



SNDT Women's University

**B.Ed. Special Education
(Intellectual Disability)**

SYLLABUS

2026

Programme	B. Ed. Special Education
Specialization	• Intellectual Disability
Preamble	The Bachelor of Education in Special Education (B.Ed. Spl. Ed.) programme has been designed by the Rehabilitation Council of India (RCI) to prepare competent and committed special educators capable of addressing the diverse educational needs of children with disabilities in inclusive and special educational settings. The programme is rooted in the principles of equity, inclusion, accessibility, and quality education, as envisaged in the Rights of Persons with Disabilities (RPwD) Act, 2016, the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), and the National Education Policy (NEP) 2020. The programme recognizes that effective teaching requires an understanding of learner diversity, disability-specific needs, inclusive pedagogical practices, and collaborative approaches to education. It seeks to develop professionals who can facilitate the holistic development of learners with disabilities and ensure their meaningful participation in educational and social life. The curriculum integrates foundational knowledge, pedagogical theory, practical training, and extensive field engagement to enable prospective teachers to acquire the knowledge, skills, attitudes, and values necessary for professional practice. Emphasis is placed on assessment, individualized educational planning, curriculum adaptation, classroom management, assistive technology, and the use of evidence-based instructional strategies. The programme also promotes reflective practice, professional ethics, advocacy, and collaboration with families, schools, and communities. Through school-based experiences and fieldwork, student teachers are encouraged to understand the realities of diverse learning environments and develop responsive teaching practices. The B.Ed. Spl. Ed. programme aims to prepare educators who are committed to fostering inclusive, learner-centred, and barrier-free educational environments, thereby contributing to the educational empowerment, social participation, and overall well-being of persons with disabilities.
Programme Outcomes (POs)	1. Acquire knowledge & skills about human development, contemporary Indian education, and pedagogy of various school subjects and assessment for learning. 2. Acquire knowledge & skills about nature and educational needs of children with disabilities as well as a few select specific disabilities. 3. Explain and respond to the educational, physical and vocational needs of persons with disabilities. 4. Develop skills in systematic assessment. 5. Develop curriculum for persons with Intellectual Disability (ID) 6. Plan and implement educational programmes needed for the children with ID

	7. Familiarize themselves with the management of special education programmes for children with ID 8. Coordinate and collaborate with parents, family, doctors and the community to help children with disabilities become productive and useful members of the society. 9. Develop abilities and skills to create awareness and sensitivity in the society towards persons with disabilities. 10. Promote and facilitate inclusion of children with special education needs in the mainstream. 11. Develop conceptual understanding of education provisions and skills for working with children with various disabilities in Special and inclusive settings. 12. Enhance knowledge and skills for professional development.
Programme Specific Outcomes (PSOs)	• Demonstrate the ability to conduct comprehensive assessments (formal and informal) of students with learning disabilities • Develop individualized, evidence-based intervention plans tailored to each student's specific needs, strengths, and challenges. • Design inclusive and differentiated curricula and instructional strategies for students with ID • Implement appropriate supports for academic, cognitive, and social - emotional development of students with learning disabilities in various educational settings. • Collaborate with create inclusive learning environments • Advocate for the rights of students with learning disabilities • Promote school-wide practices that support the students' educational success and well-being.
Eligibility Criteria for Programme	1. Candidates with at least 50% for open category and 45% for reserved category in graduation in science/ maths / social science/ humanities/ language and literature/commerce/ psychology/ history/ geography/ economics/ Hindi/ Marathi/ Urdu subjects OR Candidates with at least 55% for open category and 50% for reserved category in graduation in engineering and technology/ management/ computer science/ law/ fine art/ performing arts/ home science/ sociology/ mass media/ journalism subjects 2. The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the state government 3. Parents/caregivers of children with special needs may audit the programme if they do not meet the eligibility criteria. they will not be eligible to appear in semester exams. They will be given a certificate of attendance from the department of special education, SNDT Women's University.

Intake of B. Ed. Special Education	30
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Year I

SN	Courses	Type of Course	Credits	Marks	Int	Ext
Semester I						
1101	Human Growth and Development	Core	4	100	25	75
1102	Learning, Teaching and Assessment	Core	4	100	25	75
1201	Introduction to Disabilities	Cross Disability	2	50	0	50
1202	Equitable and Inclusive Education	Cross Disability	2	50	0	50
1321	ID : Identification of Disability and Assessment of Needs	Specialization	4	100	25	75
1401	Reading and Reflecting on Texts	EPC	2	50	50	0
1521	Visits to institutions	Practical	1	25	25	0
1522	Classroom Observation	Practical	2	50	50	0
1523	Microteaching	Practical	1	25	25	0
1524	Development of TLM	Practical	2	50	50	0
Total			24	600	275	325
Semester II						
2103	Pedagogy of Teaching Language (English)	Core	2	50	0	50
2203	Supportive Skills for the Education of Children with Disabilities	Cross Disability	2	50	50	0
2322	ID: Curriculum Development, Adaptation, and Evaluation	Specialization	4	100	25	75
2323	ID: Intervention and Teaching Strategies	Specialization	4	100	25	75
2402	Art in Education	EPC	2	50	50	0
2525	Case study	Practical	2	50	50	0

2526	Development of Vacation Plan	Practical	2	50	50	0
2527	Lesson planning	Practical	4	100	100	0
2528	Practice of Teaching	Practical	4	100	100	0
Total			26	650	450	200

B. Ed. Special Education (ID)
Syllabus 2026
Semester I
(24 credits)

SN	Courses, Modules and Outcomes	Course Contents	Cr
	Semester I		
1101	Human Growth & Development		4
	Course Outcomes: Learners will be able to: 1. Explain the process of development with special focus on infancy, childhood and adolescence. 2. Summarize the theoretical approaches on Human Development 3. Critically analyze developmental variations among children. 4. Explain adolescence as a period of transition and threshold of adulthood.		
Module 1	Foundations of Human Development		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain human development across the lifespan, including its concepts, principles and stages. 2. Analyze the domains of development and their interrelationships. 3. Examine the role of nature and nurture in human development.	Module Contents • Human development as a discipline from infancy to adulthood • Concepts and principles of development • Developing human stages (prenatal development, infancy, childhood, adolescence, adulthood) • Domains of development (physical, sensory-perceptual, cognitive, socio-emotional, language & communication, social relationship) • Influence of nature and nurture on development (physical, sensory-perceptual, cognitive, socio-emotional, language & communication, social relationship)	
Module 2	Theoretical Perspectives on Human Development		
	Learning Outcomes (LOs):	Module Contents	

