

**MAHARAJA SURAJMAL BRIJ  
UNIVERSITY,  
BHARATPUR (RAJASTHAN)**



**SYLLABUS**

**SCHEME OF EXAMINATION AND COURSE OF  
STUDY**

**FACULTY OF EDUCATION**

**B.Ed.Spl.ED.(MR)ID -FOUR SEMESTERS**

**Academic Session 2023-24**

  
**OIC, Academic**  
**M.S. Brij University**  
**Bharatpur**

## NOTICE

1. Change in syllabus/ordinance/ rules / regulations / syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to semesters, he/she has not completed at time of change.
2. All court cases shall be subject to jurisdiction of M.S.B. University Headquarters Bharatpur only and not any other place.

  
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**The objectives and Learning outcomes of the B.Ed. Spl. Ed. (MR) ID course are:**

### **Objectives**

1. The B.Ed. Spl. Ed. (ID) Programme aims to develop special education teachers / educators for children with disability for various settings (including Inclusive, Special, Open School and Home Base Education).
2. To develop pupil teachers with the knowledge and competencies to teach and support children the disability in specific area of ID.
3. To develop conceptual understanding of educational provision and innovation in special reference of NEP 2020 for working with children with intellectual disability in special and inclusive setting.
4. To develop an understanding of need and objectives of special education.
5. To develop an understanding of the relationship between society and teacher.
6. To build up professional consciousness.

### **Learning Outcomes**

**After the completion of B.Ed. Spl. Ed. (MR)ID Regular Programme the prospective-teachers will be able to-**

- Competence to teach effectively children with disability at various stages of school.
- Translate objective of special education programme and activities in relation to the curriculum.
- Understand the needs, motives, growth pattern and process of learning of students with disability and stimulate their learning to faster growth, development as well as rehabilitation.
- Initialized educational planning and teaching for children with disability in specific area of MR/ID
- Use dynamic methods in inclusive classes.
- Examine student's progress and effectiveness of their own teaching by using relevant evaluation techniques.
- Readiness to spot children with special need and capacity to meet their needs.
- Organized co-curricular and extra-curricular activities for students.
- Develop guidance point of view in educational, personal and vocational matters.
- To assess the round development / progress of students and to maintain a cumulative record.
- Develop certain teaching skills.
- Interest and competence in teaching and develop positive attitude towards teaching profession

### **Nomenclature**

Nomenclature of this course will be B.Ed. Spl. Ed. MR/ID.

  
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### **Eligibility for admission**

- a) Candidate with at least 50% (equivalent CGPA) marks either in the Bachelor Degree and /or in the Master Degree in science/ social science/Humanities, Bachelor Degree in Engineering or Any Other Technology with specialization in science and Mathematics with 55% marks (equivalent CGPA) or any other qualification equivalent there to be eligible for admission to the programme.
- b) The reservation and relaxation for SC/ST/OBC/EWS/PWD and other categories shall be as per the rules of the Center Govt. / State Govt., whichever is applicable.

### **Admission**

Admission shall be made on the merit on the basis of marks obtained in the qualifying examination and/or in entrance examination or any other selection process as per policy of the State Govt. / Maharaja Surajmal Brij University Bharatpur, (Rajasthan)

### **Duration of the course**

The duration of the course is two academic years which is distributed in four semesters, which can be completed in a maximum of three years from the date of admission to the programme.

### **Working Days and Attendance**

The programme is structured for 200 working days in each academic year excluding the period of examination and admission. The institution shall work for a minimum of 36 hours in a week (5 or 6 days) during which physical presence in the institution of all the teachers and student-teachers is necessary to insure their availability for advice, guidance, dialogue and consultation as and when needed.

The minimum attendance of student-teachers shall have to be 80% for all course work, practicum 90% and 100% for school internship (5% attendance may be condoned by the head of the institution on genuine ground).

### **Programme Pattern**

The programme of B.Ed. Spl. Ed. (Id) has developed on the basis of semester system and proposed 2000 marks in view of disability specific specialization as per RCI guideline. The programme consists of three parts.

Part – I – Theory Courses (Area A, B, C & D)

Part – II – Practical related to disability (Area-E)

Part – III – Field engagement / School Attachment / Internship (Area-F)

  
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## General framework of the course

The programme is planned on the Choice Based Credit System (CBCS). According to the UGC guideline, one credit is equivalent to one hour of teaching (Lecture or tutorial) or two hours of practical work / field work per week. As per RCI also recommends practical work for each theory course besides these contact hours including self-study assignments etc., that may involve same number of hours as are the contact hour specified for each course.

The programme structure has three sets of courses:

1. Core course in every semester
2. Elective course which can be chosen from pool of papers in order to:
  - a. Support the discipline of study.
  - b. Provide an expended scope.
  - c. Exposure to some other discipline/domain.
  - d. Nurturing student proficiency/skills
3. Elective foundation courses are value- based.

MS Brij University will follow the 10-point grading system recommended by the UGC2 as given below

**Table1: Grades and Grade Points**

Letter Grade	Grade Point
O(Outstanding)	10
A+ (Excellent)	9
A (Very Good)	8
B+ (Good)	7
B (Above Average)	6
C (Average)	5
P (Pass)	4
F (Fail)	0
Ab (Absent)	0

- a. A student obtaining grade F shall be considered as failed and will be required to reappear in the examination.
- b. For non-credit courses 'satisfactory' or 'unsatisfactory' shall be indicated instead of the letter grade and this will not be counted for the computation of SGPA/CGPA.

## **The overall Programme Structure (Four Semesters)**

Part	Course Code	No. of Course	Type of course	Credits	Hours	Marks
I	A	5	Theory – Core Course	20	300	500
I	B	6	Theory – Cross Disability and Inclusive Education Course	12	180	300
I	C	5	Theory – Disability Specialization Course	18	270	450
I	D	3	Theory – Enhancing Professional Capacities / Professional Development Course	6	90	150
II	E	2	Practical related to disability	12	360	300
III	F	3	Field Engagement / School Internship	12	360	300
Total				80	1560	2000



## AREA A: CORE COURSE

A1	Human Growth & 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-teacher will be learning about all disabilities (theory, practical as well as field engagement) and specialization in any one disability **other than MR/ID**.
- b. Institution/ organization offering B.Ed.Spl.Ed. are expected to decide other than specialization area of MR/ID.
- c. In case of student-teacher with disability: the choice of two optional courses from B10 or B11 can be on case to case basis (e.g., student-teacher will VI and HI may opt for courses that are appropriate for them across / only from B10 and B11).

