



SNDT Women's University

**M.Ed. Special Education
(Learning Disability)**

SYLLABUS

2026

Programme	M. Ed. Special Education
Specialization	• Learning Disability
Preamble	The Master of Education Special Education (M.Ed. Spl. Ed.) programme has been revised by the Rehabilitation Council of India (RCI) to address the emerging educational, social, and professional needs of persons with disabilities and to prepare highly qualified teacher educators, researchers, and academic leaders in the field of special and inclusive education. The revised programme is aligned with 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 the changing role of special educators in contemporary educational systems and emphasizes a holistic understanding of disability, inclusive pedagogies, interdisciplinary collaboration, educational assessment, assistive technologies, and individualized support mechanisms. It aims to develop professionals who can effectively respond to the diverse learning needs of persons with disabilities across educational settings and contribute to the creation of inclusive learning environments. The revised curriculum integrates theoretical knowledge with practical experiences, field engagement, and research-based inquiry. It focuses on developing advanced competencies in curriculum planning, instructional strategies, assessment, educational technology, programme development, leadership, and advocacy. The programme encourages reflective practice, professional ethics, and collaboration with families, schools, communities, and other stakeholders to enhance educational outcomes for learners with disabilities. In keeping with contemporary developments in disability studies and educational research, the curriculum promotes evidence-based practices, innovation, and multidisciplinary perspectives. It also emphasizes research and knowledge generation to strengthen professional practice and inform educational policy and programme development. Through this revised programme, the Rehabilitation Council of India seeks to prepare competent professionals who are committed to inclusion, social justice, and human dignity. Graduates are expected to serve as teacher educators, researchers, administrators, and leaders who can contribute significantly to the advancement of special and inclusive education and to the realization of an equitable and inclusive society.
Programme Outcomes (POs)	1. Discuss the concept of Special Education and its perspectives, exceptionalities and their inter-relatedness. 2. Explain the various theories in human development and psychology and apply them to teaching – learning situations.

	- Discuss the role of research in theory and practice of special education and design, execute, and write research reports in special education. - Explain the concept, principles theories and approaches of management with reference to special education. - Explain the various approaches and role of educational technology in education and special education. - Describe the concept, principles, approaches, trends and issues in curricular development in the field of special education. - Describe various approaches and areas of assessments. - Use techniques of assessment to Interpret the results and diagnose learning disability - Develop appropriate remedial programmes for inclusion of persons with Learning Disability. - Explain the concept, aetiology, characteristics of intellectual disability and use appropriate instruments for assessment of learning disability. - Explain the principles and approaches to curriculum development and instructional programme and develop instructional programs effective for students with learning disability (SwLD)
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 SwLD - 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	- B.Ed. Special Education in the respective disability area or an equivalent degree from any recognized university with minimum 50% marks. OR - B.Ed. (General Education) and Diploma in Special Education in respective disability areas recognized by RCI with minimum 50% marks in each programme. OR - A student with B.A./B.Sc./B.Com. B.Ed.Spl.Ed. (4 years Integrated) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the State Government
Intake of M. Ed. Special Education	20

SN	Courses	Type of Course	Credits	Marks	Int	Ext
Semester I						
1101	Developments in Education and Special Education	Core	4	100	25	75
1102	Psychology of Development and Learning	Core	4	100	25	75
1211	Identification, Assessment and Needs of Learners with Learning Disabilities	Specialization	4	100	25	75
1212	Curriculum and Teaching Strategies for Learners with Learning Disabilities	Specialization	4	100	25	75
1511	Systematic Observation	Practical	2	50	50	0
1512	Clinical Observation	Practical	1	25	25	0
1513	Assessment and Report Writing	Practical	1	25	25	0
	Total		20	500	200	300
Semester II						
2103	Research Methodology and Statistics	Core	4	100	25	75
2104	Curriculum Development and Educational Evaluation	Core	4	100	25	75
2105	Equitable and Inclusive Education	Core	4	100	25	75
2213	Therapeutics and Assistive Devices for Persons with LD	Specialization	4	100	25	75
2514	Case Work	Practical	2	50	50	0
2515	Lectures at Preservice Level	Practical	2	50	50	0
Total			20	500	200	300

