

SARDAR PATEL UNIVERSITY
Programme & Subject: Bachelor of Special Education (ID)
Semester: III (Two Years) Syllabus with Effect from: June - 2022-23

Course Type	Course Code	Name Of Course	Theory/ Practical	Credit	Contact Hrs./Week	Exam Duration in Hrs.	Component of Marks		
							Internal	External	Total
							Passing/ Total	Passing/ Total	Passing/ Total
Disability Specialization course	C 14	Intervention and Teaching Strategies	Theory	4	4	3 Hrs.	12/30	28/70	40/100
	C 15	Technology and Disability	Theory	4	4	3 Hrs.	12/30	28/70	40/100
	C 16	Psycho-Social and Family Issues	Theory	2	2	2Hrs.	6/15	14/35	20/50
EPC	D 17	Reading and Reflecting on Texts	Theory	2	2	2 Hrs.	6/15	14/35	20/50
	D 18	Performing and Visual Arts	Theory	2	2	2 Hrs.	6/15	14/35	20/50
<i>Disability Specialization related to area- C</i>	E 2	All Submission and practical work are Compulsory (1) Assessment & Develop IEP- 30 Hrs. (2) Lesson planning- a. Execution on different level for all subjects- 40Hrs. (Resource room/Inclusive school-20 Lessons) b. Execution on different level for selected subject- 30nHrs. (Resource room/Inclusive school-20 Lessons) (3) School sensitization on Disabilities for regular staff, Peer, group & Parents at general school-10 Hrs. (4) Observation of Support Services for ID children (Institute/Clinic)-10 Hrs.	Practical	4	8	External viva	12/30	28/70	40/100
<i>Main Disability Special School related to area- C</i>	F 1	All Submission and practical work are Compulsory (1) Classroom Teaching Across all class levels and Curricular Domains -120 Hrs. (Minimum 60 Lessons) (15 Personal/Social, 25 Functional Academics, 10 Occupational, 10 Recreational) Classes are ECSE, Pre-Primary, Primary, Secondary and Prevocational	Practical	4	8	Annual Lesson	12/30	28/70	40/100

Format of Question Paper will be as under for the semesters 1,2,3 & 4

Question No.	Type of Question	Marks
<u>For 70 Marks Question Paper</u>		
1-10	Multiple choices (10 Questions) All the questions are multiple choices in the Part A and all the questions in this part are compulsory. Each question carries 1 mark.	10
11-15	Conceptual Understanding Attempt any three questions out of five in Part B. Each question carries 5 marks.	15
16-20	Application & essay type Answer (10 Questions) Attempt any one question from each unit in Part C. Each question carries 9 marks.	45
Part-A+B+C		Total= 70
<u>For 35 Marks Question Paper</u>		
1-5	Multiple choices (5 Question) All the questions are multiple choices in the Part A and all the questions in this part are compulsory. Each question carries 1 mark.	5
6-10	Conceptual Understanding (5 Questions) Attempt any three questions out of five in Part B. Each question carries 5 marks.	9
11-15	Application & essay type Answer Attempt any one question from each unit in Part C. Each question carries 9 marks.	21
Part-A+B+C		Total= 35



(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (III)

Course Code	C-14	Title of the Course	INTERVENTION AND TEACHING STRATEGIES
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it. 2. Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation. 3. Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas. 4. Understand nature and identification maladaptive behaviour and develop insight into various modes of its management. 5. Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.
--------------------	--

<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	Intervention 1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention 1.2 Types of Early Intervention 1.3 Intervention Techniques 1.4 Record Maintenance and Documentation 1.5 Implication of Early Intervention for pre-school Inclusion	20
2.	Individualised Education Programme 2.1 Need, Importance and Historical Perspective of IEP 2.2 Steps and Components of IEP 2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions 2.4 IFSP – Planning and writing 2.5 Application of IEP for Inclusion	20
3.	Unit 3: Teaching Strategies and TLM 3.1 Stages of Learning 3.2 Principles of Teaching 3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication 3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method	20





	3.5 Development and Use of TLM for ID	
4.	Intervention for Mal-adaptive Behaviour 4.1 Definition and types of Mal-adaptive behaviour 4.2 Identification of Mal-adaptive behaviour 4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT) 4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community 4.5 Ethical Issues in behaviour management and implications for Inclusion	20
5.	Therapeutic Intervention 5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention 5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention 5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention 5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention 5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)	20

