

**SYLLABUS FOR THE BATCH FROM YEAR 2025 TO 2026**

**FOR**

***Certificate Course Braille Training***

***Semester I***

***SESSION 2025-2026***



**DIRECTORATE OF OPEN & DISTANCE LEARNING**

**GURU NANAK DEV UNIVERSITY**

(ESTABLISHED UNDER STATE LEGISLATURE ACT NO. 21 OF 1969)

Accredited by National Assessment and Accreditation Council (NAAC) At 'A++' Grade (Highest Level) As Per Modified Criteria Notified On 27/07/2017 And Conferred 'University with Potential for Excellence' Status and 'Category-I University' As Per University Grants Commission (F. No. 1-8-2017/(CPP-II) Dated 12/02/2018)

Grand Trunk (G.T.) Road, Chheharta, Amritsar (Punjab) – 143005

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ii) Subject to change in the syllabi at any time. Please visit the University website time to time

**Certificate Course Braille Training**  
**Directorate of Open & Distance Learning**  
**Guru Nanak Dev University, Amritsar**

**Eligibility:**

- +2 in any stream with at least 45% marks in aggregate(40% for SC/ST candidates).
- Any student doing Bachelor Degree, Master Degree, M.Phil., Ph.D. from GNDU.

Paper Code	Subject	Marks			Credits
		Internal Assessment	End Term	Total	
ODCBT111T	Introduction of Visual Impairment	30	70	100	4
ODCBT112T	Orientation And Mobility	30	70	100	4
ODCBT113T	History of Braille	30	70	100	4
ODCBT114P	Practical Braille	50	50	100	4
	<b>TOTAL</b>	140	260	300	16

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ODCBT111T - :Introduction of Visual Impairment

Time: 03 Hours

Max. Marks: 100 Ciredt : 4

Marks Internal Assessment: 30 Marks

End Term: 70 Marks

Instructions for the Paper-Setter/examiner:

1. Question paper shall consist of Four sections.
2. Paper setter shall set Eight questions in all by selecting Two questions of equal marks from each section. However, a question may have sub-parts (not exceeding four sub-parts) and appropriate allocation of marks should be done for each sub-part.
3. Candidates shall attempt Five questions in all, by at least selecting One question from each section and the 5th question may be attempted from any of the Four sections.
4. The question paper should be strictly according to the instructions mentioned above. In no case a question should be asked outside the syllabus

**SECTION -A**

Definition, Causes & Prevention, Types, Educational Implication, and Management of Visual Impairment

Definition, Causes & Prevention, Types, Educational Implication, and Management of Blindness and Low Vision

**SECTION-B**

Assessment of children with VIAD;

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Teaching strategies for children with VIAD

**SECTION-C**

Role of multidisciplinary team in the education of VIAD Children

Seven-line system of Braille, English alphabets

**SECTION-D**

Different ways of embossing dot-combinationsBase line assessment and short term goals based on normal development

Various signs used in English Braille punctuation marks, Capitalization, italics, numeric, Numerals;

Practice on the use of Braille writing devices—Pocket Frames, Inter-Line Frames, Inter-Point Frames, Braillers;

Reading and writing English Braille— Grade I

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D. Ling., & A.G. Bell. (1989). Foundations of Spoken Language for Hearing-Impaired Children

Alys Young (2018). Deaf Children and Their Families: Sustainability, Sign Language, and Equality". American Annals of the Deaf . Gallaudet University Press .Volume 163, Number 1, Spring 2018 pp. 61-69

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Cormier, K, Schembri A., Woll B. (2010), Diversity across sign languages and spoken languages: Implications for language universals in Lingua, Volume 120, Issue 12, December 2010, Pages 2664-2667 <https://www.sciencedirect.com/science/article/pii/S002438411000077X> accessed on Jan.23,2019

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**ODCBT112T – ORIENTATION AND MOBILITY**

Time: 03 Hours

Max. Marks: 100 Ciredt : 4

Marks Internal Assessment: 30Marks

End Term: 100 Marks

**Instructions for the Paper-Setter/examiner:**

1. Question paper shall consist of Four sections.
2. Paper setter shall set Eight questions in all by selecting Two questions of equal marks from each section. However, a question may have sub-parts (not exceeding four sub-parts) and appropriate allocation of marks should be done for each sub-part.
3. Candidates shall attempt Five questions in all, by at least selecting One question from each section and the 5th question may be attempted from any of the Four sections.
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**SECTION –A**

Auditory—Sound Localization, Discrimination, Masking Sound, Echo-Location and Sound Shadow; Tactile Exploration of Surfaces;Use of Kinesthesia

**SECTION -B**

Identification of clues and land marks in in-door and out-door environment and their use  
 Protective Techniques

**SECTION –C**

Sighted Guide

Use of Abacus

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**SECTION -D**

Taylor Frame

Exercises involving directional concepts with the help of Taylor Frame;

Writing of numbers and digits;

Writing of various mathematical signs like plus, minus, multiplication, division etc.

Writing and doing various mathematical exercises–

- Addition
- Subtraction
- Multiplication
- Division

# **Certificate Course Braille Training**

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ODCBT113T – History of Braille

Time: 03 Hours

Max. Marks: 100 Ciredt : 4

Marks Internal Assessment: 30Marks

End Term: 100 Marks

#### **Section A**

##### **Introduction to Braille**

- History and Importance of Braille
- Braille System and Its Uses
- Structure of Braille: The Six-Dot Cell
- Braille Writing Tools: Slate, Stylus, and Braille Embossers
- Introduction to Grade 1 Braille (Alphabet and Numbers)

#### **Section B**

##### **Advanced Braille Reading and Writing**

- Grade 1 Braille: Punctuation Marks and Symbols
- Grade 2 Braille (Contractions and Short Forms)
- Reading Tactile Diagrams and Charts
- Braille Writing Practice and Speed Development
- Common Challenges in Braille Literacy

#### **Section C**

##### **Application of Braille in Daily Life**

- Reading Books, Labels, and Signs in Braille
- Use of Technology in Braille (Braille Displays and Software)
- Mathematics in Braille (Nemeth Code Basics)
- Braille for Music Notation

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### Guru Nanak Dev University, Amritsar

- Braille in Different Languages

## Section D

### **Braille and Assistive Technology**

- Digital Braille: Screen Readers and Braille Keyboards
- Audio vs. Braille: Complementary Learning Methods
- Creating Accessible Educational Materials
- Laws and Rights for Braille Users
- Future Innovations in Braille Learning

## REFERENCES

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*The Story of Louis Braille* – C. Michael Mellor

*Just Enough to Know Better: A Braille Primer* – Eileen P. Curran

*Unified English Braille: Australian Training Manual* – Australian Braille Authority

*Instruction Manual for Braille Transcribing* – Library of Congress, National Library Service for the Blind and Print Disabled

Margaret Davidson, 1990, "Louis Braille: The Boy Who Invented Books for the Blind".

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American Printing House for the Blind (APH), 2018. Early Braille Trade Books: Rigby PM Platinum Edition Kit 1, UEB, Uncontracted".

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**ODCBT114P – PRACTICAL BRAILLE**

Time: 03 Hours

Max. Marks: 100 Ciredt : 4

Marks Internal Assessment: 50 Marks

External : 50 Marks

Punjabi / English / Hindi language alphabat Braille

Manual and Non-Manual Components

Tactile geometry kit and its use for drawing tactile diagrams and figures

Use of embossed globe, tactile maps and charts

Preparing Braille Calendar

aragraphs;

Poems;

Poetry in prose format;

Poetry in verse format;

Making a mark sheet