M. Ed. Special Education (LD)
Syllabus 2026
Semester I
(20 credits)

SN	Courses, Modules and Outcomes	Course Contents	Cr
	Semester I		
1101	Development in Education and Special Education		4
	Course Outcomes: Learners will be able to: 1. Describe development of education system in India 2. Explain the development of special education system in India 3. Discuss the implications of international and national legislations, policies and programmes on promotion of education of persons with disabilities 4. Analyse the opportunities, challenges and barriers that individuals with disabilities experience in educational institutions 5. Critically examine the perspectives in special and inclusive education		
Module 1	Overview of Education: Its Dimensions and Development		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the aims of education and analyze education as a social sub-system influencing society. 2. Examine various dimensions of education, including its role as an investment, a human right, and a means for ethical development. 3. Interpret education as a purposive and continuous process, and analyze its role in cultural transmission and socio-cultural change. 4. Trace/Explore the historical development of education in India, including ancient/Vedic, medieval, and pre-independence periods. 5. Analyze the development of education in post-independence India, including the growth of	Module Contents • Aims of education: education as social sub-system • Dimensions of education: education as investment, education and human rights, education for ethical development • Education as purposive and continuous process, education for culture: socio-cultural changes • Development of education during ancient and Vedic period, Medieval period, Pre- independence period • Development of education post-independence period (including growth of school education) and educational reorganization	

	school education and educational reorganization.		
Module 2	Overview of Special Education in India		
	Learning Outcomes (LOs): Learners will be able to: 1. Trace the historical development of education for persons with disabilities in India, from Vedic and epic periods to the 20th century. 2. Analyze post-independence developments, including constitutional provisions, directive principles and the shift towards a rights-based approach to disability. 3. Examine changing perspectives in special education, from segregation to integration and inclusion. 4. Evaluate factors influencing access and enrolment, including nature and severity of disability, types of schools, identification and early intervention. 5. Assess the impact of technological advances and research on the development of special and inclusive education.	Module Contents • Tracing Education for Persons with Disabilities in India: historical perspective of education of persons with disabilities in India (starting from Vedic and epic literature) and development during 20th century • Post-independence period (including constitutional provision and directive principles) and changing models of disability and emerging concept of education for person with disability (right based approach) • Changing perspectives in education of persons with disabilities from segregation to inclusion • Access and enrolment: nature and severity of disability, types of schools attended, growth of schools; identification, early intervention as facilitator for educational access • Impact of technological advances and researches in special and inclusive education	
Module 3	Development of Special Education: Contribution of Legislations & Policies		
	Learning Outcomes (LOs): Learners will be able to: 1. Analyze the contribution of key international instruments and organizations in the development of special and inclusive education. 2. Examine major Indian legislations and their role	Module Contents • Contribution of key international instruments in development of special education: UNESCO convention against discrimination, convention of the rights of persons with disabilities 2006, Review of efforts made by international organization:	

	in promoting education for persons with disabilities. - Critically review national education policies and disability policies - Evaluate national programmes and initiatives and their implications for the education of persons with disabilities. - Assess the role of government schemes, national institutions, and NGOs (international, national, and local) in promoting inclusive education and empowerment of persons with disabilities.	UNESCAP, UNICEF, WHO, UNDP, Sustainable Development Goal 4 - Contribution of Indian legislations in development of special education for promoting education of person with disabilities: Rehabilitation Council of India Act, 1992, PWD Act 1995; National Trust Act 1999; RTE Act 2009; Rights of Persons with Disabilities Act 2016, - Review of various national commissions, policies on education (NEP 1986, POA 1992, NEP 2020); Review of national policies with respect to persons with disability (2006) and draft national policy on persons with disabilities (2022) - Review of national programme to promote education of persons with disabilities: IEDS, DPEP, SSA, RMSA, SMSA, NIOS and its implication on education of persons with disabilities, - Govt. schemes and provisions for education of persons with disabilities; reviews of contributions of national institutions for empowerment of disabilities, Growth and role of NGOs in promoting education of persons with disabilities: historical perspective, contribution of international and national as well local NGOs	
Module 4	Challenges in Education of Persons with Disabilities		
	Learning Outcomes (LOs): Learners will be able to: Analyze issues related to equality of opportunities in education for persons with disabilities and other socio-economically disadvantaged groups.	Module Contents Equality of opportunities and education and persons with disabilities, socially economically disadvantaged groups, commitment to the education of all through	