Teaching-Learning Methodology	Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates
--------------------------------------	---

Sr. No.	Course Work/ Practical/ Field Engagement
1.	To deliver Modular/ Thematic lecture on relevant topic
2.	To organise competitions for co-curricular activities at Local, District and State level
3.	To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

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 student teachers will be able to orient oneself in understanding, planning and using intervention appropriately and demonstrate it. Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.
2.	The student teachers will be able to importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.
3.	The learners will be able to understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.
4.	The learners will be able to understand nature and identification of maladaptive behaviour and develop insight into various modes of its management.
5.	The student teachers will be able to develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.

Essential & Suggested References:

S. No.	References
1.	Essential Readings: Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.
2.	Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
3.	Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
4.	Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future.
5.	Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
6.	Jacobs, K (1990). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.
7.	Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.
8.	Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
9.	Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.





10.	Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
11.	Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
12.	Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
13.	Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
14.	Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for programming
15.	Overton, T. (1992). Assessment in Special Education an Applied Approach. New
16.	Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
17.	Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (ID) SPE, Bhoj University, Bhopal.
18.	Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally
19.	Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall King-
20.	Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
21.	Shesborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
22.	Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
23.	Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
24.	Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
25.	Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall
26.	Suggested Readings A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.





27.	David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.
28.	Jackman H.L. (1999). Sing Me a Story: Tell Me a Song. California: Crown Press, Inc.
29.	Mastropieri S. (1987). Effective Instruction for Special Education, Little, Brown and Company, Inc.

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





(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (III)

Course Code	C-15	Title of the Course	TECHNOLOGY AND DISABILITY
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes. 2. Understand nature of ICT, its basis, development and use. 3. Use computer programme and software for the benefit of children with ID. 4. Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion. 5. Apply technology for developing lesson plan and adapted assistive devices.
--------------------	---

Course Content		
Unit	Description	Weightage*(%)
1.	Technology in Education and Instruction 1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance 1.2 Educational Technology and Instructional Technology – Role and Recent Trends. 1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach. 1.4 Differential Instruction, Universal Design of learning and Individualised Instruction. 1.5 Implication of the above for inclusion.	20
2.	Information Communication Technology (ICT) 2.1 ICT – Meaning, Definition, Scope and Significance 2.2 Psychological bases for ICT among teachers and learners 2.3 Development of ICT – Stages, Requirement and Process 2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – Email, Tele-teaching, Tele-conference 2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings	20
3.	Use of Multimedia in Education 3.1 Multi Media - Meaning, Nature, Scope, Definition and Approches. 3.2 Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys 3.3 Advantages, Limitations and Challenges of Using Multi media in Education	20





	3.4 Recent Trends in Multimedia 3.5 Implication of Multimedia in teaching learning.	
4.	Technology Based Instructions 4.1 Enhancing Technology Friendly Practices among Teachers. 4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E-learning, Use of Net Search and Websites 4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC 4.4 Developing Technology Integrated Lessons – Individual and Group 4.5 Implications of Technology based instruction in Inclusion	20
5.	Application of Technology 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation 5.2 Application of Technology in Assistive Devices – For example, JAWS, Smart phones, Screen Readers 5.3 Application of Technology in Instruction – Individual, small group and large group 5.4 Advantages, merits and demerits 5.5 Implications for inclusion	20

Teaching-Learning Methodology	Including lecture and demonstration method the topics in this course may be transacted through classroom seminar/debates, field visits of various therapeutic centers
--------------------------------------	---

Sr. No.	Course Work/ Practical/ Field Engagement
1.	To organize workshops for use ICT for disability friendly activities
2.	To develop technology supported lesson plans for PwID
3.	To use mass media/multimedia for creating awareness on disability in rural areas

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 student-teachers will be able to comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.
2.	The student-teachers will be able to understand nature of ICT, its basis, development and use.
3.	The student-teachers will be able to use computer programme and software's like Punarjani and C-DAC and integrate technology for instructions for the benefit of children with ID.
4.	The student-teachers will be able to apply technology for developing lesson plan and adapted assistive devices.

