



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

Course Code	A1	Title of the Course	<b>HUMAN GROWTH AND DEVELOPMENT</b>
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"><li>1.Explain the process of development with special focus on infancy, childhood and adolescence.</li><li>2.Critically analyze developmental variations among children.</li><li>3.Comprehend adolescence as a period of transition and threshold of adulthood.</li><li>4.Analyze different factors influencing child development.</li></ol>
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<b>Course Content</b>		
<b>Unit</b>	<b>Description</b>	<b>Weightage* (%)</b>
1.	<b>Approaches to Human Development</b> 1.1 Human development as a discipline from infancy to adulthood 1.2 Concepts and Principles of development 1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood) 1.4 Nature vs Nurture 1.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)	20
2.	<b>Theoretical Approaches to Development</b> 2.1 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura) 2.2 Psychosocial Theory (Erikson) 2.3 Psychoanalytic Theory (Freud) 2.4 Ecological Theory (Bronfrenbrenner) 2.5 Holistic Theory of Development (Steiner)	20
3.	<b>The Early Years (Birth to Eight Years)</b> 3.1 Prenatal development: Conception, stages and influences on prenatal development 3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development 3.3. Milestones and variations in Development 3.4 Environmental factors influencing early childhood development 3.5 Role of play in enhancing development	20
4.	<b>Early Adolescence (From nine years to eighteen years)</b> 4.1 Emerging capabilities across domains of physical and social emotional	20





	<p>4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics</p> <p>4.3 Issues related to puberty</p> <p>4.4 Gender and development</p> <p>4.5 Influence of the environment (social, cultural, political) on the growing child</p>	
5.	<p><b>Transitions into Adulthood</b></p> <p>5.1 Psychological well-being</p> <p>5.2 Formation of identity and self-concept</p> <p>5.3 Emerging roles and responsibilities</p> <p>5.4 Life Skills and independent living</p> <p>5.5 Career Choices</p>	20

Teaching-Learning Methodology	This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of developmental milestones in various domains of development and develop strategies for classroom intervention
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Sr. No.	<b><i>Course Work/ Practical/ Field Engagement</i></b>
1.	Hands on Experience
2.	Observe children in various settings and identify milestones achieved. • Seminar on human development
3.	Writing Journal for reflection and case study

<b><i>Evaluation Pattern</i></b>		
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 the study of child and human development in order to gain a better understanding about variations and the influence of socio-cultural-political realities on development.
2.	A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process.
3.	The student-teachers will be able to close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames.
4.	The student-teachers will be able to equip them to reflect and critique the normative notions of childhood and adolescence

***Essential & Suggested References:***

<b>S. No.</b>	<b>References</b>
1.	Berk, L. E. (2000). <i>Human Development</i> . Tata Mc.Graw Hill Company, New York.
2.	Brisbane, E. H. (2004). <i>The developing child</i> . Mc.Graw Hill, USA.
3.	Cobb, N. J. (2001). <i>The child infants, children and adolescents</i> . Mayfield Publishing Company, California.
4.	Hurlocl, E. B. (2005). <i>Child growth and development</i> . Tata Mc.Graw Hill Publishing Company, New York.
5.	Hurlocl, E. B. (2006). <i>Developmental Psychology- A life span approach</i> . Tata Mc.Graw Hill Publishing Company, New Delhi.
6.	Meece, J. S., & Eccles J. L (Eds) (2010). <i>Handbook of Research on Schools, Schooling and Human Development</i> . New York: Routledge.
7.	Mittal. S. (2006). <i>Child development- Experimental Psychology</i> . Isha Books, Delhi.
8.	Nisha, M. (2006). <i>Introduction to child development</i> , Isha Books, Delhi.
9.	Papalia, D. E., & Olds, S. W. (2005). <i>Human development</i> . Tata Mc.Graw Hill Publishing Company, New York.
10.	Santrock. J. W. (2006). <i>Child Development.</i> , Tata Mc.Graw Hill Publishing Company, New York.





