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

M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (III)

Course Code	PE03CMES06	Title of the Course	**PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Gain insight and understand development of Teacher Education with reference to education of children with disabilities. 2. Reflect on issues and problems related with teacher preparation for education of children with disabilities. 3. Familiar with responsibilities of different organizations in preparation of competent teachers and critically examine it. 4. Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose. 5. Appraise the existing teacher education curriculum and its relevance, issues and challenges.

Course Content		
Unit	**Description**	**Weightage* (%)**
1.	**Understanding Teacher Education (TE)** 1.1 Concept, Aims and Objectives of TE 1.2 Significance of TE in India 1.3 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional 1.4 Structure of TE in India and Organizations/Agencies involved 1.5 Factors influencing the practices in TE and quality	20
2.	**TE and Education of Children with Disabilities** 2.1 Early Initiatives in preparing teachers for children with disabilities in India 2.2 Establishment of various national institutes and development of TE in special education 2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education 2.4 Changes in School Education for Children with Disabilities and its Impact on T.E. 2.5 Paradigm shift from Segregation to Inclusion Impacting T.E.	20
3.	**Pre-service TE in Education of Children with Disabilities** 3.1 Changing scenario of teacher education curriculum and evolving priorities	20

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	3.2 Characteristics of TE framework developed by RCI, structure and organization of different components of TE Curriculum 3.3 Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation 3.4 Various components of TE curriculum and their transactional modalities 3.5 Organization, transaction and evaluation of different components of TE curriculum including school based practicum, and internship	
4.	**Continued Teacher Development Program** 4.1 Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations 4.2 Structures and models of in-service teacher education- sub-district, district, State, regional and national level organizations and their role, voluntary efforts 4.3 Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE 4.4 Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget) 4.5 Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines	20
5.	**Issues and Challenges in TE for Education of Children with Disabilities** 5.1 Teacher motivation and working conditions; opportunities for professional development 5.2 Organizing TE: Conventional versus ODL 5.3 Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI 5.4 Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum 5.5 ICT and TE	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyze the data to suggest improvement in quality of training

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2.	Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyze the data to suggest improvement in quality of training and the need for in-service training

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 learners will be able to gain insight and understand development of Teacher Education with reference to education of children with disabilities.
2.	The learners will enable to familiar with responsibilities of different organizations in preparation of competent teachers and critically examine it.
3.	The learners will be able to develop capacity to plan and execute teacher education as per specific need and purpose
4.	The learners will be able to understand existing teacher education curriculum and its relevance, issues and challenges.

Essential & Suggested References:	
S. No.	*References*
1.	NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.
2.	Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.

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M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (III)

Course Code	PE03CMES07	Title of the Course	**EDUCATIONAL EVALUATION**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Explain the key concepts of evaluation and describe the developments in evaluation. 2. Describe the scope of evaluation in education. 3. Describe the use of evaluation as an effective tool in teaching-learning process. 4. Describe the ways & means of evaluation of programmes. 5. Explain the current trends in evaluation.

Course Content

Unit	Description	Weightage* (%)
1.	**Foundations in Evaluation** 1.1 Concept of testing, measurement, assessment and evaluation 1.2 Difference between investigation, auditing, monitoring & evaluation 1.3 Principles of Evaluation 1.4 Areas of Evaluation 1.5 The evolution of the evaluation function; i) Measurement/ comparison, Transparency/ accountability, ii) Understanding/ learning/ decision making/ positive accountability	20
2.	**Scope of Evaluation** 2.1 Problem-solving and decision-making 2.2 Positive accountability and excellence in education 2.3 Knowledge construction and capacity building of learners 2.4 Organizational learning and change, and strategic planning 2.5 Advocacy & communication	20
3.	**Teaching-learning and Evaluation** 3.1 Evaluation of learning, for learning and in learning- Contexts, Need & Nature 3.2 Tools for evaluation and process of standardization 3.3 Equity & fairness in evaluation including adaptations & Accommodations 3.4 Report writing: Format, Content & Mechanics 3.5 Mastery Level Learning	20

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4.	**Programme Evaluation & Review** 4.1 Concept, need, goals and tools 4.2 Evaluation of instructional programmes 4.3 Techniques of programme evaluation 4.4 Reliability, validity and sensitivity in programme evaluation 4.5 Reviewing outcomes	20
5.	**Current Trends in Evaluation** 5.1 Knowledge based evaluation 5.2 Performance Based Evaluation: Role play, Concept maps 5.3 Authentic Evaluation: Interviews, Writing samples, Projects, Exhibitions, Reflective Journals 5.4 Self evaluation: Rubrics & Rating scales 5.5 Exams: Online, On-demand, Take-home Power Tests & Open book	20