B6	Inclusive Education
B7	Introduction to Sensory Disability (VI, HI, Deaf-Blind)
B8	Introduction to Neuron Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotors& Multiple Disabilities (CP, MD)
B10	Skill Based Optional Course (Cross Disability and Inclusion) Any one
a.	Guidance and Counseling
b.	Early Childhood Care & Education
c.	Applied Behavioral Analysis
d.	Community Based Rehabilitation
e.	Application of ICT in Classroom
f.	Gender and Disability
g.	Braille and Assistive Devices
B11	Skill Based Optional Course (Disability Specialization) Any one
a.	Orientation & Mobility
b.	Communication Options: Oralism
c.	Communication Options: Manual (Indian Sign Language)
d.	Augmentative and Alternative Communication
e.	Management of Learning Disability
f.	Vocational Rehabilitation & Transition to job Placement



### AREA C: DISABILITY SPECIALIZATION COURSE- MR/ID

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

### AREA D: INHENCEMENT OF PROFESSIONAL CAPACITIES (EPC)

(Whenever applicable specific reference to disability will be focused)

D17	Reading and Reflecting on Text
D18	Drama and Art in Education/ Performing and Visual Arts
D19	Basic Research and Basic Statistic

### AREA E: PRACTICAL RELETED 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)

### SEMESTER WISE SCHEME OF COURSES

#### SEMESTER I

Course Code	Course Title	Credits	Total Hours	Internal Marks	External Marks	Total Marks
A1	Human Growth & Development	4	60	20	80	100
A2	Contemporary India and Education	4	60	20	80	100
B7	Introduction to Sensory Disability (VI, HI, Deaf-Blind)	2	30	10	40	50
B8	Introduction to Neuron Developmental Disabilities (LD, MR(ID), ASD)	2	30	10	40	50
B9	Introduction to Locomotors& Multiple Disabilities (CP, MD)	2	30	10	40	50
C12	Assessment and Identification of Needs	4	60	20	80	100
E1	Cross Disability and Inclusion (Part of Area B)	2	60	50	-	50
	Total	20	330	140	360	500



### Engagement with field as part of courses indicated below

S.No.	Course	Tasks	Place
1	A1	Assignment / Project	Institute
2	A2	Assignment / Project	Institute
3	C12 (All Disabilities)	Assignment / Project	Camp/ Clinic/ School etc. minimum of fifteen hours

#### **PRACTICUM: MR/ID**

#### **SEMESTER – 1**

#### **E1: Cross Disability and Inclusion**

**Credits: 02**

**Hours: 60**

**Marks: 50**

Disability Focus	Tasks	Hours	Educational Setting	Description
ID	Classroom Observation, Assessment and IEP a. ECSE b. Pre-Primary c. Primary d. Secondary e. Pre- Vocational	40	Special School of PW-ID	Minimum 10 school periods develop IEP for one student with ID at ECSE or Pre-Primary Level
HI, VI, LB, CP, ASD or Multiple Disability	Classroom Observation and Report	15 (3 hours in each school)	Minimum 3 special school for HI, VI, LB, CP, autism or multiple disability	Minimum 30 school periods (10 school periods in each special school)
Any Disability	Classroom Observation and report	5 hours	Inclusive school available in the neighborhood	Minimum 10 school periods

Schedule for practical for E1 shall be included in the time table (10 working days may be allotted). Observation as mentioned is essential. However, if school for other disabilities is not available in the nearby area, the same may be interpreted as observation at inclusive school/ education / service being provided in the resource room/ any authorized rehabilitation center for the specific disabilities or vice-versa with other disability.

#### **SEMESTER-II**

Course Code	Course Title	Credits	Total Hours	Internal Marks	External Marks	Total Marks
A3	Learning, Teaching and Assessment	4	60	20	80	100
A4	Pedagogy of Teaching (special reference to disability) Any one	4	60	20	80	100
A5	Pedagogy of Teaching (special reference to disability) Any one	4	60	20	80	100
B6	Inclusive Education	2	30	10	40	50
E2	Practical: Disability Specialization	2	60	50	--	50
F1	Main disability special school (related to area C)	4	120	50	50	100
	Total	20	390	170	330	500



**Engagement with field as part of courses indicated below:**

S.No.	Course	Tasks	Place
1	A3	Assignment / Project / Presentation	Institute
2	A4 / A5	Assignment / Project / Presentation	Institute / Special / Inclusive School
3	B6	Assignment / Project / Presentation	Institute

**PRACTICUM: MR/ID**

**SEMESTER – II**

**E2: Disability Specialization**

**Credits: 02**

**Hours: 60**

**Marks: 50**

S. No.	Disability Focus	Tasks	Hours	Educational Setting	Description
1.1	ID	IEP	25	Special School	develop IEP for one student with ID at Pre-Primary Level
1.2	ID	Lesson Planning and Teaching	10	Special School	10 Lesson
1.3	General	a. Micro Teaching & simulated teaching on selected skill	5	General	5 Lessons (Demonstration of Micro Teaching Skills)
1.4	General	Teaching Practice A. Lesson Planning and Teaching Practice of Selected Subject a. Language / b. Other Subject	10	General	10 Lessons (five in each selected subject)
	General	B. Lesson Planning and Teaching focusing on adaptation and evaluation a. Language / b. Other Subject	10	General	10 Lessons (five in each selected subject)

**Note:**

Schedule of practical for E2 shall be included in the time table (minimum 11 working days may be allotted). Skill for micro teaching shall be selected with reference to major disabilities.

