



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

Course Code	UE04CDBES26	Title of the Course	GUIDANCE AND COUNSELLING
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. Guidance and counselling are vital in helping children and their families to cope with stress and to find the right way to plan their programmes in education, vocation and daily living activities. 2. This course will empower the learners of this course to understand guidance and counselling, the types and context of counselling and apply the counselling and guidance skills to help students and their families.
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Course Content		
Unit	Description	Weightage*(%)
1.	Introduction to Guidance and Counseling 1.1. Guidance and Counseling: Definition and Aims 1.2. Areas of Guidance and Counseling 1.3. Core conditions in counseling 1.4. Skills and competencies of a Counselor 1.5. Role of the teacher in guiding and counseling students with special educational needs.	15
2.	Applying Guidance and Counseling skills 2.1. Differentiating counseling and guidance 2.2. Ethics in counseling – e.g. Confidentiality, anonymity, respect, empathy 2.3. Counselor as a good listener 2.4. Guiding the students and their families on specific issues e.g, family issues, concerns on academic performance, special educational needs 2.5. Counseling on specific issues e.g. Career counseling, family issues that Emotionally affect the students such as separation/death of dear ones, other traumatic conditions	15
3.	Unit 3: Enhancing Self Image and Self Esteem 3.1. Concept of Self as a human being. 3.2. Understanding emotions, feelings and changes 3.3. Growth to autonomy 3.4. Personality development – role of the counselor 3.5. Role of teacher in developing in children, self-esteem and respecting feelings of others	15
4.	Guidance and Counseling in Inclusive Education 4.1. Current status with reference to Indian schools 4.2. Types of Counseling: non directional, Child-centered, supportive, family members	15





	4.3.Guidance in Formal and Informal situations: Within and outside classroom, vocational guidance 4.4.Group guidance: Group leadership styles and group processes 4.5.Challenges in group guidance	
5.	Family counseling of students with special educational needs 5.1. Importance of establishing rapport with the family members. 5.2. Addressing family as a unit with focus on the student with special educational need. 5.3. Counseling siblings and other extended family members 5.4. Connecting home and school – collaboration with school teachers and family 5.5. Record maintenance of guidance and counseling interventions.	40

Teaching-Learning Methodology	The transaction for this course should be done with a perspective to enhance in the learners the ability to become a “People-helper”. They should be able to appreciate the role of a guide and counsellor in the school setting. Lecture discussions, role play and case discussions should be adopted to facilitate understanding among the learners.
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	I. Counselling and report writing on a selected client/family
2.	II. Conduct of a simulated parent counselling session
3.	III. Review documents on vocational guidance and write an essay.

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	Describe the concept and meaning of Counseling and Guidance.
2.	Apply the skills of guidance and counseling in classroom situations and with families of the students.
3.	Discuss the types of counseling and guidance in special school and inclusive settings.
4	Narrate the importance and scope of family counseling
5	Describe the process of development of self-image and self-esteem

Essential & Suggested References:

S. No.	References
1.	Naik, P.S. (2013). Counselling Skills for Educationists. New Delhi: Soujanya Books.
2.	Nayak, A.K. (1997). Guidance and Counselling. New Delhi: APH Publishing.
3.	Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. New Delhi: Soujanya Books.
4.	Shah, A. (2008). Basics in Guidance and Counselling. New Delhi: Global Vision Publishing House.
5.	Sharma, V.K. (2022). Administration and Training of Educational and Vocational Guidance. New Delhi: Soujanya Books.
6.	Mehrotra, N (2016). A resource book on disability studies in India, https://www.jnu.ac.in/Faculty/nilika/A%20READER%20ON%20DISABILITY%20STUDIES%20IN%20INDIA.pdf
7.	https://egyankosh.ac.in/bitstream/123456789/46291/1/BESE-132B4E.pdf
8.	https://www.niepid.nic.in/Protocol_Psy.pdf
9.	https://www.mheducation.co.in/counselling-and-guidance-9781259005077-india

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





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

Course Code	UE04CDBES27	Title of the Course	POSITIVE BEHAVIOUR SUPPORTS
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. Positive Behaviour Interventions and Supports (PBIS) is the current trend in helping students to earn and exhibit the appropriate behaviour contextually. 2. The PBIS strategies are not just directed towards students with disabilities, but are planned in such a way that all students in the school benefit from it. If planned and implemented in the right manner, 3. PBIS is one of the best ways to help students in special as well as inclusive educational settings. 4. The techniques involve the students in planning the behavioural expectations and the consequences if not followed, thus making the whole process a participatory technique. 5. This unit will elaborate on the planning and implementation of PBIS in schools.
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Course Content		
Unit	Description	Weightage*(%)
1.	Understanding Behaviour 1.1 Behaviour – Historic perspective, classical conditioning, operant conditioning and other methods used in promoting appropriate behaviour 1.2 Understanding behaviours – Definition, features, topography and functions of behaviour 1.3 Understanding the communicative and non-communicative functions of behaviours 1.4 Role of internal factors (pain, hormones, sleep, physical and mental health and medication) 1.5 Role of external factors (unpredictability, lack of clarity, sudden changes)	15
2.	Positive Behavioural Intervention and Support 2.1 Concept and focus: Promoting academic success and facilitating positive behaviour 2.2 Basic elements of the practice of PBIS: expected outcome, evidence-based practices, collection of data 2.3 Basis of PBIS: Fostering safe and positive relationships, fair and predictable consequences, and review of environmental modifications 2.4 Extent of support based on the nature of the behaviour being addressed 2.5 Overall classroom environment and management	15
3.	Implementing PBIS 3.1 The three-tier system of implementing PBIS – Tier 1 Primary Prevention, Tier 2 Secondary Prevention and Intervention, Tier 3 Tertiary Prevention and Intervention	15





	3.2 Involvement of students in planning and implementing 3.3 Developing PBIS matrix 3.4 Monitoring implementation 3.5 Points to consider for successful implementation of PBIS	
4.	Positive Strategies for Behaviour Support 4.1 Proactive, active and reactive strategies 4.2 Using interests, structure and visual strategies to promote positive behaviours 4.3 Providing choices, agency and control 4.4 Focus on emotional regulation 4.5 Limitations and negative impact of the use of aversive techniques and punishment procedures	15
5.	Promoting Positive Support 5.1. Functional Analysis of Behaviour and Intervention 5.2. Differentiating between shutdowns, meltdowns and tantrums 5.3. Understanding focused interests and motivations 5.4. Importance and benefits of self-stimulatory behaviours 5.5. Understanding sensory processing	40

