

SARDAR PATEL UNIVERSITY
Programme & Subject: Bachelor of Special Education (ID)
Semester: IV (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 Passing/ Total	External Passing/ Total	Total Passing/ Total
Cross disability & Inclusive Education Course (Any one)	Skill based disability specialization optional course (Any one)-								
	B 10 (A)	Guidance & Counselling	Theory	2	2	2 Hrs.	6/15	14/35	20/50
	B 10 (B)	Early childhood care & Education	Theory	2	2	2 Hrs.	6/15	14/35	20/50
	B 10 (C)	Applied Behaviour Analysis	Theory	2	2	2 Hrs.	6/15	14/35	20/50
	B 10 (D)	Community Based Rehabilitation	Theory	2	2	2 Hrs.	6/15	14/35	20/50
	B 10 (E)	Application of ICT in Class room	Theory	2	2	2 Hrs.	6/15	14/35	20/50
	B 10 (F)	Gender & Disability	Theory	2	2	2 Hrs.	6/15	14/35	20/50
Cross disability & Inclusive Education Course (Any one)	Skill based disability specialization optional course (Any one)-								
	B 11(A)	Vocational Training, Transition & Job Placement	Theory	2	2	2 Hrs.	6/15	14/35	20/50
	B12 (B)	Management of Learning disability	Theory	2	2	2 Hrs.	6/15	14/35	20/50
EPC	D 19	Basic Research and Statistics	Theory	2	2	2 Hrs.	6/15	14/35	20/50
Cross Disability & Inclusion related to area B	E 1	<p>All practical work and submission are Compulsory</p> <p>(1) Classroom Observation of all subjects at different level -10 Hrs.</p> <p>a. Other than ID special school (10 School Periods)</p> <p>b. Inclusive Schools any disability (10 School Periods)</p> <p>(2) Lesson planning & executing on different level for selected subjects (i. Language, ii. Non-language) for any disability other than ID-60 Hrs.</p> <p>a. Other disability/ resource room (20 Lessons, 10-language & 10-non language)</p> <p>b. Inclusive School room (20 Lessons, 10-language & 10-non language)</p> <p>(3) Individualized Teaching Lessons on different levels for selected Subjects (i. Language, ii Non Language)-50 Hrs.</p> <p>a. Special school other than ID any disability room (20 Lessons, 10-language & 10-non language)</p>	Practical	4	8	External Viva	12/30	28/70	40/100

		b. Any disability other than ID resource room/ Inclusive school room (20 Lessons, 10-language & 10-non language)							
Other disability Special School related to area-B	F 2	Classroom Teaching any disability Special Schools for Other than ID-120 Hrs. (180 school periods) Minimum, 30-Lessons	Practical	4	8	Annual Lesson Pedagogy of School Subject - I	12/30	28/70	40/100
Field engagement/ School internship Inclusive school related to area-B&C	F 3	Classroom Teaching any Disability Other than ID at Inclusive School- 120 Hrs. (180 school periods) Minimum 30 Lessons	Practical	4	8	Annual Lesson Pedagogy of School Subject - II	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 (IV)

Course Code	B 10 (A)	Title of the Course	GUIDANCE & COUNSELLING
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. Apply the skills of guidance and counselling in classroom situations. 2. Describe the process of development of self-image and self-esteem. 3. Appreciate the types and issues of counselling and guidance in inclusive settings.
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	Introduction to Guidance and Counselling 1.1 Guidance and Counselling: Definition and Aims 1.2 Areas of Guidance and Counselling 1.3 Core Conditions in Counselling 1.4 Skills and Competencies of a Counsellor 1.5 Role of Teacher in Guiding and Counselling Students with Special Needs	40
2.	Enhancing Self Image and Self Esteem 2.1 Concept of Self as Human 2.2 Understanding of Feelings and Changes 2.3 Growth to Autonomy 2.4 Personality Development 2.5 Role of Teacher in Developing Self-Esteem in Children	30
3.	Guidance and Counselling in Inclusive Education 3.1 Current Status with reference to Indian School 3.2 Types of Counselling: Child-Centred, Supportive, Family 3.3 Guidance in Formal and Informal Situations: Within and Outside Classroom, Vocational Guidance 3.4 Group Guidance: Group Leadership Styles and Group Processes 3.5 Challenges in Group Guidance	30

Teaching-Learning Methodology	The transaction for this course should be done with a perspective to enhance in the student-teachers the ability to become a —People-helper . They should be able to appreciate the role of a guide and counsellor in the school setting
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Counselling and report writing on a selected case.