	Learners will be able to: 1. Critically examine the different theories of human development	• Psychodynamic theories ○ Sigmund Freud's psychoanalytic theory ○ Erikson's psychosocial theory • Behaviourist theories: ○ Ivan Pavlov's classical conditioning theory ○ B. F. Skinner's operant conditioning theory • Humanistic theory and social theory ○ Abraham Maslow's theory ○ Lev Vygotsky's sociocultural theory • Cognitive theory & theory of moral development ○ Jean Piaget's theory ○ Kohlberg's theory • Ecological theory ○ Bronfenbrenner's ecological systems theory	
Module 3	Early Childhood Development (Birth to 8 Years)		
	Learning Outcomes (LOs): Learners will be able to: 1. Describe the stages of and influences during prenatal development 2. Describe the procedures followed for screening the new born baby 3. Enumerate the milestones of growth and development 4. Explain the developmental deviances 5. Discuss the role of the environment on a child's development in early years 6. Highlight the role of play in the development of a child	Module Contents • Prenatal development: conception, stages and influences on prenatal development • Birth and neonatal development: screening the newborn - APGAR score, reflexes and responses, neuro-perceptual development • Milestones and variations in development • Environmental factors influencing early childhood development • Role of play (guided and free) in enhancing development	
Module 4	Adolescent Development (9–18 Years)		
	Learning Outcomes (LOs):	Module Contents	

	Learners will be able to: 1. Describe different developmental aspects during early adolescence 2. Examine the issues related to puberty 3. Discuss the influence of gender on development 4. Analyse the influence of environment during early adolescence	• Emerging capabilities across domains of physical, social and emotional • Emerging capabilities across domains related to cognition - metacognition, creativity, ethics • Issues related to puberty • Gender identity and gender role • Influence of the environment (social, cultural, political) on the growing child	
Module 5	Transition to Adulthood		
	Learning Outcomes (LOs): Learners will be able to: 1. Describe the concept of psychological well being 2. Discuss the sociological changes experienced by young adults 3. Enumerate the skills required for independent living 4. Critically analyze the career choices available for youth	Module Contents • Psychological well-being (concept, factors and impact) • Process of formation of identity and self-concept • Emerging roles and responsibilities (across stages) • Life skills development and independent living among children with special needs (WHO framework, socio-emotional learning - CASEL framework) • Career choices - Donald Super (5 stages) & John Holland's theory	
Assignments/ Activities towards CCE			
1. Observe children in early childhood education programmes and record their development in various domains. 2. Compile the various intervention programmes related to the health, nutrition, and education of young children. 3. Present and discuss theoretical approaches to human development through seminars or workshops.			

References/Recommended Readings:

Berk, L. E. (2008). Child development. Prentice Hall of India.
 Brisbane, E. H. (2004). The developing child. McGraw-Hill.
 Cobb, N. J. (2001). The child: Infants, children and adolescents. Mayfield Publishing.
 Hurlock, E. B. (2005). Child growth and development. Tata McGraw-Hill.

Hurlock, E. B. (2006). *Developmental psychology: A life-span approach*. Tata McGraw-Hill.

Linda Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). *Implications for educational practice of the science of learning and development*.

Mary Helen Immordino-Yang, M. H., Darling-Hammond, L., & Krone, C. (2020). *Nurturing nature: How brain development is inherently social and emotional*.

Meece, J. S., & Eccles, J. L. (Eds.). (2010). *Handbook of research on schools, schooling and human development*. Routledge.

Mittal, S. (2006). *Child development: Experimental psychology*. Isha Books.

National Scientific Council on the Developing Child. (2023). *Child development research updates*.

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

Papalia, D. E., & Olds, S. W. (2005). *Human development*. Tata McGraw-Hill.

Santrock, J. W. (2006). *Child development*. Tata McGraw-Hill.

Santrock, J. W. (2007). *Adolescence*. Tata McGraw-Hill.

UNICEF. (2023). *Adolescent development and participation report*.

1102	Learning, Teaching and Assessment		4
	Course Outcomes: Learners will be able to: 1. Apply the major theories of learning and intelligence in the classrooms 2. Propose appropriate teaching strategies based on the learning processes, motivation, and individual differences amongst learners 3. Illustrate the various stages in the teaching-learning process through structured lesson plans 4. Apply principles and practices of assessment in classroom contexts 5. Evaluate various assessment strategies for diverse learners 6. Integrate values, inclusivity, and reflective practices into the teaching-learning processes		
Module 1	Human Learning and Intelligence		
	Learning Outcomes (LOs): Learners will be able to: 1. Compare and contrast the major theories of intelligence 2. Discuss ways creativity is reflected in the educational context 3. Apply learning theories in classroom situations	Module Contents • Human Learning: Meaning, Definition, and Concept Formation • Learning Theories: ○ Behaviourism: Pavlov, Thorndike, Skinner ○ Cognitivism: Piaget, Bruner ○ Social Constructivism: Vygotsky, Bandura • Intelligence: ○ Concept and Definition ○ Single Factor, Two-Factor, Multifactor theory ○ Triarchic Theory (Sternberg) ○ Multiple Intelligences (Gardner) ○ Structure of Intellect (Guilford) • Creativity: Concept, Definition, and Characteristics • Implications for Classroom Teaching and Learning	

Module 2	Learning Process and Motivation		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain sensory processes and attention mechanisms 2. Analyze factors affecting perception and attention 3. Apply concepts of memory, thinking, and problem-solving in classrooms 4. Evaluate different theories of motivation	Module Contents • Sensation: concept and sensory processes • Attention: concept, factors affecting attention, attention deficits • Perception: concept, gestalt theory, factors affecting perception • Memory: concept, types of memory, theories (information processing, levels of processing); thinking and problem solving • Motivation: nature, types, and theories (drive, incentive, achievement, attribution, Maslow)	
Module 3	Teaching Learning Process		
	Learning Outcomes (LOs): Learners will be able to: 1. Analyze the roles and responsibilities of teachers and special educators 2. Conduct lessons that reflect the various stages of teaching and learning 3. Apply the maxims of teaching in classrooms 4. Create conducive learning environments in classrooms	Module Contents • Roles and responsibilities of a teacher and a special educator • Maxims of teaching • Teaching and learning ○ Stages of teaching: planning, implementation, evaluation, reflection ○ Stages of learning: acquisition, maintenance, generalization • Learning environment ○ Meaning and importance ○ Dimensions of a learning environment (physical, psychological, and social) ○ Creating a conducive learning environment	

		• Leadership role of teacher in classroom (including reflective teaching), school, and community	
Module 4	Overview of Assessment and School System		
	Learning Outcomes (LOs): Learners will be able to: 1. Differentiate between the concepts of assessment, evaluation, and measurement 2. Use different types of assessments in classrooms 3. Analyze school systems and their evaluation practices	Module Contents • Assessment: definition, importance, and purpose • Assessment vs evaluation vs measurement • Types of assessment: ○ Formative assessment and assessment for learning ○ Summative assessment and assessment of learning ○ Assessment as learning • School systems: SSC, ICSE, CBSE, IGCSE, IB, NIOS • Key concepts: learning outcomes, grading, credit system, internal-external assessment, improvement systems	
Module 5	Assessment: Strategies and Practices		
	Learning Outcomes (LOs): Learners will be able to: 1. Demonstrate the use of various assessment strategies 2. Design appropriate assessment tools 3. Analyze assessment data for decision-making 4. Adapt assessment for diverse learners 5. Explain examination reforms	Module Contents • Assessment strategies: oral, written, portfolio, observation, projects, presentations, group discussions, open book tests, surprise tests, competency-based assessment • Typology of assessment items: multiple choice, open-ended, closed-ended, direct, indirect, inferential • Analysis and reporting: interpretation, documentation, feedback, pedagogical decision-making	