Teaching-Learning Methodology	The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials. • Lectures and discussions • Field visits • Hands-on experiential demonstrations • Workshops and seminars • Self-study and use of online resources • Presentations and projects
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	Observe an individual, identify behaviours that interfere with learning and carry out a functional analysis.
2.	Critically review the behaviours that interfere with the learning of persons with disabilities and provide their perspective of why might that behaviour be important for them.
3	Prepare a matrix for a class of your choice to exercise Tier 1
4	Develop an individualised plan for different settings: educational, home, public places

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	Explain the concept and historical perspectives of behaviour
2.	Narrate the need for implementing schoolwide positive behavioural strategies
3.	Demonstrate competency in implementing the three-tier system of PBIS
4	Illustrate the role of teachers and other stakeholders in implementing schoolwide PBIS
5	Plan positive behavioural intervention and support (PBIS) for the class

Essential & Suggested References:

S. No.	References
1.	Bradshaw, C. P., Reinke, W. M., Brown, L. D., Bevans, K. B., & Leaf, P.J. (2008). Implementation of school-wide positive behavioural interventions and supports (PBIS) in elementary schools: Observations from a randomized trial. <i>Education and Treatment Children</i> , 31(1), 1– 26. http://www.educationandtreatmentofchildren.net/
2.	Dunsmoor, J.E., Murphy, G.L. (2015). Categories, concepts, and conditioning: how humans generalize fear. <i>Trends Cognitive Science</i> ;19(2):73-7. doi:10.1016/j.tics.2014.12.003
3.	Polloway, E.A., Patton, R.P, and Serna, L., (2008). <i>Strategies for teaching learners with special needs</i> . Ohio: Pearson
4.	Timothy and William, J (2019) <i>Applied behavioural analysis</i> . Boston: Pearson Publishers. What is School-Wide Positive Behavioural Intervention and Supports? (2010). <i>Positive Behavioural Intervention and Supports</i> . http://pbis.org/school/what_is_swpbs.aspx
5.	Whitman, M.A. (1975) <i>Behaviour Modification: Introduction and Implications</i> , 24 DePaul L. Rev. 949 Available at: https://via.library.depaul.edu/law-review/vol24/iss4/6





6.	- https://www.pbis.org/resource/references-for-the-evidence-base-of-pbis
7.	https://www.researchgate.net/deref/http%3A%2F%2Fpbi.sagepub.com%2F
8.	Culturally responsive practices and PBIS. Annotated bibliography. https://files.eric.ed.gov/fulltext/ED601040.pdf
9.	https://cdn.ymaws.com/member.tash.org/resource/resmgr/Webinars/2016/2016-PBISWebinar/1990_JASH_Toward_Nonaversive.pdf
10.	https://mn.gov/mnddc/positive_behavior_supports/pdf/From-Behavior-Management-to-Positive-Behavioral-Supports.pdf
11.	https://www.unicef.org/easterncaribbean/media/1191/file/7-Key-Steps-to-Implementing-Positive-Behavioural-Systems-at-You-School-2017.pdf

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

On-line Resources





**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID),
 Semester-IV**

Course Code	UE04CDBES28	Title of the Course	Early Childhood Care and Education
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. The course is designed to provide the learners with an insight into the importance of the early childhood period, especially the critical period of growth and development. 2. Knowledge about the Domains of development and important milestones of typical children in this course will help in identifying delays, at-risk children and referring them for assessments. 3. The identified young children with disabilities could be supported through interventional play-based activities in an ECCE program. 4. So, the overall aim of the course is to facilitate inclusion ECCE practices right from the start.
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Course Content		
Unit	Description	Weightage*(%)
1.	The Early Years: An Overview 1.1 Growth and development – Factors affecting growth and development, Principles of development, ages and stages of development 1.2 Critical period of development and Neural Plasticity 1.3 Sensitive Periods of Learning: Maria Montessori's Framework & Windows of opportunity for learning 1.4 Domains of development: 1) Physical, motor & health 2) Communication and language, 3) Cognition, 4) Socio-emotional and 5) Approaches to learning 1.5 Significant milestones under each domain and red flags	15
2.	Early Childhood Education & Intervention 2.1 Young children at risk as a result of physical and environmental factors and those resulting from individual and family circumstances. 2.2 Developmental checklists for screening & referrals 2.3 Developmental Systems Model for Early Intervention 2.4 Cross disability approach for early intervention 2.5 Play as a tool for screening children	15
3.	Requirements and provisions for Inclusive ECE 3.1 Service Delivery systems for ECCE and EI : ICDS under Ministry of Women & Child development, DECIC under MoH and CDEIC under DEPwD of MSJ&E 3.2 The ecosystem model for inclusive ECCE: Provisions at individual (child and family outcomes) micro system (Peer and teacher interactions), meso system (curriculum and professional team approach), exosystem (community	15





	participation), and macrolevel (national policy provisions). 3.3 National and Global provisions: UNCRC (1989) & Protocols, The commission for protection of child rights (2005), Prohibition of child marriage Act (2006), POCSO (2012), Juvenile Justice (Care and Protection of Children) Act (2015), Child labour (Prohibition and Regulation) Amendment Act (2016) NEP 2020 provisions for ECCE 3.4 Setting up of Inclusive ECCE: Infrastructural requirements, curriculum and collaborative practices 3.5 Importance of Natural Environments and role of family in developing Individualized Family Service Plan (IFSP)	
4.	Inclusive Pedagogical practices 4.1 Integrating Theories of Development into pedagogical practices 4.2 Types and Stages of play – Symbolic play and its importance for the children with Disabilities 4.3 UDL based activities in ECCE 4.4 Developing Creativity, critical thinking, language, communication, Literacy, Numeracy through Activity Based Learning 4.5 Developing musical, aesthetic, scientific & cultural Skills in young children	15
5.	School Readiness and Transitions 5.1 Children's readiness for school and school readiness for children 5.2 Indicators of school readiness 5.3 NIPUN Bharat's Goals and competencies for school readiness 5.4 Transitioning from Home to inclusive ECCE 5.5 Transitioning from inclusive ECCE to inclusive schools	40

