

BACHELOR OF SPECIAL EDUCATION (VISUAL IMPAIRMENT) – FIRST SEMESTER

First Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Human Growth and Development	5	100
2	Contemporary India and Education	5	100
3	Introduction to Sensory Disability	2	100
4	Introduction to Neuro Developmental Disabilities	2	100
5	Cross Disability & Inclusion (Visual Impairment)	2	100
6	Identification of Children with Visual Impairment and Assessment of Needs	5	100
7	Introduction to Locomotor and Multiple Disabilities	2	100
Total		23	

Subject Name: HUMAN GROWTH AND DEVELOPMENT

Unit 1: Approaches to Human Development

- a. Human development as a discipline from infancy to adulthood
- b. Concepts and Principles of development
- c. Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- d. Nature vs Nurture
- e. Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit 2: Theoretical Approaches to Development

- a. Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- b. Psychosocial Theory (Erikson)
- c. Psychoanalytic Theory (Freud)
- d. Ecological Theory (Bronfrenbrenner)
- e. Holistic Theory of Development (Steiner)

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

- a. Prenatal development: Conception, stages and influences on prenatal development
- b. Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
- c. Milestones and variations in Development
- d. Environmental factors influencing early childhood development
- e. Role of play in enhancing development

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

- a. Emerging capabilities across domains of physical and social emotional
- b. Emerging capabilities across domains related to cognition - metacognition, creativity, ethics
- c. Issues related to puberty
- d. Gender and development
- e. Influence of the environment (social, cultural, political) on the growing child

Unit 5: Transitions into Adulthood

- a. Psychological well-being
- b. Formation of identity and self-concept
- c. Emerging roles and responsibilities
- d. Life Skills and independent living
- e. Career Choices

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.
- 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.

Subject Name: CONTEMPORARY INDIA AND EDUCATION

Unit 1: Philosophical Foundations of Education

- a. Education: Concept, definition and scope
- b. Agencies of Education: School, family, community and media
- c. Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism and connectionism
- d. Classical Indian Perspective (Budhism, Jainism, Vedanta Darshan, Sankya Darshan)
- e. Indian Philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit 2: Understanding Diversity

- a. Concept of Diversity
- b. Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
- c. Diversity in learning and play
- d. Addressing diverse learning needs
- e. Diversity: Global Perspective

Unit 3: Contemporary Issues and Concerns

- a. Universalisation of School Education, Right to Education and Universal Access
- b. Issues of a) Universal enrolment b) Universal retention c) Universal learning
- c. Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled

- d. Equal Educational Opportunity: (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- e. Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

Unit 4: Education Commissions and Policy (School Education)

- a. Constitutional provisions on education that reflect National Ideals: Equality, liberty, secularism, and social justice
- b. National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)
- c. National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009 & 2012).
- d. Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
- e. International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCRPD, 2006; MDG, 2015; INCHEON strategies

Unit 5: Issues and Trends in Education

- a. Challenges of education from preschool to senior secondary
- b. Inclusive education as a rights based model
- c. Complementarity of inclusive and special schools
- d. Language issues in education
- e. Community participation and community based education

Suggested Readings:

- Guha, R. (2007). India after Gandhi: The History of the World's Largest Democracy. Macmillon, Delhi.
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.

- Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- 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. NCERT, New Delhi.
- Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
- Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
- 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, IAE Association, New Delhi.
- 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. Sterling publishers Pvt. Ltd., New Delhi.
- 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.
- Mahendru, M., & Roy, S. (2011). A Handbook on Disability Rehabilitation & Special Education. Educare Publications, New Delhi.
- Sapra, C. L., & Aggarwal, A. (1987). Education in India some critical Issues. National Book Organisation, New Delhi.
- Saraswathi, T. S. (1999). Culture, Socialization and Human Development. Sage Publications, New Delhi.
- 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, New Delhi.
- Steven, B. (1998). School and Society. Sage Publications, New Delhi.
- Suresh, D. (1998). Curriculum and Child Development. Bhargav, Agra.
- 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. Rinehart and Winston, New York Holt.

Subject Name: INTRODUCTION TO SENSORY DISABILITY

Unit 1: Hearing Impairment: Nature & Classification 5 Hours

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

Unit 2: Impact of Hearing Loss 5 Hours

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

Unit 3: Visual Impairment- Nature and Assessment 5 Hours

- a. Process of Seeing and Common Eye Disorders in India
- b. Blindness and Low Vision--Definition and Classification
- c. Demographic Information--NSSO and Census 2011
- d. Importance of Early Identification and Intervention
- e. Functional Assessment Procedures

Unit 4: Educational Implications of Visual Impairment 5 Hours

- a. Effects of Blindness- Primary and Secondary
- b. Selective Educational Placement
- c. Teaching Principles
- d. Expanded Core Curriculum- Concept and Areas
- e. Commonly Used Low Cost and Advanced Assistive Devices

Unit 5: Deaf-blindness 10 Hours

- a. Definition, causes, classification, prevalence and characteristics of deaf-blindness

- b. Effects and implications of deaf-blindness on activities of daily living & education
- c. Screening, assessment, identification & interventional strategies of deaf-blindness
- d. Fostering early communication development: Methods, assistive devices and practices including AAC
- e. Addressing orientation, mobility & educational needs of students with deaf-blindness

Suggested 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. (2nd ed): New York: AFB Press.
- 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; NewYork.
- 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.
- 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. Christopher-Gordon Publishers, Inc., Norwood, M.A.
- Katz, J. (1985). Handbook of Clinical Audiology(4th Ed.).Williams and Wilkins, Baltimore.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education - A practical guide to supporting diversity in the classroom. (2nd Eds.). Routledge, London.