11.	Santrock. J. W. (2007). <i>Adolescence.</i> ,Tata Mc.Graw Hill Publishing Company, New Delhi.
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On-line resources to be used if available as reference material
On-line Resources

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

Course Code	A-2	Title of the Course	<b>CONTEMPORARY INDIA AND EDUCATION</b>
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> <li>1. Explain the history, nature and process and Philosophy of education</li> <li>2. Analyse the role of educational system in the context of Modern Ethos</li> <li>3. Understand the concept of diversity</li> <li>4. Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context</li> </ol>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<b>Philosophical Foundations of Education</b> 1.1 Education: Concept, definition and scope 1.2 Agencies of Education: School, family, community and media 1.3 Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism 1.4 Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, Sankya Darshan) 1.5 Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)	20
2.	<b>Understanding Diversity</b> 2.1 Concept of Diversity 2.2 Types of Diversity: Gender, linguistic, cultural, socio-economic and disability 2.3 Diversity in learning and play 2.4 Addressing diverse learning needs 2.5 Diversity: Global Perspective	20
3.	<b>Contemporary Issues and Concerns</b> 3.1 Universalisation of School Education, Right to Education and Universal Access 3.2 Issues of a) Universal enrolment b) Universal retention c) Universal learning 3.3 Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled 3.4 Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues 3.5 Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance	20





	education system	
4.	<b>Education Commissions and Policy (School Education)</b> 4.1 Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice 4.2 National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006) 4.3 National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012). 4.4 Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009 4.5 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies	20
5.	<b>Issues and Trends in Education</b> 5.1 Challenges of education from preschool to senior secondary 5.2 Inclusive education as a rights based model 5.3 Complementarity of inclusive and special schools 5.4 Language issues in education 5.5 Community participation and community based education	20

<b>Teaching-Learning Methodology</b>	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.	Comparative study of different settings
2.	Conflicts and social movements in India: Women, Dalit, Tribal and Disabled
3.	Educational debates and movements • First generation learners
4.	Children with disabilities
5.	Inclusive education
6.	RTE act in the context of disadvantaged
7.	Linguistic and religious diversity
8.	Human rights, minority rights
9.	Educational status of various groups
10.	Special and inclusive schools
11.	Analysis of contemporary debates





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

<b>Course Outcomes: Having completed this course, the learner will be able to</b>	
1.	The student-teachers will be able to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools.
2.	The student-teachers will be able to traces the educational developments in the historical context leading to contemporary India.
3.	The learners will be able to explore various commissions, policies and issues and trends in the field of education, special education and inclusive education.

<b>Essential &amp; Suggested References:</b>	
<b>S. No.</b>	<b>References</b>
1.	<b>Essential Readings:</b> Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon: Delhi.
2.	National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi
3.	National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
4.	Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.
1.	<b>Suggested Readings:</b> Aggarwal. J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
2.	Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.





**SARDAR PATEL UNIVERSITY**  
**Vallabh Vidyanagar, Gujarat**  
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3.	Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
4.	Bhat. B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
5.	Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
6.	Biswas. A. (1992). Education in India, Arya Book Depot. New Delhi
7.	Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
8.	Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
9.	Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
10.	Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.
11.	Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press: New Delhi.
12.	Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.
13.	Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
14.	Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
15.	Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
16.	Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers P. Ltd.
17.	Jangira, N.K. (2012). NCERT mother of Inclusive education address on golden jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
18.	Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
19.	Sapra. C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.

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

On-line Resources







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<http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

