language disorders in PwID 1.5 Enhancing and integrating speech and language into classroom context	20
2.	Physiotherapy 2.1 Physiotherapy – Nature, Definition, objectives, Scope and functions 2.2 Modalities used in physiotherapy for persons with ID and its Associated Conditions 2.3 Movements and postures of human body 2.4 Specific conditions and physiotherapy management – Cerebral palsy, Spina bifida, Muscular dystrophy and Poliomyelitis 2.5 Integrating Physiotherapy into classroom context	20
3.	Occupational Therapy 3.1 Occupational therapy– Nature, Definition, objectives, Scope and functions 3.2 Modalities of Occupational Therapy for persons with ID with associated Conditions 3.3 Hand Functions– Types of grasps, grip, development, and eye-hand coordination 3.4 Sensory Integration – Nature, Development & Importance	20





	3.5 Integrating Occupational therapy into classroom context	
4.	Behaviour Modification 4.1 Aim, scope and importance of Behaviour Modification 4.2 Types of Behaviour– Adaptive and Maladaptive 4.3 Identification of Problem Behaviours, and Functional Analysis 4.4 Strategies for Behaviour Modification and Differential Reinforcement 4.5 Integrating Behaviour Modification in classroom context	20
5.	Assistive Devices 5.1 Definition, Importance and types of Assistive Devices for Independent Living 5.2 Different types of assistive devices for ID, HI, VI & Locomotor disability 5.3 Assessment of PWID needs to identify the appropriate assistive devices 5.4 Selection & use of appropriate Assistive Devices for PWID and Maintenance 5.5 Schemes of MoSJE– ADIP Scheme, DDRS and SC/ST scheme	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	To visit any two therapy centers and prepare and submit a report on available clinical facilities
2.	To present a case study on Behaviour Modification.
3.	To present a Seminar on Role & functions of RCI and Various Schemes of MoSJE for PwID
4.	To Prepare/Design appropriate adaptive and assistive device for PwID

<i>Evaluation Pattern</i>		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation,	10%





	Attendance	
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	The learners will be able to gain knowledge about speech and language therapy
2.	The learners will be able to understand the meaning and interventions of physiotherapy and occupational therapy.
3.	The learners will be able to select and use appropriate assistive devices for PwID
4.	The learners will be able to comprehend and apply behavioural techniques for interventions

Essential & Suggested References:

S. No.	References
1.	Antony, M.M., & Roemer, E. (2003). Behavior therapy. In A.S. Gurman & S.B. Messer (Eds.), Essential psychotherapies (2nd ed., pp. 182-223). Guilford, New York.
2.	Breines, E (1990). Genesis of occupation: A philosophical model for therapy and theory. Australian Occupational Therapy Journal, 37(1), 45-49.
3.	Colman, W. (1992). Maintaining autonomy: The struggle between occupational therapy and physical medicine. American Journal of Occupational Therapy, 46, 63-70.
4.	Hocking, C. (2004). Making a difference: The romance of occupational therapy. South African Journal of Occupational Therapy, 34(2), 3-5.
5.	McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003) Theoretical basis of occupational therapy (2nd Ed). New Jersey, SLACK Incorporated.
6.	O'Leary, K. D., & Wilson.G.T.(1975). Behavior Therapy: Application and Outcome. Prentice-Hall, New Jersey.
7.	Peshwaria, R., & Venkatesan. S. (1992) Behavioural approach in teaching mentally retarded children - A manual for Teachers. NIMH, Secunderabad.





8.	Robertson, D. (2010). The Philosophy of Cognitive–Behavioural Therapy: Stoicism as Rational and Cognitive Psychotherapy. Karnac. London.
9.	Yerxa, E. J. (1983). Audacious values: the energy source for occupational therapy practice in G. Kielhofner (1983) Health though occupation: Theory and practice in occupational therapy. Philadelphia, FA Davis.
10.	Yerxa, E., Clark, F., Jackson, J., Pierce, D., & Zemke, R. (1989). An introduction to occupational science, A foundation for occupational therapy in the 21st century. Haworth Press.
11.	American Physical Therapy Association Section on Clinical Electrophysiology and Wound Management."Curriculum Content Guidelines for Electrophysiologic Evaluation" (PDF). Educational Guidelines. American Physical Therapy Association. Retrieved 29 May 2008.
12.	Clark, D. M., & Fairburn, C.G. (1997). Science and Practice of Cognitive Behaviour Therapy. Oxford University Press. New York.
13.	Lindsley, O., Skinner, B.F., & Solomon, H.C. (1953). "Studies in behavior therapy (Status Report I)". Metropolitan State Hospital. Walthama.
14.	Martin, G.; & Pear, J. (2007). Behavior modification: What it is and how to do it (Eighth Edition). Pearson Prentice Hall, New Jersey.
15.	O'Leary, K.D., & Wilson, T.G.(1975). Behavior Therapy: Application and Outcome, 12-14.: Prentice-Hall, New Jersey.
16.	Thorndike, E.L. (1911), "Provisional Laws of Acquired Behavior or Learning", Animal Intelligence. The McMillian Company, New York.
17.	Wolpe, J. (1958). Psychotherapy by Reciprocal Inhibition. Stanford University Press, California.

On-line resources to be used if available as reference material

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