- Norris, G. H., & Romer, L.T. (1995). Welcoming Students who are deafblind to typical classrooms. Paul H. Brookes, New Jersey.
- Pandey, R. S., & Advani, L. (1995). Perspectives in Disability and Rehabilitation. Vikas Publishing House Pvt. Ltd. New Delhi.
- Proceedings from National Conference on Centenary for Work for the Blind in India (1987). All India Confederation of the Blind and Christoffel Blinden Mission. R.K.Printers, New Delhi.
- Scholl, G.T. (1986). Foundations of Education for Blind and Visually Handicapped Children and Youth. American Foundation for the BLind, New York.
- Tucker, I., & Nolan, M. (1984).Educational Audiology. Croom Helm, London.
- Tye-Murray, N. (1998). Intervention Plans for Children. In Tye-Murray N. (Eds) Foundations of Aural Rehabilitation. Singular, San Diego.

Subject Name: INTRODUCTION TO NEURO DEVELOPMENTAL DISABILITIES

Unit 1: Learning Disability: Nature, Needs and Intervention

- a. Definition, Types and Characteristics
- b. Tools and Areas of Assessment
- c. Strategies for reading, Writing and Maths
- d. Curricular Adaptation, IEP, Further Education,
- e. Transition Education, Life Long Education

Unit 2: Intellectual Disability: Nature, Needs and Intervention

- a. Definition, Types and Characteristics
- b. Tools and Areas of Assessment
- c. Strategies for Functional Academics and Social Skills
- d. Assistive Devices, Adaptations, Individualized Education Plan, Person Centered Plan, Life Skill Education
- e. Vocational Training and Independent Living

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

- a. Definition, Types and Characteristics
- b. Tools and Areas of Assessment
- c. Instructional Approaches
- d. Teaching Methods
- e. Vocational Training and Career Opportunities

Unit4: Overview of Neuro-developmental disabilities

- a. Neuro-developmental disabilities: concept
- b. Types and characteristics
- c. Prevalence and incidence
- d. Educational implications: Needs
- e. Educational implications: Classroom Strategies

Unit5: Attention Deficit Hyperactivity Disorder: Nature, needs and intervention

- a. Definition, types and characteristics
- b. Areas of assessment
- c. Environmental adaptations
- d. Instructional methods
- e. Behaviour management methods

Suggested 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 (4th 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 Severe Emotional Problems. <http://www.k12.wa.us/specialed/families/pubdocs/bestpractices.pdf>
- 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, London.
- Reddy G.L., & Rama, R. (2000). Education of Children with Special Needs. Discovery Pub, New Delhi.
- Simpson, R. L., & Myles, B, S. (2008). Educating Children and Youth with Autism: Strategies for Effective Practice. Pro Ed. Texas.
- Smith, D.D. (2003). Introduction to Special Education Teaching in an Age of opportunity. Allyn & Bacon, Boston.
- 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 (1st ed.) Academic Press, San Diego, CA.

Subject Name: CROSS DISABILITY & INCLUSION (VISUAL IMPAIRMENT)

(Practical)

Subject Name: ASSESSMENT AND IDENTIFICATION OF NEEDS

Subject Name: INTRODUCTION TO LOCOMOTOR AND MULTIPLE DISABILITIES

Unit 1: Cerebral Palsy (CP)

- a. CP: Nature, Types and Its Associated Conditions
- b. Assessment of Functional Difficulties of CP including Abnormalities of Joints and Movements (Gaits)
- c. Provision of Therapeutic Intervention and Referral of Children with CP

- d. 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
- e. 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

- a. Definition, Meaning and Classification
- b. Assessment of Functional Difficulties
- c. Provision of Therapeutic Intervention and Referral
- d. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- e. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 3: Multiple Disabilities and Other Disabling Conditions

- a. Multiple Disabilities: Meaning and Classifications
- b. Various Combinations of Multiple Disabilities and Associated Conditions Such as Epilepsy, Motor and Sensory Conditions
- c. Other Disabling Conditions such as Leprosy Cured Students, Tuberos Sclerosis and Multiple Sclerosis
- d. Implications of Functional Limitations for Education and Creating Prosthetic Environment in School and Home: Seating Arrangements, Positioning and Handling Techniques at Home and School
- e. Facilitating Teaching-Learning: IEP, Developing TLM; Assistive technology

Unit 4: Facilitating Teaching-Learning in school

- a. Introduction to early intervention and multidisciplinary team
- b. Introduction to functional and vocational education
- c. Government Concessions, schemes and facilities- educational, aids and appliances, transport
- d. Introduction to IEP and TLM for children with CP, Amputees, Polio, Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy and Multiple Disabilities and Other Disabling Conditions
- e. Facilitating social and peer group relationships

Unit 5: Introduction to Therapeutic Intervention

- a. Problems & Management of hand function
- b. Assistive Technology to Facilitate Learning and Functional Activities for CP, Amputees, Polio, Spinal Cord Injuries, Spina-bifida and Muscular Dystrophy, Multiple Disabilities and Other Disabling Conditions
- c. Universal Design for accessibility
- d. Partnership with individuals and families
- e. Alternative and Augmentative Communication in classroom

Suggested 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/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%205%20Cerebral%20Palsy.pdf> / at _download/file

- Sarva Siksha Abhiyan . Module on Multiple Disabilities. [http://ssa.nic.in/inclusiveeducation/ training-module-for-resource-teachers-for-disablechildren/ Module%203%20 Multiple% 20Disability.pdf](http://ssa.nic.in/inclusiveeducation/training-module-for-resource-teachers-for-disablechildren/Module%203%20Multiple%20Disability.pdf) /at_download/file