<http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>

<http://www.mkgandhi.org/speeches/speechMain.htm>

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

Course Code	B7	Title of the Course	<b>INTRODUCTION TO SENSORY DISABILITIES</b>
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> <li>1. Name the different types of sensory impairments and its prevalence and describe the process of hearing &amp; implications of various types of hearing loss.</li> <li>2. Explain the issues &amp; ways to address challenges in educating students with hearing loss.</li> <li>3. Describe nature, characteristics &amp; assessment of students with low vision &amp; visual impairment.</li> <li>4. Suggest educational placement and curricular strategies for students with low vision &amp; visual impairment.</li> <li>5. Explicate the impact of deaf-blindness &amp; practices for functional development.</li> </ol>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<p><b><i>Hearing Impairment: Nature &amp; Classification</i></b></p> <p>1.1 Types of sensory impairments: Single (Hearing Impairment &amp; Visual Impairment) &amp; Dual sensory impairment (Deaf-blindness)</p> <p>1.2 Importance of hearing</p> <p>1.3 Process of hearing &amp; its impediment leading to different types of hearing loss</p> <p>1.4 Definition of hearing loss, demographics &amp; associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped</p> <p>1.5 Challenges arising due to congenital and acquired hearing loss</p>	15
2.	<p><b><i>Impact of Hearing Loss</i></b></p> <p>2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication</p> <p>2.2 Language &amp; communication issues attributable to hearing loss and need for early Intervention</p> <p>2.3 Communication options, preferences &amp; facilitators of individuals with hearing loss</p> <p>2.4 Issues &amp; measures in literacy development and scholastic achievement of students with hearing loss</p> <p>2.5 Restoring techniques using human (interpreter) &amp; technological support (hearing devices)</p>	15
3.	<p><b><i>Visual Impairment- Nature and Assessment</i></b></p> <p>3.1. Process of Seeing and Common Eye Disorders in India</p> <p>3.2. Blindness and Low Vision--Definition and Classification</p> <p>3.2. Demographic Information--NSSO and Census 2011</p> <p>3.4. Importance of Early Identification and Intervention</p>	15





	3.5. Functional Assessment Procedures	
4.	<b><i>Educational Implications of Visual Impairment</i></b> 4.1. Effects of Blindness- Primary and Secondary 4.2. Selective Educational Placement 4.3. Teaching Principles 4.4. Expanded Core Curriculum- Concept and Areas 4.5. Commonly Used Low Cost and Advanced Assistive Devices	15
5.	<b><i>Deaf-blindness</i></b> 5.1 Definition, causes, classification, prevalence and characteristics of deaf-blindness 5.2 Effects and implications of deaf-blindness on activities of daily living & education 5.3 Screening, assessment, identification & interventional strategies of deaf-blindness 5.4 Fostering early communication development: Methods, assistive devices and practices including AAC 5.5 Addressing orientation, mobility & educational needs of students with deaf-blindness	40

<b><i>Teaching-Learning Methodology</i></b>	This course should be taught through a series of workshops, seminars and presentations. Lectures, demonstrations and discussions for theory based topics. Adaptations in pedagogy, material and evaluation should be taught through workshops and specific case studies
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Sr. No.	<b><i>Course Work/ Practical/ Field Engagement</i></b>
1.	Develop a checklist for screening of children for hearing impairment
2.	Develop a checklist for screening of children for low vision
3.	Develop a checklist for screening of children for blindness
4.	Develop a checklist for screening of children for deaf blindness
5.	Journal based on observations of teaching children with sensory disabilities Transactions Visits, Observations, Videos and Interactions with Students with Disabilities

<b><i>Evaluation Pattern</i></b>		
Sr. No.	<b>Details of the Evaluation</b>	<b>Weightage</b>
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 basic understanding about the nature and needs of different types of sensory disabilities.
2.	The learners will be able to undertaking screening, planning and instructing students with sensory disabilities.
3.	The student-teachers will be able to teach students with sensory impairments with appropriate methods.

***Essential & Suggested References:***

S. No.	References
1.	<b><i>Essential Readings:</i></b> Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
2.	Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
3.	Lowenfeld, B. (1973). Visually Handicapped Child in School and Society; American Foundation for the Blind; NewYork..
4.	Lynas, W. (2000). Communication options. In J. Stokes (Ed), Hearing Impaired Infants – Support in the first eighteen months. London: Whurr Publishers Ltd.
5.	Martin, F. N., & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Boston: Pearson Education.
6.	Martin, F.N., & Clark, J.G. (2012). Introduction to Audiology. 11th ed. Boston: Pearson Education.
7.	National Institute for the Visually Handicapped (2015). Information Booklet on Visual Impairment in India, Dehradun: Government of India.
8.	Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.