Essential & Suggested References:

S. No.	References
1.	<i>Essential Readings:</i> Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
2.	Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
3.	McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
4.	Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
5.	Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
6.	Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
7.	R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York:
8.	Routledge. Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
9.	Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
10.	Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
11.	Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland,





12.	Suggested Readings Cima M Yeole. (1991). Educational Technology. CimaMyeole.
13.	D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
14.	Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan
15.	Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
16.	Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
17.	Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers
18.	Tara Chand. (1992). Educational Technology. Anmol Publication

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





(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (III)

Course Code	C 16	Title of the Course	PSYCHO-SOCIAL AND FAMILY ISSUES
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. Realize importance and role of family in rehabilitation of children with ID. 2. Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach. 3. To realize importance of family involvement in rehabilitation process by forming parents self help group and parent association. 4. Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.
--------------------	--

<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	Family 1.1 Family – Concept, Definition and Characteristics 1.2 Types of family 1.3 Reaction and Impact of disability on family 1.4 Needs of family and counselling 1.5 Role of family in rehabilitation of PWID	20
2.	Psycho-Social Issues 2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers 2.2 Myths, misconception and social practices 2.3 Difference between Intellectual Disability and Mental Illness 2.4 Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse 2.5 Rights and Advocacy	20
3.	Involving Families 3.1 Training and involving families in the rehabilitation process 3.2 Parent professional relationship 3.3 Formation of Parent Self-Help Group 3.4 Parent Associations 3.5 Empowering Families	20
4.	Adolescent Issues 4.1 Physiological Changes; Implication in Emotional and Social Development 4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group	20





	4.3 Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling 4.4 Ethical Issues 4.5 Challenges and Implications	
5.	CBR and CPP (Community People Participation) 5.1 Concept, Definition and Scope of CBR 5.2 Models of CBR – Advantages and Disadvantages 5.3 Types of Community Resources and their mobilization 5.4 Organizing services for PwID in the community 5.5 Role of Special Educator, Family, Community and PwID in CBR	20

Teaching-Learning Methodology	Lecture , lecture cum demonstration, Workshops and Seminars, Group discussions
--------------------------------------	--

Sr. No.	Course Work/ Practical/ Field Engagement
1.	To conduct workshops on formation of Parent Self Help Group, Sibling SHG
2.	To prepare and present a report on assessment of family needs
3.	To conduct survey on awareness of families about Govt. Schemes for PwID
4.	To study and submit a report on attitude of neighbours, teachers and non-teaching staff

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 student teacher will be able to realize importance and role of family in rehabilitation of children with ID.
2.	The learners will be able to develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach.
3.	The student teacher will be able to understand the importance of family involvement in rehabilitation process by forming parents self help group and parent association.
4.	The student teacher will be able to understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.

Essential & Suggested References:

S. No.	References
1.	Essential Readings Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
2.	Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlandio: Academic Press Inc.
3.	Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075
4.	Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
5.	Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
6.	Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 70 - 381
7.	Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Mifflin.
8.	Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
9.	Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
10.	Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures





11.	Suggested Readings Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
12.	Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
13.	Dunst, C., Trivette~ C. & Deal, A. (1988)' Enabling and empowering families. Cambridge, MA: Brookline Books.
14.	Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.
15.	Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
16.	Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allya & Bacon
17.	Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
18.	Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

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





(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (III)

Course Code	D 17	Title of the Course	READING AND REFLECTING ON TEXTS
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. Reflect upon current level of literacy skills of the self. 2. Show interest and begin working upon basic skills required to be active readers in control of own comprehension. 3. Show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content. 4. Prepare self to facilitate good reading writing in students across the ages. 5. Find reading writing as learning and recreational tools rather than a course task.
--------------------	--

<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	Reflections on Literacy 1.1 Literacy and Current University Graduates: Status and Concerns 1.2 Role of Literacy in Education, Career and Social Life 1.3 Literacy, Thinking and Self Esteem 1.4 Literacy of Second Language/ English: Need and Strategies 1.5 Basic Braille Literacy	20
2.	Reflections on Reading Comprehension 2.1 Practicing Responses to Text: Personal, Creative and Critical 2.2 Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making 2.3 Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies 2.4 Basic Understanding of Reading Comprehension of Children with Disabilities	20
3.	Skill Development in Responding to Text 3.1 Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing 3.2 Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description) 3.3 Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation) 3.4 Practicing Web Search, Rapid Reading and Comprehensive Reading	20
4.	Reflecting Upon Writing as a Process and Product	20