	- Evaluate challenges affecting enrolment and retention of children with disabilities and propose strategies to address them. - Explain the need and significance of accessibility, and assess ways to improve accessibility in physical environments and communication. - Examine the role of adaptation and reasonable accommodation in the teaching-learning process and identify related challenges. - Assess the status of support systems and resources for special and inclusive education, and propose collaborative approaches to meet diverse learning needs.	schooling regardless of ability: identifying issues and addressing challenges - Need and significance enrolment and retention of persons with disabilities: identifying issues and addressing challenges to promote enrolment and retention of children with disabilities, - Accessibility: need and significance; improving accessibility of -built environments: classroom, laboratories, playground, canteen and other areas of school, accessibility in communication, reading and writing - Adaptation and reasonable accommodation in teaching learning process, learning resources and support: identifying issues and addressing challenges - Status of support systems and resources for special and inclusive education: issues and challenges; required support system to meet diverse learning need of individuals, support and resources for home-based education, need for collaboration for support and resources	
Module 5	Perspectives in Special and Inclusive Education		
	Learning Outcomes (LOs): Learners will be able to: - Analyze quality issues in special and inclusive education - Critically review challenges related to poor quality education - Evaluate mechanisms for quality assurance - Assess the quality of special schools and home-based education, and examine future directions	Module Contents - Quality issues in special and inclusive education: quality education leads to quality learning outcome vis-à-vis gross enrolment, teacher education vis-à-vis quality special and inclusive education, various reports on status of education among students with disabilities - Critical review on poor quality special and inclusive education: visible schools	

	such as auditing and accreditation. 5. Examine current trends and future perspectives	and non- visible learning, quality issues in open schooling • Quality assurance in special and inclusive education: measures to prevent exclusion, assessing inclusion- inclusion index, assessing quality of inclusive practices • Quality assessment of special school and home-based schooling, future of quality assurance in special and inclusive education: auditing and accreditation of special and inclusive institutions • Currents trends and future perspectives in special and inclusive education: inclusive classrooms- collaboration of general and special education teachers, connecting early intervention and pre-school education with successful of inclusive and special schooling, integrating technology and acknowledging twice exceptional (2e) children	
Assignments/ Activities towards CCE			
1. Prepare and submit an assignment of 1000 words describing the status of special education/educating children with disabilities and diverse needs during Vedic, Medieval and Pre-independence Period 2. Visit a special school and an inclusive school of your locality. Gather data from both schools on enrolment, retention, accessibility, adaptations and accommodations of children with disabilities. Interpret the results and compare both schools. 3. Conduct a focus group discussion or a symposium on quality assessment for special and inclusive schools and prepare recommendations. Post the recommendations on social media or discussion forums.			

References/Recommended Readings:

- Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- Dimitriadi, S. (2014). Diversity, special needs, and inclusion in early year education. SAGE India.
- Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.

- Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi
- Mishra, M., Pettala, R. (2023). Education of socio-economic disadvantaged groups: from marginalisation to inclusion. Routledge India
- National University of Educational Planning and Administration (2014). Education for All Towards
- Pangatungan, M. (2022). Special education book: a resource book for teachers and other professionals servicing students with disabilities. Palmetto Publishing.
- Tilak J.B.G (2018). Education and development in India: critical issues in public policy and development. Springer Singapore.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris
- UNESCO (2009). Report on Education for sustainable development