9.	Northern, J. L., & Downs, M. P. (2002). Hearing in Children (5th Ed.). Philadelphia: Williams & Wilkins
10.	Prescod, S. V. (1978). Audiology Handbook of Hearing Disorders. New York: Van Nostrand Reinhold Company.
11.	Sataloff, R. T., & Sataloff, J. (2005). Hearing Loss. (4th Ed.) London: Taylor & Francis. Sims, L.G., Walter, G.G., & Whitehead, R.L. (1981). Deafness and Communication: Assessment and Training. Baltimore: Williams and Wilkins.
12.	Warren, D.H. (1994). Blindness and Children: An Individual Differences Approach. New York: Cambridge University Press. Suggested Readings.
13.	Auditory-Verbal International (1991). Auditory-Verbal Position Statement. Auricle 4, 11-12.
14.	Katz, J. (1985). Handbook of Clinical Audiology(4th Ed.).Williams and Wilkins, Baltimore.
15.	Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). Routledge, London.
16.	Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms. Paul H. Brookes, New Jersey.
17.	Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House Pvt. Ltd. New Delhi.
18.	Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission. R.K.Printers, New Delhi.
19.	Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. American Foundation for the BLind, New York.
20.	Tucker, I., & Nolan, M. (1984).Educational Audiology. Croom Helm, London.
21.	Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) Foundations of Aural Rehabilitation. Singular, San Diego.
22.	Harp, B. (2006). The handbook of literacy assessment and evaluation, (3rd Eds). Norwood. Christopher-Gordon Publishers, Inc., Norwood, M.A. RCI B.Ed. Spl.Ed. Curriculum Page 67 15 May 2015

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

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Course Code	B8	Title of the Course	<b>INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES</b>
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> <li>1. Discuss the characteristics and types of learning disability.</li> <li>2. Describe the tools, areas of assessment and apply intervention strategies to enhance learning.</li> <li>3. Explain the characteristics and types of Intellectual disability.</li> <li>4. Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.</li> <li>5. Explain the characteristics and types of Autism Spectrum Disorder.</li> <li>6. Describe the tools, areas of assessment and apply intervention strategies.</li> </ol>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<b><i>Learning Disability: Nature, Needs and Intervention</i></b> 1.1 Definition, Types and Characteristics 1.2 Tools and Areas of Assessment 1.3 Strategies for reading, Writing and Maths 1.4 Curricular Adaptation, IEP, Further Education, 1.5 Transition Education, Life Long Education	30
2.	<b><i>Intellectual Disability: Nature, Needs and Intervention</i></b> 2.1 Definition, Types and Characteristics 2.2 Tools and Areas of Assessment 2.3 Strategies for Functional Academics and Social Skills 2.4 Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education 2.5 Vocational Training and Independent Living	40
3.	<b><i>Autism Spectrum Disorder: Nature, Needs and Intervention</i></b> 3.1 Definition, Types and Characteristics 3.2 Tools and Areas of Assessment 3.3 Instructional Approaches 3.4 Teaching Methods 3.5 Vocational Training and Career Opportunities	30

<b><i>Teaching-Learning Methodology</i></b>	This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children; interpretation of test reports and develop strategies for classroom intervention
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Develop an Assessment Tool for a child with learning disability in the given area
2.	Prepare a transition plan from school to college for an LD Child
3.	Prepare a life skill curriculum • Prepare a screening tool for children with Autism Spectrum Disorder
4.	Prepare teacher made test for functional assessment of a given child with ID/ Autism
5.	Plan an educational program on the basis of an assessment report of a child with ID/Autism

***Evaluation Pattern***

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

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

1.	The student teachers will be able to understand concept and characteristics of Learning Disability, intellectual Disability and Autism Spectrum Disorder.
2.	The student teachers will be able to work with students with Neuro Developmental disabilities in inclusive and specialized settings.
3.	The student teachers will be able to understand broad-based knowledge and skills needed to provide effective educational programs for students with learning and behaviour characteristics.
4.	The student teachers will be able to understand implications for educational and vocational programming, curriculum, and instruction.

