



SNDT Women's University

**B.Ed. Special Education
(Visual Impairment)**

SYLLABUS

2026

Programme	B. Ed. Special Education
Specialization	• Visual Impairment
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 Visual Impairment (VI). 6. Plan and implement educational programmes needed for the children with special needs (VI)

	7. Familiarize themselves with the management of special education programmes for children with VI. 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 VI • 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, SNTD 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
1331	VI : Identification of Disability and Assessment of Needs	Specialization	4	100	25	75
1401	Reading and Reflecting on Texts	EPC	2	50	50	0
1531	Visits to institutions	Practical	1	25	25	0
1532	Classroom Observation	Practical	2	50	50	0
1533	Microteaching	Practical	1	25	25	0
1534	Braille	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
2332	VI : Curriculum Development, Adaptation, and Evaluation	Specialization	4	100	25	75
2333	VI : Intervention and Teaching Strategies	Specialization	4	100	25	75
2402	Art in Education	EPC	2	50	50	0
2535	Case study	Practical	2	50	50	0

2536	Orientation and Mobility	Practical	2	50	50	0
2537	Lesson planning	Practical	4	100	100	0
2538	Practice of Teaching	Practical	4	100	100	0
Total			26	650	450	200

B. Ed. Special Education (VI)
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, and prevalence of various disabilities.	Module Contents • Locomotor disabilities and Muscular dystrophy • Cerebral palsy and other neurological conditions • Blindness and Low vision

	2. Develop screening tools for various disability identification 3. Conduct screening for various disabilities	• 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.

1331	VI: Identification of Children and Assessment of Needs		4
	Course Outcomes: Learners will be able to: 1. Describe the structure of the eye and the process of seeing 2. Describe the common eye defects. 3. Explain the etiology of visual impairment 4. Analyse the implications of visual impairment and identify their needs 5. Identify and assess children with visual impairment and VIAD		
Module 1	Understanding Vision and Visual Impairment		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the process of seeing and related concepts 2. Describe the structure and function of different parts of the eye 3. Identify early signs of visual impairment for timely intervention 4. Explain the concepts of blindness and low vision 5. Describe the roles of ophthalmologists, optometrists, and special educators	Module Contents • Process of seeing with basic concept of Refraction, visual acuity, visual field, contrast sensitivity, depth perception, Visual Perception and light perception • Structure & function of an eye • Development of vision in child (from birth) • Concept and definitions of blindness and low vision (WHO & RPwD Act, 2016) • Role of ophthalmologist, optometrist, special educator	
Module 2	Common Eye Disorders & Visual Impairment		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain different types of visual function loss 2. Differentiate between types of refractive errors 3. Describe common nutritional and infectious eye conditions 4. Describe ocular motor disorders 5. Describe the Visual Processing Disorder and Retinal Conditions	Module Contents • Loss of Visual Functions: visual acuity, visual field, colour vision and contrast sensitivity • Refractive Errors: Hyperopia, Myopia, Presbyopia and Astigmatism ○ Nutritional & Infectious Eye Conditions: Vitamin-A deficiency, Cataract, Glaucoma, Corneal ulcer, trachoma and other infectious diseases	

		• Ocular Motor Disorders: Strabismus, Nystagmus & Amblyopia • Disorders of Visual Processing & Retinal Conditions ○ Retinal & Optic Nerve Disorders: Retinitis Pigmentosa, Retinopathy of Prematurity (ROP), Retinal Detachment, Macular Degeneration, Optic Atrophy ○ Congenital & Systemic Conditions: Albinism ○ Neurological / Processing Disorder: Cortical Visual Impairment (CVI)	
Module 3	Implications of Visual Impairment (Low Vision & Blindness)		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the psycho-social, educational, and functional implications of visual impairment 2. Assess how key factors influence the needs of individuals with visual impairment 3. Evaluate the effects of visual impairment on physical, motor, language, socio-emotional, and cognitive development 4. Analyze the diverse educational needs of students with visual impairment 5. Describe various coping strategies for individuals with low vision and blindness	Module Contents • Implications of visual impairment: psycho-social, educational and functional • 3 factors affecting implications of visual impairment: age of onset, degree of vision, type of vision loss, prognosis, and socio-economic status of the family • Effect of visual impairment on growth and development: physical, motor, language, socio-emotional, and cognitive development • Educational needs of the students with visual impairment: personal, educational, social, emotional and vocational aspects • Coping strategies to overcome the implications of visual impairment (low vision & blindness)	