2.	Simulation of a parent counselling session
3.	Report of critical observation of a given counselling session

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 apply the skills of guidance and counselling in classroom situations.
2.	The learners will be able to describe the process of development of self-image and self-esteem.
3.	The student-teachers will be able to identify the types and issues of counselling and guidance in inclusive settings.

Essential & Suggested References:

S. No.	References
1.	<i>Essential Readings:</i> Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
2.	Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
3.	Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
4.	Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.
5.	Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi
6.	<i>Suggested Readings:</i> Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.





7.	Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.
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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 (IV)

Course Code	B 10 (B)	Title of the Course	EARLY CHILDHOOD CARE AND EDUCATION
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. Explain the biological & sociological foundations of early childhood education. 2. Describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities. 3. Enumerate the inclusive early education pedagogical practices.
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<p>The Early Years: An Overview</p> <p>1.1 Facts about Early Childhood Learning & Development</p> <p>1.2 Neural Plasticity</p> <p>1.3 Critical Periods of Development of Motor, Auditory, Visual, Linguistic & Cognitive Skills</p> <p>1.4 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of Opportunity & Learning Timelines of Development in Young Children</p> <p>1.5 Integrating Theories of Development & Learning for Early Childhood Education Curricula</p>	30
2.	<p>Early Education of Children with Disabilities</p> <p>2.1 Young Children at Risk & Child Tracking</p> <p>2.2 Interdisciplinary Assessments & Intervention Plans</p> <p>2.3 Developmental Systems Model for Early Intervention (Ofguralnick, 2001)</p> <p>2.4 Curricular Activities for Development of Skills of: Imagination, Joy, Creativity, Symbolic Play, Linguistic, Emergent Literacy, Musical, Aesthetic, Scientific & Cultural Skills</p> <p>2.5 Evidenced Based Practices for Early Intervention</p>	30
3.	<p>Inclusive Early Childhood Educational (ECE) Practices</p> <p>3.1 Natural Environments, Service Delivery Models & Importance of Universal Designs of Learning (UDL)</p> <p>3.2 Practices for Inclusive ECE Programs: Adaptations of Physical Environment & Equipments, Visual Support Materials, Parent Partnerships, Friendships & Engagements with Typical Children</p> <p>3.3 Principles of Inclusive ECE Practices: Full Participation, Open Ended Activities, Collaborative Planning</p> <p>3.4 Collaborating with Parents, Family Education & Developing Individualised Family Service Plan (IFSP)</p> <p>3.5 School Readiness and Transitions</p>	40





Teaching-Learning Methodology	Lectures, seminars, Visits, Observations and group discussions & Workshops
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	Developing a journal on developmental milestones & learning timelines of children from 0 to 8 years
2.	Participation in workshop & develop five creative teaching learning materials for children in inclusive early childhood education programs.

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 explain the biological & sociological foundations of early childhood education.
2.	The learners will be able to describe the developmental systems approach and role responsibilities of interdisciplinary teams for early education of children with disabilities.
3.	The student-teachers will be able to enumerate the inclusive early education pedagogical practices.

Essential & Suggested References:	
S. No.	References
	Essential Readings:





1.	Costello, P.M. (2000). <i>Thinking Skills & Early Childhood Education</i> . London: David Fulton Publishers.
2.	Dunn, S.G., & Dunn, K. (1992). <i>Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6</i> . Massachusetts: Allyn & Bacon.
3.	Guralnick, M.J. (2005). <i>The Developmental Systems Approach to Early Intervention</i> : Brookes Publication.
4.	Klausmeir, H.J., & Sipple, T.S. (1980). <i>Learning & Teaching Concepts. A strategy for testing applications of theory</i> . New York: Academic Press.
5.	Mohanty, J., & Mohanty, B. (1999). <i>Early Childhood Care and Education</i> . Delhi: Offset Printers.
6.	Suggested Readings: Barbour, N., & Seefeldt, C. (1998). <i>Early Childhood Education. An Introduction (4th Eds)</i> . U.K: Prentice Hall.
7.	Broman, B. C. (1978). <i>The Early Years in Childhood Education</i> . Chicago: RandMcNally College Publishing Company.
8.	Catron, C.E., & Allen, J. (1993). <i>Early Childhood Curriculum</i> . New York: MacMillan Publishing Company.
9.	Dahlberg, G. , Moss, P. & Pence, A. (2007). <i>Beyond Quality in Early Childhood Care and Education.(2nd Ed.)</i> . New York: Routledge Publication.
10.	Dopyera, M.L., & Dopyera, J. (1977). <i>Becoming a Teacher of Young Children</i> . New York: Random House Publications.
11.	Gordon, I.J. (1972). <i>Early Childhood Education</i> . Chicago: Chicago University Press. Hamilton, D.S. & Flemming, (1990). <i>Resources for Creative Teaching in Early Childhood Education (2nd Edition)</i> . Tokyo: Harcourt Brace Jovanvich.
12.	Hilderbrand, V. (1991). <i>Introduction to Early Childhood Education</i> . New York: MacMillan Publishing.
13.	Krogh, S.L., & Slentz, K. (2001). <i>Early Childhood Education, Yesterday, Today & Tomorrow</i> . London: Lawrence Erlbaum Associates Publishers.
14.	Range, D.G., Layton, J.R. & Roubinek, D.C. (1980). <i>Aspects of Early Childhood Education.Theory to Reserch to Practice</i> . New York: Academic Press.
15.	Spodek, B., Saracho, O.N., & Davis, M.D. (1987). <i>Foundations of Early Childhood Education</i> . Englewood Cliffs, New Jersey: Prentice Hall,
16.	Wortham, S.C. (NK). <i>Measurement & Evaluation in Early Childhood Education (2nd Eds.)</i> , Ohio: Merrill Prentice Hall.





