

SARDAR PATEL UNIVERSITY

VALLABH VIDYANAGAR

COURSE FRAMEWORK OF BACHELOR
OF SPECIAL EDUCATION
(INTELLECTUAL DISABILITY) FOR TWO
YEARS



JUNE - 2021

SARDAR PATEL UNIVERSITY



Faculty of Education Degree of Bachelor of Special Education (Intellectual Disability)

**B.Ed.Spl.Edu. (ID) (2 Years)
(Effective from June – 2021)**

I. PREAMBLE

Both, Indian society (and hence) the Indian school system are full of strengths and challenges the essence of which is diversity. Coming together with diverse background is part of our growing up and functioning in the society as adults. But how are the classrooms which are known to be miniature societies and future societies handling this coming together currently? This is one of the key questions waiting to be addressed at macro as well as micro level today. As we take the credit (and pride) of managing some of the obviously visible diversities quite well, it is high time that we move on to dealing with lesser visible diversities in classrooms. Various subtle diversities are waiting to be identified by classroom teachers if not by theorists and experts – dealing with these will come only after acknowledging them systematically. Diversities related to learning styles, multiple intelligences, personality profiles or study habits are a few of the factors yet to take their due places in classroom activities. Similarly diversity of abilities and hence of the related educational needs, too are waiting to be addressed properly in Indian classrooms.

With this backdrop, the current B. Ed. Special Education curriculum is revisited. After a lot of brainstorming this curriculum has been developed to empower the special teachers/educators to ensure education of students with disabilities in an inclusive, right based and barrier free environment. It is in tune with the reforms in Indian education and teacher education system in general with specific reference to NCTE Notification of December 2014. It intends to place teacher education preparation in special education in the rights- perspective of the larger picture. The prime intention is to develop a task force of the special teachers/educators who can deliver the best in all settings: inclusive, special, open or home based and in all the roles: classroom teacher, resource teacher, itinerant teacher or cross disability teacher facilitators.

This document proposes the program structure for the duration of two years so that a wide range of knowledge and skills can be inculcated in trainee teachers during the program. Difference in philosophies and theories between special and general education need to be bridged and special educators and teachers trained to collaborate to meet diverse needs in the classroom. The program structure readies them for embarking on a fulfilling professional journey spurred by reflection and practices. Moving away from ‘show and tell’ to ‘learning by doing’, the course will be skill oriented, and offer various opportunities of interaction with self, students, schools and communities.

The curriculum attempts at striking a balance between core knowledge (theory and pedagogy) and skills; cross disability knowledge and skills, as well as disability specific knowledge and skills. The role of special educators has changed dramatically, with a shift from direct provider of instruction to facilitator and consultant. A teacher would need the first set of skills to develop a basic understanding of curriculum transaction and content pedagogical knowledge as well as change agent, collaboration, communication and time management skills. Provision of the second set would be required, since cross disability expertise is more relevant within the framework of inclusion; and a teacher would need the third set to specialise in one of the disabilities particularly for serving the needs of children with specific disability in inclusive as well as special setting.

Inclusion is at the educational centre stage today and hence the role of special and general teachers need to be operationalized systematically. To give the program more pragmatic relevance, issues related to projected needs, employability, career and higher education options and entry level eligibility are given serious consideration so the opportunities for a special educator are at par with teachers in general education. It is expected that so far separated general and special education would initiate more bilateral collaborations with each other to fulfill the global objective of EDUCATION FOR ALL.

**This Degree is as per UGC Notification on Specifications of Degrees March 2014 as published in the Gazette of India, July 5, 2014.*

II. OBJECTIVES

The B.Ed. Spl. Ed. programme aims to develop Special Education teachers/Educators for children with disabilities for various settings (including Inclusive, Special, Open School and Home Based Education). The B.Ed. (Special Education) programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to children with disability as well as all other children and this being teachers for all children. After completing the B.Ed. (Special Education) programme the student-teachers will:

- Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning.
- Acquire knowledge & skills about nature and educational needs of children with disabilities as well as of few select specific disabilities.
- Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings.
- Enhance knowledge and skills for professional development.