		• Assessment of diverse learners: exemptions, concessions, adaptations, and accommodations • Examination reforms: CCE, NEP 2020, competency-based assessment	
Assignments/ Activities towards CCE			
1. Preparation of a report on individual differences 2. Compilation of 5 curriculum based measurement (CBM) tools 3. Create handouts on exemptions, concessions, and provisions for diverse learners			

References/Recommended Readings:

- Black, P., & William, D. (2018). Classroom Assessment and Pedagogy. Assessment in Education Journal.
- Chauhan, S. S. (2013). Advanced Educational Psychology. Vikas Publishing House.
- Government of India. (2020). National Education Policy (NEP 2020). Ministry of Education.
- Hattie, J. (2009). Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement. Routledge.
- NCERT. (2023). Learning Outcomes at the Elementary Stage. National Council of Educational Research and Training, New Delhi.
- OECD. (2019). Future of Education and Skills 2030. OECD Publishing.
- Salvia, J., Ysseldyke, J., & Bolt, S. (2017). Assessment in Special and Inclusive Education (13th ed.). Cengage Learning.
- Tomlinson, C. A. (2017). How to Differentiate Instruction in Academically Diverse Classrooms (2nd ed.). ASCD.
- UNESCO. (2020). Global Education Monitoring Report: Inclusion and Education – All Means All. UNESCO Publishing.
- Woolfolk, A. (2019). Educational Psychology (14th ed.). Pearson Education.

1201	Introduction to Disabilities		2
	Course Outcomes: Learners will be able to: 1. Explain the various terms and concepts associated with disability 2. Classify various disabilities according to different frameworks 3. Develop sensitivity towards persons with disabilities 4. Screen children for various disabilities		
Module 1	Basics of disability		
	Learning Outcomes (LOs): Learners will be able to: 1. Discuss the various frameworks for disability classification 2. Provide educational supports to persons with disabilities using the key provisions from the RPwD, 2016	Module Contents • Fundamental concepts ○ Exceptionality and its types ○ Difficulty, delay, deviance, disability, disorder • World Health Organisation ○ Classification of impairment, disability, and handicap, 1980 ○ International Classification of Functioning (ICF) framework, 2001 • Models of disability - Charity, Medical, Welfare, Social, Human Rights, Biopsychosocial • Rights of Persons with Disabilities Act (2016) ○ Specified disabilities and their educational implications ○ Key provisions for empowerment of learners with disabilities • Sensitivity while working with PwD	
Module 2	Concept, characteristics, incidence, prevalence, types, and needs of persons with special needs.		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, characteristics, incidence,	Module Contents • Locomotor disabilities and Muscular Dystrophy	

	and prevalence of various disabilities. 2. Develop screening tools for various disability identification 3. Conduct screening for various disabilities	• Cerebral Palsy and other neurological conditions • Blindness and Low vision • Hearing impairment • Speech and language disabilities	
Module 3	Concept, characteristics, incidence, prevalence, types, and needs of persons with special needs		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, characteristics, incidence, and prevalence of various disabilities. 2. Develop screening tools for various disability identification 3. Conduct screening for various disabilities	Module Contents • Intellectual Disability • Autism Spectrum Disorder • Specific Learning Disabilities • Multiple Disability and Deafblindness • Other Disabilities included in the RPwD (2016)	
Assignments/ Activities towards CCE			
1. Prepare a flyer / poster to sensitise the community about persons with disabilities 2. Prepare observation reports of children with different disabilities in inclusive or special education settings 3. Develop checklists to identify children with specific disabilities 4. Present on the factors affecting the prevalence of various disabilities			

References/Recommended Readings:

Chennat S.(Ed). (2019) Disability Inclusion and Inclusive Education. Springer, Singapore.

Government of India. (2016). Rights of Persons with Disabilities Act.

Hallahan, D., Pullen, P. , & Kauffman, J. (2022) Exceptional Learners: An Introduction to Special Education. Pearson.

Loreman Tim, T., Sharma, U., & Forlin, C. (2013). Inclusive education for diverse classrooms. Routledge.

Smith, D. D. (2010). Introduction to special education: Making a difference. Pearson.

UNESCO. (2017). A guide for ensuring inclusion and equity in education.

UNICEF. (2023). Children with disabilities: Inclusion and development report.

World Health Organization. (2001). International Classification of Functioning, Disability and Health (ICF).

1202	Equitable and Inclusive Education		2
	Course Outcomes: Learners will be able to: 1. Explain key concepts of equity, diversity, and inclusive education 2. Identify barriers and apply strategies to promote inclusion in classrooms 3. Use appropriate adaptations, instructional strategies, and assessment methods 4. Apply principles of Universal Design for Learning (UDL) in teaching 5. Collaborate with stakeholders to support inclusive practices 6. Use positive behaviour support strategies to manage diverse classroom needs		
Module 1	Introduction to Inclusive Education & Policy Perspectives		
	Learning Outcomes (LOs): Learners will be able to: 1. Describe the diversities in a classroom, including disability as a diversity 2. Differentiate between inclusion and exclusion 3. Discuss the evolution of educational practices 4. Describe key national policies and international frameworks supporting inclusive education 5. Explore the barriers to inclusive education	Module contents • Diversity in classrooms: learning styles, linguistic & socio-cultural multiplicity; disability as diversity • Exclusion, inclusion, equitable and inclusive education: concept and meaning • Evolution of educational practices in education of children with disabilities: segregation, integration, inclusion • Policies & frameworks: national commissions & policies promoting inclusive education, international declarations & conventions promoting inclusive education • Barriers to equitable and inclusive education: physical barriers, educational barriers, attitudinal barriers	
Module 2	Inclusive Practices, Adaptations & Instructional Strategies		
	Learning Outcomes (LOs): Learners will be able to:	Module Contents • Frameworks for Inclusive Education ○ Response to Intervention (RTI)	

	1. Apply the principles of Universal Design and UDL in classroom practice 2. Use differentiated instruction, peer-mediated strategies, and cooperative teaching models effectively 3. Explain the need for curricular and disability-specific adaptations 4. Discuss the importance of adapting communication, language, and non-academic activities 5. Design appropriate assessment strategies for diverse learners in inclusive classrooms	○ Multi-Tiered Systems of Support (MTSS) ● Universal Design & Inclusive Teaching ○ Meaning ○ Key principles ○ Classroom application ● Instructional Strategies ○ Differential instruction ○ Peer-mediated instruction (peer tutoring, peer-assisted learning) ○ Co-teaching methods ○ Engaging gifted children ● Adaptations ○ Need for and benefits of curriculum adaptation ○ Principles of curriculum adaptation ○ Curricular adaptations and Disability-specific adaptations ○ Adaptations in non-curricular areas (including unified play) ● Assessment in Inclusive Classrooms	
Module 3	Support Systems, Collaboration & Behaviour Management		
	Learning Outcomes (LOs): Learners will be able to: 1. Develop inclusive lesson plans addressing diverse learner needs 2. Explain the role of special educators, resource rooms, and ICT in inclusion 3. Analyze the roles and responsibilities of stakeholders in inclusive education	Module Contents ● Classroom Planning & Support ○ Lesson planning for diverse learners ○ Planning for classroom engagement ● Support Systems in Inclusion ○ Resource rooms ○ Role of special educators	