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### SEMESTER-III

Course Code	Course Title	Credits	Total Hours	Internal Marks	External Marks	Total Marks
B10	Skill based optional course (Cross Disability and Inclusion) Any one	2	30	10	40	50
C13	Curriculum Designing, Adaptation and Evaluation	4	60	20	80	100
C14	Educational Intervention and Teaching Strategies	4	60	20	80	100
C15	Technology and Disability	4	60	20	80	100
E2	Practical: Disability Specialization	4	120	50	50	100
F2	Other disability special school	4	120	50	50	100
Total		22	450	170	380	550

Engagement with field as part of courses indicated below:

S.No.	Course	Tasks	Place
1	B10	Assignment / Project / Presentation	Institute
2	C13	Assignment / Project / Presentation	Institute /Special / Inclusive School
3	C14	Assignment / Project / Presentation	Institute
4	C15	Assignment / Project / Presentation	Institute

### PRACTICUM: MR/ID

### SEMESTER – III

#### E2: Disability Specialization

Credits: 02

Hours: 120

Marks: 100

S. No.	Disability Focus	Tasks	Hours	Educational Setting	Description
1.1	ID	IEP	30	Special School	develop IEP for one student with ID at secondary /pre-vocational level
1.2	ID	a. Lesson planning and execution on different levels for all subjects	40	resource Room / Inclusive School	10 Lesson
	ID	a. Lesson planning and executive on different levels for selected subjects i. Language / ii. Other Subject	30	Resource Room / Inclusive School	10 Lesson
1.3	ID	School Sensitization on Disabilities for regular staff, Peer group and Parents	10	General	----
1.4	Major Disability	Observation of support Services	10	Institute / Clinic	Depending on the specialization

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**Field Engagement / School Attachment / School Internship****F1: Main Disability Special School****Hours: 120****Credits: 04****Marks: 100**

S.No.	Disability Focus	Tasks	Set up	No. of Lesson
1	ID	Classroom Teaching Across all class levels and Curricular Domains <b>Class Levels</b> a. ECSE b. Pre-Primary c. Primary d. Secondary e. Prevocational	Special school for ID	Minimum 30 Lessons 06 – Personal 05 – Social 10 – Functional Academics, 05 – Occupational, 05 - Recreational

**Note:**

Minimum of four week should be allocated for school attachment / internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity class levels and Curricular domains for whole class.

**Semester – IV**

Course Code	Course Title	Credits	Total Hours	Internal Marks	External Marks	Total Marks
B11	Skill based optional course (Disability Specialization) Any one	2	30	10	40	50
C16	Psycho Social and Family Issues	2	30	10	40	50
D17	Reading and reflecting on Texts	2	30	10	40	50
D18	Drama and Art in Education	2	30	10	40	50
D19	Basic Research & Basic Statistic (EPC)	2	30	10	40	50
E1	Practical: Cross Disability and Inclusion	4	120	50	50	100
F3	Inclusive School	4	120	50	50	100
Total		18	450	180	270	450

**Engagement with field as part of courses indicated below:**

S.No.	Course	Tasks	Place
1	B11	Assignment / Project / Presentation	Institute /Special School
2	C16	Assignment / Project / Presentation	Institute
3	D17	Assignment / Project / Presentation	Institute /Special School
4	D18	Assignment / Project / Presentation	Institute /Special School
5	D19	Assignment / Project / Presentation	Institute /Special School

**PRACTICUM: MR/ID****SEMESTER – IV****E1: Cross Disability and Inclusion****Credits: 04****Hours: 120****Marks: 100**

S. No.	Disability Focus	Tasks	Hours	Educational Setting	No. of Lessons
1.1	Other than ID	Classroom Observation	05	Special School for other disability	Observation of all subjects at different level, minimum 15 school periods
	Any Disability		05	Inclusive School	Observation of all subjects at different level, minimum 15 school periods
1.2	Any disability other than ID	a. Lesson planning and executive on different levels for selected subjects i. Language ii Other Subject	30	Special School for other disabilities / Recourse Room	10 Lesson (05 languages & 05 Other Subjects)
			30	Inclusive School	10 Lesson (05 languages & 05 Other Subjects)
1.3	Any disability other than ID	a. Individualized Teaching Lesson on different levels for selected subjects i. Languages ii. Other subjects	25	Special School for other disabilities	10 Lesson (05 languages & 05 Other Subjects)
			25	Resource Room / Inclusive School	10 Lesson (05 languages & 05 Other Subjects)

**Field Engagement / School Attachment / School Internship****F2: Other Disability Special School****Credits: 04****Hours: 120****Marks: 100**

S.No.	Disability Focus	Tasks	Set up	No. of Lesson
1	Any disability other than ID	Classroom Teaching	Special school for other disability	Minimum 25 lesson

  
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**F3: Inclusive School****Hours: 120****Credits: 04****Marks: 100**

S.No.	Disability Focus	Tasks	Set up	No. of Lesson
1	Any disability other than ID	Classroom Teaching	Inclusive School	Minimum 25 lesson

**Note:**

Minimum of four week should be allocated for school attachment / internship and reflected in the time table and should cover Tasks specified under E2, F2 & F3 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 setting.

**Practicing in School**

**Special & Inclusive School**– Own special school / MoU with special & Inclusive schools, preferably up to secondary school level recognized by State Government for the main disability area and permission to carry out practical in other disability.

**Engagement with the field and School Experience**

The B.Ed. Spl. Ed. (ID) curriculum shall provide for sustained interaction with the child, school and community in varied settings for establishing close connections between different curricular areas and making teacher-trainee understand her/his role and function.

**In semester-II** there shall be work on the field amounting to a minimum of 4 weeks. This will include minimum of one week of school engagement and 3 weeks of other practical work / engagements.

**In semester-III** there shall be 8 weeks for school engagement / internship in Special school for other disability with teaching practice of minimum 25 lessons.

**In semester-IV** there shall be 8 weeks allotted for school engagement / internship in Inclusive School for any disability other than ID with teaching practice of minimum 25 lessons.