1102	Psychology of Development and Learning		4
	Course Outcomes: Learners will be able to: 1. Describe multiple dimensions of learner's development and its implications on learning 2. Use the various theories of learning to enhance learning 3. Apply the theories of motivation to influence learning 4. Explain the methods of assessing personality 5. Apply the knowledge and skills gained in this course to enhance the learning and development of persons with special needs		
Module 1	Overview of Educational Psychology		
	Learning Outcomes (LOs): Learners will be able to: 1. Critically examine the nature and scope of educational psychology. 2. Analyze the principles of educational psychology in diverse learning contexts. 3. Evaluate different methods of educational psychology and their applicability. 4. Apply psychological principles to address the needs of learners with disabilities. 5. Examine emerging trends and developments in educational psychology.	Module Contents • Nature and scope of educational psychology • Principles of educational psychology • Methods of educational psychology: observation, experimental method, correlational, clinical and case study • Applications of educational psychology to persons with disabilities • Trends in educational psychology	
Module 2	Understanding the Development of the Learner		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept and dimensions of human development. 2. Evaluate the various theories of development. 3. Analyze different methods of studying development and their research implications. 4. Examine various types of developmental delays and their characteristics.	Module Contents • Human development ○ Concept ○ Dimensions of Development (Physical, Intellectual, Emotional, Social, Language and Moral) • Theories of development : ○ Cognitive – Piaget and Bruner ○ Psycho social development-Erikson	

	5. Discuss the factors influencing growth and development in diverse contexts.	○ Moral Development - Kohlberg, Carol Gilligan's Ethics of care ● Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence ● Types of developmental delays : Cognitive skills, Social and emotional skills, Speech and ● language skills and Gross and Fine motor skills ● Factors affecting Growth and Development	
Module 3	Learning and Motivation		
	Learning Outcomes (LOs): Learners will be able to: 1. Discuss the meaning and nature of learning. 2. Evaluate major learning theories and their educational implications. 3. Analyze theories and types of transfer of learning in instructional settings. 4. Examine different types of motivation and influencing factors. 5. Apply motivational theories to enhance teaching-learning processes.	Module Contents ● Concept and nature of learning ● Theories of learning and their educational implications: Lewin's field theory, Gagne's ● Theory of learning, and Atkinson and Shiffrin's information processing theory ● Transfer of learning ○ Types and kinds of transfer (Haskell's taxonomy) ○ Theories of transfer of learning : theory of identical elements and theory of ○ Generalization – educational implications of transfer learning ● Motivation ○ Types of motivation: intrinsic and extrinsic ○ Factors facilitating motivation ● Theories of motivation (Maslow, McClelland, Ryan & Deci) and their educational implications	

Module 4	Intelligence and Creativity		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept and nature of intelligence. 2. Evaluate the different theories of intelligence. 3. Discuss the various methods and tools for assessment of intelligence. 4. Examine the concept, characteristics, and process of creativity. 5. Evaluate theories and measurement approaches of creativity.	Module Contents • Intelligence: nature & meaning • Theories of intelligence: two-factor theory (Spearman), multifactor theory (Thurstone), • Structure of intellect (Guildford), multiple intelligence theory (Howard Gardner), triarchic • Theory of intelligence (Robert Sternberg) • Assessment of intelligence: verbal, non –verbal, performance, individual and group • Creativity ○ Concept, characteristics, stages ○ Factors influencing creativity ○ Measurement of creativity • Theories of creativity: Taylor’s level of creativity and Arieti’s theory	
Module 5	Personality & Group Dynamics		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept and determinants of personality. 2. Explain the various theories of personality. 3. Describe the tools and techniques for personality assessment in educational settings. 4. Examine group dynamics and their implications for educational practices. 5. Evaluate leadership qualities and their role in effective educational management.	Module Contents • Personality ○ Concept & nature ○ Factors influencing personality • Theories of personality ○ Type approach (Galen, Sheldon, Kretschmer, Jung) ○ Trait approach: (Allport, Cattell, big five theory) ○ Type-cum-trait approach (Eysenck) ○ Psychoanalytical approach (Sigmund Freud)	

		○ Humanistic approach (Maslow, Carl Rogers) ● Measurement of personality in educational settings: tools and techniques ● Group dynamics: characteristics, type of groups, educational significance of group dynamics ● Leadership: qualities of good educational leadership.	
Assignments/ Activities towards CCE			
1. Identify a child with a developmental delay in an early intervention programme. Prepare and submit a programme that can help the child make progress. 2. Explore the differences between Intrinsic and Extrinsic motivation in children with special needs with the help of examples and discuss in the classroom 3. Visit inclusive / special school and observe creative skills of children with special need and also plan programme to enhance the creative skills of two children with special needs 4. Interpret the results of individual test intelligence – one for child with no disability and one for child with special needs 5. Visit inclusive/ special schools. Identify two children with special needs or identify two adults with special needs and assess their personality characteristics in the dimensions of: activity- passivity, enthusiastic- non enthusiastic, assertive- submissive, suspicious- trusting, depressive- non depressive, and emotional stability- emotional instability. Record the assessment report and submit.			