Module 4	Identification and Assessment of Visual Impairment		
	Learning Outcomes (LOs): Learners will be able to: 1. Screen children with VI 2. Differentiate between clinical and functional assessment of vision 3. Interpret the findings for educational planning 4. Discuss the importance and use of psychological assessment tools for the visually impaired 5. Discuss the importance and use of functional assessment tools for vision and skills 6. Prepare an Assessment Report	Module Contents • Identification of visual impairment: PRASHAST & screening checklist for vision difficulties in school (NIEPVD) • Clinical and functional assessment of vision: concept, need, procedure, Methods and interpretation • Psychological assessment for of the students with visual impairment: vithoba paknikar performance test, a short scale iq measure for visual impairment based on WISC-R , adapted EPG, reading preference test, adapted blind learning aptitude test, concept development for blind children, cornell medical index for visually handicapped children. • Tools of functional assessment of vision and skills: functional skills inventory for the blind (FSIB), low vision assessment by jill keeffe, lea tests, and portfolio assessment • Report writing	
Module 5	Assessment of Needs of Children with Visual Impairment having Associated Disabilities (VIAD)		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the definition, concept and etiology of VIAD 2. Discuss the impact of VIMD on development and learning 3. Identify challenges faced by individuals with VIAD 4. Elucidate the process of screening, identification and assessment of Children with Visual Impairment	Module Contents • Definition, concept and etiology of VIAD • Impact of VIAD on development and learning • Challenges faced by VIAD • Screening, and identification of Children with Visual Impairment having Associated Disabilities • multidisciplinary assessment of VIAD	

	having associated disabilities 5. Explain the use and importance of multidisciplinary assessment of children with VIA		
Assignments/ Activities towards CCE			
1. Plan, organize, and deliver a seminar analyzing the impact of visual impairment on personality development, incorporating theoretical perspectives and real-life case illustrations. 2. Utilize and critically apply screening checklists developed by national organizations such as NCERT and National Institute for the Empowerment of Persons with Visual Disabilities to identify vision-related difficulties in children. 3. Design and develop informative and accessible educational material highlighting early indicators, risk factors, and preventive measures related to visual impairment for awareness and early intervention. 4. Administer, score, and interpret selected standardized and adapted assessment tools for individuals with visual impairment (e.g., Vithoba Paknikar Performance Test, adapted IQ scales, learning aptitude tests), under supervision. 5. Analyze and document assessment findings to understand the learner's cognitive, behavioral, and functional profile, and recommend appropriate educational interventions. 6. Observe and evaluate instructional practices and support services provided to learners with visual impairment in inclusive or special school settings, and reflect on their effectiveness.			

References/Recommended Readings:

- Bhan, S., & Swarup, S. (2010). Functional skills inventory for the blind. National Association for the Blind.
- Ferreira, R., & Sefotho, M. M. (2020). Understanding education for the visually impaired: Opening eyes (Vol. 1). AOSIS Books.
<https://library.oapen.org/bitstream/id/99638bfc-2bc7-4c55-b21f-adeb2ae6af11/9781928523789.pdf>
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- Sarva Shiksha Abhiyan. (n.d.). Module on training of resource teachers under SSA on visual impairment.
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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,audie nce 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.
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- Ippolito, J., Dobbs, C. L., & Charner-Laird, M. (2024). Disciplinary literacy inquiry and instruction (2nd ed.).
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- 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.
- Tovani, C., & Keene, E. O. (2000). I read it, but I don't get it: Comprehension strategies for adolescent readers. Stenhouse Publishers.
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- Wang, Y., et al. (2024). Metabook: AR storybooks for improving reading.

B. Ed. Special Education (VI)
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:

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- Ippolito, J., Dobbs, C. L., & Charner-Laird, M. (2024). Disciplinary literacy inquiry and instruction (2nd ed.).
- Ministry of Education. (2020). National education policy 2020. Government of India.
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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.
- National Council of Educational Research and Training. (2023). National curriculum framework for school education.
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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 home work, 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, including seating,	Module Contents • Creating a prosthetic environment in school: Seating arrangements, positioning and handling techniques	

	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.	• 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.
- Byers, R., & Rose, R. (2005). Planning the curriculum for pupils with special educational needs: A practical guide. David Fulton.
- 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.
- Gordon-Gould, P., & Hornby, G. (2023). Inclusive education at the crossroads. Routledge.
- Hamblin, T., & Bose, S. (2003a). Cognitive development. IICP.
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- 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.