During the internship student-teachers shall work as a regular teacher / special teacher / special educator and will participate in all the school activities including planning, teaching and assessment, all extra & co-curricular activities and all other works related to the school as a teacher.

  
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## Scheme of Evaluation

### **Evaluation of B.Ed. Spl. Ed. (ID)**

#### **Semester-I**

1. Theory Course A1, A2 and C12 will carry 100 marks, out of which 80 marks will be of theory papers at the **B.Ed. Spl. Ed. (ID) semester I** Examination and 20 marks to assess internally. Out of 20 marks, 10 marks shall be for Assignment / Project work and 10 marks for the written test.
2. Theory Course B7, B8 and B9 will carry 50 marks, out of which 40 marks will be of theory papers at the **B.Ed. Spl. Ed. (ID) Semester-I** Examination and 10 marks to be assessed internally. Out of 10 marks, 5 marks shall be for Assignment / Project work and 5 marks for the written test.
3. Practical course E1 will consist 50 marks and evaluated internally by the institute.

#### **4. Assessment Scheme of E1 (Internal)**

Classroom Observation, Assessment and IEP	10 Marks
Classroom Observation and Report (Special School for VI, HI, LV, CP, Autism or multiple disability)	30 Marks
Classroom Observation and Report (Inclusive School)	10 Marks

#### **Semester-II**

1. Theory Course A3, A4, and C13 will carry 100 marks, out of which 80 marks will be of theory papers at the **B.Ed. Spl. Ed. (ID) semester II** Examination and 20 marks to assess internally. Out of 20 marks, 10 marks shall be for Assignment / Project work and 10 marks for the written test.
2. Theory Course B6 will carry 50 marks, out of which 40 marks will be of theory papers at the **B.Ed. Spl. Ed. (ID) Semester-II** Examination and 10 marks to be assessed internally. Out of 10 marks, 5 marks shall be for assessing the Assignment / Project work and 5 marks for the written test.
3. Practical course E2 will consist 50 marks will be evaluated&awarded internally by the institute.

#### **4. Assessment Scheme of E2 (Internal)**

IEP (ID)	10 Marks
Lesson Planning and Teaching (Special School – ID)	10 Marks
Micro Teaching for both selected subjects separately	05+05 Marks
Teaching Practice for selected subject a / b in General School	10 Marks
Criticism Lesson for both selected subjects separately	05+05 Marks

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### Semester-III

1. Theory Course A5, C14 and C15 will carry 100 marks, out of which 80 marks will be of theory papers at the **B.Ed. Spl. Ed. (ID) semester III** Examination and 20 marks to assess internally. Out of 20 marks, 10 marks shall be for the Assignment / Project work and 10 marks for the written test.
2. Theory Course B10 will carry 50 marks, out of which 40 marks will be of theory papers at the **B.Ed. Spl. Ed. (ID) Semester-III** Examination and 10 marks to be assessed internally. Out of 10 marks, 5 marks shall be for assessing the Assignment / Project work and 5 marks for the written test.
3. Practical course E2 will consist 100 marks. Out of which 50 marks will be evaluated internally by the institute and 50 marks will be awarded by the panel of examiner constituted by the university

#### 4. Assessment Scheme of E2 (Internal)

IEP (ID)	05 Marks
Teaching Practice for all school subjects (Block Teaching) (Special School – ID)	10 Marks
Teaching Practice for selected subjects (Special School – ID)	10 Marks
School Sensitization	05 Marks
Observation and support service	10 Marks
Criticism Lesson for both selected subjects separately	05+05 Marks

### Semester-IV

1. Theory Course B11, C16, D17, D18 and D19 will carry 50 marks, out of which 40 marks will be of theory papers at the **B.Ed. Spl. Ed. (ID) Semester-IV** Examination and 10 marks to be assessed internally. Out of 10 marks, 5 marks shall be for assessing the Assignment / Project work and 5 marks for the written test.
2. Practical course E1 will consists 100 marks. Out of which 50 marks will be evaluated internally by the institute and 50 marks will be awarded by the panel of examiner constituted by the university

#### 3. Assessment Scheme of E2 (Internal)

Classroom Observation	10 Marks
Teaching Practice (other than ID)	10 Marks
Individualized Teaching Practice other than ID	20 Marks
Criticism Lesson for both selected subjects separately	10 Marks

  
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## **FIELD ENGAGEMENT / SCHOOL ATTACHMENT / INTERNSHIP**

The field engagement courses F1, F2 and F3 will consists 100 marks. Out of which 50 marks will be awarded by the concern school and 50 marks will be evaluated internally by the institution.

### **Question paper pattern**

1. Each question paper of 80 marks will have three sections:  
**Section-A** will contain 8 very short answer type questions of 02 marks each. The candidate will be required to attempt all questions and get answer in one word / one sentence /maximum 30 words.  
**Section-B** will contain 08 short answer type questions of 07 marks. Out of which the candidate will be required to attempt 04 questions say 200 words.  
**Section-C** will contain 06 essay type questions of 12 marks each. Out of which the candidate will be required to attempt 03 questions say 500 words.
2. Each question paper of 40 marks will have three sections:  
**Section-A** will contain 04 very short answer type questions of 02 marks each. The candidate will be required to attempt all questions and get answer in one word / one sentence /maximum 30 words.  
**Section-B** will contain 04 short answer type questions of 06 marks. Out of which the candidate will be required to attempt 02 questions say 200 words.  
**Section-C** will contain 04 essay type questions of 10 marks each. Out of which the candidate will be required to attempt 02 questions say 500 words.