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Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2022-2023

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 (IV)

Course Code	B 10 (C)	Title of the Course	APPLIED BEHAVIOUR ANALYSIS
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ul style="list-style-type: none"> • <i>Develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).</i> • <i>Use various measures of behavioural assessment.</i> • <i>Apply methods of ABA in teaching and learning environments.</i> • <i>Integrate techniques of ABA in teaching programs.</i> • <i>Select suitable strategies for managing challenging behaviours.</i>
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Course Content

Unit	Description	Weightage*(%)
1.	Introduction to Applied Behaviour Analysis (ABA) 1.1 Principles of Behavioural Approach 1.2 ABA - Concept and Definition 1.3 Assumptions of ABA – Classical and Operant Conditioning 1.4 Behaviour- Definition and Feature 1.5 Assessment of Behaviour – Functional Analysis of Behaviour, Behaviour Recording Systems	30
2.	Strategies for Positive Behaviour Support 2.1 Selection of Behavioural Goals 2.2 Reinforcement - Types: Positive and Negative, Primary and Secondary - Schedules: Continuous, Fixed Ratio, Fixed Interval, Variable Ratio, Variable Interval 2.3 Discrete Trial Teaching - Discriminative Stimulus - Characteristics - Response - Prompts: Physical, Gestural, Pointing, Visual, Positional, Verbal - Consequence - Characteristics - Inter-Trial Interval 2.4 Application of ABA in Group Setting - Negotiation and contract - Token economy - Response cost - Pairing and fading 2.5 Leadership role of teacher in promoting positive behaviour	40
3.	Management of Challenging Behaviour	30





	3.1 Differential Reinforcements of Behaviour 3.2 Extinction and Time Out 3.3 Response Cost and Overcorrection 3.4 Maintenance 3.5 Generalization and Fading	
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Teaching-Learning Methodology	The course consists of several concepts from behavioural theories. The concepts should be explained through real life examples and selected case studies. Students should be encouraged to conduct systematic observations of behaviour and suggest suitable plan of action for dealing with behavioural deficits in children.
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	Observation and functional analysis of behaviour of a given case.
2.	Development of ABA program for management of a challenging behaviour.

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 develop an understanding of the underlying principles and assumptions of Applied Behavioural Analysis (ABA).
2.	The learners will be able to use various measures of behavioural assessment.
3.	The student teachers will be able to apply methods of ABA in teaching and learning environments.
4.	The student teachers will be able to apply methods of ABA in teaching and learning environments





5.	The student teachers will be able to select suitable strategies for managing challenging behaviours.
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Essential & Suggested References:	
S. No.	References
1.	Essential Readings: Bailey, J., & Burch, M. (2011). <i>Ethics for Behaviour Analysts</i> . Routledge, New York.
2.	Cooper, J.O., Timothy, E.H., & Heward, W.L. (2007). <i>Applied Behaviour Analysis</i> . Pearson Publications.
3.	Fisher, W.W., Piazza, C.C., & Roane, H.S. (2013). <i>Handbook of Applied Behaviour Analysis</i> . Guilford Press, New York.
4.	Kearney, A. J. (2007). <i>Understanding Applied Behaviour Analysis: An Introduction to ABA for Parents, Teachers and Other Professionals</i> . Jessica Kingsley, Philadelphia.
5.	Lewis, P. (2006). <i>Achieving Best Behaviour for Children with Developmental Disabilities</i> . Jessica Kingsley Publishers London.
6.	Suggested Readings: Aune, B., Burt, B., & Gennaro, P. (2013). <i>Behaviour Solutions for the Inclusive Classroom</i> . Future Horizons Inc, Texas.
7.	Moyes, R.A. (2002). <i>Addressing the Challenging Behaviour of Children with HFA/AS in the Classroom</i> . Jessica Kingsley Publishers London.