2332	VI: Curriculum Development, Adaptation, and Evaluation		4
	Course Outcomes: Learners will be able to: 1. Define curriculum, its types and explain its importance 2. Demonstrate techniques of teaching functional academic skills 3. Explain importance and components of independent living skills 4. Adapt curricula for children with VI 5. Adapt physical education and creative arts activities for the children with visual impairment		
Module 1	Concept and Types of Curriculum		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, meaning, and need for curriculum, particularly in the context of special education. 2. Describe various curricular approaches in special education 3. Differentiate between types of curriculum 4. Explain the process of curriculum planning, implementation, and evaluation, and the role of special teachers of the visually impaired. 5. Create an Expanded Core Curriculum (ECC)	Module Contents • Concept, meaning and need for curriculum • Curricular approaches in special education – developmental, functional, eclectic and universal design for learning approach • Types of curriculum – need based, knowledge based, activity based, skill based and hidden curriculum • Curriculum planning, implementation and evaluation: role of special teachers of the visually impaired • Introduction to expanded core curriculum (ECC) - meaning, need and components	
Module 2	Teaching Functional Academics Skills		
	Learning Outcomes (LOs): Learners will be able to: 1. Identify and explain areas of functional academic skills 2. Explain the concept and importance of learning media assessment 3. Use techniques for teaching academics through Braille and print. 4. Describe prerequisite skills required for learning	Module Contents • Areas of functional academics skills: reading, writing, arithmetic, concept development, listening, spatial awareness and organizational skills • Learning media assessment: meaning, importance, techniques of teaching braille /print	

	Braille, Abacus, and Taylor Frame. 5. Use assistive devices that facilitate academic and classroom activities for children with visual impairment. 6. Apply effective strategies for teaching and learning using Braille and/or large print	• Pre-requisite skills for learning braille, abacus, taylor frame • Devices for facilitating academic/classroom activities by children with visual impairment • Strategies for learning supported with braille and /or large print	
Module 3	Teaching of Independent Living Skills		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the meaning, importance, and components of independent living skills for individuals with visual impairment. 2. Apply the techniques of Orientation and Mobility (O&M) 3. Use techniques for teaching daily living skills, ensuring age-appropriate independence. 4. Explain the importance of sensory efficiency and demonstrate procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses, and residual vision. 5. Apply effective techniques for teaching social interaction, leisure and recreation, and self-determination skills.	Module Contents • Independent living skills: meaning, importance, components • Orientation and mobility: need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids • Daily living skills: assessment of needs and techniques of teaching age-appropriate daily living skills • Sensory efficiency: importance and procedures for training auditory, tactile, olfactory, gustatory, kinaesthetic senses and residual vision • Techniques of teaching social interaction skills, leisure and recreation skills and self determination	
Module 4	Curricular Adaptation		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the need, importance, types, principles, and process of curricular adaptation for learners with visual impairment.	Module Contents • Curricular adaptation: need, importance, types, principles and process • Reasonable accommodation: concept, need and planning	

	- Describe the concept and need for reasonable accommodation, and plan appropriate accommodations in educational settings. - Develop lesson plans for teaching components of the Expanded Core Curriculum (ECC). - Apply various pedagogical strategies for children with VI - Prepare teaching-learning materials (TLMs) for the children with VI	- Planning of lessons for teaching expanded core curriculum - Pedagogical strategic: cooperative learning, peer tutoring, reflective teaching, multisensory teaching - Preparation of teaching learning material for ECC: reading readiness kit, flash cards, sensory kits, and mobility maps	
Module 5	Curricular Activities		
	Learning Outcomes (LOs): Learners will be able to: - Explain the meaning and need for adaptation of curricular activities for learners with visual impairment. - Adapt physical education activities and yoga practices - Modify indoor and outdoor games and sports to make them accessible and inclusive. - Design creative recreational and leisure activities, including accessible video games and adapted traditional games. - Identify key agencies and organisations in India that promote sports, culture, and recreational activities for persons with visual impairment.	Module Contents - Curricular activities: meaning and need for adaptation - Adaptation of physical education activities and yoga - Adaptation of games and sports – both indoor and outdoor - Creative recreational and leisure activities (e.g. orientation to accessible video games, adaptation of traditional games) - Agencies/organisations promoting – sports, culture and recreation activities for the visually impaired in india	
Assignments/ Activities towards CCE			
- Prepare reading readiness material for pre-school children with visual impairment - Prepare lesson plans for teaching ECC to children with visual impairment - Preparation and presentation of a kit to develop sensory efficiency - Select one chapter from a secondary level text book of your choice and adapt it for learners with visual impairment /Adapt one diagram and one map from secondary classes into non visual format - Explore and review the adapted sports norms and rules for persons with visual impairment developed by organizations such as Indian Blind Sports Association,			