	4. Apply strategies for family and community involvement 5. Use neurodivergent-affirming strategies to support behaviour 6. Apply techniques to support motivation, emotional regulation, and predictable environments	○ Integration of ICT for inclusion ● Collaboration & Stakeholders ○ Advocacy & leadership for inclusion ○ Roles & responsibilities of stakeholders ○ Family support & community involvement ● Positive Behavioural Interventions and Support ○ Understanding behaviour ○ Neurodivergent-affirming strategies ● Emotional & Behavioural Regulation	
Assignments/ Activities towards CCE			
1. Visit at least two inclusive schools and prepare observation reports focusing on: Teaching-learning practices, classroom environment, adaptations and support systems 2. Design a poster on Equitable and Inclusive Education 3. Prepare a lesson plan for any school subject using UDL			

References/Recommended Readings:

- Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. Routledge.
- Artiles, A. J., Kozleski, E. B., & Waitoller, F. R. (2016). Inclusive education: Examining equity on five continents. Harvard Education Press.
- Bartlett, L. D., & Weisentein, G. R. (2018). Successful inclusion for educational leaders (2nd ed.). Pearson.
- Florian, L. (2019). On the necessary co-existence of special and inclusive education. International Journal of Inclusive Education.
- Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. Cambridge Journal of Education.
- Friend, M., & Cook, L. (2020). Interactions: Collaboration skills for school professionals (9th ed.). Pearson.
- Gargiulo, R. M., & Bouck, E. C. (2020). Special education in contemporary society: An introduction to exceptionality (7th ed.). Sage Publications.
- Hegarty, S., & Alur, M. (2019). Education of children with special needs: From segregation to inclusion (updated ed.). Sage Publications.
- Kauffman, J. M., Hallahan, D. P., & Pullen, P. C. (2018). Handbook of special education. Routledge.

- King-Sears, M. (2014). Curriculum-based assessment in special education. Pearson.
- Lewis, R. B., Doorlag, D. H., & Forness, S. R. (2019). Teaching students with special needs in general education classrooms (9th ed.). Pearson.
- Loreman, T., Deppeler, J., & Harvey, D. (2014). Inclusive education: Supporting diversity in the classroom (2nd ed.). Routledge.
- Mitchell, D. (2014). What really works in special and inclusive education: Using evidence-based teaching strategies (2nd ed.). Routledge.
- Rao, K., Ok, M. W., & Bryant, B. R. (2014). A review of research on Universal Design for Learning. Remedial and Special Education.
- Rayner, S. (2017). Managing special and inclusive education. Sage Publications.
- Slee, R. (2018). Inclusive education isn't dead, it just smells funny. Routledge.
- Tomlinson, C. A. (2017). How to differentiate instruction in academically diverse classrooms (3rd ed.). ASCD.
- Turnbull, A., Turnbull, R., Wehmeyer, M. L., & Shogren, K. A. (2020). Exceptional lives: Special education in today's schools (9th ed.). Pearson.
- UNICEF. (2021). Reimagining education for every child: Inclusive education framework. UNICEF.
- UNESCO. (2020). Global education monitoring report: Inclusion and education – All means all. UNESCO Publishing.
- Westwood, P. (2018). Commonsense methods for children with special educational needs (7th ed.). Routledge.

1321	ID: Identification of Disability and Assessment of Needs		4
	Course Outcomes: Learners will be able to: 1. Discuss the historical perspective, nature and needs and characteristics of persons with Intellectual Disability. 2. Use various assessment procedures to assess children with ID 3. Design strategies to address diverse family needs and extend effective support based on assessment outcomes.		
Module 1	Intellectual Disability - Nature and Needs		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the historical perspective of Intellectual Disability (ID) 2. Compare and contrast the definitions of Intellectual Disability 3. Discuss the prevalence. 4. Identify the causes (etiology) of ID and its preventive measures 5. Differentiate between various classifications of ID 6. Screen children using the knowledge of the characteristics individuals with ID	Module Contents • Historic perspective of Intellectual Disability (ID) • Intellectual Disability ○ Definition: Rights of Persons with Disabilities Act (RPwD, 2016) and International (AAIDD, 2021) ○ Prevalence of ID • Etiology and prevention of Intellectual disability • Classification – Medical, Psychological, Educational, Supports Needs. • Characteristics and needs of persons with ○ Intellectual disability ○ Intellectual disability with autism	
Module 2	Assessment		
	Learning Outcomes (LOs): Learners will be able to: 1. Differentiate between screening and assessment. 2. Explain the various areas of assessment 3. Use different methods and tools of assessment 4. Use different types of tests for assessment 5. Explain the role of a multidisciplinary team	Module Contents • Concept & Purpose ○ Screening ○ Assessment • Areas of assessment - Psychological, Educational, Behavioural & Ecological • Methods of assessment – Observation, Interview; Tools of Assessment: Rating Scale, Checklist, Interview Schedule, Observation Schedule	

	6. Demonstrate essential teacher competencies required for effective assessment.	• Types of Tests – ○ Norm Referenced Tests (NRT): Psychological (assessment tools of intelligence – Binet-Kamat, Malins Intelligence scale for Indian children, NIEPID Indian Test of Intelligence (NITI)., WISC. ○ Criterion Referenced Tests (CRT), Curriculum based assessment (CBA) and Teacher Made Tests • Role of multidisciplinary team and teacher competencies for assessment	
Module 3	Assessment at various levels of School education		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the importance of assessment across school levels 2. Use tools for developmental and adaptive behaviour assessment 3. Use assessment tools for learners at the preschool and school level 4. Analyze the implications of class-level and curriculum-based assessments for promoting inclusive education.	Module Contents • Importance of assessment at pre- school and school levels (NEP 2020 - Foundational, Preparatory, Middle and Secondary levels). • Developmental and adaptive behaviour assessment: ○ Concept and importance ○ Tests: the developmental assessment scale for Indian infants (DASII), VSMS, ABS • Assessment tools at (preschool): Upanayan, Aarambh, portage guide to early education, madras developmental programming system (MDPS), Functional assessment checklist for Programming (FACP) • Assessment tools at school ages (NEP 2020 – Middle and secondary levels): MDPS, BASIC-MR, Grade	