On-line resources to be used if available as reference material
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(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (IV)

Course Code	B 10 (D)	Title of the Course	COMMUNITY BASED REHABILITATION
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ul style="list-style-type: none"> • <i>Explain the concept, principles and scope of community based rehabilitation.</i> • <i>Learn the strategies for promoting public participation in CBR.</i> • <i>Apply suitable methods for preparing persons with disability for rehabilitation within the community.</i> • <i>Provide need-based training to persons with disabilities.</i> • <i>Develop an understanding of the role of government and global agencies in CBR.</i>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	Introduction to Community Based Rehabilitation (CBR) 1.1 Concept and Definition of CBR 1.2 Principles of CBR 1.3 Difference between CBR and Institutional Living 1.4 Socio-cultural and Economic Contexts of CBR 1.5 Scope and Inclusion of CBR in Government Policies and Programs	30
2.	Preparing Community for CBR 2.1 Awareness Program-Types and Methods 2.2 Advocacy - Citizen and Self 2.3 Focus Group Discussion 2.4 Family Counselling and Family Support Groups 2.5 CBR and Corporate Social Responsibility	30
3.	Preparing Persons with Disability for CBR 3.1 School Education: Person Centred Planning, and Peer Group Support 3.2 Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills 3.3 Community Related Vocational Training 3.4 Skill Training for Living within Community 3.5 Community Based Employment and Higher Education	40

Teaching-Learning Methodology	Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Visit an ongoing CBR program and write a report on its efficacy
2.	Organize a community awareness program
3.	Conduct a focus group discussion on a selected disability issue with school/college students

<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 student teachers will be able to explain the concept, principles and scope of community based rehabilitation.
2.	The student teachers will be able to learn the strategies for promoting public participation in CBR.
3.	The learners will be able to apply suitable methods for preparing persons with disability for rehabilitation within the community.
4.	The student teachers will be able to provide need-based training to persons with disabilities.
5.	The student teachers will be able to develop an understanding of the role of government and global agencies in CBR

<i>Essential & Suggested References:</i>	
S. No.	References
1.	Essential Readings: Loveday, M. (2006). <i>The HELP Guide for Community Based Rehabilitation Workers: A Training Manual</i> . Global-HELP Publications, California.
2.	McConkey, R. and O'Tool, B (Eds). <i>Innovations in Developing Countries for People with Disabilities</i> , P.H. Brookes, Baltimore.





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3.	Neufelt, A. and Albright, A (1998). <i>Disability and Self-Directed Employment: Business Development Model</i> . Campus Press Inc. York University.
4.	Peat, M. (1997). <i>Community Based Rehabilitation</i> , W.B. Saunders Company.
5.	<i>Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances</i> , — Ministry of Social Welfare, Govt. of India, New Delhi.
6.	<i>Scheme of Assistance to Organizations for Disabled Persons</i> , Ministry of Social Welfare, Govt.

On-line resources to be used if available as reference material
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(B.Ed. Spl. Edu.(ID)) (Bachelor of Special Education (Intellectual Disability)) Semester (IV)