R.Ed.1 :	<p>(A) A candidate for the degree of Bachelor of Special Education must have passed a Bachelor Degree Examination of this University in any Faculty or an Examination of any other university recognized as equivalent thereto and will be required to pass subsequently the examination to be called the examination for the Degree of Bachelor of Special Education (Intellectual Disability) (B.Ed.Spl.Edu.(ID))</p> <p>(B) No candidate will be admitted to examination of the B.Ed.Spl.Edu.(ID) Degree unless s/he has:</p> <ol style="list-style-type: none"> Attended lectures on the theory and practice of education at M.B. Patel College of Education Sardar Patel University. Completed a course of practical work extending over four school terms to the satisfaction of the Head of the Institute. The practical course will consist of : <ol style="list-style-type: none"> Attendance at Demonstration, Discussion, Lessons and other practical work Observation of lessons and practical work as directed. Completion of Internship in semester-IV for 28 working days (including 3 days of orientation) in a school to the satisfaction of the head of the institution. Practical work/experiments suggested in Col. R. Ed. 8
R.Ed.2 :	The examination mentioned in Regulation: 1 (A) will be conducted at the end of each semester.
R.Ed.3 :	A student who has passed a qualifying examination from any other university or examining body and seeking admission to a college affiliated to this university shall not be admitted without producing eligibility certificate from the Sardar Patel University
R.Ed.4 :	Candidates desirous of appearing at examination must forward their applications in the prescribed form to the Principal of the college on or before the date prescribed for the purpose under the relevant ordinances.
R.Ed.5 :	No candidate will be allowed to reappear at the examination in which s/he has already passed.
R.Ed.6 :	No candidate will be declared successful at the B.Ed.Spl.Edu.(ID) Degree Examination unless s/he passes in all the four semesters (this includes theory and practicum) prescribed for the B.Ed.Spl.Edu.(ID)

R.Ed.7 :	For the purpose of deciding the final university results, the weightage of ratio between Internal and external assessment of Theory & Practical Papers will be 30:70 for all the semesters.			
R.Ed.8 :	The examination for the Degree of B.Ed.Spl.Edu.(ID) shall consist of Part-I: Theory of Special Education and Part-II : Practice in Special Education. There will be external examination and internal examination. The following table gives a detailed scheme of external and internal examination : Part I and Part II			
R.Ed.9 :	Semester wise Internal & External Marks for Part-I & Part-II			
	Semester	Internal Marks (A)	External Marks (B)	Total Marks (A+B)
I	Theory	135	315	450
	Practical	15	35	50
	Total	150	350	500
II	Theory	135	315	450
	Practical	15	35	50
	Total	150	350	500
III	Theory	105	245	350
	Practical	60	140	200
	Total	165	385	550
IV	Theory	45	105	150
	Practical	90	210	300
	Total	135	315	450

SEMESTER-WISE STRUCTURE of Part-I & II

SEMESTER – I

Course	Course Title	Credits	Weightage/Marks
A1	Human Growth and Development	4	100
A2	Contemporary India and Education	4	100
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-blind)	2	50
B8	Introduction to Neuro Development Disabilities (LD, ID/MR, ASD)	2	50
B9	Introduction to Locomotor & Multiple Disabilities (Deaf-Blind, CP, MD)	2	50
C12	Assessment and Identification of Needs	4	100
E1	Practical: Cross Disability and Inclusion	2	50
TOTAL		20	500

Engagement with field as part of courses indicated below:

S. No.	Task for the Student-teachers	Course	Place
1.	Assignment/Project	A1	Institute
2.	Assignment/Project	A2	Institute
3.	Assessment & Identification of Needs	C12 (All Disabilities)	Camp/Clinic/School, etc. for minimum of fifteen hours

Area E1- Practical-Cross Disability and Inclusion

Tasks for the Student-teachers	Disability Focus	Education Setting	Hrs	Description
Classroom Observation	Major Disability	Special School	25	Minimum 30 school periods
	Other than Major Disability	Minimum 3 Special School for other disabilities	25	Minimum 30 school periods
	Any Disability	Inclusive Schools	10	Minimum 10 School period

- Schedule for practical for E-1 shall be included in the timetable (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.

SEMESTER – II

Course	Course Title	Credits	Weightage/Marks
A3	Learning, Teaching and Assessment	4	100
A4	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
A5	Pedagogy of School Subjects (ANY ONE from Part I to Part V)	4	100
B6	Inclusive Education	2	50
C13	Curriculum Designing, Adaptation and Evaluation	4	100
E2	Practical: Disability Specialization	2	50
TOTAL		20	500

Engagement with field as part of as indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment/Project/Presentation	A3	Institute
2	Assignment/Project/Presentation	B6	Institute
3	Assignment/Project/Presentation	C13	Institute/Special/Inclusive
4	Assignment/Project/Presentation	A4/A5	School

Area E2- Practical Disability Specialization (Area C)

Note: Schedule for practical for E-1 shall be included in the timetable (minimum ten working days may be allocated). Skill for Micro teaching shall be selected with reference to Major Disability