Teaching-Learning Methodology	Lecture, Discussion, Visits, Observations & 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
3.	Develop and IFSP and a Transition plan

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	Explain the various domains of development.
2.	Describe ways to identify at risk children and use screening tools
3.	Enumerate the inclusive early education pedagogical practices.
4	Describe the requirements for school readiness and transitioning
5	Describe the provisions and requirements for ECCE

Essential & Suggested References:

S. N	References
1.	Barbour, N., & Seefeldt, C. (1998). Early Childhood Education. An Introduction (4th Ed). U.K: Prentice Hall.
2.	Broman, B. C. (1978). The Early Years in Childhood Education. Chicago: Rand McNally College Publishing Company.
3.	Catron, C.E., & Allen, J. (1993). Early Childhood Curriculum. New York: MacMillan Publishing Company.
4.	Costello, P.M. (2000). Thinking Skills & Early Childhood Education. London: David Fulton Publishers.
5.	Dahlberg, G., Moss, P. & Pence, A. (2007). Beyond Quality in Early Childhood Care and Education. (2nd Ed.). New York: Routledge Publication.
6.	Desparabhu, S. (2019). Early Childhood Special Education – An Introduction. Kanishka Publishers, Distributors. New Delhi
7.	Dunn, S.G., & Dunn, K. (1992). Teaching Elementary students through their individual learning styles: Practical approaches for grades 3-6. Massachusetts: Allyn & Bacon.
8.	Cross Framework for Cross Disability Early Intervention & School Readiness PEHAL (Birth to 3 years) NIPUN Inclusive (3 to 6 years) RCI DEPwD of MSJE https://rehabcouncil.nic.in/sites/default/files/pratham_book.pdf





9.	Guralnick, M.J. (2005). The Developmental Systems Approach to Early Intervention: Brookes Publication.
10.	Klausmeir, H. J., & Sipple, T.S. (1980). Learning & Teaching Concepts. A strategy for testing applications of theory. New York: Academic Press.
11.	Mohanty, J., & Mohanty, B. (1999). Early Childhood Care and Education. Delhi: Offset Printers.
12.	Mohite, P. & Prochner, L. (2008). Early Childhood Care and Education. Concept publishing Company. New Delhi.
13.	NCFFS (2022) National Curricular for Foundational Stage, NCERT, DOSEL, MoE New Delhi
14.	Sen Gupta, M. (2009). Early Childhood Care and Education. PHI Learning Private Limited. New Delhi.
15.	Venkatacharya, P., Reddy, K. S. & Shridevi, k. (2018). Early Childhood Care and Education. Neelkamal Publications Private Limited. New Delhi.
16.	https://depts.washington.edu/chdd/guralnick/pdfs/overview_dev_systems.pdf
17.	https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29_1.pdf
18.	https://ncert.nic.in/dee/pdf/smooth_successful.pdf
19.	https://ncert.nic.in/pdf/VidyaPravesh_Guidelines_GradeI.pdf
20.	https://www.right-to-education.org/issue-page/early-childhood-care-and-education
21.	https://itpd.ncert.gov.in/pluginfile.php/1541285/mod_resource/content/1/1_7_eng_ecce_in_india.pdf

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

On-line Resources





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

Course Code	UE04CDBES29	Title of the Course	COMMUNITY-BASED REHABILITATION
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. The course is designed to help the learners understand the importance of Community-Based Rehabilitation, and its impact on the lives of persons with other disabilities. 2. The course will also facilitate learning about mobilising the resources from the community and its utilisation for the benefit of persons with disabilities and their families. 3. The course content provides inputs about the role of OPDs, siblings' groups, SHGs and will help to gain knowledge about the participatory approach in CBR.
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Course Content		
Unit	Description	Weightage*(%)
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	15
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	15
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	15
4.	Inclusive Community Development 4.1 Community, Disability and Development 4.2 Mapping of resources in the community 4.3 Advocacy and collaboration with government departments 4.4 Identifying needs of families and developing IFSP	15





	4.5 Disability and poverty	
5.	Mobilising Community for inclusion of persons with disabilities 5.1 Promoting OPD and their roles in CBR 5.2 Promoting Sibling Groups 5.3 Inclusion of PwDs in SHG 5.4 Inclusion of PwDs in Panchayat-Raj 5.5 Participatory approach of CBR	40

Teaching-Learning Methodology	Besides the lecture method, the topics in this course may be transacted through discussion on selected case studies, classroom seminars/debates and a visit to the community to interact with OPDs and SHGs.
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Sr. No.	Course Work/ Practical/ Field Engagement
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

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	Learn the strategies for promoting public participation in CBR
2	Apply suitable methods for preparing persons with disability for rehabilitation within the community.
3	Provide need-based training to persons with disabilities





4	Explain the concept, principles and scope of community-based rehabilitation.
5	Develop an understanding of the role of government and global agencies in CBR
6	Develop an understanding of the roles played by OPD members and siblings

Essential & Suggested References:

S. No.	References
1.	Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
2.	McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
3.	Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
4.	Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
5.	Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances (2014). Ministry of Social Welfare, Govt. of India, New Delhi
6.	Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
7.	WHO .(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
8.	WHO .(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

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

On-line Resources





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

Course Code	UE04CDBES30	Title of the Course	APPLICATION OF ICT IN EDUCATION
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. This course aims to orient the teacher trainee to various applications of Information and Communication Technology in teaching learning process. 2. This course intends to orient the learners to understand the scope and application of ICT for students with disabilities. 3. The course includes uses of all kinds of media and computer in order to give hands on experience of applying ICT in various learning environments as well to familiarize the student teacher with different modes of computer-based learning.
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Course Content		
Unit	Description	Weightage*(%)
1.	Information Communication Technology (ICT) and Special Education 1.1 Meaning, Definitions and Importance of ICT 1.2 Scope of ICT in Teaching Learning Process, Assessment, Administration and Research 1.3 Role of ICT in 'Construction of Knowledge' (Constructivism & ICT) 1.4 Integrating ICT in Special Education and its Application 1.5 Challenges of ICT in Education	15
2.	ICT, Computer and Communications 2.1 Communicative Skills & ICT (Supporting Listening, Speaking, Reading & Writing for different groups) 2.2 Mass Communication Media: Radio, Television, Newspaper, Magazines, Internet based Social Media 2.3 Computers: Functional Knowledge, Using Word Processing, Spreadsheet and Presentation Software 2.4 Computer as a Learning Tool: Effective Browsing; Cross Collating Knowledge from Varied Sources 2.5 Communication with Stakeholders & Use of ICT	15
3.	Visualising Technology-Supported Learning Situations 3.1 Preparation of Learning Schemes and Planning Interactive Use of ICT 3.2 Developing PPT Slide Show for Classroom 3.3 Organising virtual classroom and virtual meetings 3.4 Organizing Teleconferencing and Video-Conferencing 3.5 Assessment Strategies and Scope of ICT	15
4.	ICT Ecosystem for Inclusive Education 4.1 Creating ICT Ecosystem in the school for inclusive education– hardware, software –	15