Teaching-Learning Methodology	Lecture-cum-demonstration, Workshops on developing tools for content and programme evaluation, Assignments, Presentations and Class Tests

Sr. No.	*Course Work/ Practical/ Field Engagement*

1.	Observe and prepare a report on evaluation practices at any two levels in
	    (i) Mainstream and
	    (ii) Special school. Critically analyze the evaluation practices.

2.	Develop a format for self evaluation for teachers in special or mainstream.
3.	Develop tools one each for Knowledge based, Performance based & Authentic evaluation for children with disabilities studying in a class or a subject of your choice.

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%

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	Course Outcomes: Having completed this course, the learner will be able to
1.	The learners will be able to explain the key concepts of evaluation and describe the developments in evaluation.
2.	The learners will be able to describe the scope and use of evaluation as an effective tool in teaching-learning process
3.	The learners will be able to describe the ways & means of evaluation of programmes
4.	The learners will be able to explain the current trends in evaluation.

	Essential & Suggested References:
S. No.	*References*
1.	Airasian, P.W. (1991). Classroom Assessment. Mc Graw-Hill, New York.
2.	American Educational Research Association, American Psychological Association, and National Council on Measurement and Education. (1999). Standards for educational and psychological testing. Washington, DC: American Educational Research Association.
3.	American Federation of Teachers, National Council on Measurement in Education, and the National Education Association. (1990). Standards for teacher competence in educational assessment of students. Washington, DC: Author.
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11.	Mathew, S. (2010). Educational Evaluation .Curriculum and teaching strategies for CWHI. MED SEDE (HI) Manual, IGNOU, New Delhi.
12.	Mehrens, W. A., & Lehmann, I. J. (1991). Measurement and evaluation in psychology (IVED). Harcourt Brace College Publishers, New York.
13.	NSW syllabuses: Assessment for, as and of Learning. Retrieved from syllabus.bos.nsw.edu.au/support.../assessment-for-as-and-of-learning on 10.4.2015
14.	Programme evaluation and review technique. Retrieved from http://www.inc.com/encyclopedia/program-evaluation-and-review-techniquepert.html on 10.4.2015
15.	School self-evaluation. http://www.education.ie/en/Schools-Colleges/Services/Quality-Assurance/ SSEPrimary-and-Post-Primary/School-Self-Evaluation.html on 10.4.2015
16.	School self-evaluation. Retrieved from http://schoolself-evaluation.ie/postprimary/ index.php/whatschoolselfevaluation/?doing_wp_cron=1429505616.9318289756774 902343750 on 10.4.2015
17.	UNICEF (2006). New trends in development evaluation. Retrieved from http://www.unicef.org/ceecis/Newt rends_Dev_EValuation.pdf on 16.4.2015 • Wiggins, G. (1993) Assessing studentsperformance.SanFrancisco:Jossey-Bass.
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Semester (III)

Course Code	PE03EMES01	Title of the Course	**EDUCATIONAL MANAGEMENT**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Explain the basic fundamental areas of management. 2. Describe the skills required for enhancing institutional quality for sustained development. 3. Enumerate the skills required for capacity building of human resources. 4. Explain the skills needed to manage data for various information management processes. 5. Prepare cost effective budgets, proposals and describe ways of managing financial resources.

Course Content		
Unit	**Description**	**Weightage* (%)**
1.	**Foundations in Educational Management** 1.1 Definition & Concept: Management as an art, science, organization, person & a discipline 1.2 Approaches to management; a) Classical approach, b) Human relation approach, c) Systems approach, d) Contingency approach 1.3 Principles & processes of management 1.4 Styles of management; autocratic, laissez-faire, transactional, contingency 1.5 Leader vs. Manager; role competencies	20
2.	**Total Quality Management in Education** 2.1 Concept of Quality and issues in Quality management of educational institutes 2.2 Educational applications 2.3 Assessment of educational institutions 2.4 Strategic planning & Sustainable development 2.5 Implementing TQM	20
3.	**Human Resource Management** 3.1 Manpower planning, talent acquisition & management 3.2 Employee benefits, welfare & Performance appraisals systems- 360 degree approach 3.3 Training, development & capacity building	20