### **Rules and Regulations**

- Candidate will have to obtain 40% marks in theory & Practical separately (Internal & External both examination) to declare pass in each semester. (Grace marks as per University norms)
- If a candidate fails in two or less than two papers, he/she will be promoted to the next semester but it will be compulsory for her/ him to reappear in external examination of the same paper with next semester. However, her/his internal marks can be carry-forwarded.
- A candidate failing in more than two external papers will be declared fail and has to undertake entire examination in the subsequent exam. However, her/his internal marks can be carry-forwarded.
- Candidate failing in two or less than two papers of internal will be allowed a promotion in next exam, provided that they reappear in them at later stages. However, any candidate gets this benefit of promotion in a maximum of two papers internal & external.
- Co-curricular & extra – curricular activities (in college) including celebrations of special days must be spread all through the year for Personality development of pupil teachers.
- Student induction programs should be organized as an objective of NEP 2020 for professional development of pupil teachers.
- Institution may introduce some value-added course & skill development programme other than syllabi.
- There will be two external examination of teaching practice in given area in semester III & IV. Each student has to prepared two lesson plans of both selected pedagogy subject in semester III & IV. The student will deliver one lesson in the subject of their choice) in



semester III and one lesson (in II pedagogy subject other than semester III). The external examiner may select at least 10% of the candidate to deliver two lessons.

### Working out the result and rewarding the division

Division	Theory	Practical
I	60% and above	60% and above
II	50% to 60%	50% to 60 %
Pass	40%	40%

### Award of Degree

The M.S.Brij University, Bharatpur (Raj.) will award degree in Bachelor of education Special Education (Area of Specialization). The area of specialization provided Mental Retardation/ Intellectual disability (MR/ID).

### Certification as a Registered Professional

It is mandatory as per Section 13 of RCI Act for every teacher of special education to obtain a "Registered Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India. Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

*The successful students will be registered as special Educator (Professional). The training institution/organization should ensure that all passed out students are registered with the Council.*

  
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## B.Ed.Spl.Ed.(ID)semester-I

A1	Human Growth & Development
A2	Contemporary India and Education
B7	Introduction to Sensory Disability (VI, HI, Deaf-Blind)
B8	Introduction to Neuro Developmental Disabilities (LD, MR(ID), ASD)
B9	Introduction to Locomotor& Multiple Disabilities (CP, MD)
C12	Assessment and Identification of Needs

  
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# HUMAN GROWTH & DEVELOPMENT

Course Code: A 1

Contact Hours: 60

Marks: 100

## Introduction

This course exposes student-teachers 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. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

## Objectives

After studying this course the student-teachers will be able to

*Explain the process of development with special focus on infancy, childhood and adolescence.*

*critically analyze developmental variations among children.*

*comprehend adolescence as a period of transition and threshold of adulthood. analyze different factors influencing child development.*

## Unit 1: Approaches to Human Development

- 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)

## Unit 2: Theoretical Approaches to Development

- 2.1 Cognitive & Social-cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- 2.2 Psychosocial Theory (Erikson)
- 2.3 Psychoanalytic Theory (Freud)
- 2.4 Ecological Theory (Bronfenbrenner)
- 2.5 Holistic Theory of Development (Steiner)

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**Course Code: A 1**

**Contact Hours: 60**

**Marks: 100**

### **Introduction**

This course exposes student-teachers 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. A critical understanding of theoretical perspectives of development would aid in their application in teaching learning process. Through close observation of children in their natural environments the teacher trainee would be able to situate their theoretical knowledge within realistic frames. This course would also be able to equip them to reflect and critique the normative notions of childhood and adolescence.

### **Objectives**

After studying this course the student- teachers will be able to

*explain the process of development with special focus on infancy, childhood and adolescence.*

*critically analyze developmental variations among children.*

*comprehend adolescence as a period of transition and threshold of adulthood. analyze different factors influencing child development.*

### **Unit 1: Approaches to Human Development**

- 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)
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### **Unit 2: Theoretical Approaches to Development**

- 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)

### **Unit 3: The Early Years (Birth to Eight Years)**

- 3.1 Prenatal development: Conception, stages and influences on prenatal development
- 3.2 Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes

  
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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

**Unit 4: Early Adolescence (From nine years to eighteen years)**

- 4.1 Emerging capabilities across domains of physical and social emotional
- 4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
- 4.3 Issues related to puberty
- 4.4 Gender and development
- 4.5 Influence of the environment (social, cultural, political) on the growing child

**Unit 5: Transitions into Adulthood**

- 5.1 Psychological well-being
- 5.2 Formation of identity and self-concept
- 5.3 Emerging roles and responsibilities
- 5.4 Life Skills and independent living
- 5.5 Career Choices

**Engagement with the field as part of course as indicated below**

Hands on Experience

Observe children in various settings and identify milestones achieved.

Seminar on human development

Writing Journal for reflection and case study

**Suggested Readings**

Berk, L. E. (2000). *Human Development*. Tata Mc.Graw Hill Company, New York.

Brisbane, E. H. (2004). *The developing child*. Mc.Graw Hill, USA.

Cobb, N. J. (2001). *The child infants, children and adolescents*. Mayfield Publishing Company, California.

Hurlocl, E. B. (2005). *Child growth and development*. Tata Mc.Graw Hill Publishing Company, New York.

Hurlocl, E. B. (2006). *Developmental Psychology- A life span approach*. Tata Mc.Graw Hill Publishing Company, New Delhi.

Meece, J. S., & Eccles J. L (Eds) (2010). *Handbook of Research on Schools, Schooling and Human Development*. New York: Routledge.

Mittal. S. (2006). *Child development- Experimental Psychology*. Isha Books, Delhi.

Nisha, M. (2006). *Introduction to child development*, Isha Books, Delhi.

  
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Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata Mc.Graw Hill Publishing Company, New York.

Santrock, J. W. (2006). *Child Development*., Tata Mc.Graw Hill Publishing Company, New York.

Santrock, J. W. (2007). *Adolescence*., Tata Mc.Graw Hill Publishing Company, New Delhi.

## CONTEMPORARY INDIA AND EDUCATION

Course Code: A2

Contact Hours: 60

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Marks: 100

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## Introduction

This course will enable student-teachers to explore education from philosophical and sociological perspective and hands on experience of engaging with diverse communities, children and schools. It also traces the educational developments in the historical context leading to contemporary India. The course also includes various commissions and policies and issues and trends in the field of education, special education and inclusive education.