		level assessment device for children with learning problems in schools (GLAD), Support Intensity Scale-C, Educational Assessment Checklist for Children with ID (EACCID), Curriculum based assessment • Implication of class level and curriculum based assessment for Inclusion	
Module 4	Assessment at Adult and Vocational levels		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the significance of assessment in promoting independent and community living for persons with intellectual disabilities. 2. Explain the significance of assessment for transition 3. Use various tools to assess transition skills, and independent living 4. Discuss provisions and schemes of the Ministry of Social Justice and Empowerment (MSJ&E) for vocational skill development. 5. Demonstrate skills in documentation, interpretation, and report writing, and analyze the implications of assessment outcomes for community living	Module Contents • Significance of assessment for independent living of persons with intellectual disabilities • Assessment for transition from school to work: IVTP, VAPS • Assessment tools for independent living: BASAL-MR, SIS- A, Comprehensive assessment tool for adults with Intellectual Disabilities • Provisions and schemes of Ministry of Social Justice and Empowerment (MSJ&E) for Vocational Skill Development • Documentation of assessment, result interpretation & report writing – Implications of assessment outcomes for Community living	
Module 5	Assessment of Family Needs		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the significance of psychosocial needs of families and the importance of assessing them. 2. Assess parental needs, needs of siblings and	Module Contents • Significance of psychosocial needs and its assessment in family • Assessment of parental needs and its implication in planning Individualised programmes	

	extended family members and analyze their implications for planning individualized programmes for ID. 3. Identify family and community resources to promote inclusion and strengthen family support systems. 4. Demonstrate skills in documentation, recording, and reporting, and utilize this information for holistic programming in collaboration with a multidisciplinary team	• Assessment of siblings and extended family members and its implication in planning education of persons with intellectual disability. • Assessment of family and community resources for inclusion and strengthening of family. • Documentation, recording and reporting – using the information in holistic programming with the multidisciplinary team.	
Assignments/ Activities towards CCE			
1. Compile and critically review educational assessment tools used at various school levels in India, highlighting their applicability and scope. 2. Design and construct a teacher-made assessment tool for a selected subject 3. Develop and administer an informal assessment tool to evaluate the family needs of an individual with Intellectual Disability. 4. Conduct and document a comprehensive assessment of a secondary-level student to identify needs and formulate an appropriate school-to-work transition plan. 5. Assess and analyze the learning profile of a student with Intellectual Disability in an inclusive school setting, and determine individualized learning needs.			

References/Recommended Readings:

- Chavan, B. S., Ahmad, W., & Gupta, R. K. (Eds.). (2022). Comprehensive textbook on disability. Jaypee Brothers Medical Publishers.
- Hennel, G. (2018). Identifying special needs: Diagnostic checklists for profiling individual differences. Routledge.
- Kaufman, A. S., & Kaufman, N. L. (2016). Essentials of intellectual disability assessment and identification. Wiley.
- Kaufman, M. J. (Ed.). (2022). Revitalising special education: Insights and innovations. Routledge.
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1401	Reading and Reflecting on Texts		2
	Course Outcomes: Learners will be able to: 1. Explain the concepts of language and literacy 2. Analyze the relationship between language and literacy 3. Apply text specific comprehension skills to comprehend a variety of texts 4. Use appropriate reading strategies to interpret and reflect on texts critically 5. Demonstrate effective writing skills by integrating mechanics, language, and content 6. Produce clear, coherent, and creative writing for academic and real-life purposes		
Module 1	Language and Literacy		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept and scope of language and literacy 2. Analyze the relationship between language and literacy from bilingual and multilingual perspectives. 3. Examine the role of literature and literacy in self-development, critical thinking, and social participation.	Module Contents • Language: concept & scope • Literacy: concept and literacy for all (Print, accessible-Braille, AAL, tactile) • Relationship between language and literacy: Bilingual/Multilingual perspectives • Role of literature in self-development: self-awareness, thinking, metacognition, self esteem • Literacy for change: education, career and social participation	
Module 2	Reading and Reflecting on Text		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain stages of reading and key components of comprehension. 2. Analyze different types of texts using appropriate comprehension strategies. 3. Apply and reflect on reading strategies to interpret and respond to varied texts.	Module Contents • Stages of reading (Chall's) • Davis' nine component skills of comprehension. • Types of text - descriptive, narrative, expository, persuasive, procedural • Strategies of comprehension: previewing, infer and predicting, retelling, summarizing, answering,	

		commenting, discussing, skimming, scanning and paraphrasing. • Reflecting on different types of text: (reports, policy documents, news, editorial, academic articles, advertisement, resume, story books and novels)	
Module 3	Reflection through Written Expression		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the connection between reading and writing and the components of effective writing. 2. Apply writing processes, including self-editing and peer editing, across different types of texts. 3. Demonstrate skills in expressive and professional writing for varied purposes and audiences.	Module Contents • Connection between reading and writing • Components of writing ○ Mechanism: Handwriting, Neatness, Alignment and Spacing ○ Language: Grammar, Vocabulary, Spelling ○ Content: Intent, Audience and Organization • Type of texts narrative, descriptive, directing, and argumentative • Process of writing -Self editing and peer editing • Expressive writing: Picture description, expansion of ideas, essays, stories, poems, applications, agenda, minutes, note taking and others • Professional writing: Application, Agenda-Minutes/Note Taking, Filling up Surveys, Forms, Feedback Responses, Checklists	

Assignments/ Activities towards CCE

1. Compose, exchange, and critically review an essay on a selected topic through peer editing, incorporating constructive feedback and reflecting on the learning gained from the revision process.
2. Design and develop two distinct feedback forms—one for parents and one for teachers—analyzing differences in purpose, language, and audience, and justifying these variations through a brief explanatory note.
3. Select, analyze, and synthesize information from three newspaper articles related to school education. Present the key ideas using graphical tools (e.g., charts, diagrams, mind maps) along with reflective insights.
4. Conduct and document a field visit to a children’s bookstore or library, categorize and evaluate available literacy resources (storybooks, activity books, worksheets, puzzles).
5. Write reflections on the relevance of library resources for early literacy development.

References/Recommended Readings:

- Baniel, A. (2012). Kids beyond limits. Perigee Trade.
- Day, S., Hwang, J. K., Arner, T., McNamara, D., & Connor, C. (2024). Interactive e-books and reading comprehension. Stenhouse Publishers.
- Ezell, H., & Justice, L. (2005). Programmatic research on early literacy: Several key findings. IES 3rd Annual Research Conference, American Speech-Language-Hearing Association.
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- Ippolito, J., Dobbs, C. L., & Charner-Laird, M. (2024). Disciplinary literacy inquiry and instruction (2nd ed.).
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- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan.
- Paul, P. V. (2009). Language and deafness. Jones & Bartlett Learning.
- Rowell, J. (2025). The comfort of screens: Literacy in post-digital times. Cambridge University Press.
- The Reading League. (2024). Science of reading: Defining guide.
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B. Ed. Special Education (ID)
Syllabus 2026
Semester II
(26 credits)