	4.2 Use of OERs; Free and Open Source Software (FOSS) 4.3 Assistive Technologies and ICT for planning and classroom management 4.4 MOOCs, e groups, e-forums, etc (National level Initiatives) 4.5 E-Classroom: Concept, and Required Adaptations for Students with Disabilities	
5.	Policy, Legal & Ethical Concerns 5.1 Security Threats and Measures; Cyber privacy and Netiquette 5.2 National Level initiatives for promotion of E-learning 5.3 Ethical Practices; Cyber laws and Child Safety 5.4 International and National Policy concerns on Use of ICT in education 5.5 Overview of WCAG (Web Content Access Guidelines)	40

Teaching-Learning Methodology	
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Sr. No.	Course Work/ Practical/ Field Engagement
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
4.	Enrol and complete MOOC courses in Swayam Portal
5.	Analyse OERs on National Platform, write the features and characteristics of these OERs

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	Gauge the varying dimensions in respect of ICT and Applications in Special Education.





2.	Delineate the special roles of ICT Applications.
3.	Describe the application of ICT in Inclusive setups
4	Explain the policy provisions for ICT
5	Acquire Familiarity with Different Modes of Computer-Based Learning.

Essential & Suggested References:

S. No.	References
1.	Kozma, R.B. (2003). Technology, Innovation, and Educational Change: A Global Perspective: A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education.
2.	Abbot, C. (2001). ICT: Changing Education. Routledge Falmer.
3.	Florian, L., & Hegarty J. (2004). ICT and Special Educational Needs: A Tool for Inclusion. Open University Press, Maidenhead.
4.	CEMCA (2016). Resource Book on ICT Integrated Teacher Education. The Commonwealth Educational Media Centre for Asia (CEMCA).
5.	UNESCO (2023). UNESCO's ICT Competency Framework for Teachers

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

On-line Resources





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

Course Code	UE04CDBES31	Title of the Course	DISABILITY, SEDGS, AND GENDER
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. This course will prepare learners to develop an understanding about the intersectionality of disability with Gender and other Socio-Economic disadvantaged Groups (SEDGs). 2. The purpose is to inculcate the human oneness and valuing and respecting persons with disabilities regardless of their socio-cultural identities, gender, geographical conditions and socioeconomic backgrounds. 3. This course is also aimed at creating awareness among the learners about the legal provisions for empowerment of persons with disabilities belonging to different socio-economically disadvantaged groups (SEDGs). 4. The expected long term benefit is to develop knowledge, skills and attitude among learners about the sensitivity and vital points of consideration while planning and executing learning activities for students with disabilities belonging to diverse SEDGs.
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Course Content		
Unit	Description	Weightage*(%)
1.	Human Rights, human values and disability 1.1 Human rights-based approach: Concept, history and advantages 1.2 Principles of human rights-based approach- Equality and non-discrimination, universality & inalienability, participation and inclusion, interdependence and interrelatedness, accountability and rule of law 1.3 Instruments of human rights system- Legal frameworks, policies & programmes, resources and supports, public awareness-information, education and communication (IEC), establishments, networking and collaborations with different societal spheres 1.4 Human values and disability- Social existence of disability, human diversity and rights, empowerment, enforceability, indivisibility, participation, legal and social protection, safety and security, and advocacy 1.5 Socio-Economically Disadvantaged Groups (SEDGs) and human empowerment– SEDG social and legal identities, their socio-economic conditions, empowerment provisions for their health care, education, employment, legal protection and justice, accessible public spaces and services, social inclusion and community participation	15
2.	Gender Identity and disability 2.1 Gender and socialization practices - gender and sex, stigma and	15





	discrimination, gender roles and responsibilities, socialization of boys, girls and transgender in family and society. 2.2 Disability and socialization practices- gendered disability, stigma and discrimination, violence, individuals with disability and their roles and responsibilities, socialization of boys, girls and transgender with disability in family and society. 2.3 Legal safe guards for girls and transgender with and without disability- Constitutional provisions, PWDV Act 2005, POCSO-2012, JJ Act 2015, RTE (amendment) Act 2012 and, RPwD Act 2016, Transgender Persons (Protection of Rights) Act, 2019, The Criminal Law (Amendment) Act, 2013 & 2018 2.4 Gendered experience of students with disability- Residential and non-residential schools, classrooms and beyond, curriculum, learning activities, textbooks, assessment, equity and social role valorization, implications for teaching and learning in different learning centres. 2.5 Educational initiatives and teachers' role: Policy, schemes and programmes, gender inclusion fund, measures for empowerment of girls, women and transgender with disability on enhancing quality of their socio-economic conditions, education, health (including sexual, reproductive and mental health), employment, life-style.	
3.	Disability and Socio-cultural groups 3.1 Socio-Cultural Groups- Constitutional and social identities, educational and social rights, policy and programmes for scheduled tribes, scheduled castes, other backward classes, linguistic and religious minority groups. 3.2 Socio-educational issues and concerns- marginalization, discrimination and social exclusion, harassment, poverty, social mores & customs, language, inaccessibility to quality schools. 3.3 Gendered disability among socio-cultural groups- multiple and compound impacts of disability and disadvantage, lack of resources and supports, underrepresentation in schools. 3.4 Educational initiatives: Identification of untapped talents among SEDGs, inclusion fund, up gradation and strengthening of schooling system, academic activities under tribal sub-plan and scheduled caste sub plan, relaxations and reservation schemes, scholarships and other incentive schemes. 3.5 Teachers' role in promoting equality and inclusion- respect and acceptance of socio-cultural conditions, contextualization of curriculum, multilingual pedagogical approach, skills of multi-grade teaching, identification of socio-cultural milieu and other resources, use of sociocultural capital of learners in teaching and learning.	15
4.	Disability and Geographical conditions 4.1 Geography and disparity in education - inter and intra states disparity, poverty, specific issues of coastal areas, hilly areas, desert, natural disasters prone areas, developmental projects area, international boundaries area. 4.2 Geographical conditions and disability- issues related to different	15