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	3.4 Organisational behaviour; climate & culture 3.5 Individual & group dynamics, conflict management & negotiations	
4.	**Educational Management Information Systems (EMIS)** 4.1 Need, relevance and National agencies for EMIS 4.2 Internal & external stakeholders of EMIS 4.3 Tools & process for collecting and disseminating data & using information 4.4 Constituting indicators & data monitoring plans 4.5 Dissemination, distribution & publication of data	20
5.	**Financial Management** 5.1 Need &Importance of financial management in educational institutes 5.2 Basic concepts in accounting 5.3 Importance & types of budgeting 5.4 Resource mobilization & allocation 5.5 Proposal writing for funding in educational institutes	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Proposal writing for fund raising of an educational institution
2.	Review performance appraisals from 2 educational institutions one each from a teacher training college and other from special school

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%

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	Course Outcomes: Having completed this course, the learner will be able to
1.	The learners will be able to explain the basic fundamental areas of management.
2.	The learners will be able to describe the skills required for enhancing institutional quality for sustained development and enumerate the skills required for capacity building of human resources.
3.	The learners will be able to explain the skills needed to manage data for various information management processes
4.	The learners will be able to prepare cost effective budgets, proposals and describe ways of managing financial resources.

	Essential & Suggested References:	
S. No.	*References*	
1.	Bhardwaj, K. S., (2014). Human Resource Development in Education. Partridge Publication, Gurgaon.	
2.	Bush, T., & Paul, L. S. (2006). Principles and Practice of Educational Management. Chapman A Sage Publications Company, London.	
3.	Chatterjee, B. K. (2011). Finance for Non – Finance Managers. Jaico Publishing House, New Delhi.	
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5.	Dessler, G. (2012). Human Resource Management. Prentice Hall, London.	
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7.	Leithwood, K., & Jantzi, D. (1999). Changing Leadership for Changing Times. Open University Press, London.	
8.	Lewls, T. (2012). Financial Management Essentials: A Handbook for NGOs.	
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M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (III)

Course Code	PE03EMES02	Title of the Course	**EDUCATIONAL TECHNOLOGY**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Discuss roles of Educational Technologists in various contexts. 2. Apply appropriate instructional strategies. 3. Develop appropriate instructional media. 4. Integrate suitable ICT effectively in teaching-learning-evaluation. 5. Suggest suitable modality of instruction (Online, Blended, etc.).

Course Content

Unit	Description	Weightage* (%)

1.	**Educational Technology**
	 1.1 Concept, Definition and Scope of Educational Technology
	 1.2 Need and Role of Educational Technologists in India
	 1.3 Growth of conceptual framework of Educational Technology: ET1, ET2, ET3 …
	 1.4 Systems Approach; Meaning, Scope and Components
	 1.5 Communication Process
	      1.5.1 Meaning and components
	      1.5.2 Models of communication: Simple, Osgood and Schramm, Gerbner''s mode
	      1.5.3 Interaction analysis: Equivalent Category System and Flander''s Interaction Analysis System
		20

2.	**Instructional Technology** 2.1 Concept and Definition of Instructional Technology 2.2 Theories and Models of ISD: Dick & Carrey, Gagne, Kirk and Guftason 2.3 Steps in developing Instructional design :Learner analysis, Content analysis, Deciding entry and terminal behaviour, Preparing test, Selection of method, Selection of media, Development of material, Tryout, Formative and summative evaluation 2.4 Methods & Models Instructional designs for Large Group and Individual Instructions 2.5 Co-operative and Individual Learning Strategies for children with disabilities	20
3.	**Instructional and Interactive Learning** 3.1 Interactive learning: concept, need and components 3.2 Instructional Media for children with Special needs	20

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	3.3 Interactive learning Material for children with disabilities 3.4 Development of Interactive learning Material 3.5 Integrating ICTs for children with special needs (e.g. Social Media, Collaborative tools and techniques such as Blogging, ICT tools for research, bibliography, etc)	
4.	**ICT for Inclusion** 4.1 ICT for 21st century learning 4.2 Dilemmas and Realities about applications in ICT in inclusive education 4.3 Potentials of ICT in inclusive education-Access, equity, participation, Skill development and life- long learning 4.4 ICT for teaching-learning 4.5 Role of ICT in curriculum transaction	20
5.	**Recent Trends in Technology** 5.1 Online Learning 5.2 Blended Learning 5.3 M-Learning 5.4 MOOC 5.5 OER	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Prepare an observation report of classroom teaching based on Flanders Interaction analysis
2.	Prepare and plan an educational display on a bulletin board using charts, diagrams, graphs, posters, cartoons and comics
3.	Prepare a story board in any one unit of a subject for a child with disability
4.	Present a research paper on appilcation of any one recent trend in inclusive education
5.	Seminar on issues in application of ICT in inclusive education