References/Recommended Readings:

- Aggarwal, J. C. (2008). Essentials of educational psychology (2nd ed.). Vikas Publishing House.
- Aggarwal, J. C. (2009). Child development and the process of learning. Shipra Publications.
- Anderman, E. M., & Corno, L. (Eds.). (2013). Handbook of educational psychology. Routledge.
- Bernstein, D. (2018). Essentials of psychology. Cengage Learning.
- Bickhard, M. H. (2000). Motivation and emotion: An interactive process model. In R. D. Ellis & N. Newton (Eds.), The cauldron of consciousness (pp. 161–178). John Benjamins.
- Chauhan, S. S. (2007). Advanced educational psychology (7th ed.). Vikas Publishing House.
- Crow, L. D., & Crow, A. (2008). Human development and learning. Surjeet Publications.
- Dandekar, W. N., & Sanyogita, M. (2002). Psychological foundations of education (3rd ed.). Macmillan India.
- Daniels, H., & Edwards, A. (2004). Psychology of education. Routledge.
- Kincheloe, J. L., & Horn, R. A. (2007). The Praeger handbook of education and psychology. Atlantic Publishers & Distributors.
- Meltzer, L. (Ed.). (2018). Executive function in education: From theory to practice. Guilford Press.
- Woolfolk, A., Misra, G., & Jha, A. K. (2012). Fundamentals of educational psychology (11th ed.). Pearson.
- <https://www.simplypsychology.org/piaget.html>

https://en.wikipedia.org/wiki/Developmental_psychology
<http://ncse.ie/wp-content/uploads/2014/10/ChildrenWithSpecialEdNeeds1.pdf>
http://www.parentcenterhub.org/ld/14_05_13_web.pdf
http://www.indiana.edu/~educy520/sec5982/week_3/cohen88.pdf
https://www.education.ie/en/Circulars-and-Forms/Active-Circulars/cl0035_2017.pdf
http://www.ncert.nic.in/announcements/oth_announcements/pdf_files/NLEPT_Catalogue.pdf

1211	Identification, Assessment and Needs of Learners with Learning Disabilities		4
	Course Outcomes: Learners will be able to: 1. Explain the different types of specific learning disabilities (SLDs) and their associated conditions 2. Explain the meaning and concept of screening, identification, and assessment of children with learning disability 3. Use various approaches and techniques of assessment Develop tools to conduct assessments 4. Analyse the needs and the future trends		
Module 1	Overview of Specific Learning Disabilities		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the evolution of learning disabilities as a field of study. 2. Describe the prevalence, incidence, and factors affecting learning disabilities at national and international levels. 3. Compare and contrast the characteristics of the various types of SLD and its associated conditions 4. Explain the etiology (neurobiological factors) of all types of SLD.	Module Contents • Evolution of learning disability as a field of a study • Prevalence and incidence ○ National and International ○ Factors affecting prevalence and incidence • Types of SLD- Dyslexia, Dysgraphia, Dyscalculia, Dysphasia, Dyspraxia, Specific Language Impairment, Non-Verbal Learning Disability • Associated conditions- ADHD, Emotional regulation disorders • Etiology: Neuro biological	
Module 2	Approaches and Methods of Assessment		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the definition, scope, purpose of assessment, and sources of assessment data. 2. Use appropriate tools for assessment 3. Assess learners with SLD using different approaches 4. Use different methods to assess SLD	Module Contents • Definition, scope, and purpose of assessment; sources of assessment data • Principles for selection of tools for assessment in various settings – assessment in regional Indian languages. • Assessment approaches ○ Neuro-Developmental approach	