	geographical terrains, access to education, access to rehabilitation services, infrastructural conditions, language and culture, availability and accessibility of resources, services, information, communication 4.3 Educational initiatives in difficult terrains: Government schemes and programmes, intervention in aspirational districts, PM- New15 point programmes, Special Education Zones, Special Education Zones, residential schooling, alternative forms of schooling, scholarships and other incentive schemes. 4.4 Local governance and collaboration: understanding the local governance, Resource identification and resource mobilization, collaboration with local organizations and community. 4.5 Teachers' role in promoting equality and inclusion- understanding the Geographical conditions and learning needs of children, adjustment of learning spaces, adaptation and accommodation in scheduling of learning activities and timings, adaptation in curriculum, teaching-learning, assessment, harnessing technology.	
5.	Disability, Socio-economic and other disadvantaged conditions 5.1 Disability and poverty: Occurrence of disability, discrimination and vulnerability, other interacting factors like family interaction, child rearing, nutrition, social and physical wellbeing, employment. 5.2 Disability in migrant community, refugees, construction workers- CwDs in migrating families, ambiguous sense of belongingness, lack of housing and inaccessible living arrangements, experiences of simultaneous discrimination, health and social relations, sense of helplessness. 5.3 Children with disability in chronic distress and at risk conditions- CwDs of chronically ill parent(s), sex-workers, single parents, prisoners, CwDs in juvenile/observation homes, CwDs engaged in substance abused, CwDs living in vulnerable situations, orphans with disabilities, child beggars, destitute CwDs, victims with disabilities of or CwDs of victims of trafficking, victims with disabilities of disasters, social conflicts, war and other human actions. 5.4 Educational initiatives: Policy, schemes and programmes, short-term Mitigating interventions and long term sustainable interventions, educational opportunities in mobile schools, schools on wheel/tents, porta-cabin schools, learning in shelter homes, services of counselors, social workers and volunteers as in NEP 2020. 5.5 Teachers' role in promoting equality and inclusion- learning opportunities in difficult situations, curricula alignment, designing of portable learning aids, package programming and digital education, developing information and community support mechanism, working with family in distress, identifying and use of strengths within at risk community, resourcefulness and service provision in crisis situation, inter and intra linkages in community and bridging the gap between the school and community. Transaction This course has been designed to provide the student teachers a socio-culturalperspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done	40





	through focus group discussions, issue-based classroom interactions in addition to lectures and seminars. Field-visits, cross-sectional survey, case studies, assignments and projects should be added to strengthen the transactional process and learning.	
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Teaching-Learning Methodology	This course has been designed to provide the student teachers a socio-cultural perspective to disability. It aims to promote awareness about the space for disability equity and rehabilitation within the human rights system. As such the transaction of the course topics should be done through focus group discussions, issue-based classroom interactions in addition to lectures and seminars. Field visits, cross-sectional surveys, case studies, assignments and projects should be added to strengthen the transactional process and learning.
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	Design activity- log to establish a Gender Justice Club or Disability Support Circle in school.
2.	Study the case of a woman with disability and submit a report
3.	Explore internet and document case-studies of transgender with disability
4.	Review selected paper/s authored by women with disability
5.	Conduct a gender analysis of a selected disability Act/policy
6.	Interact with children and families of socio-cultural groups, identify the challenges of education and prepare a plan of action.
7.	Visit to observation homes/shelter homes/homes of construction workers, migrant families in your locality, interact with CwDs and families at risk and prepare a package programme for her/his holistic development.

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	Develop an understanding of human rights based approach in context of disability, human values and co-existence of disability among socio-economically disadvantaged groups.
2.	Explain the socio-demographic perspectives of gender and disabilities, compounding impact of gender and disability, legal safeguard for girls and transgender and gendered experiences of students with disabilities
3.	Describe the socio-cultural and educational issues and concerns of students with disabilities belonging to Socio-cultural groups (ST, SC, OBC and Minorities), educational programmes and role of a teacher.
4	Illustrate the challenges in education of students residing in difficult and aversive geographical terrains, educational initiative and role of a teacher
5	Enlist the challenges faced by children with disabilities in difficult circumstances, analyse the disadvantageous impact on the CwDs and plan out the educational intervention programmes for them.

Essential & Suggested References:

S. No	References
1.	Alber, B. and Hurst, R. (2004). Disability and a human rights approach to development. Disability Knowledge and Research. (available at www.disabilitykar.net)
2.	DGS (2021). Inclusion of Transgender Children in School Education: Concerns and Roadmap. Department of Gender Studies, National Council of Educational Research and Training, New Delhi.
3.	DoSEL (2020). National Education Policy-2020. Department of School Education and Literacy. Ministry of Human Resource Development (Now Ministry of Education), New Delhi.
4.	Ghosh, M. (2015). Disability and women: A Note on the Tribal Aborigines in Darjeeling Hills. International Journal of Scientific Research, 4(4), doi:10.36106/ijsr
5.	Gobinda C. Pal (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series Indian Institute of Dalit Studies New Delhi
6.	Habib, L. A. (1997). Gender and Disability: Women's Experiences in the Middle East. Oxfam, UK.
7.	Hans, A. (2015). Disability, Gender and the Trajectories of Power. Sage Publications Pvt. Ltd. New Delhi
8.	Meekosha, H. (2004). Gender and Disability. Sage Encyclopaedia of Disability