Evaluation Pattern		
Sr. No.	**Details of the Evaluation**	**Weightage**

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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 learners will be able to discuss roles of Educational Technologists in various contexts.
2.	The learners will able to apply appropriate instructional strategies and develop appropriate instructional media.
3.	The learners will be able to integrate suitable ICT effectively in teaching-learning-evaluation
4.	The learners will be able to use suitable modality of instruction (Online, Blended, etc.).

Essential & Suggested References:	
S. No.	*References*
1.	Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
2.	Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
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6.	Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York. • Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.
7.	Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.

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8.	Schank, R.C. (2001). Virtual Learning. McGraw Hill. London.
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10.	Singh, T. (2009). ICT Skill Development. Tandon Brothers, Ludhiana.
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M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (III)

Course Code	PE03EMES03	Title of the Course	**GUIDANCE AND COUNSELING**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. State the basic concepts in Guidance & Counselling. 2. Discuss Educational, Vocational and Personal Guidance. 3. Describe testing devices and non-testing techniques of guidance. 4. Analyze the problems faced by students in the contemporary world. 5. Discuss the problems faced by children with disabilities.

Course Content		
Unit	**Description**	**Weightage* (%)**
1.	**Education and Career Guidance** 1.1 Concept, principles, Objectives and need for guidance at various educational levels 1.2 Types of Guidance: Individual and group, Personal, Educational and Vocational 1.3 Career Development needs of students. Changing scenarios in a global world 1.4 Tests and Techniques for Guidance: Testing techniques (Aptitude, Interest, Achievement & Personality) Non-testing techniques (Interview, Case study, observation, Diary, anecdotal and commutative record) 1.5 Essential services in a school guidance program	20
2.	**Vocational Guidance** 2.1 Factors influencing choice of career 2.2 Theories: Vocational Choice, Vocational development and Career development theories 2.3 Assessment of Vocational maturity 2.4 Occupational information in Guidance 2.5 Guidance for students with disabilities.	20
3.	**Fundamentals of Counselling** 3.1 Concept and nature of counselling 3.2 Scope and objectives of counselling 3.3 Stages of the counselling process 3.4 Counselling techniques 3.5 Ethical principles and issues	20
4.	**Group approaches in Vocational Counselling and Guidance**	20

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	4.1 Types, areas and approaches of Counselling 4.2 Steps and skills in the counselling process 4.3 Advantages and Disadvantages of Group Guidance techniques 4.4 Essential services in school and community based guidance programs 4.5 Placement, research, evaluation services and Job study- i) Job description, ii) Job specification, iii) Job analysis, iv) Job satisfaction	
5.	**Assessment in Educational and Vocational Guidance and Counselling** 5.1 Assessment of underachievement and challenges 5.2 Assessment of giftedness and special strengths 5.3 Career test construction, administration, scoring and interpretation 5.4 Crisis Intervention; Grief, relationships, depression, Academic, stress, violence, abuse 5.5 Role of counsellor in the contemporary context	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Visit different Guidance Centres and write a report
2.	Review a film for counselling
3.	List the resources required and their optimum use in managing a school guidance programme
4.	Develop a career choice assessment tool in view of personal characteristics of any
5.	Child with disabilities and available opportunities
6.	Prepare a brochure on career opportunities for children with different disabilities

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,	10%

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	Attendance	
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The learners will be able to know about basic concepts in Guidance & Counselling.
2.	The learners will able to discuss Educational, Vocational and Personal Guidance and its testing devices and non-testing techniques.
3.	The learners will be able to analyze the problems faced by students in the contemporary world.
4.	The learners will be able to understand the problems faced by children with disabilities.