Course Code	B 10 (E)	Title of the Course	APPLICATION OF ICT IN CLASSROOM
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ul style="list-style-type: none"> • <i>Gauge the varying dimensions in respect of ICT and Applications in Special Education.</i> • <i>Delineate the special roles of ICT Applications.</i> • <i>Acquire Familiarity with Different Modes of Computer-Based Learning.</i>
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Course Content		
Unit	Description	Weightage*(%)
1.	<p>Information Communication Technology (ICT) and Special Education</p> <p>1.1 Meaning and Scope of ICT and Its Role in 'Construction of Knowledge</p> <p>1.2 Possible Uses of Audio-Visual Media and Computers (Radio, Television, Computers)</p> <p>1.3 Integrating ICT in Special Education With Reference To Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy</p> <p>1.4 Three as of ICT Application—Access, Availability, Affordability</p> <p>1.5 Overview of WCAG (Web Content Access Guidelines)</p>	30
2.	<p>Using Media and Computers</p> <p>2.1 Media: Radio and Audio Media- Script Writing, Storytelling, Songs, etc., Television and Video in Education, Importance of Newspaper in Education</p> <p>2.2 Computers: Functional Knowledge of Operating Computers—On/Off, Word Processing, Use Of Power Point, Excel, ICT Applications for Access to Print</p> <p>2.3 Computer as a Learning Tool: Effective Browsing Of The Internet for Discerning and Selecting Relevant Information, Survey of Educational Sites and Downloading Relevant Material; Cross Collating Knowledge from Varied Sources</p> <p>2.4 Computer-Aided Learning: Application of Multimedia in Teaching and Learning, Programmed Instruction; Computer-Assisted Instruction; Interactive Learning</p> <p>2.5 E-Classroom: Concept, Organizing E-Classroom and Required Adaptations for Students with Disabilities.</p>	40
3.	<p>Visualising Technology-Supported Learning Situations</p> <p>3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Programme</p> <p>3.2 Developing PPT Slide Show for Classroom Use and Using of Available Software or CDs with LCD Projection for Subject Learning Interactions</p> <p>3.3 Generating Subject-Related Demonstrations Using Computer Software and Enabling Students to Plan and Execute Projects</p>	30





	3.4 Interactive Use of ICT: Participation in Social Groups on Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing 3.5 Identifying and Applying Software for Managing Disability Specific Problems.	
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Teaching-Learning Methodology	Besides lecture method the topics in this course may be transacted through discussion on selected case studies, classroom seminar/debates.
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Develop a script on any topic of your choice. Conduct an interview with an expert on the selected topic to prepare an audio or video program of 15 minutes duration
2.	Prepare a PPT by inserting photos and videos on a topic of your choice
3.	Create your email account as well as design a blog

<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 student teachers will be able to gauge the varying dimensions in respect of ICT and Applications in Special Education.
2.	The student teachers will be able to delineate the special roles of ICT Applications.
3.	The student teachers will be able to acquire Familiarity with Different Modes of Computer-Based Learning

<i>Essential & Suggested References:</i>	
S. No.	<i>References</i>





1.	<i>Essential Readings:</i> Abbot, C. (2001). <i>ICT: Changing Education</i> . Routledge Falmer.
2.	Florian, L., & Hegarty J. (2004). <i>ICT and Special Educational Needs: A Tool for Inclusion</i> .

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 (IV)

Course Code	B 10 (F)	Title of the Course	GENDER AND DISABILITY
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ul style="list-style-type: none"> • <i>Develop an understanding of human rights based approach in context of disability.</i> • <i>Explain the impact of gender on disability.</i> • <i>Describe the personal and demographic perspectives of gender and disability.</i> • <i>Analyse the issues related to disabled women and girl children. .</i>
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Course Content		
Unit	Description	Weightage*(%)
1.	<p>Human Right-based Approach and Disability</p> <p>1.1 Human Rights-Based Approach: Concept and History</p> <p>1.2 Principles of Human Rights-Based Approach</p> <ul style="list-style-type: none"> - Equality and Non-Discrimination - Universality & Inalienability - Participation and Inclusion - Accountability and Rule of Law <p>1.3 Elements of Human Rights System</p> <ul style="list-style-type: none"> - Legal Framework - Institutions - Development Policies & Programs - Public Awareness - Civil Society <p>1.4 Advantage of Human Rights-Based Approach</p> <p>1.5 Implications for Disability</p> <ul style="list-style-type: none"> - Empowerment - Enforceability - Indivisibility - Participation 	40
2.	<p>Gender and Disability</p> <p>2.1 Sex & Gender: Concept & Difference</p> <p>2.2 Impairment & Disability: Concept & Difference</p> <p>2.3 Gendered Experience of Disability</p> <ul style="list-style-type: none"> - Public Domain: School and Outside School - Private and Familial Domain - Normalization and Social Role Valorisation <p>2.4 Gender and Disability Analysis: Techniques and Strategies</p> <p>2.5 Psyche and Gender: Implications for Teaching</p>	30
3.	<p>Women and Girl Child with Disability</p>	30