## Objectives

After completing this course the student-teachers will be able to

*Explain the history, nature and process and Philosophy of education*

*Analyse the role of educational system in the context of Modern*

*Ethos Understand the concept of diversity*

*Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context*

## Unit 1: Philosophical Foundations of Education

- 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)

## Unit 2: Understanding Diversity

- 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

## Unit 3: Contemporary Issues and Concerns

- 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 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 education

  
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system

#### **Unit 4: Education Commissions and Policy (School Education)**

- 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

#### **Unit 5: Issues and Trends in Education**

- 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

#### **Some Suggested Activities on contemporary issues**

Comparative study of different settings  
Conflicts and social movements in India: Women, Dalit, Tribal and Disabled  
Educational debates and movements  
First generation learners  
Children with disabilities  
Inclusive education  
RTE act in the context of disadvantaged  
Linguistic and religious diversity  
Human rights, minority rights  
Educational status of various groups  
Special and inclusive schools  
Analysis of contemporary debates

#### **Essential Readings**

Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy.  
Macmillan: Delhi.

National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi

National Policy on Education. (1986 & 92). Ministry of Human Resource

  
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Development Government of India, New Delhi.

Right to Education Act. (2009). Ministry of Human Resource Development, Government of India, New Delhi.

### Suggested Readings

- Aggarwal, J. C. (1992). Development and Planning of Modern Education: New Delhi Vikas Publishing House Pvt. Ltd.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society, New Delhi: NCERT.
- Bhat, B. D. (1996). Educational Documents in India, New Delhi: Arya Book Depot.
- Bhatia, K. & Bhatia, B. (1997). The Philosophical and Sociological Foundations, New Delhi Doaba House.
- Biswas, A. (1992). Education in India, Arya Book Depot. New Delhi
- Biswas, A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience, Oxford University press: New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman: Hyderabad.
- Choudhary, K.C., & Sachdeva, L. (1995). Total literacy by 2000: New Delhi: IAE Association.
- 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.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin: New Delhi.
- Dubey, S. C (2001). Indian Society, National Book Trust: New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.  
<http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>  
<http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>  
<http://www.mkgandhi.org/speeches/speechMain.htm>
- Jain, L.C. (2010). Civil Disobedience, Book Review Literary Trust, New Delhi.
- Jagannath. M. (1993). Indian Education in the Emerging Society, New Delhi Sterling publishers Pvt. Ltd.
- Jangira, N.K. (2012). NCERT Mother of Inclusive Education Address on Golden Jubilee of NCERT at RIE, Ajmer on 01 Sept. 2012.
- Kashyap, S. C. (2009). The Constitution of India, National Book Trust: New Delhi.
- Sapra, C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.

  
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- Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi: Sage Publications.
- Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity, Oxford India: Delhi.
- Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948, Government of India.
- Steven, B. (1998). School and Society, New Delhi: Sage Publications.
- Suresh, D. (1998). Curriculum and Child Development, Agra: Bhargava.
- Taneja, V.R. (1998). Educational Thoughts and Practice, Delhi University Publications.
- Vaidyanathan, A. (1995). The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi.
- Weber, O.C. (1990). Basic Philosophies of Education, New York Holt, Rinehart and Winston.

  
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# INTRODUCTION TO SENSORY DISABILITIES

Course Code: B 7

Contact Hours: 30

Marks: 50

## Introduction

The course is designed to provide a basic understanding to the student-teachers about the nature and needs of different types of sensory disabilities. It will also equip them in undertaking screening, planning and instructing students with sensory disabilities.

## Objectives

After completing this course, the student-teachers will be able to

*Name the different types of sensory impairments and its prevalence and describe the process of hearing & implications of various types of hearing loss.*

*Explain the issues & ways to address challenges in educating students with hearing loss.*

*Describe nature, characteristics & assessment of students with low vision & visual impairment.*

*Suggest educational placement and curricular strategies for students with low vision & visual impairment.*

*Explicate the impact of deaf-blindness & practices for functional development.*

## Unit 1: Hearing Impairment: Nature & Classification

5 Hours

- 1.1 Types of sensory impairments: Single (Hearing Impairment & Visual Impairment) & Dual sensory impairment (Deaf-blindness)
- 1.2 Importance of hearing
- 1.3 Process of hearing & its impediment leading to different types of hearing loss
- 1.4 Definition of hearing loss, demographics & associated terminologies: deaf/ Deaf/ deafness/ hearing impaired/ disability/ handicapped
- 1.5 Challenges arising due to congenital and acquired hearing loss

## Unit 2: Impact of Hearing Loss

5 Hours

- 2.1 Characteristics of learners with hearing loss and impact of different degrees of hearing impairment on communication
- 2.2 Language & communication issues attributable to hearing loss and need for early Intervention
- 2.3 Communication options, preferences & facilitators of individuals with hearing loss
- 2.4 Issues & measures in literacy development and scholastic achievement of students with hearing loss
- 2.5 Restoring techniques using human (interpreter) & technological support (hearing devices)

## Unit 3: Visual Impairment-- Nature and Assessment

- 3.1. Process of Seeing and Common Eye Disorders in India



- 3.2. Blindness and Low Vision--Definition and Classification
- 3.2. Demographic Information--NSSO and Census 2011
- 3.4. Importance of Early Identification and Intervention
- 3.5. Functional Assessment Procedures

#### **Unit 4: Educational Implications of Visual Impairment**

**5 Hours**

- 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

#### **Unit 5: Deaf-blindness**

**10 Hours**

- 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

#### **Course Work/ Practical/ Field Engagement**

- Develop a checklist for screening of children for hearing impairment
- Develop a checklist for screening of children for low vision
- Develop a checklist for screening of children for blindness
- Develop a checklist for screening of children for deaf blindness
- Journal based on observations of teaching children with sensory disabilities

#### **Transactions**

Visits, Observations, Videos and Interactions with Students with Disabilities

#### **Essential Readings**

- Bradford, L. J. & Hardy, W.G. (1979). Hearing and Hearing Impairment. New York: Grune and Stratton.
- Davis, H. & Silverman, S. R. (1970). Hearing and Deafness - Part I. Holt, London: Rinehart & Winston.
- Holbrook, C.M., & Koenig, A. J. (Eds.) (2000). Foundations of Education, Vol I: History and Theory of Teaching Children and Youths with Visual Impairments. (2<sup>nd</sup> ed): New York: AFB Press.