Essential & Suggested References:	
S. No.	*References*
1.	Naik, P.S. (2013). Counselling Skills for Educationists. Soujanya Books, New Delhi.
2.	Nayak, A.K. (1997). Guidance and Counselling. APH Publishing, Delhi.
3.	Rao, V. K., & Reddy, R.S. (2003). Academic Environment: Advice, Counsel and Activities. Soujanya Books, New Delhi.
4.	Shah, A. (2008). Basics in Guidance and Counselling. Global Vision Publishing House.
5.	Sharma, V.K. (2005). Education and Training of Educational and Vocational Guidance. Soujanya Books, New Delhi. Suggested Readings
6.	Kapunan, R.R. (2004). Fundamentals of Guidance and Counselling. Rex Printing Company, Phillipines.
7.	Pal, O.B. (2011). Educational and Vocational Guidance and Counselling. Soujanya Books, New Delhi.
8.	
9.	

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

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M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education) Semester (III)
Area F1: Internship as a Teacher Trainer

Course code: PE03PMES03

    Total Credits: 04   Hours: 120   Marks: 100

Internship involves a compulsory placement with a teacher training institute/college running courses of the specialization. Internship will be organized for duration of four weeks. Each student trainee is expected to teach 10 lessons and do practical supervision to student trainees undergoing training in Diploma/B.Ed. Spl. Ed. level in topics from the respective curriculum. The student has to undertake any such duties as assigned by the Principal/ Incharge / HOD of the teacher training institute.

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(M.Ed. Spl. Edu. (ID) (Master of Special Education (Intellectual Disability)) Semester (III)

Course Code	PE03SMES04	Title of the Course	**ADULTHOOD AND FAMILY ISSUES**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Develop understanding of stages of development in adulthood. 2. Appreciate importance of family attitude and involvement. 3. Understand the Gender, marriage and sexuality related issues. 4. Understand the disability issues related to community. 5. Appreciate the importance of adulthood and family training

Course Content		
Unit	**Description**	**Weightage* (%)**
1.	**Human Growth & Development in Adulthood** 1.1 Developmental stages and principles 1.2 Factors influencing natural development of adults 1.3 Adulthood and Areas of development: Physical, Social, Cognitive, Language, Emotional & Moral 1.4 Common adulthood problems in various areas of development 1.5 Implications of the above for Community Inclusion	20
2.	**Family and Adult with Intellectual Disability** 2.1 Meaning, Definition and concept of family 2.2 Types of family and attitude towards PwID 2.3 Impact of Adult with ID on the Family 2.4 Family Adjustment and Coping skills 2.5 Family support, Government Schemes and benefits	20
3.	**Gender, Sexuality and Marriage Related Issues** 3.1 Meaning & Concept of Gender & Sexuality and Marriage 3.2 Religious and Cultural effect on Gender & Sexuality and Marriage 3.3 Marriage & persons with intellectual disability: Misconceptions & Remediation 3.4 Importance of Pre-marital Counseling, Gender Education 3.5 Sexuality related issues, HIV, STD	20
4.	**Disability Issues – Community** 4.1 Attitude of community towards Adults with ID 4.2 Community related Issues - Aggression, Antisocial behaviour, Abuse and Social discrimination of PwID 4.3 Creating Awareness related to community issues 4.4 Community involvement & Resource Mobilization	20

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	4.5 Impact of technological developments on disability issues	
5.	**Adulthood and Family Training** 5.1 Family experiences of disability in the context of ageing 5.2 Training of Adults- Personal Care, Social, Domestic, Community and Leisure 5.3 Services for PwID in urban and rural areas 5.4 Independent living: Within family, Group home & Institution. 5.5 Parental Attitude and Counseling	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	To conduct awareness and orientation programme on various adulthood issues for parents
2.	To conduct and prepare a report on awareness programmes on various Govt. schemes and benefits at local level
3.	To conduct seminar on Sexuality, Marriage and Gender related issues of adults with ID
4.	To assess and present a report on family needs and Counseling
5.	To conduct sibling training programme and present a report

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

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1.	The learners will be able to develop understanding of stages of development in adulthood.
2.	The learners will be able to understand the importance of family attitude and involvement.
3.	The learners will be able to understand the Gender, marriage and sexuality related issues similarly, they will know about disability issues related to community.
4.	The learners will be able to understand importance of adulthood and family training.