References/Recommended Readings:

- Aggarwal, J. C. (2005). Curriculum development. Shipra Publications.
- Mangal, S. K. (2011). Educating exceptional children: An introduction to special education. PHI Learning.
- Sharma, R. A. (2011). Curriculum development and instruction. R. Lall Book Depot.
- Rehabilitation Council of India. (2012). Status of disability in India.
- The expanded core curriculum. (2013). American Foundation for the Blind.
<http://www.afb.org>
- Wright, L. (2013). The skills of blindness: What should students know and when should they know it. <http://www.lofob.org>
- Nseibo, K. (2020). Curriculum adaptation for learners with visual impairments. Disability Studies in Inclusive Education.
<https://openbooks.uct.ac.za/uct/catalog/download/51/77/2569?inline=1>
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- Chapman, E. K. (1978). Visually handicapped children and young people. Routledge & Kegan Paul.
- Cutter, J. (2006). Independent movement and travel in blind children. Information Age Publishing.
- Dickman, I. R. (1985). Making life more livable. AFB Press.
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- Jose, R. (1983). Understanding low vision. American Foundation for the Blind.
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- Lowenfeld, B. (1973). The visually handicapped child in school. John Day Company.
- Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers.
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- National Council of Educational Research and Training. (2005). National curriculum framework: Position paper on education of children with special needs.
- Punani, B., & Rawal, N. (2000). Handbook for visually impaired. Blind People's Association.
- Scholl, G. T. (Ed.). (1986). Foundations of education for blind and visually handicapped children and youth. AFB Press.
- Welsh, R., & Blasch, B. (1980). Foundations of orientation and mobility. AFB Press.

2333	VI: Intervention and Teaching Strategies		4
	Course Outcomes: Learners will be able to: 1. Explain various theoretical perspectives related to intervention & teaching strategies. 2. Demonstrate techniques of teaching Mathematics to visually impaired children. 3. Apply the necessary competencies and skills for teaching and evaluate the learning of children with visual impairment 4. Adapt the TLM to teach social science and assess learning of children with visual impairment 5. Assess visual efficiency of children with low vision 6. Manage children with low vision in classrooms		
Module 1	Theoretical Perspectives		
	Learning Outcomes (LOs): Learners will be able to: 1. Differentiate between methods, approaches, strategies, and tactics, and explain their interrelationship in teaching-learning processes. 2. Use appropriate intervention approaches for congenital and acquired blindness, including their concept, scope, importance, types, and the role of special educators. 3. Apply the procedure of mediated teaching-learning, with reference to Feuerstein's Mediated Learning Experience. 4. Use Universal Design for Learning (UDL) and Assistive Technology (AT) to teach 5. Apply enriched teaching strategies for concept development	Module Contents • Difference and relationship among methods, approaches, strategies, and tactics • Intervention for congenital and acquired blindness: concept, scope, importance and types; role of special teachers/educators • Mediated teaching-learning – concept, need and procedure (feuerstein's mediated learning experience) • Universal design for learning (UDL) and Assistive Technology (AT) • Enriched teaching for concept development: converting visual concepts into accessible experiences (tactile, auditory, and experiential learning)	
Module 2	Mathematics		
	Learning Outcomes (LOs):	Module Contents	