	<p>3.1 Inclusive Equality</p> <ul style="list-style-type: none"> - Access to Family Life - Access to Education, Vocational Training and Employment - Access to Political Participation <p>3.2 Factors Contributing to Disability</p> <ul style="list-style-type: none"> - Gender-Based Violence in School and Within Family - Traditional Practices <p>3.3 Sexual and Reproductive Health</p> <p>3.4 Teacher's Role in Promoting Gender Equality</p> <p>3.5 Gender Critique of Legislation, Government Policy and Schemes</p>	
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Teaching-Learning Methodology	Lecture, Group discussion, Presentations & Seminars
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Study the case of a woman with disability and submit a report
2.	Review selected paper/s authored by women with disability
3.	Conduct a gender analysis of a selected disability Act/Policy

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 develop an understanding of human rights based approach in context of disability.
2.	The learners will be able to explain the impact of gender on disability
3.	The student teachers will be able to describe the personal and demographic perspectives of gender and disability





4.	The student teachers will be able to analyze the issues related to disabled women and girl children
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Essential & Suggested References:

S. No.	References
1.	Essential Readings: Habib, L. A. (1997). <i>Gender and Disability: Women's Experiences in the Middle East</i> . Oxfam, UK.
2.	Hans, A. (2015). <i>Disability, Gender and the Trajectories of Power</i> . Sage Publications Pvt. Ltd.
3.	Meekosha, H. (2004). <i>Gender and Disability</i> . Sage Encyclopaedia of Disability.
4.	O'Brien, J., & Forde, C. (2008). <i>Tackling Gender Inequality, Raising Pupil Achievement</i> , Dunedin Academic.
5.	Ridgeway, C. L. (2011). <i>Framed by Gender: How Gender Inequality Persists in the Modern World</i> . Oxford University Press.
6.	Samuels, E. (2014). <i>Fantasies of Identification: Disability, Gender, Race</i> . NYU Press, USA.
7.	Smith, B. G., & Hutchison, B. (2013). <i>Gendering Disability</i> . Rutgers University Press, New Jersey.
8.	Desirable Readings Beeghley, L. (1999). <i>Angles of Vision: How to Understand Social Problems</i> , West View Press.
9.	Purkayastha, D. (2010). <i>Economic Growth, Intra-Household Resource Allocation and Gender Inequality</i> , Atlantic Economic Journal, Vol. 38, No. 4.
10.	Treas, J., & Drobic, S. (2010). <i>Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective</i> , Stanford University Press.

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 (IV)

Course Code	B11 (A)	Title of the Course	VOCATIONAL TRAINING, TRANSITION & JOB PLACEMENT
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. Develop an understanding of vocational education & its relevance for PWD's. 2. Carry out vocational assessment and make vocational training plan. 3. Plan for transition from School to job. 4. Identify various avenues for job placement. 5. Facilitate PWD's in making choice of vocational trades. 6. Acquire the concept of independent living and empowerment.
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	Fundamentals & Assessment of Vocational Rehabilitation 1.1. Definition, meaning and scope of Vocational Education 1.2. Legislations, policies, agencies, schemes, concessions & benefits for PWDs with respect to employment. 1.3. Approaches and models of Vocational training. 1.4 Assessment, Evaluation of Generic skills & Specific job skills using various tools. 1.5. Approaches & Principles of vocational assessment	30
2.	Vocational Transition & Curriculum Planning 2.1. Concept, meaning, importance of transition 2.2. Vocational transition models 2.3. Transitional Planning at pre-vocational & post-vocational level 2.4. Development of Individualized Vocational Transitional Plan 2.5. Development of Vocational Curriculum	40
3.	Process of Vocational Rehabilitation & Placement 3.1. Types of Employment Settings 3.2. Process of Job Placement & Creation of Need-based Employment Settings 3.3. Adaptations, Accommodation, Safety Skills and First Aid 3.4. Self Advocacy & Self Determination Skill Training 3.5. Equal opportunities and attitudes towards persons with disabilities	30

Teaching-Learning Methodology	Lectures, Group discussions, seminar presentations, Visits of vocational training centers
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Developing curriculum on any vocational skill
2.	Administering any vocational assessment tool •
3.	Visit to any vocation Institution

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 develop an understanding of vocational education & its relevance for PWD's.
2.	The learners will be able to carry out vocational assessment and make vocational training plan
3.	The student-teachers will be able to plan for transition from School to job
4.	The learners will be able to identify various avenues for job placement
5.	The learners will be able to facilitate PWD's in making choice of vocational trades
6.	The student-teachers will be able acquire the concept of independent living and empowerment

Essential & Suggested References:

S. No.	References
1.	<i>Essential Readings:</i> McDonnell, J., & Hardman, M.L.(2010). Successful Transition Programs Pathways for Students With Intellectual and Developmental Disabilities, Sage Publications, Los Angeles.