9.	NCERT (2006). Position Paper-National Focus Group on Gender Issues in Education. National Council of Educational Research and Training, New Delhi.
10.	NCERT (2013). Training Material for Teacher Educators on Gender Equality and Empowerment. National Council of Educational Research and Training, New Delhi.
11.	NCERT (2017). Minority Education- Policies, Programmes and Schemes-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi
12.	NCERT (2017). Modules for Enhancement of Quality Education-Issues, Challenges and Concerns of Scheduled Castes (A Training Package). National Council of Educational Research and Training, New Delhi.
13.	NCERT (2020). Inclusion in Education-A Manual for School Management Committee. National Council of Educational Research and Training, New Delhi.
14.	NCERT (2020). Inclusion in Education-A Manual for School Management Committee. National Council of Educational Research and Training, New Delhi.
15.	NCERT (2021). Educational Rights of Children with Special Needs-Frequently Asked Questions. National Council of Educational Research and Training, New Delhi.
16.	O'Brien, J., & Forde, C. (2008). Tackling Gender Inequality, Raising Pupil Achievement. Dunedin Academic Press, Edinburgh.
17.	Pal, G.C. (2010). Dalits with Disabilities: The Neglected Dimension of Social Exclusion. Working Paper Series, Indian Institute of Dalit Studies, New Delhi.
18.	Purkayastha, D. (2010). Economic Growth, Intra-Household Resource Allocation and Gender Inequality. Atlantic Economic Journal, 38(4), 465-466
19.	Ridgeway, C. L. (2011). Framed by Gender: How Gender Inequality Persists in the Modern World. Oxford University Press, New York.
20.	Samuels, E. (2014). Fantasies of Identification: Disability, Gender, Race. NYU Press, New York.
21.	SCSTRTI (nd). Study on Cost Disability in TSP Areas of Chhattisgarh, Jharkhand and Odisha, Scheduled Caste and Scheduled Tribe Research and Training Institution, Govt. of Odisha
22.	Smith, B. G., & Hutchison, B. (2013). Gendering Disability. Rutger University Press, New Jersey.
23.	THE Criminal Law (Amendment) ACT, 2018 Available at https://www.mha.gov.in/sites/default/files/CSdivTheCriminalLawAct_14082018_0.pdf
24.	The Criminal Law Amendment Act 2013, available at The_Criminal_Law_Amendment_Act_2013_0.pdf
25.	The Juvenile Justice (Care and Protection of Children) Act, 2015, available at https://www.indiacode.nic.in/bitstream/123456789/8864/1/201602.juvenile2015pdf.pdf





26	The Protection of Children from Sexual Offences Act, 2012, available at https://lddashboard.legislative.gov.in/sites/default/files/The_Protection_of_Children_from_Sexual_Offences_Act_2012.pdf ,
27	The Protection of Women from Domestic Violence Act, 2005, available at https://lddashboard.legislative.gov.in/sites/default/files/A2005-43.pdf
28	The Right of Children to Free and Compulsory Education Amendment Act 2012, available at https://www.ldexplained.org/wp-content/uploads/2022/01/Right-of-Children-to-Free-and-Compulsory-Education-Amendment-Act-2012-English-Copiable_Searchable.pdf
29	The Rights of Persons with Disabilities Act, 2016, available at https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf
30	The Transgender Persons (Protection of Rights) Act 2019 https://thc.nic.in/Central_Governmental_Acts/Transgender_Persons_(Protection_of_Rights)_Act,_2019.pdf
31	Treas, J., & Drobic, S. (2010). Dividing the Domestic: Men, Women, and Household Work in Cross-National Perspective. Stanford University Press, Stanford.

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

On-line Resources





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

Course Code	UE04EPBES21	Title of the Course	READING AND REFLECTING ON TEXTS
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. One of the core areas that schools focus upon is age appropriate and fluent literacy skills among the students. 2. Hence, aspirant graduates who intend to make a career in special education must also be good readers and writers. 3. This course is skill based and activity oriented and is designed to give the learners an opportunity to enhance their reading and writing skills from a professional perspective and apply it suitably for students with disabilities.
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Course Content		
Unit	Description	Weightage*(%)
1.	Reflections on Literacy 1.1 Role of literacy in education, career and social life 1.2 Literacy and self esteem 1.3 Literacy and first language 1.4 Literacy of second language & educational bilingualism 1.5 Braille Literacy	20
2.	Reflections on Reading and Comprehension 2.1 Reading - reading aloud, silent reading 2.2 Reading comprehension- learning to read and reading to learn (Chall's stages of reading) 2.3 Developing reading and reading comprehension from foundational to higher level; activities and strategies 2.4 Self-regulation and Meta cognitive awareness for reading 2.5 Reading and reading comprehension amongst children with disabilities	20
3.	Responding to Texts 3.1 Indicators of text comprehension: retelling, paraphrasing, summarizing, answering, predicting, commenting and discussing 3.2 Type of texts narrative, descriptive, directing, and argumentative 3.3 Responding to text - reports, policy documents, news, editorial, academic articles, advertisement, resume, story books and novels 3.4 Web search, digital and e-books 3.5 Reading preferences, reading for pleasure	20
4.	Writing as a Process and Product 4.1 Writing as a process: language, grammar, vocabulary, spelling	20





	4.2 Content, intent, audience and organization 4.3 Process of writing - handwriting, neatness, alignment and spacing 4.4 Self editing and peer editing using COPS (capitalisation, organisation, punctuation and spellings) 4.5 Evaluating Students Writing: Conceptualisation, appropriateness, complexity, organization and literary richness and originality and creativity.	
5.	Independent Writing 5.1 Writing: Picture description, expansion of ideas, essays, stories, poems, original writing 5.2 Professional writing: Applications, agenda, minutes, note taking and others 5.3 Converting written information into graphical representation 5.4 Filling up Surveys, Forms, Feedback Responses, Checklists 5.5 Professional writing in special education and ethics	20

Teaching-Learning Methodology	Lectures, journal clubs, seminars, debates and discussions for enhancing reading and writing skills
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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.	Discuss the role and importance of literacy in education
2.	Describe the difference between reading and reading comprehensions and the skills required.
3.	Narrate about the different types of texts.
4.	Discuss writing as a process and a product
5.	Detail out the procedure for independent writing

Essential & Suggested References:

S. No.	References
1.	Recommended Readings: Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
2.	McCormick, S. (1999). Instructing students who have literacy problems. Merrill, New Jersey.
3.	Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association.
4.	Gallagher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers.
5.	Heller, R. (1998). Communicate clearly. DK Publishing, New York.
6.	Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners High Beam.
7.	May, F. B. (1998). Reading as communication. Merrill, New Jersey.
8.	May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon, Boston.
9.	McGregor, T. (2007). Comprehension Connections: Bridges to Strategic Reading. Heinemann Educational Books.
10.	Miller, D. (2002). Reading with Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York.
11.	Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.