Area E1- Practical-Cross Disability and Inclusion

Sl. No.	Tasks for the Student-teachers	Disability Focus	Education Setting	Hrs (60)	Description
1.1	Classroom Observation	Major Disability	Special School	30	Observation of all subjects at different level, minimum 50 school period
1.2	a. Lesson Planning for subjects selected	Major Disability	For Special School and Inclusive Set up	10	10 lessons
	b. Lesson planning, focusing on adaptation, evaluation	Major Disability	For Special School and Inclusive Set up	10	10 lessons
1.3	a. Micro teaching and simulated teaching on selected skills	General	Institute	5	10 lessons
	b. Micro teaching and simulated teaching on 5 each from lessons planned in 1.2	Major Disability	Institute	5	10 lessons

SEMESTER – III

Course	Course Title	Credits	Weightage/Marks
C14	Educational Intervention and Teaching Strategies	4	100
C15	Technology and Disability	4	100
C16	Psycho Social and Family Issues	2	50
D17	Reading and Reflecting on Texts (EPC)	2	50
D18	Drama and Art Education (EPC)	2	50
E2	Practical: Disability Specialization	4	100
F1	Main Disability special school (Related to Area C)	4	100
	TOTAL	22	550

Engagement with field as part of course as indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	a. Assignment/Project/Presentation	C14	Institute
2	b. Assignment/Project/Presentation	C15	Institute
3	c. Assignment/Project/Presentation	C17	Institute/School
4	d. Assignment/Project/Presentation	D18	Institute/School

Area E2- Practical Disability Specialization (Part C)

Sl. No.	Tasks for the Student-teachers	Disability Focus	Education Setting	No. of Lessons
1.1	a. Classroom Observation	Major Disability	Special School	Minimum of 30 school periods
	b. Visit to other special school	Major Disability	Special School	Minimum of 2 Schools
1.2	a. Lesson Planning and execution on different levels for all subjects	Major Disability	Special School/Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected Subjects	Major Disability	Special School/Resource Room	20 lessons
1.3	Individualized Teaching lessons on selected subjects	Major Disability	Special School/Resource Room	20 I.E.Ps
1.4	Observation of support services	Major Disability	Institute/Clinic	Depending upon specialization

Area F1- Disability Specialisation

Sl. No.	Tasks for the Student- teachers	Disability Focus	Education Setting	No. of Lessons
1.1	Classroom Teaching	Major Disability	Special School for disability specialization	Minimum of 90 school periods

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

A-4 Pedagogy Subject1	Semester – III (three days – 15 Hrs)
A-5 Pedagogy Subject 2	Semester – III (three days – 15 Hrs)
F – 1 School Attachment/ Internship	Semester – III (24 days – 120 Hrs)

SEMESTER – IV

Course	Course Title	Credits	Weightage/Marks
B10	Skill based Optional Course disability and inclusion) ANY ONE (Cross	2	50
B11	Skill based Optional Course	2	50
D19	Basic Research and Basic Statistics (EPC)	2	50
E1	Practical: Cross Disability and Inclusion	4	100
F2	Other Disability special school	4	100
F3	Inclusive School	4	100
	TOTAL	18	450

Engagement with field as part of course as indicated below:

S.No.	Task for the Student-teachers	Course	Place
1	Assignment/Project/Presentation	B10	Institute
2	Assignment/Project/Presentation	B11	Institute/School
3	Assignment/Project/Presentation	D19	Institute/School

Area E1- Practical: Cross Disability and Inclusion (Area B)

Note: *Practical timing shall be included in time table (minimum of four week) 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.*

Sl. No.	Tasks for the Student- Teachers	Disability Focus	Education Setting	No. of Lessons
1.1	a. Classroom Observation	Other than Major Disability	Special School for other disabilities	Observations of all subjects at different level, minimum 15 school periods
		Any Disability	Inclusive School	Observations of all subjects at different level, minimum 15 school periods
1.2	Lesson Planning and	Any	Special Schools for	25 Lessons

	execution on different levels for selected subjects	Disability	other disabilities/ Resource Room	
			Inclusive Schools	25 Lessons
1.3	a. Individualised Teaching lessons on different levels for selected subjects		Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualised Teaching lessons	Any disability	Inclusive Schools	20 lessons

Area F2- Other Disability Special School (Area B)

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set Up	No. of Lessons
1.	Classroom Teaching	Other than Major disability	Special schools for other disabilities	Minimum 180 school periods

Area F3- Inclusive School (Area B & C)

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set Up	No. of Lessons
1.	Classroom Teaching	Any disability	Inclusive School	Minimum 180 school periods