2.	Kutty, A.T., & Rao L.G, (2003).Curriculum for Vocational Education, Transition of Persons with Mental Retardation from School to Work. Series -2, NIMH Publications, Secunderabad.
3.	Kutty, A.T., & Rao, L.G, (2001). Transition of Persons with Mental Retardation from School to Work – A Guide, NIMH Publications, Secunderabad
4.	Mukhobadhyay, M., & Kutty A.T. (2006). Principles of Vocational Training, Part-II, DVTE (ID) Manual, Rehabilitation Council of India, Kanishka Publisher, New Delhi.
5.	Rao, V.K. (2004), Vocational Education, A.P.H. Publishing Corporation, New Delhi.
6.	Wehmeyer, M. L. (2007). Promoting Self-Determination in Sstudents with Developmental Disabilities,

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 (IV)

Course Code	B 11 (B)	Title of the Course	MANAGEMENT OF LEARNING DISABILITY
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ul style="list-style-type: none">• Explain the concept, causes and characteristics of learning disabilities.• Discuss different types of learning disabilities and its associated conditions.• Develop teacher made assessment test in curricular areas.• Plan appropriate teaching strategies as per the specific needs of children with learning disability.
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Course Content		
Unit	Description	Weightage*(%)
1.	Learning Disabilities: Types 1.1 Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia. 1.2 Non-verbal learning disabilities 1.3 Language Disorders 1.4 Associated Conditions: ADHD & ADD 1.5 Emotional & Behavioral problems.	30
2.	Assessment of Basic Curricular Skills 2.1 Assessment of Readiness Skills 2.2 Assessment of Reading, Writing and Math skills 2.3 Teacher made test 2.4 Standardized Tests: Need, Types & Purpose 2.5 Interpretation of Test report	40
3.	Intervention Strategies in Basic Skills of Learning 3.1 Language skills 3.2 Reading 3.3 Writing 3.4 Maths skills 3.5. Study skills	30

Teaching-Learning Methodology	Discussions, debates, simulations, collaborative methods, must be used for transaction.
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Sr. No.	Course Work/ Practical/ Field Engagement
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1.	Prepare of checklist for screening LD
2.	Develop teacher made assessment test in any one curricular area for a given child
3.	Plan appropriate teaching strategies as per the specific needs of a given child with learning disability

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 explain the concept, causes and characteristics of learning disabilities.
2.	The student teachers will be able to discuss different types of learning disabilities and its associated conditions
3.	The learners will be able to develop teacher made assessment test in curricular areas
4.	The student teachers will be able to plan appropriate teaching strategies as per the specific needs of children with learning disability.

Essential & Suggested References:

S. No.	References
1.	<i>Essential Readings:</i> Bauer, A. M., & Shea, T. M. (2003). Parents and schools: creating a successful partnership for students with special needs. Merrill Prentice Hall, New Jersey \
2.	Myklebust, H.(1983). Progress in Learning Disabilities, Guene and Stratton – New York.
3.	Reid, K. (1988). Teaching the Learning Disabled, Allyn and Bacon, aida wS Baston.
8.	Desirable Readings Baca, L. M., & Cervantes, H.T. (2004).The Bilingual special education interface. (4th ed) .





	Pearson. New Jersey
9.	Browder, D. M. (2001). Curriculum and assessment for students with moderate and severe disabilities. The Guilford Press. New York
10.	Brunswick, N. (2012). Supporting dyslexic adults in higher education and the workplace. . Wiley-Blackwell. Malden.
11.	Fitzgibbon, G., & O'Connor, B. (2002). Adult Dyslexia:a guide for the workplace. John Wiley & Sons,Ltd. London.
12.	Gribben, M.(2012). The study skills toolkit for students with dyslexia. Sage Pub. London
13.	Karant, P., & Rozario, J. (2003). Learning disabilities in India : willing the mind to learn. Sage Publication, New Delhi
14.	Martin, L, C.(2009). Strategies for teaching students with learning disabilities. . Corwin Press, California
15.	McCardle, P., Miller, B., Lee, J, R., & Tzeng, O, J.L. (2011). Dyslexia across languages. (Orthography and the brain-gene-behavior link) Baltimore. Paul H.Brookes.
16.	Shula, C. (2000). Understanding children with language problems. Cambridge, New York.
17.	Prakash, P. (2008). Education of exceptional children: challenges and strategies. Kanishka publishers, New Delhi.
18.	Reddy, G.L., & Ramar, R.(2000). Education of children with special needs, New Delhi – Discovery Pub.
19.	Thapa, K. (2008). Perspectives on learning disabilities in India. (current practices and prospects). Sage Publication, Los Angeles.
20.	Trusdell M. L., & Horowitz, I. W. (2002). Understanding learning disabilities : a parent guide and workbook : for parents, teachers, professionals, advocates and others who work with, or come in contact with, individuals with learning disabilities. (3rd rev. ed.) Maryland. York Press.
21	Wong, B., & Butler, D. L. (2012). Learning about learning disabilities. (4th ed.) Amsterdam. Elsevier Academic Press.