2103	Pedagogy of Teaching Language (English)		2
	Course Outcomes: Learners will be able to: 1. Explain the principles of language teaching, and evolution and trends in English literature 2. Adapt various approaches and methods to teach the English language. 3. Prepare an instructional plan in English. 4. Use various techniques to evaluate the achievement of the learner in English.		
Module 1	Nature of English Language & Literature		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain principles of language teaching, language registers, and subject correlations. 2. Differentiate and apply BICS and CALP in language learning. 3. Analyze English evolution, curriculum role, literature trends, and second-language teaching in multilingual classrooms.	Module Contents • Principles of language teaching (palmer's principles), correlation (intra- and inter-disciplinary with school subjects) , concept & types of language registers • Language proficiency: basic interpersonal communication skills (BICS) and cognitive academic language proficiency (CALP) • English language in the school context: an evolutionary perspective • Place of English in the present school curriculum and current trends in modern English literature in the Indian context • Teaching English as a second language in a multilingual classroom	
Module 2	Instructional Planning in Teaching English		
	Learning Outcomes (LOs): Learners will be able to:	Module Contents	

	1. Discuss the aims and objectives of teaching English at different stages. 2. Create instructional, unit, and lesson plans. 3. Adapt plans to meet the needs of children with disabilities.	• Aims and objectives of teaching English (development of LSRW skills, vocabulary, grammar, and creativity across levels) • Instructional planning: need & significance • Process of instructional planning for all learners • Unit and lesson planning: need & significance • Process of unit and lesson planning for all learners	
Module 3	Assessment and Evaluation		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, need, and adaptations in assessment and evaluation in English language teaching. 2. Assess language skills, elements (vocabulary, grammar, phonology), and holistic development using appropriate tools and techniques. 3. Conduct error analysis, diagnostic tests, and individualized assessments, and adapt evaluation tools for children with disabilities.	Module Contents • Assessment and evaluation - concept and need, adaptations in assessment • Assessing language skills and language elements (vocabulary, grammar and phonology) • Tools and techniques of assessment, school based assessment in English language, assessment of holistic development • Error analysis, diagnostic tests, identification of hard spots and enrichment measures • Adaptation of evaluation tools and formats for children with disabilities, designing of individualized assessment procedure and holistic development report card.	
Assignments/ Activities towards CCE			
1. Analyze language errors and design a remedial teaching programme based on the identified mistakes. 2. Develop an action research plan to evaluate the effectiveness of a teaching method in English. 3. Design interactive e-worksheets using simple language games and digital learning activities. 4. Create adapted vocabulary worksheets for secondary students with disabilities using appropriate instructional strategies.			

5. Construct lesson plans for teaching prose and poetry in inclusive classrooms.
6. Examine and evaluate a poem or essay by a well-known writer using literary analysis techniques.

References/Recommended Readings:

- Bhatia, K. K., & Kaur, N. (2011). Teaching and learning English as a foreign language. Kalyani Publishers.
- Ippolito, J., Dobbs, C. L., & Charner-Laird, M. (2024). Disciplinary literacy inquiry and instruction (2nd ed.).
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- National Council of Educational Research and Training. (2019a). Pedagogy of languages: National initiatives for school heads' and teachers' holistic advancement.
- National Council of Educational Research and Training. (2019b). School-based assessment: National initiatives for school heads' and teachers' holistic advancement.
- National Council of Educational Research and Training. (2022). National curriculum framework for foundational stage.
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- Sharma, P. (2011). Teaching of English: Skills and methods. Shipra Publications.
- The Reading League. (2024). Science of reading: Defining guide.
- Wagner, C. J. (2025). Identity-based literacy instruction for early childhood and elementary classrooms.

2203	Supportive Skills for the Education of Children with Disabilities		2
	Course Outcomes: Learners will be able to: 1. Communicate with students using ISL, Tactile signs, speech reading techniques or AAC methods 2. Use basics of Braille script and mobility orientation 3. Use technology for facilitating learning 4. Describe the basic assistance required for children for overcoming literacy and numeracy issues and functional skills and foster healthy attitudes for learning		
Module 1	Supportive skills for students with sensory disabilities		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain signing (ISL/ASL), tactile skills (Braille), and communication methods. 2. Use signing, tactile, and lip-reading skills in educational contexts. 3. Evaluate assistive technologies and mobility strategies for inclusive learning.	Module Contents • Finger spelling and signing using ISL and ASL (basic vocabulary of names, numbers, colours, days, months and question forms; class essentials such as homework, attendance, transport, family members, school subjects and school activities; communications for curricular and cross curricular activities) • Tactile: Pre braille, braille (English and regional language), signs, hand shapes, positions, movement of hands • Speech/lip reading skills and oral transliteration for educational settings • Orientation and mobility instructions • Technology use: Multimedia books, screen readers, magnifiers, colour contrasts and large print	
Module 2	Supportive Skills for students with CP and ASD		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the creation of a supportive (prosthetic) classroom environment,	Module Contents • Creating a prosthetic environment in school: Seating arrangements,	

	including seating, positioning, and handling techniques. 2. Apply assistive technologies, visual strategies, and AACs to support learners with CP and ASD across domains. 3. Analyze and use learners' interests, motivation, and behaviors to enhance engagement and learning in inclusive settings.	positioning and handling techniques • Use of AT for students with CP (Academic, motor, social, personal domain) • Use of visual strategies, visual schedules, visual activity schedules for students with ASD • Using interests and motivation, self-stimulatory behaviour and echolalia to promote learning in students with ASD • Use of AACs for students with CP and ASD: Low tech, mid tech, high tech	
Module 3	Supporting learning for students with ID and SLD		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain strategies for supporting literacy and numeracy skills in students with SLD and ID using multisensory and structured approaches. 2. Apply assistive technologies and instructional adaptations (devices, multimedia tools, task breakdown) to enhance academic learning. 3. Facilitate functional academics, self-help skills, and safe use of tools for independent living among students with ID.	Module Contents • Support in academics – Literacy and numeracy skills for students with SLD and ID. (Use of prior knowledge, colour coding, chunking, graphic organizers and collaborative practices, multisensory approach) • Use of tablets, laptops, calculators for numeracy. Multimedia books for reading, sketching, pointing and use of transparency and fading strategy for writing and numeracy • Functional academics for specific students with ID who have difficulty in learning academics: Use of suitable learning and functional aids. Breaking learning tasks into small steps • Self-help skills - adaptations in the gadgets used to suit the needs of the students. • Adaptations of tools and instruments, for safety of	

		students with ID in work stations.	
Assignments/ Activities towards CCE			
1. Examine the school climate, ethos, and culture of an inclusive school and prepare a detailed observational report. 2. Observe and document supportive skills and inclusive practices through videos and photographs with prior institutional permission. 3. Compile and organize observational evidence, reflective notes, photographs, and video documentation related to supportive skills. 4. Develop a comprehensive portfolio highlighting observed supportive skills, inclusive strategies, and professional reflections.			