12.	Paul, P. V. (2009). Language and Deafness. Jones and Bartlett, Boston.
13.	Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House, New Delhi.
14.	Tovani, C., & Keene, E. O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers.
15.	---http://www.asercentre.org
16.	https://www.landmarkoutreach.org/wp-content/uploads/Challs-Stages-of-Reading-Development.pdf
17.	https://www.learner.org/wp-content/uploads/2019/06/RWD.DLU1_ChallsStages.pdf
On-line resources to be used if available as reference material	
On-line Resources	





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

Course Code	UE04EPBES22	Title of the Course	DRAMA AND ART IN EDUCATION
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. The rich Indian field of art may be translated into our education system to give exposure to a variety of art forms, learning and appreciating it as well as using it within teaching, advocating and sensitizing. 2. This paper is an opportunity to facilitate the art within learners and the lives they impact. 3. The paper also aims to understand modifications and adaptations that can facilitate the participation of individuals with a disability. 4. Appropriate learning alternatives are to be provided to learners with disability. E.g., as required, a candidate with blindness must get alternative learning opportunities and evaluative tasks for visual art or a candidate with deafness for music art.
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Course Content		
Unit	Description	Weightage*(%)
1.	Introduction to Art Education 1.1 Art and art education: Meaning, scope and perspectives 1.2 Breaking the stereotypes: Understanding diversity and different perspectives within artistic expression 1.3 Artistic expression: Creative and emotional expression and regulation 1.4 Power of Art: Classroom and beyond (e.g., changing disability narratives, sensitization and advocacy activities) 1.5 Adaptations, modifications, and strategies to facilitate learning and participation in cultural and community settings	20
2.	Performing Arts: Dance and Music 2.1 Range of 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 Enhancing learning through movement, dance and music: Strategies and adaptations 2.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community Settings	20
3.	Performing Arts: Drama 3.1 Range of activities related to performing arts 3.2 Experiencing, responding and appreciating drama 3.3 Exposure to selective basic skills	20





	3.4 Enhancing learning through role plays and drama: Strategies and adaptations 3.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings	
4.	Visual Arts 4.1 Range of activities related to visual arts 4.2 Experiencing, responding and appreciating visual arts 4.3 Exposure to selective basic skills 4.4 Enhancing learning through visual arts: Strategies and adaptations 4.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings	20
5.	Media and Electronic Arts 5.1 Range of art activities in media and electronic art forms 5.2 Experiencing, responding and appreciating media and electronic arts 5.3 Role of ICT and exposure to selective basic skills 5.4 Enhancing learning through media and electronic art: Strategies and adaptations 5.5 Adaptations, modifications, and strategies to facilitate participation in cultural and community settings	20

Teaching-Learning Methodology	The concepts may be explained through real-life examples and selected case studies. Learners may be encouraged to conduct hands-on observations and critically review the materials. • Lectures and discussions • Field visits • Hands-on experiential demonstrations • Workshops and seminars • Self-study and use of online resources • Presentations and projects
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	Debates or performances to advocate opinions and thought processes
2.	Self-reflective essays on ways to include art to facilitate better teaching
3.	Group teaching of academic or non-academic concepts using art
4.	Develop and implement community sensitisation and awareness activities (e.g., Nukkad natak, art show, awareness campaigns or posters, any other events)
5.	Using different art forms to change the narrative of disability from “special,” or “overcoming”, to diversity, an integral part of our cultural narrative, artistic expression
6.	Review Indian and international disabled artists and companies in different art forms





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.	Exhibit a basic understanding of art appreciation, art expression and art education
2.	Understand the diversity within artistic expression
3.	Apply art as 'critical pedagogy' in classrooms
4.	Adapt and modify activities to enhance learning and teach through art forms
5.	Promote inclusive art and facilitate participation at cultural and community events

Essential & Suggested References:

S. No.	References
1.	Recommended Readings Baniel, A. (2012). Kids beyond limits. Perigee Trade, New York.
2.	Beyer, L.E. (2000). The arts, popular culture and social change. Falmer Press, London.
3.	Botton, A, D. and Armstrong, J. (2013). Art as Therapy. Phaidon Press, London
4.	Efland, A. D. (1990). A history of Art Education: Intellectual and social currents in teaching the visual arts. Teachers College Press, New York.
5.	Finlay, V. (2014). The brilliant History of Color in Art. Getty Publications, Finlay.
6.	Gair, S. B. (1980). Writing the arts into individualized educational programs. Art Education, 33(8), 8–11.





7.	Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London.
8.	Heller, R. (1999). Effective Leadership. DK Publishing, New York.
9.	Lewiecki-Wilson C., & Brueggemann, B. J. (2008). Disability and the teaching of writing: A critical sourcebook. Bedford/St. Martin's, Boston, MA.
10.	Nyman, L., & Jenkins, A. M. (1999). Issues and approaches to art for students with special needs (pp. 142–154). National Art Education Association, Reston, VA.
11.	Shirley, G. (2000). Art, an A-to-Z guide. Franklin Watts, New York.
12.	Vaze, P. (1999). How to Draw and Paint Nature. Jyosna Prakashan, Mumbai
13.	Ward, A. (1993). Sound and Music. Franklin Watts, New York.
On-line resources to be used if available as reference material	
On-line Resources	





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

Course Code	UE04EPBES23	Title of the Course	BASIC RESEARCH AND BASIC STATISTICS
Total Credits of the Course	02	Hours per Week	04

Course Objectives:	1. Developing holistic and capable learners in the ever-changing educational world requires incorporating basic research and statistics. 2. As the foundation of academic study, basic research introduces students to explore theories and methods and helps them get a deep understanding of the subjects they have chosen. 3. Their intellectual curiosity is stimulated by this core knowledge, which also develops critical thinking abilities in youths, allowing them to evaluate data and identify gaps in their understanding.
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Course Content		
Unit	Description	Weightage*(%)
1.	Introduction to Research 1.1 Research: Concept, Meaning, and importance of research 1.2 Characteristics of Research 1.3 Purpose of research 1.4 Methods of Research Descriptive/Analytical, Applied/Fundamental, Quantitative/Qualitative, Conceptual/Empirical 1.5 Research in Education and Special Education	20
2.	Process of Research and Action Research 2.1 Process of Research - Selection of Problem - Formulation of Hypothesis - Collection of Data - Analysis of Data & Conclusion 2.2 Research Proposal Writing 2.3 Action Research in Teaching Learning process 2.4 Steps in Action Research 2.5 Professional Competencies for Action Research	20
3.	Fundamentals of Research 3.1 Research Design – concept, types and its uses 3.2 Tools of Research: Tests, Questionnaire, Checklist and Rating Scale 3.3 Standardization of Tool- Reliability and Validity 3.4 Sample and Sampling Techniques	20