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

On-line Resources





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2022-2023





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

Course Code	B7	Title of the Course	BASIC RESEARCH AND STATISTICS
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> 1. Describe the concept and relevance of research in education and special education. 2. Develop an understanding of the research process and acquire competencies for conducting a research. 3. Apply suitable measures for data organization and analysis.
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	Introduction to Research 1.1 Scientific Method 1.2 Research: Concept and Definition 1.3 Application of Scientific Method In Research 1.4 Purpose of Research 1.5 Research in Education and Special Education	30
2.	Types and Process of Research 2.1 Types of Research <ul style="list-style-type: none"> • Basic/Fundamental • Applied • Action 2.2 Process of Research <ul style="list-style-type: none"> • Selection of Problem • Formulation of Hypothesis • Collection of Data • Analysis of Data & Conclusion 2.3 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale 2.4 Action Research in Teaching Learning Environment 2.5 Professional Competencies for Research	30
3.	Measurement and Analysis of Data 3.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio 3.2 Organization of data: Array, Grouped distribution 3.3 Measures of central tendency and Dispersion: Mean, Median and Mode, Mean deviation, Standard deviation and Quartile deviation 3.4 Correlation: Product Moment and Rank Order Correlation 3.5 Graphic representation of data	40





Teaching-Learning Methodology	This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics.
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Develop a teacher made test for a given subject matter
2.	Develop a questionnaire/checklist
3.	Develop an outline for conducting action research

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 describe the concept and relevance of research in education and special education.
2.	The learners will be able to develop an understanding of the research process and acquire competencies for conducting a research
3.	The student-teachers will be able to apply suitable measures for data organization and analysis.

Essential & Suggested References:	
S. No.	<i>References</i>
1.	Essential Readings: Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India New Delhi.
2.	Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, Dr. Himanshu Swadia, New Delhi.





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3.	Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
4.	Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
5.	Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
6.	Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.

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PRACTICUM: MR

Semester – IV

E 1: Cross disability & Inclusion

Hours: 120

Credits: 04

Marks: 100

S. No.	Task for the Student Teachers	Disability Focus	Educational Settings	Hrs.120	No. of Lessons
1.1	Classroom Observation	Other than ID	Special schools for other disabilities	05	Observation of all subjects at different level, minimum 10 school Periods
		Any Disability	Inclusive Schools	05	Observation of all subject at different level, minimum 10 school Periods
1.2	a. Lesson planning and execution on different levels for selected subjects i. Languages ii. Non Languages	Any Disability Other than ID	Special schools for other disabilities/ Resource Room	30	20 lessons (10 Language & 10 Non-language)
			Inclusive Schools	30	20 lessons (10 Language & 10 Non-language)
1.3	a. Individualised Teaching lessons on different levels for selected subjects i. Languages ii. Non Languages	Any Disability Other than ID	Special schools for other disabilities	25	20 lessons (10 Language & 10 Non-language)
	b. Individualised Teaching lessons i. Languages ii. Non Languages	Any Disability Other than ID	Resource Room /Inclusive Schools	25	20 lessons (10 Language & 10 Non-language)

PRACTICUM: ID

Semester – IV

F 2: Other Disability Special School

Hours: 120

Credits: 04

Marks: 100

Sl. No.	Task for the Student Teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Any Disability	Special schools for Other than ID	Minimum 30 Lessons

PRACTICUM: ID

F 3: Inclusive School

Hours: 120

Credits: 04

Marks: 100

Sl. No.	Task for the Student Teachers	Disability Focus	Set Up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 30 Lessons

Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:

Areas	Disability Specialization and No. of Days
Classroom Observation	Semester –IV (2 days- 10Hrs)
Pedagogy Subject 1&2	Semester-IV (60 Hrs spread across 12 days)
Individualised Teaching Lessons	Semester-IV (50 hrs spread across 10 days)
Observation of support services	Semester-IV (2days-10 Hrs)
F2- Attachment/Internship	Semester-IV (24 days)
F3- Attachment/Internship	Semester-IV (24 days)