	<p>4.1 Understanding writing as a Process: Content (Intent, Audience and Organization)</p> <p>4.2 Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)</p> <p>4.3 Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)</p> <p>4.4 Practicing Self Editing and Peer Editing of Sample Texts</p> <p>4.5 Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness</p>	
5.	<p>Practicing Independent Writing</p> <p>5.1 Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories</p> <p>5.2 Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking</p> <p>5.3 Practicing Converting Written Information into Graphical Representation</p> <p>5.4 Practicing Filling up Surveys, Forms, Feedback Responses, Checklists</p> <p>5.5 Reflections on the Course: From Theory to Practice to Initiating Process to Improve Self</p>	20

Teaching-Learning Methodology		Lecture cum demonstration, Workshops and Seminars, Group discussions
Sr. No.	Course Work/ Practical/ Field Engagement	
1.	Have a peer editing of independently written essays and discuss your reflections upon this experience	
2.	Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience	
3.	Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4	
4.	Visit a book store for young children, go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills	

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 student teachers will be able to understand current level of literacy skills of the self.
2.	The student teachers will be able to work upon basic skills required to be active readers in control of own comprehension.
3.	The learners will be able to work upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content.
4.	The student teachers will be able to prepare self to facilitate good reading writing in students across the ages.

Essential & Suggested References:

S. No.	References
1.	Essential Readings Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). <i>Becoming a Nation of Readers: The report of the commission on reading.</i> Washington, DC: National Institute of Education and the Center for the Study of Reading.
2.	ASER report of 2015: Pratham Publication
3.	May, F. B. (2001). <i>Unravelling the seven myths of reading.</i> Allyn and Bacon: Boston
4.	McGregor, T. (2007). <i>Comprehension Connections: Bridges to Strategic Reading.</i> Heinemann Educational Books.
5.	Tovani, C., & Keene, E. O. (2000). <i>I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers.</i> Stenhouse Publishers
6.	Soundarapandian, M. (2000). <i>Literacy campaign in India.</i> Discovery Publishing House: New Delhi.
7.	Suggested Readings Aulls, M. W. (1982). <i>Developing readers in today's elementary school.</i> Allyn and Bacon: Boston
8.	Baniel, A. (2012). <i>Kids beyond limits.</i> Perigee Trade: New York
9.	McCormick, S. (1999). <i>Instructing students who have literacy problems.</i> (3rd) Merrill: New Jersey
10.	Ezell, H., & Justice, L. (2005). <i>Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).</i>





11.	Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
12.	Gallagher.K. (2004). <i>Deeper Reading: Comprehending Challenging Texts</i> . Stenhouse Publishers
13.	Heller, R. (1998). Communicate clearly. DK Publishing: New York.
14.	Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. <i>High Beam</i>
15.	May, F. B. (1998). Reading as communication. Merrill: New Jersey
16.	Miller. D. (2002). <i>Reading With Meaning: Teaching Comprehension in the Primary Grades</i> . Stenhouse Publishers, New York.
17.	Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.
18.	Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston

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





(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (III)

Course Code	D 18	Title of the Course	PERFORMING AND VISUAL ARTS
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. Exhibit Basic understanding in art appreciation, art expression and art education. 2. Plan and implement facilitating strategies for students with and without special needs. 3. Discuss the adaptive strategies of artistic expression. 4. Discuss how art can enhance learning.
--------------------	---

<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	Introduction to art Education 1.1 Art and art education: Meaning, scope and difference 1.2 Artistic expression: Meaning and strategies to facilitate 1.3 Art therapy: Concept and application to students with and without disabilities 1.4 Linking Art Education with Multiple Intelligences 1.5 Understanding emerging expression of art by students	20
2.	Performing Arts: Dance and Music 2.1 Range of art activities related to dance and music 2.2 Experiencing, responding and appreciating dance and music 2.3 Exposure to selective basic skills required for dance and music 2.4 Dance and Music: Facilitating interest among students: planning and implementing activities 2.5 Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations	20
3.	Performing Arts: Drama 3.1 Range of art activities in drama 3.2 Experiencing, responding and appreciating drama 3.3 Exposure to selective basic skills required for drama 3.4 Drama: Facilitating interest among students: planning and implementing activities 3.5 Enhancing learning through drama for children with and without special needs: strategies and adaptations	20
4.	Visual Arts 4.1. Range of art activities in visual arts 4.2 Experiencing, responding and appreciating visual art	20