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Handbook on Deafblindness (2005). Sense International India. Retrieved online on 24/4/2015 from  
[http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat\\_download%2Ffile&ei=LkY6VdGLOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI\\_HgQqJKxWjs\\_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY](http://www.google.co.in/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&ved=0CD EQFjAC&url=http%3A%2F%2Fssa.nic.in%2Finclusive-education%2Ftraining-module-for-resource-teachers-for-disable-children%2FModule%25202%2520Deafblindness.pdf%2Fat_download%2Ffile&ei=LkY6VdGLOIKymAW604CgDg&usg=AFQjCNHxJc9OazS1f-TSI_HgQqJKxWjs_A&sig2=LIBWuGnYE0OLPtpK5FCHEg&bvm=bv.91427555,d.dGY)

- Kelley, P., & Gale, G. (1998). *Towards Excellence: Effective education for students with vision impairments*. Sydney: North Rocks Press.
- Lowenfeld, B. (1973). *Visually Handicapped Child in School and Society*; American Foundation for the Blind; New York.
- Lynas, W. (2000). Communication options. In J. Stokes (Ed), *Hearing Impaired Infants – Support in the first eighteen months*. London: Whurr Publishers Ltd.
- Martin, F. N., & Clark, J.G. (2009). *Introduction to Audiology*. 10th ed. Boston: Pearson Education.
- Martin, F.N., & Clark, J.G. (2012). *Introduction to Audiology*. 11th ed. Boston: Pearson Education.
- National Institute for the Visually Handicapped (2015). *Information Booklet on Visual Impairment in India*, Dehradun: Government of India.
- Nerbonne, M. A., & Schow, R.L. (2002). *Introduction to Audiologic Rehabilitation*. Boston: Allyn and Bacon.
- Nerbonne, M. A., & Schow, R.L. (2013). *Introduction to Audiologic Rehabilitation*. 6th ed. Boston: Pearson Education.
- Northern, J. L., & Downs, M. P. (2002). *Hearing in Children* (5th Ed.). Philadelphia: Williams & Wilkins
- Prescod, S. V. (1978). *Audiology Handbook of Hearing Disorders*. New York: Van Nostrand Reinhold Company.
- 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.
- Warren, D.H. (1994). *Blindness and Children: An Individual Differences Approach*. New York: Cambridge University Press.

### Suggested Readings

- Auditory-Verbal International (1991). Auditory-verbal position statement. *Auricle* 4:11-12.
- Harp, B. (2006). *The handbook of literacy assessment and evaluation*, (3rd Eds). Norwood, M.A.: Christopher-Gordon Publishers, Inc.

  
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- Katz, J. (1985). *Handbook of Clinical Audiology*. (4th Ed.) Baltimore: Williams and Wilkins.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education - A practical guide to supporting diversity in the classroom*. (2nd Eds.). U.K. Routledge.
- Norris, G. H., & Romer, L.T. (1995). *Welcoming Students who are deafblind to typical classrooms*. U.S: Paul H. Brookes.
- Pandey, R. S., & Advani, L. (1995). *Perspectives in Disability and Rehabilitation*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Proceedings from National Conference on Centenary for Work for the Blind in India* (1987). All India Confederation of the Blind and Christoffel Blinden Mission; Delhi: R.K.Printers.
- Scholl, G.T. (1986). *Foundations of Education for Blind and Visually Handicapped Children and Youth*. New York: American Foundation for the BLind.
- Tucker, I., & Nolan, M. (1984). *Educational Audiology*. London: Croom Helm.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) *Foundations of Aural Rehabilitation*. San Diego: Singular. p.381-413.

  
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# INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Course Code: B 8

Contact Hours: 30

Credits: 02

Marks: 50

## Introduction

The course integrates relevant subject matter in the areas of Learning Disability, intellectual Disability and Autism Spectrum Disorder. This course will prepare preservice teachers to work with students with Neuro Developmental disabilities in inclusive and specialized settings. It fosters the acquisition of the broad-based knowledge and skills needed to provide effective educational programs for students with learning and behavior characteristics. The course emphasizes implications for educational and vocational programming, curriculum, and instruction.

## Objectives

After completing the course the student-teachers will be able to

*Discuss the characteristics and types of learning disability.*

*Describe the tools, areas of assessment and apply intervention strategies to enhance learning.*

*Explain the characteristics and types of Intellectual disability.*

*Describe the tools, areas of assessment and prepare and apply intervention strategies for independent living.*

*Explain the characteristics and types of Autism Spectrum Disorder.*

*Describe the tools, areas of assessment and apply intervention strategies.*

## Unit 1: Learning Disability: Nature, Needs and Intervention

- 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

## Unit 2: Intellectual Disability: Nature, Needs and Intervention

- 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

  
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### **Unit 3: Autism Spectrum Disorder: Nature, Needs and Intervention**

- 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

#### **Transaction**

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

#### **Course Work/ Practical/ Field Engagement**

- Develop an Assessment Tool for a child with learning disability in the given area
- Prepare a transition plan from school to college for an LD Child
- Prepare a life skill curriculum
- Prepare a screening tool for children with Autism Spectrum Disorder
- Prepare teacher made test for functional assessment of a given child with ID/ Autism
- Plan an educational program on the basis of an assessment report of a child with ID/Autism

#### **Essential Readings**

- Accardo, P.J., Magnusen, C., & Capute, A.J. (2000). Autism: Clinical and Research Issues. York Press, Baltimore,
- American Psychiatric Association.(2000). Diagnostic and Statistical Manual of Mental Disorders (4<sup>th</sup> ed. TR). Washington DC.
- Bala, M.J. (2004). Methods of Teaching Exceptional Children, Discovery, New Delhi.
- Browning, R. E. (2004). Teaching Students with Behaviour and Serve Emotional Problems,

#### **Suggested Readings**

- Higgins, J. (2003) Practical Ideas that Really Work for Students with Dyslexia and Other Reading Disorders, PRO-ED, Austin.
- Moyes, R.A. (2010). Building Sensory Friendly Classrooms to Support Children with Challenging Behaviors: Implementing Data Driven Strategies, Sensory World, Texas.
- Pierangelo, R., & Giuliani G.A. (2003). Transition services in Special Education, Allyn & Bacon.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs, New Delhi - Discovery Pub.