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

Area	Disability Specialization	Other disability	Inclusive Education
A4 Pedagogy Subject 1	Semester –III (3 days-15 Hrs)	Semester –IV (2 days-12 Hrs)	Semester –IV (2 days-12 Hrs)
A5 Pedagogy Subject 2	Semester-III (3 days-15 Hrs)	Semester-IV (2 days-12 Hrs)	Semester-IV (2 days-12 Hrs)
F-2 & F-3 Internship	Semester- III (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)	Semester- IV (24 days-120 Hrs)

It may be noted:

1. Observations and Lessons should be on Primary and Secondary level of classes in all three areas, i.e., Disability Specialisation, Other disability and in Special and Inclusive Settings.
2. Practical are focused on school subject teaching. Every student is expected to opt for and teach any two school subject as offered by the Institution/ University.
3. Practical in Other disability should be for other than disability specialisation.
4. Practical in Inclusive settings should be preferably with various disabilities.

R.Ed.10 :	For external examination of B. Ed.Spl.Edu.(ID) Degree, the details of the courses as shown below.
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(a) Classification of Theory Papers

AREA A: CORE COURSES

A1	Human Growth and Development
A2	Contemporary India and Education
A3	Learning, Teaching and Assessment
A4	Pedagogy of Teaching (Special Reference to Disability) Any one
	PART I: Science (Special Reference to Disability)
	PART II: Mathematics (Special Reference to Disability)
	PART III: Social Studies (Special Reference to Disability)
A5	Pedagogy of Teaching (Special Reference to Disability) Any One
	PART IV: Hindi/ Regional Language (Special Reference to Disability)
	PART V: English (Special Reference to Disability)

AREA B: CROSS DISABILITY AND INCLUSION

Note:

- a. All student-teachers will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability *other than selected for Area C*.

B6	Inclusive Education
B7	Introduction to Sensory Disabilities (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Development Disabilities (LD, MR (ID), ASD)
B9	Introduction to Locomotor & Multiple Disabilities (CP, MD)
B10	Skill Based Optional Course (Course Disability and Inclusion)
B11	Skill Based Optional Course (Disability Specialization)

B10: Skill-based Optional Course (Cross Disability and Inclusion) ANY ONE

A	Guidance and Counselling
B	Early Childhood Care and Education
C	Applied Behavioural Analysis
D	Community Based Rehabilitation

E	Application of ICT in Classroom
F	Gender and Disability

B11: Skill-based Optional Course (Disability Specialization) ANY ONE

A	Management of Learning Disability
B	Vocational Rehabilitation and Transition to Job Placement

AREA C: DISABILITY SPECIALIZATION COURSES

C12	Assessment and Identification of Needs
C13	Curriculum Design, Adaptation and Evaluation
C14	Intervention and Teaching Strategies
C15	Technology and Disability
C16	Psycho Social and Family Issues

AREA D: ENHANCEMENT OF PROFESSIONAL CAPACITIES (EPC)

D17	Reading and Reflecting on Texts
D18	Drama and Art in Education
D19	Basic Research and Basic Statistics

(b) Classification of practicum:

AREA E: PRACTICAL RELATED TO DISABILITY

E1. Cross disability and inclusion (Part of Area B)

E2. Disability specialization (Part of Area C)

AREA F: FIELD ENGAGEMENT/ SCHOOL ATTACHMENT/ INTERNSHIP

F1. Main disability special school (Related to Area C)

F2. Other disability special school (Related to Area B)

F3. Inclusive school (Related to Area B & C)

R.Ed.11:	The internal assessment for Part I to II of the examination will be conducted by the college and will be based on the candidate's work during the period of training.
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R.Ed.12:

STANDARD OF PASSING B. Ed. Spl. Edu.(ID)

(A) To pass examination for the **Degree of Bachelor of Special Education** a candidate must obtain :

- (a) At least **B-**(B negative) grade in each course at the university examination.
- (b) At least **B-** (B negative) grade in the practical papers at the university examination (where prescribed)
- (c) At least **B-** (B negative) grade in the internal assessment both in theory and practice separately.

(B) **Award of Class :**

Successful candidates will be awarded class as shown

	Grade		Percentage
	Descriptors	A+	(90+)
	90.00 to 100	Outstanding	
A	(80+)	80.00 to 89.99	Distinction
A –	(70+)	70.00 to 79.99	First Class with
Distinction	B +	(60+)	60.00 to 69.99 First Class
B	(50+)	50.00 to 59.99	Second Class
B –	(40+)	40.00 to 49.99	Pass Class
C+	(30+)	30.00 to 39.99	Fail
C	(20+)	20.00 to 29.99	Fail
C–	(10+)	10.00 to 19.99	Fail
D (Less than 10)		0 to 9.99	Fail

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

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