***Essential & Suggested References:***

S. No.	References
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1.	<b>Essential:</b> Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
2.	American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4th ed. TR). Washington DC.
3.	Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
4.	Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,
5.	<b>Suggested:</b> Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin
6.	Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas
7.	Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
8.	Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.
9.	Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2nd edition) Pro Ed. Texas
10.	Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon. Strichart, S. S. (1993). Teaching Study Strategies to Students with Learning Disabilities, Allyn & Bacon, Boston. •
11.	Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston
12.	Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
13.	Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1st ed.) Academic Press, San Diego, CA.

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

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Course Code	B-9	Title of the Course	<b>INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES</b>
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"> <li>1. Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.</li> <li>2. Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.</li> <li>3. Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.</li> <li>4. Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.</li> </ol>
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<i>Course Content</i>		
<i>Unit</i>	<i>Description</i>	<i>Weightage*(%)</i>
1.	<b>Cerebral Palsy (CP)</b> 1.1. CP: Nature, Types and Its Associated Conditions 1.2. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits) 1.3. Provision of Therapeutic Intervention and Referral of Children with CP 1.4. Implications of Functional Limitations of Children with CP in Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School 1.5. Facilitating Teaching-Learning of Children with CP in School, IEP, Developing TLM; Assistive Technology to Facilitate Learning and Functional Activities	30
2.	<b>Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy</b> 2.1. Definition, Meaning and Classification 2.2. Assessment of Functional Difficulties 2.3. Provision of Therapeutic Intervention and Referral 2.4. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School 2.5. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology	40
3.	<b>Multiple Disabilities and Other Disabling Conditions</b>	30





	<p>3.1 Multiple Disabilities: Meaning and Classifications</p> <p>3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions</p> <p>3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberculous Sclerosis and Multiple Sclerosis</p> <p>3.4 Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School</p> <p>3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology</p>	
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<b>Teaching-Learning Methodology</b>	This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children; interpretation of test reports and develop strategies for classroom intervention
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Undertake a case study after identifying a child with cerebral palsy or a child with Multiple Disabilities. Assess the child's difficulties in activities of daily living and academic activities and develop an intervention plan.
2.	Undertake a survey on 50 children with different disabilities and find out how many children are affected with cerebral palsy and multiple disabilities. Find out the causes of their disabling conditions and what difficulties these children are facing in attending their schools.

<b>Evaluation Pattern</b>		
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%

<b>Course Outcomes: Having completed this course, the learner will be able to</b>	
1.	The student teachers will be able to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities.





2.	The learners will be able to develop required skills in teacher trainee to identify the children with locomotor and multiple disabilities and also plan an effective programme education as well as for creating awareness on these conditions
3.	The student teachers will be able to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

**Essential & Suggested References:**

S. No.	References
1.	<b>Essential Readings:</b> Miller, F. and Bachrach, S.J. (2012). <i>Cerebral Palsy: A Complete Guide for Caregiving</i> . A Johns Hopkins Press Health Book.
2.	Sarva Siksha Abhiyan. Module on Cerebral Palsy. <a href="http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file">http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf/at_download/file</a>
3.	Sarva Siksha Abhiyan . Module on Multiple Disabilities. <a href="http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file">http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf/at_download/file</a>

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

On-line Resources

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

Course Code	C12	Title of the Course	<b>ASSESSMENT AND IDENTIFICATION OF NEEDS</b>
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> <li>1. Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.</li> <li>2. Understand various procedures, areas and approaches of assessment and their relevance.</li> <li>3. Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at preschool level.</li> <li>4. Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.</li> <li>5. Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.</li> </ol>
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<b>Course Content</b>		
Unit	Description	Weightage* (%)
1.	<b>Intellectual Disability - Nature and Needs</b> 1.1 Historical Perspective of Intellectual Disability (ID) 1.2 Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPD bill (Proposed), DSM (Latest) 1.3 Etiology Causes and Prevention 1.4 Classification – Medical, Psychological, Educational (Recent) and ICF 1.5 Screening, Identification, Characteristics and Needs of PwID	20
2.	<b>Assessment</b> 2.1 Concept, Meaning, Definition and urpose of Educational assessment 2.2 Methods of Assessment - Observation, Interview and Rating Scale 2.3 Types and Approaches - NRT, CRT, CBA & Teacher Made Tests 2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological 2.5 Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion	20
3.	<b>Assessment at Pre-School and School levels</b> 3.1 Importance of Assessment at Pre- School and School level	20