References/Recommended Readings:

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- Aggarwal, K. (2002). Handbook for parents of children with disabilities. Government of India.
- Asmita, H. (2006). Language and communication. Kanishka Publications.
- Bouck, E. C. (2015). Assistive technology. SAGE Publications.
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- Children with visual impairments: A parents' guide. (2006). Woodbine House.
- Dash, M. (2000). Education in India: Problems and perspectives. Atlantic Publishers.
- Dickinson, C., Hernández-Trillo, A., & Crossland, M. (2022). Low vision: Principles and management. Elsevier.
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- Gargiulo, R. M., & Kilgo, J. L. (2018). An introduction to young children with special needs: Birth through age eight. SAGE Publications.
- Goldman, L. (2017). Whole-school approaches to supporting children's grief, loss, and trauma. Jessica Kingsley Publishers.
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- Hamblin, T., & Bose, S. (2003b). Motor development. IICP.
- Hamblin, T., & Bose, S. (2003c). Play. IICP.
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- Hornby, G., & Kauffman, J. M. (Eds.). (2021). Special and inclusive education: Perspectives, challenges and prospects. MDPI.
- Indian sign language (Class I). (2021). Haryana Welfare Society for Persons with Speech and Hearing Impairment.
- Kumar, M. V. M. (Ed.). (2023). Computer assistive technologies for physically and cognitively challenged users. Bentham Science Publishers.
- Mishra, P., Reddy, K. S., & Sridevi, K. (2021). Introduction to disabilities. Neelkamal Publishers.
- NIMH. (2003). Educating children with learning problems in primary schools.
- Sense International India. (2017). Handbook on deafblindness.
- Sutherland, E., & Macfarlane, L.-A. B. (Eds.). (2016). Implementing Article 3 of the United Nations Convention on the Rights of the Child. Cambridge University Press.
- Tomkins, W. (2012). Indian sign language. Dover Publications.
- Warrick, A., & Kaul, S. (2002). Everyone is talking: Making communication displays. IICP.

2322	ID: Curriculum Designing, Adaptation and Evaluation		4
	Course Outcomes: Learners will be able to: 1. Discuss the nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation. 2. Develop insight into the importance of early childhood special education, its domains and school readiness programme and their implications. 3. Elaborate on the curriculum domains at various levels highlighting their implications 4. Use different strategies for curriculum adaptation, accommodation, modification and their significance.		
Module 1	Curriculum Designing		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the meaning the concept of curriculum design and principles of Curriculum 2. Apply the various approaches to develop curriculum for learners with ID 3. Discuss the curriculum domains to be included in the curriculum 4. Discuss the steps in developing and implementing an inclusive curriculum and its challenges 5. Evaluate an implemented curriculum	Module Contents • Meaning, definition, concept and principles of curriculum • Approaches to curriculum development: developmental and functional • Curriculum domains- personal, social, academics, recreational and community living • Steps in developing curriculum, challenges of developing curriculum for inclusion • Curriculum evaluation, implementation in inclusion	
Module 2	Curriculum at Preschool and Primary School Level		
	Learning Outcomes (LOs): Learners will be able to: 1. Discuss the significance of early childhood education and school readiness 2. Use appropriate strategies to enhance various	Module Contents • Significance of early childhood education, school readiness play based & experiential learning (NEP 2020) • Early childhood education curricular domains –	

	curricular domains in early childhood 3. Explain the curricular domains for early childhood and sensory mechanism 4. Discuss the need for sensitization and involvement of family at preschool and primary education level. 5. Demonstrate the skills of documentation, record maintenance and report writing at preschool and primary levels	enhancement of domains in motor, personal, cognitive and communication areas • Curriculum domains for early childhood education and sensory mechanism • Sensitization of family, involvement in pre-school and primary level • Implication of pre-school and primary levels for intervention, documentation, record maintenance and report writing	
Module 3	Curriculum at Secondary, Pre-Vocational and Vocational level		
	Learning Outcomes (LOs): Learners will be able to: 1. Discuss the scope of the curricular domains at secondary, pre-vocational and vocational levels 2. Discuss the rehabilitation of PwID's under NSDS 3. Evaluate the aspects for placement for inclusion in community, documentation, record maintenance and report writing	Module Contents • Curriculum domains at Secondary level (Career Awareness integration) • Curriculum domains at pre-vocational level (Internship based exposure) • Curriculum domains at vocational level (Industry collaboration) • Rehabilitation of PwIDs under National skill development scheme (NSDS by MSJ&E) • Implications of placement for inclusion in Community, Documentation, Record • Maintenance and reporting	
Module 4	Curriculum Adaptations		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the need for curricular adaptations, accommodations, and modifications 2. Implement appropriate adaptation, accommodations, and modifications for curriculum	Module Contents • Need for curricular adaptation, accommodation and modification • Adaptation, accommodation and modification for pre-academic curriculum • Adaptation, accommodation and	

	across levels and school subjects	modification for academics curriculum • Adaptation, accommodation and modification for co-curriculum • Adaptation, accommodation and modification for school subjects	
Module 5	Curriculum Evaluation		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, meaning and definition of curriculum evaluation 2. Describe the various types and approaches of evaluation 3. Conduct differential evaluation of PwID in inclusive setup 4. Infer implications of evaluation for inclusion	Module Contents • Concept, meaning, definition of curriculum evaluation • Types and approaches of evaluation • Emerging trends in evaluation – CCE, teacher made tests, grading system, digital assessment platforms • Differential evaluation of PwID in inclusive setup • Implications of evaluation for inclusion	
Assignments/ Activities towards CCE			
1. Identify the functional domains and learner needs related to Activities of Daily Living (ADL), school readiness, transition skills, movement activities, vocational skills, and creative arts. 2. Explain the importance of need-based curricula in promoting holistic development and independent functioning among learners with diverse needs. 3. Develop curricular activities and instructional strategies for domains such as computer skills, housekeeping, gardening, yoga, dance, sports, and creative arts. 4. Analyze learner abilities, interests, and support requirements for designing functional and transition-oriented curricula. 5. Evaluate the suitability and effectiveness of adapted curricular materials, teaching methods, and functional skill activities for inclusive educational settings. 6. Design and adapt need-based curricula addressing ADL, school readiness, transition from school to work, movement education, vocational skills, and creative and performing arts. 7. Create integrated learning experiences and functional skill programmes to support independent living, participation, creativity, and holistic learner development.			

References/Recommended Readings:

- Edyburn, D. L. (2013). Inclusive technologies: Tools for helping diverse learners achieve academic success. *Teaching Exceptional Children*, 45(4), 60–68.
- Florian, L., & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828.
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- Hall, T. E., Meyer, A., & Rose, D. H. (2012). *Universal design for learning in the classroom: Practical applications*. Guilford Press.
- Lewis, R. B., & Doorlag, D. H. (2010). *Teaching students with special needs in general education classrooms*.
- Mitchell, D. (2014). *What really works in special and inclusive education*. Routledge.
- National Council of Educational Research and Training. (2022). *National curriculum framework for foundational stage*. NCERT.
- Organisation for Economic Co-operation and Development. (2019). *Future of education and skills 2030*. OECD Publishing.
- Rose, D. H., & Meyer, A. (2006). *A practical reader in universal design for learning*. Harvard Education Press.
- Sharma, U., & Salend, S. J. (2016). *Teaching students with disabilities in inclusive classrooms*.
- Tomlinson, C. A. (2017). *How to differentiate instruction in academically diverse classrooms* (2nd ed.). ASCD.
- UNESCO. (2020). *Inclusion and education: All means all* (Global education monitoring report). UNESCO.
- UNICEF. (2021). *Reimagining education for every child*. UNICEF.
- Villa, R. A., & Thousand, J. S. (2016). *Leading an inclusive school*. ASCD.
- Westwood, P. (2018). *Inclusive and adaptive teaching*.