	Learners will be able to: 1. Explain the concept and causes of mathematics anxiety (math phobia) 2. Use strategies to address maths challenges in children with visual impairment. 3. Apply the process of conceptualization of mathematical ideas 4. Prepare tactile and adapted materials for effective mathematics teaching. 5. Explain the concept, importance, and application of mental arithmetic abilities in enhancing mathematical learning. 6. Apply appropriate methods of evaluation in mathematics for learners with visual impairment.	• Addressing mathematics anxiety (math phobia): concept & causes • Conceptualization of mathematical ideas: processes and challenges for children with visual impairment • Preparation and use of tactile and adapted materials (TLM, abacus, taylor frame and tactile diagram & models) • Mental arithmetic abilities: concept, importance and application • Evaluation and assessment in mathematics	
Module 3	Science		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the importance of providing first-hand experiences in classroom and school environments for learners with visual impairment. 2. Apply inclusive and collaborative learning strategies for conducting laboratory work. 3. Use science teaching-learning materials (TLMs) 4. Apply problem-solving and learning-by-doing approaches to enhance conceptual understanding in science. 5. Use appropriate methods for evaluation and assessment in science for learners with visual impairment.	Module Contents • Providing first-hand experience in the class and the school environment • Inclusive/collaborative learning for laboratory work • Science teaching learning materials and equipment: ○ Preparation and use of TLM ○ Locating and procuring science equipment • Problem solving and learning by doing approach • Evaluation and assessment in science	
Module 4	Social Science		
	Learning Outcomes (LOs):	Module Contents	

	Learners will be able to: 1. Prepare adapted tactile maps, diagrams, and globes for learners with visual impairment. 2. Identify, procure, and adapt different types of models to support effective teaching in social science. 3. Plan and organize accessible field trips, ensuring meaningful learning experiences for all learners. 4. Apply effective teaching skills such as dramatization, narration, explanation, storytelling, and role play in social science instruction. 5. Develop appropriate strategies for evaluation and assessment in social science, with a focus on geography.	• Techniques of preparation and presentation of adapted tactile maps, diagrams, and globe • Procuring, adapting and use of different types of models • Organizing accessible field trips • Teaching skills for social science: dramatization, narration, explanation, story-telling, and role play • Evaluation in social science (with focus on geography)	
Module 5	Teaching of Children with Low Vision		
	Learning Outcomes (LOs): Learners will be able to: 1. Select appropriate learning media for reading and writing based on the needs of learners with low vision. 2. Apply techniques for developing reading and writing skills, including the use of large print and visual aids. 3. Implement Orientation and Mobility (O&M) strategies suitable for learners with low vision. 4. Create a stimulating and inclusive learning environment that supports participation and learning. 5. Demonstrate effective classroom management strategies	Module Contents • Selection of appropriate learning media (reading & writing) • Techniques for developing reading and writing skills • Orientation and mobility for learners with low vision • Creating a stimulating and inclusive learning environment • Classroom management: seating arrangement, adjustable furniture, illumination, non-reflecting surfaces and colour contrast	

Course Work / Practical / Field Engagement
• Prepare and use two teaching learning materials for teaching Maths/ Science/Social Science • Prepare a short concept paper (about 500 words) on developing a science laboratory for the visually impaired students • Design a lesson plan (Math / Science / Social Science) for learners with visual impairment using principles of Universal Design for Learning • Analyze a case of a learner with visual impairment (low vision or blindness) and prepare an intervention plan

References/Recommended Readings:

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- Mangold, S. S. (1981). A teacher's guide to the special education needs of blind and visually handicapped children. AFB Press.
- Mani, M. N. G. (1992). Techniques of teaching blind children. Sterling Publishers.
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- Mukhopadhyay, S., Mani, M. N. G., Roy Choudhury, M., & Jangira, N. K. (1988). Source book for training teachers of visually impaired. NCERT.
- Niemann, S., & Jacob, N. (2009). Helping children who are blind. Hesperian Foundation.
- National Institute for the Visually Handicapped. (1990). Handbook for teachers of the blind.
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- Scholl, G. T. (Ed.). (1986). Foundations of education for blind and visually handicapped children and youth. AFB Press.

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 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 and integrate Indian Knowledge Systems (IKS) in teaching.	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 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: 1. Demonstrate basic skills and participation in a range of performing arts activities. 2. Appreciate performing arts for aesthetic and emotional understanding. 3. Use performing arts to enhance learning,	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	

	creativity, collaboration, and inclusion through appropriate strategies.	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: 1. Appreciate a range of visual, media, and electronic art forms. 2. 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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