  
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- Simpson, R. L., & Myles, B. S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. (2<sup>nd</sup> edition) Pro Ed. Texas.
- 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.
- Swady, E.R. (1989). Diagnosis & Correction of Reading, Difficulties, Allyn & Bacon, Boston.
- Taylor, B. (1988). Reading Difficulties: Instruction and Assessment, Random House, New York.
- Wong, B. Y. L. (1996) .The ABCs of learning disabilities (1<sup>st</sup> ed.) Academic Press, San Diego, CA.

  
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# INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Course Code: B 9

Contact Hours: 30

Marks: 50

## Introduction

The course aims to develop understanding about planning effective educational programme and functional activities for students with locomotor and multiple disabilities. This course intends 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. Teacher is also expected to plan an effective therapeutic and programme and also refer for medical intervention whenever if necessary.

## Objectives

After completing the course the student-teachers will be able to

*Identify the persons with Locomotor disabilities such as Cerebral Palsy, Amputees, Polio, Leprosy cured, Muscular dystrophies, Neural and spinal defects and Multiple disabilities.*

*Plan an effective programme for creating awareness about the persons with Locomotor disabilities and Multiple disabilities.*

*Plan an effective therapeutic and programme for the persons with Locomotor disabilities and Multiple disabilities and to refer for medical intervention if necessary.*

*Plan an effective educational programme and functional activities for the persons with Locomotor disabilities and Multiple disabilities.*

## Unit 1: Cerebral Palsy (CP)

- 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

## Unit 2: Amputees, Polio, Spinal Cord Injuries Spina-bifida and Muscular Dystrophy

- 2.1. Definition, Meaning and Classification
- 2.2. Assessment of Functional Difficulties
- 2.3. Provision of Therapeutic Intervention and Referral

  
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- 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

### **Unit 3: Multiple Disabilities and Other Disabling Conditions**

- 3.1 Multiple Disabilities: Meaning and Classifications
- 3.2 Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
- 3.3 Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis
- 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
- 3.5 Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

### **Course Work/ Practical/ Field Engagement (any one of the following)**

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.

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.

### **Essential Readings**

Miller, F. and Bachrach, S.J. (2012). *Cerebral Palsy: A Complete Guide for Caregiving*. A Johns Hopkins Press Health Book.

Sarva Siksha Abhiyan. Module on Cerebral Palsy. [http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/at\\_download/file](http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%205%20Cerebral%20Palsy.pdf/at_download/file)

Sarva Siksha Abhiyan. Module on Multiple Disabilities. [http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at\\_download/file](http://ssa.nic.in/inclusive-education/training-module-for-resource-teachers-for-disable-children/Module%203%20Multiple%20Disability.pdf/at_download/file)

  
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# ASSESSMENT AND IDENTIFICATION OF NEEDS

Course code: C 12

Contact Hours: 60

Marks: 100

## Objectives

After completing the course student-teachers will be able to

*Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.*

*Understand various procedures, areas and approaches of assessment and their relevance.*

*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 pre school level.*

- *Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.*

*Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.*

## Unit 1: Intellectual Disability - Nature and Needs

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

## Unit 2: Assessment

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

## Unit 3: Assessment at Pre-School and School levels

3.1 Importance of Assessment at Pre- School and School level

3.2 Developmental and Adaptive Behaviour Assessment

3.3 Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP

3.4 Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity

  
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Scale

- 3.5 Documentation of assessment, Result interpretation & Report writing– Implication of class level assessment & its relation to Inclusion with resource support

#### **Unit 4: Assessment at Adult and Vocational levels**

- 4.1 Significance of Assessment for Independent living of PwIDs
- 4.2 Assessment for Transition from School to Work
- 4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS
- 4.4 Provisions & Schemes of MoSJE for Vocational Skill Development
- 4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living

#### **Unit 5: Assessment of Family Needs**

- 5.1 Significance of psychosocial needs and its assessment in family
- 5.2 Assessment of parental needs and its implication in planning IFSP
- 5.3 Assessment of siblings and its implication in planning IFSP
- 5.4 Assessment of extended families needs and its implication in planning IFSP
- 5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

#### **Course Work/ Practical/ Field Engagement (Any**

##### **one) Camp/ Community Mode**

- To conduct awareness programs on MR/ID in urban/ rural areas
- To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers
- To conduct advocacy program for PwIDs

##### **School Mode**

- To organise workshops for Parents, Siblings, Peer Group.
- To conduct awareness program on Skill Development for PwID
- To organize skill development program for PwID in a project mode
- To organize events for co-curricular activities
- To organise exhibition on subject TLMs related to maths, language, science, etc.

##### **Clinical Mode**

- Presentation of Case Study on Behaviour Modification
- To organize workshops for preparing Teacher Made Tests, Identification tools, TLM Kits, Report Writing, Schedules for parental and service user feedback.
- To present Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related to disability

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### Essential Readings

- Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Evans, P. & Verma, V. (Eds.) (1990). Special Education. Past Present and Future. Improving instruction. Allyn & Bacon, Boston.
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for Mental retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
- Narayan, J. (2003) Educating children with learning problems in regular schools
- Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad
- Narayan, J., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersey
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas
- Repp, A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall The Faimor Press. York McMillan.

### Suggested Readings

- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
- Narayan, & Kutty, A.T.T. (1989). Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
- Peshwaria, R., & Venkatesan. (1992). Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad
- Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.
- Romila, S. (1997). School Readiness programme. New Delhi: NCERT
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children

  
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Taylor, R.L. (1993). Assessment of Exceptional Students Educational and  
Van Riper, C.A. and Emerick, L. (1990). Speech Correction-An introduction to  
speech  
Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

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