2323	ID: Intervention and Teaching Strategies		4
	Course Outcomes: Learners will be able to: 1. Examine the importance, types, and techniques of early intervention. 2. Analyze the significance, historical perspective, and components of Individualized Educational Programmes (IEPs), including their development, implementation, and evaluation. 3. Apply various teaching strategies, methods, and approaches, and outline principles for developing and using Teaching Learning Materials (TLM). 4. Manage different types of maladaptive behaviours using appropriate behaviour modification techniques and management plans. 5. Evaluate the need and role of therapeutic interventions and their impact on students with special needs.		
Module 1	Early Intervention		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept and rationale of early intervention 2. Discuss the scope, significance, and advantages of early intervention services for young children and their families. 3. Describe the key domains for early intervention 4. Explain various techniques used for early intervention. 5. Analyze the implications of early intervention for promoting effective pre-school inclusion.	Module Contents • Concept, rationale of early intervention • Scope, significance and advantages of early intervention services • Domains of early intervention • Techniques of early intervention • Implication of early intervention for pre-school inclusion	
Module 2	Individualized Education Programme (IEP)		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the need and importance of the Individualized Education Programme (IEP). 2. Describe the steps and key components involved in the development of an IEP. 3. Develop, implement, and evaluate IEPs for persons	Module Contents • Need and importance of IEP • Steps and components of IEP • Developing, implementation and evaluation of IEP for PwID and its associated conditions • IFSP –concept, need,	

	with intellectual disabilities and associated conditions. 4. Explain the concept, need, planning, and documentation of the Individualized Family Service Plan (IFSP). 5. Discuss the role of IEPs in promoting inclusive education practices.	planning and documentation • Application of IEP for inclusion	
Module 3	Teaching Strategies and TLM		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the stages of learning and the principles of teaching for learners with intellectual disabilities. 2. Discuss the various multi-sensory teaching approaches 3. Demonstrate the teaching strategies 4. Develop and use appropriate teaching-learning materials (TLMs) 5. Explain the guidelines for selecting and adapting TLMs to meet individual learner needs.	Module Contents • Stages of learning • Principles of teaching • Multi-sensory Approaches – e.g. Montessori method, Fernald, VAKT method, Orton - Gillingham method • Teaching strategies & methods – task analysis, chaining, shaping, modelling, prompting, fading and reinforcement, role play, play way method • Guidelines for developing TLMs	
Module 4	Intervention for challenging Behaviour		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the meaning, types, and criteria for identifying challenging behaviours 2. Use Functional Behavioural Analysis (FBA) 3. Apply behaviour management strategies 4. Implement strategies for managing challenging behaviours in various settings 5. Discuss ethical issues in behaviour management and their implications for	Module Contents • Challenging behaviour: Meaning, types, criteria for identification • Functional Behavioural Analysis • Behaviour modification techniques, Cognitive Behaviour Techniques (CBT), Positive Behaviour Intervention and support (PBIS) • Management of challenging behaviours ○ At home, in school, in community	

	inclusive education and community participation.	○ Parental Counselling - Individual and Group ● Ethical Issues in behaviour management and implications for Inclusion	
Module 5	Therapeutic Intervention		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, objectives, scope, and intervention strategies of different therapeutic interventions	Module Contents ● Occupational therapy – concept, objectives, scope, modalities and intervention strategies ● Physiotherapy – concept, objectives, scope, modalities and intervention strategies ● Speech therapy – concept, objectives, scope and intervention strategies ● Yoga and play therapy – concept, objectives, scope and intervention strategies ● Visual and performing arts - concept, objectives, scope and intervention strategies	
Assignments/ Activities towards CCE			
1. Prepare an adapted lesson for a student with special needs studying in Class VII in a regular school. 2. Assess and develop a behaviour management plan for parents to reduce one problem behaviour in a student with Intellectual Disability. 3. Create three teaching-learning materials for developing receptive and/or expressive language skills at the foundational or preparatory level. 4. Plan and organize a visual art exhibition or competition for students in a special school.			

References/Recommended Readings:

- Alberto, P. A., & Troutman, A. C. (1995). Applied behaviour analysis for teachers (4th ed.). Merrill.
- David, W. (1998). Teaching and learning in the early years. Routledge.
- Duncan, E. A. S. (2005). Foundations for practice in occupational therapy (4th ed.). Churchill Livingstone.
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- Subba Rao, T. A. (1992). Manual on developing communication skills in mentally retarded persons. National Institute for the Mentally Handicapped (NIMH).

2402	The Arts in Education		2
	Course Outcomes: Learners will be able to: 1. Discuss concepts of art appreciation, artistic expression, and art education. 2. Appreciate diversity within artistic expressions across cultures, contexts, and perspectives. 3. Apply art as a form of critical pedagogy to foster reflection, dialogue, and meaningful learning in classrooms. 4. Design adapted art-based activities to enhance learning across subjects and learner needs. 5. Promote inclusive art practices and facilitate participation in cultural and community-based activities		
Module 1	Introduction to the Arts in Education		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the meaning, scope, and perspectives of art education and recognize diversity in artistic expression. 2. Apply art for emotional expression, creativity, and inclusive classroom practices. 3. Use art for social awareness and advocacy	Module Contents • Arts and arts education: meaning, scope and perspective (visual arts and performing arts) • Breaking the stereotypes: understanding diversity and different perspectives within artistic expression • Emotional expression through arts: creativity and emotional regulation • Power of art: classroom	

	and integrate Indian Knowledge Systems (IKS) in teaching.	and beyond (e.g. changing disability narratives, sensitization and advocacy activities) Arts education and Indian knowledge systems: adaptations and strategies	
Module 2	Performing Arts: Dance, Music, Storytelling, Drama, Mime		
	Learning Outcomes (LOs): Learners will be able to: - Demonstrate basic skills and participation in a range of performing arts activities. - Appreciate performing arts for aesthetic and emotional understanding. - Use performing arts to enhance learning, creativity, collaboration, and inclusion through appropriate strategies.	Module Contents - Basic skills in performing arts - Range of performing arts activities - Experiencing, responding to and appreciating performing arts - Performing arts and learners with disabilities: role, strategies and adaptations - Creative expression and collaboration and inclusion through performing arts	
Module 3	Visual, Media, and Electronic Arts		
	Learning Outcomes (LOs): Learners will be able to: - Appreciate a range of visual, media, and electronic art forms. - Use arts and ICT to enhance learning and ensure inclusive participation in the classroom.	Module Contents - Basic skills and role of ICT in arts - Range of activities in visual, media and electronic arts - Experiencing, responding to and appreciating arts - Visual arts and learners with disabilities: role, strategies and adaptations - Inclusive participation in arts	
Assignments/ Activities towards CCE			
1. Present a portfolio of the various arts activities			

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