	<p>4.3 Exposure to selective basic skills in visual art</p> <p>4.4 Art education: Facilitating interest among students: planning and implementing activities</p> <p>4.5 Enhancing learning through visual art for children with and without special needs: strategies and adaptations</p>	
5.	<p>Media and Electronic Arts</p> <p>5.1 Range of art activities in media and electronic art forms</p> <p>5.2 Experiencing, responding and appreciating media and electronic arts</p> <p>5.3 Exposure to selective basic skills in media and electronic arts</p> <p>5.4 Media and electronic arts: Facilitating interest among students: planning and implementing activities</p> <p>5.5 Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations</p>	20

Teaching-Learning Methodology	Lecture cum demonstration, Workshops and Seminars, Group discussions
--------------------------------------	--

Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	hot seating' activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
2.	Portfolio submission of the basic skills exposed in any one of the art forms of choice
3.	Write a self reflective essay on how this course on art will make you a better teacher
4.	Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn <i>Mudras</i> of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
5.	Observe an art period in a special school and briefly write your reflections on it

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 student teacher will be able to exhibit basic understanding in art appreciation, art expression and art education.
2.	The student teacher will be able to plan and implement facilitating strategies for students with and without special needs.
3.	The student teacher will be able to discuss the adaptive strategies of artistic expression.
4.	The student teacher will be able to discuss how art can enhance learning.

Essential & Suggested References:

S. No.	References
1.	Essential Readings Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
2.	Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
3.	Vaze, Pundalik. (1999). How to Draw and Paint Nature. Jyosna Prakashan: Mumbai
4.	Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.
5.	Suggested Readings Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
6.	Beyer, E. London. (2000). The arts, popular culture and social change
7.	Efland, A. D. (1990). <i>A history of Art Education: Intellectual and social currents in teaching the visual arts</i> . New York, NY: Teachers College Press.
8.	Gair, S. B. (1980). Writing the arts into individualized educational programs. <i>Art Education</i> , 33(8), 8-11.
9.	Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London
10.	Heller, R. (1999). Effective Leadership. DK Publishing: New York.





11.	Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), <i>Disability and the teaching of writing: A critical sourcebook</i> . Boston, MA: Bedford/St. Martin's.
12.	Nyman, L.& A. M. Jenkins (Eds.), <i>Issues and approaches to art for students with special needs</i> (pp. 142–154). Reston, VA: National Art Education Association.

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





(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (III)

PRACTICUM: ID

Semester – III

E 2: Disability Specialization

Hours: 120

Credits: 04

Marks: 100

Sl. No.	Task for the Student Teachers	Disability Focus	Educational Setting	Hrs (120)	Description
1.1	IEP	ID	Special School	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level
1.2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40 hrs	20 lessons
	b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non languages	ID	Resource Room/ Inclusive School	30 hrs	20 lessons
1.3	School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	-----
1.4	Observation of support services	Major Disability	Institute/ Clinic	10 hrs	ID School support services

A suggestive framework is given below:

Areas	Disability Specialization (E-2)
Pedagogy Subject 1	Semester –III (8 days- 40 Hrs)
Pedagogy Subject 2	Semester-III (30 Hrs spread across 5 days)
School Sensitisation	Semester-III (2 days-10 Hrs)
Observation of support services	Semester-III (2 days-10 Hrs)



(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (III)

PRACTICUM: ID

F1: Main Disability Special School Semester-III

Sl. No.	Task for the Student Teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching Across all class levels and Curricular Domains Class Levels a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Prevocational	ID	Special schools for ID	Minimum 60 lessons <ul style="list-style-type: none"> ✓ 15 Personal/ Social ✓ 25 – Functional Academics ✓ 10-Occupational ✓ 10- Recreational

Hours: 120

Credits: 04

Marks: 100

Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:

Micro Teaching	Semester- II (1 day- 5 Hrs)
Macro Teaching	Semester- II (20 hrs – Spread across 5 days)
Lesson Planning & Teaching in Special School	Semester- II (20 hrs – Spread across 5 days)
F-1 School Attachment/ Internship (Special School)	Semester- II (24 days-120 Hrs)

Note: Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the college.