	3.5 Data Collection and Organization of data: Array, Grouped distribution, Normal Distribution Curve	
4.	Measurement and Analysis of Data 4.1 Scale for measurement: Nominal, Ordinal, Interval and Ratio 4.2 Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation, 4.3 Correlation: Product Moment and Rank Order Correlation 4.4 Graphical representation of data – Bar Diagram, Pie Chart, Scatter diagram, line Diagram, Doughnut, Bubble, radar 4.5 Computer assisted statistical analysis softwares	20
5.	Research Report Writing 5.1 Interpretation of Data 5.2 Report Writing 5.3 Publication of Research Articles 5.4 Ethics in Research 5.5 Recent trends in research in special education	20

Teaching-Learning Methodology	• Develop a teacher made test for a given subject matter • Develop a questionnaire/checklist • Develop an outline for conducting action research • Student-Centric Discussion • VAK Teaching • Spaced Learning • Differentiated Instruction • Dual Coding • Flipped Classroom • Lecture method • Demonstrative method • Interrogative method • Active method • Experimental method • Heuristic method
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	Assignment(s) (Group/Small Group/Individual)
2.	Project(s) (Group/Small Group/Individual)
3.	Workshops and Training Sessions
4.	Professional Development Opportunities in Research
5.	Reflective Journals and Reports





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.	Describe the concept, meaning and methods of research in education and special education.
2.	Develop an understanding of the research process and acquire competencies for conducting research.
3.	Apply suitable measures for data organization and analysis.
4.	Able to interpret the results and present research report
5.	Understanding the principles of structuring and organizing research reports, including the introduction, literature review, methodology, results, discussion, and conclusion.

Essential & Suggested References:

S. No.	References
1.	Recommended readings Basic Research and Statistics Book Material, Dr. B.R. Ambedkar Open University, Hyderabad, 2020
2.	Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC
3.	Best, J. W., & Kahn, J. V. (1996). Research in Education Prentice-Hall of India, New Delhi.
4.	C. R. Kothari (2004), Research Methodology Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi
5.	Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications





6.	Cohen, J. (1988). Statistical Power Analysis for the Behavioural Sciences. Academic Press, New York.
7.	Dooley, D. (1997). Social Research Methods. Prentice-Hall of India, New Delhi.
8.	Duncan Cramer (1996), Basic Statistics for Social Research: Step-by-Step Calculations & Computer Techniques Using Minitab
9.	Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.
10.	Grewal, P.S. (1990). Methods of Statistical Analysis. Sterling Publishers, New Delhi.
11.	Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.
12.	Jitendra Kumar et. al. (2022), Basic Research Methodology and Statistics, Thakur Publication Private Limited
13.	Koul, L. (1996). Methodology of Educational Research. Vikas Publishing House, New Delhi.
14.	Nancy et. al. (1999) Basic Research Methods and Statistics: An Integrated Approach: An integrated approach, S. Chand (G/L) & Company Ltd Publishers
15.	P.K. Mohanty & S.K. Patel (2019), Basic Statistics 2nd Edition, Scientific Publishers
16.	Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.
17.	Robert et. al. (2012) Basic Statistics for Social Research: 38 (Research Methods for the Social Sciences), Jossey-Bass Publication
18.	Vimal Agarwal (2022), Basic Research Methodology and Statistics, SBPD Publications
19.	Y.K. Singh (2006), Fundamental of Research Methodology and Statistics, New Age International (P) Limited, Publishers, New Delhi
20.	https://ori.hhs.gov/module-3-elements-research
21.	https://www.iedunote.com/researchprocess#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.
22.	https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf
23.	https://statisticsbyjim.com/basics/descriptive-inferential-statistics/
24.	https://makemeanalyst.com/basic-statistics-for-data-analysis/





**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID),
Semester-IV**

Internship at Inclusive School

Course Code: UE04PFBES23

Credits: 6

Hours: 180

The internship should be guided by faculty supervisor. The internship will be for 4 weeks. The learner is expected to be present in the placement premises on the working days during the internship. The student trainee/ learner is expected to carry out the following activities and submit report endorsed by the school authority along with the certification of completion of internship.

1. Assessment of students with special educational needs in the inclusive class using formal and informal tools and identify the specific learning problems (at least five students in different classes), consult the respective class teacher and write a comprehensive report.
2. Develop an appropriate educational programme with accommodations and modification for each of the students. Collaborate with the class teachers and plan group teaching lessons for each inclusive class where the assessed students are placed. (At least 5 lessons for each student to be taught in inclusive class with all other students.)
3. In addition, plan and co teach/team teach with the class teacher in different inclusive classes in at least three different subjects. (In each class co teach five lessons.)
4. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
5. Use technology effectively for all the activities during internship.
6. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.





**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID),
Semester-IV**

Internship in Other Disability Special School

Course Code: UE04PFBES24

Credits: 4

Hours: 120

The internship will be guided by the course supervisor, lasting for two weeks. The learner is expected to be present in the placement premises on the working days during the internship.

The student trainee has to carry out the following during the placement period and report after getting the certificate and endorsement of the school authority.

1. Observe the classes. With the help of the class teacher assess at least 3 children with the specific disability using the appropriate tools and write a report.
2. Develop an educational plan, and with the approval of the concerned teacher execute the lessons for the children who were assessed. (at least 5 lessons each).
3. Develop at least 5 lessons in suitable class levels in different subjects, get it approved by the teacher and teach the whole class group with the supervision of the class teacher.
4. Organise at least one parent training programme, one cultural programme, social event or sports event in school in consultation with the principal and respective class teacher with inclusion in focus.
5. Use technology effectively for all the activities during internship.
6. Any other academic/ cultural activity in the school for which the school authorities seek the involvement of the student trainee.





**Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID),
Semester-IV**

AREA G – EMPLOYABILITY SKILLS

Course Code: UE04PGBES21

Credit: 02

Hours: 60

The resources are freely downloadable at www.employabilityskills.net. This module will enable and empower the trainees with readiness skills for applying, preparing for interviews and developing soft skills for working as professionals in supporting diverse clients across different setups.