	<p>3.2 Developmental and Adaptive Behaviour Assessment</p> <p>3.3 Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP</p> <p>3.4 Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale</p> <p>3.5 Documentation of assessment, Result interpretation &amp; Report writing– Implication of class level assessment &amp; its relation to Inclusion with resource support</p>	
4.	<p><b>Assessment at Adult and Vocational levels</b></p> <p>4.1 Significance of Assessment for Independent living of PwIDs</p> <p>4.2 Assessment for Transition from School to Work</p> <p>4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS</p> <p>4.4 Provisions &amp; Schemes of MoSJE for Vocational Skill Development</p> <p>4.5 Documentation of assessment, Result interpretation &amp; Report writing – Implications of assessment, Outcomes for Community living</p>	20
5.	<p><b>Assessment of Family Needs</b></p> <p>5.1 Significance of psychosocial needs and its assessment in family</p> <p>5.2 Assessment of parental needs and its implication in planning IFSP</p> <p>5.3 Assessment of siblings and its implication in planning IFSP</p> <p>5.4 Assessment of extended family's needs and its implication in planning IFSP</p> <p>5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting</p>	20

Teaching-Learning Methodology	This course should be taught through lectures, discussion, demonstrations, presentations and workshops. They should be given hands on training in assessments of specific needs of children; interpretation of test reports and develop strategies for classroom intervention
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	To conduct awareness programs on MR/ID in urban/ rural areas
2.	To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers
3.	To conduct advocacy program for PwIDs
4.	To organise workshops for Parents, Siblings, Peer Group.
5.	To conduct awareness program on Skill Development for PwID





6.	To organize events for co-curricular activities
7.	To organise exhibition on subject TLMs related to Maths, Language, Science, etc.
8.	To organize skill development program for PwID in a project mode

***Evaluation Pattern***

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

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

1.	The student-teachers will be able to comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.
2.	The learners will be able to understand various procedures, areas and approaches of assessment and their relevance.
3.	The student-teachers will be able to gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at preschool level.
4.	Learners will be able to develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration

***Essential & Suggested References:***

<b>S. No.</b>	<b>References</b>
1.	Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
2.	Evans, P. & Verma, V. (Eds.) (1990) .Special Education. Past Present and Future, Improving instruction. Allyn & Bacon, Boston.







3.	Longone, (1990). Teaching Retarded learners Curriculum and Methods for Mental retardation, NIMH, Secunderabad.
4.	Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild, Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
5.	Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
6.	Narayan, J. (2003) Educating children with learning problems in regular schools
7.	Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad
8.	Narayan, J., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.
9.	Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersey
10.	Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas
11.	Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The Faimer Press. York McMillan.
12.	Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
13.	Narayan, & Kutty, A.T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
14.	Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
15.	Peshwaria, R., & Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad
16.	Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
17.	Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.
18.	Romila, S. (1997) .School Readiness programme. New Delhi: NCERT
19.	Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
20.	Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children
21.	Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Van Riper,





	C.A. and Emerick. L. (1990). Speech Correction-An introduction to speech
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On-line resources to be used if available as reference material
On-line Resources
Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

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# PRACTICUM: ID

**Semester – I**

**E 1: Cross disability & inclusion**

**Hours: 60**

**Credits: 02**

**Marks: 50**

<b>Disability Focus</b>	<b>Educational Setting</b>	<b>Hrs (60)</b>	<b>Tasks for the Student teachers</b>	<b>Description</b>
ID	Special school of PwID	40 hrs	Classroom Observation, Assessment and IEP a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Prevocational	Minimum 10 school Periods  Develop IEP for 1 student with ID at ECSE and Pre-Primary level.
HI, VI, LV, CP, ASD or Multiple Disabilities	Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities	15 hrs  (5 Hrs each in each disability)	Classroom Observation and Report	Minimum 30 school Periods  10 school Periods in each Special school
Any Disability	Inclusive School available in the neighborhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods

*Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated). Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/ services being provided in the Resource room/ Home based education or vice versa with other disability.*