Essential & Suggested References:	
S. No.	*References*
1.	Basu, S., Das, P., & Chakravarty, I. (2007). Family Life of the Disabled Aged, Ageing and Society. Indian Journal of Gerontology,17 (3 & 4), 75 – 81.
2.	Blacher, J.(1984). Severely Handicapped Young Children and Other Families: Research in Review. Academic Press Inc., Ovlandio.
3.	Blook, F. (1974). Our Deaf Children, Martins Publishers Ltd. London.
4.	Cramer, H., & Carlin, J. (2008). Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey. British Journal of Social Work, 38 (6), 1060 – 1075.
5.	Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice. Brunner- Routledge. East Sussex.
6.	Fewell, R., & Vadasy, P. (1986). Families of Handicapped Children: Needs and Supports across the Lifespan. Ro-ed Inc. Texas.
7.	Findler, S. (2000). The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, 81(4) 70 – 381.
8.	Garginolo, R.M. (1985). Working with Parents of Exceptional Children: A Guide for Professionals, Houghton-Miffin, Boston.
9.	Kashyap, L. (1991). Research on Families with Disabled Individuals: Review and Implications, in Unit for Family Studies (Ed.) Research on Families with Problems in India. Vol.II (pp.269-289). Tata Institute of Social Sciences, Bombay
10.	Kashyap, L. (1996). Measurement Issues in Family Centered Social Work, in Bharat, .S. (Ed.) Family Measurement in India, Sage Publications. New Delhi.
11.	Giffiths, M., & Russle, P. (Eds.) (1985). Working Together with Handicapped Children: Guidelines for Parents and Professionals. Souvenir Press, London.

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12.	Glendinning, C. (1986). A Single Door: Social Work with the Families of Disabled Children. Allen and Unwin Ltd., London.
13.	Grinker, R. (1971). They grow in silence: the deaf child and his family. National Association of the Deaf, Maryland.
14.	Hartman, A. (1979). Finding Families: An Ecological Assessment in Adoption. Sage Publications, Beverly Hills.
15.	Hartman, A., & Laird, J. (1983) Family Centred Social Work Practice. The Free Press, New York.
16.	Hewett, S., Newson, J., & Newson, E. (1970). The Family and the Handicapped Child: A Study of Cerebral Palsied Children in Their Homes. Allen and Unwin Ltd., London.
17.	Hornby, G. (1994). Counselling in Childhood Disability: Skills for working with Parents. Chapman and Hall, London.
18.	Kashyap, L. (1986). The Family & Adjustment to their Hearing-Impaired Child. The Indian Journal of Social Work 47(1), 28-36.
19.	Powell, T. H. (1985). Brothers and Sisters: A Special Part of Exceptional Families. Paul Brooks, London.

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

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SARDAR PATEL UNIVERSITY
Programme & Subject: M.Ed. Spl. Ed. (Intellectual Disability) Programme
Semester: III
Syllabus with effect from: 2022-24
Choice Based Credit System (CBCS)

Course Type	Course Code	Name Of Course	Theory/ Practical	Credit	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal Total/ Passing	External Total/ Passing	Total Total/ Passing
CORE COURSES	PE03CMES06	Perspectives in Teacher Education – In-service & Pre- Service	T	4	4	3 Hrs.	30	70	100/50
	PE03CMES07	Educational Evaluation	T	4	4	3 Hrs.	30	70	100/50
SPECIALIZATION COURSES	PE03SMES04	Adulthood and Family Issues	T	4	4	3 Hrs.	30	70	100/50
ELECTIVE COURSES (Any one)	PE03EMES01	Educational Management	T	4	4	3 Hrs.	30	70	100/50
	PE03EMES02	Educational Technology							
	PE03EMES03	Guidance and Counseling							
PRACTICAL II	PE03PMES03	Field Engagement/Internship as a Teacher Educators	P	4	8	External Viva	100	00	100/50
Total				**20**			**220**	**280**	**500/250**

SARDAR PATEL UNIVERSITY
Programme & Subject: M.Ed. Spl. Ed. (Intellectual Disability) Programme
Semester: IV
Syllabus with effect from: 2022-24

Choice Based Credit System (CBCS)

Course Type	Course Code	Name Of Course	Theory/ Practical	Credit	Contact Hrs/Week	Exam Duration in hrs	Component of Marks		
							Internal	External	Total
							Total/ Passing	Total/ Passing	Total/ Passing
Research Work	PE04DMES01	Dissertation	P	16	32	External Viva	200	200	400/200
PRACTICAL II	PE04PMES04	Field Engagement / Internship as a Teacher Trainer	P	4	8	External Viva	50	50	100/50
Total				20			250	250	500/250