	5. Describe the guidelines and procedure for SLD certification in India.	○ Psycho-linguistic approach ○ Cognitive approach ○ Behavioural approach ○ Task Analytic approach ○ Response to Intervention ● Methods of Assessment ○ Observation ○ Interviews ○ Case Study ○ Sociometric ○ Error analysis/ Miscue Analysis ● Guidelines and procedure for assessment of SLD for certification in India	
Module 3	Areas of Assessment		
	Learning Outcomes (LOs): Learners will be able to: 1. Develop tools to assess various areas of assessment 2. Assess learners in various areas	Module Contents ● Basic learning Processes- Attention, perception, memory, executive functioning ● Language (English and regional Indian languages) ○ Oral language ○ Reading and Comprehension ○ Writing ● Mathematics - computation and application ● Social aspects ● Application in the content areas	
Module 4	Assessment and report writing		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the tools for psychological assessment 2. Conduct achievement testing and psycho-educational assessments of learners with SLD 3. Use curriculum-based measurements, teacher-	Module Contents ● Psychological assessment tools: ○ Wechsler's Intelligence Scale ○ Bender Gestalt Visuo-Motor Test ○ Ravens Progressive Matrices ○ Wechsler's Memory Scale	

	made tests to assess learners 4. Conduct differential diagnosis 5. Write reports to communicate assessment findings for learners with SLD	○ Dyslexia Screening Tests ○ Woodcock Johnson Test of Cognitive Ability ○ Test of Thinking Ability ● Achievement tests: ○ Stanford Diagnostic Reading Test ○ Stanford diagnostic Maths Test ○ Woodcock Johnson Test of Achievement ○ Grade level assessment device for children with learning problems in schools (GLAD) ● Psycho Educational: ○ Diagnostic test for reading disorder (DTRD) ○ Diagnostic test of learning disability (DTLD) ○ Aston Index ○ NIMHANS Index of SLD ● Curriculum Based Measurements: Meaning, need, construction, use; Teacher made tests: (Educational) – Meaning, need, construction, use ● Differential diagnosis and report writing	
Module 5	Trends and Issues with Reference To		
	Learning Outcomes (LOs): Learners will be able to: 1. Conduct assessment and report the assessment findings by following the ethical practices 2. Conduct assessment using collaborative and consultative models 3. Analyse the legal provisions for students with SLD 4. Use various forms of advocacy for the benefit of students with SLD	Module Contents ● Ethical issues in assessment ● Responsive reporting and communication ● Collaboration and consultation between team members ● Legal Provisions and Issues ● Advocacy	

Assignments/ Activities towards CCE

1. Seminar on various types of learning disabilities
2. Debate on the various assessment approaches and methods
3. Prepare an assessment tool for identifying learning problems in a given area (Including Indian languages)
4. Report on the current tools/tests used in inclusive schools for identifying students with SLD
5. Preparation of an awareness booklet with explanation of SLD and the legal provisions available
6. Develop TMTs to assess various domains and curricular areas
7. Conduct assessments and write reports to communicate assessment outcomes

References/Recommended Readings:

- Choate, J. S., & Enright, B. E. (1994). Curriculum-based assessment and programming. Allyn & Bacon, New York.
- Bender, W. N. (1995). Learning disabilities: Characteristics, identification, and teaching strategies. Allyn Bacon, New York.
- Lerner, J. W. (2000). Learning disabilities. Houghton Mifflin, Boston.
- Harwell, J. M., & Shoup, C. D. (2003). Ready-to-use information and materials for assessing specific learning disabilities: Complete Learning Disabilities Resource Library, Volume I.
- Karanth, P., & Rozario, J. (2003). Learning disabilities in India: Willing the mind to learn. Sage, New Delhi.
- Venkateshwarlu, D. (2005). Diagnosis and remediation of mathematical difficulties. Neel Kamal Publications, New Delhi.
- Harwell, J. M., & Jackson, R. W. (2008). The complete learning disabilities handbook: Ready-to-use strategies and activities for teaching students with learning disabilities.
- Das, J. P. (2009). Reading difficulties and dyslexia. SAGE Publications Pvt. Ltd, New Delhi.
- Raj, F. (2010). Breaking through – A handbook for parents and teachers of children with specific learning disabilities. Vifa Pub, Secunderabad.
- Smith, C., & Strick, L. (2010). Learning disabilities: A to Z: A complete guide to learning disabilities from preschool to adulthood. Free Press, London.
- Janet, W. L. (2011). Learning disabilities and related mild disabilities. Cengage Learning, London.
- McCardle, P., Miller, B., Lee, J. R., & Tzeng, O. J. L. (2011). Dyslexia across languages: Orthography and the brain-gene-behavior link. Brookes Publishing Company, New Jersey.
- Russo, C. J. (2011). The legal rights of students with disabilities: International perspectives.
- Pierangelo, R., & Giuliani, G. A. (2012). Assessment in special education: A practical approach. Pearson Education, Boston.
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- Jena, S. P. K. (2013). Specific learning disabilities: Theory to practice. Sage Publications, New Delhi.
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- Roopesh, B. N. (2021). Specific learning disability assessment and interpretation: NIMHANS SLD battery and beyond. Indian Journal of Mental Health.
- Subramanyam, A. (Ed.). (2023). IPS specific learning disorders: An Indian perspective. Jaypee Brothers Medical Publishers.

Web resources

<https://www.naset.org/publications/ld-report/introduction-to-learning-disabilities>

<https://files.eric.ed.gov/fulltext/ED606380.pdf>
https://www.researchgate.net/publication/282374731_Response_to_Intervention_Early_Identification_of_Students_with_Learning_Disabilities
https://www2.hu-berlin.de/transcience/Vol6_No1_2015_91_107.pdf
https://www.researchgate.net/publication/359117434_Identification_of_Learning_Disabilities_in_India_Current_Challenges_and_Issues
<https://www.adcet.edu.au/oao/for-disability-practitioners/screening-for-indicators-of-a-specific-learning-disability#:~:text=This%20process%20involves%20testing%20that,the%20domains%20of%20educational%20psychology.>
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6345134/>
https://www.researchgate.net/publication/353571165_Specific_Learning_Disability_Assessment_and_Interpretation_NIMHANS_SLD_Battery_and_Beyond

1212	Curriculum and Teaching Strategies for Learners with Learning Disabilities		4
	Course Outcomes: Learners will be able to: 1. Describe the approaches, types and areas of curriculum 2. Analyze the various approaches and methods of intervention 3. Use appropriate approaches, methods, and teaching strategies as per the specific needs of children with learning disability across areas and domains 4. Apply strategies for fostering well-being of persons with Learning Disability		
Module 1	Perspectives of Curriculum and Teaching Strategies		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the curricular approaches for students with LD 2. Use/Apply the instructional efficiency approach for teaching 3. Implement the curriculum as per the students need 4. Develop and implement Individualized Educational Programs (IEPs) 5. Critique the current trends and issues w.r.t. curriculum	Module Contents • Curricular approaches related to persons with Learning Disability • Instructional efficiency approach (Konrad, Helf and Joseph, 2011) • Curriculum ○ Alternative, adjustment and adaptation ○ Universal Design for Learning (UDL) ○ Differentiated Instruction (DI) • Individualised Educational Programming. (IEP). • Trends and Issues: Direct instruction, Constructivism, Connectivism	
Module 2	Approaches and Methods		
	Learning Outcomes (LOs): Learners will be able to: 1. Use/Apply the various approaches and methods to support learning	Module Contents • Perceptual motor – Kephart, Barsch, Frostig • Multi-Sensory -Fernald, Orton-Gillingham, Montessori • Behavioural - Precision Teaching, ABA, PBIS • Cognitive – Meta Cognition, Cognitive Behaviour Management • Collaborative Learning Approach - Co-operative	

		Learning, Peer tutoring, Team Teaching	
Module 3	Interventions for Language Development		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, components, structure and systems of language. 2. Critically analyze and differentiate various language intervention approaches, techniques, and strategies in terms of their theoretical foundations, implementation processes, and contextual effectiveness 3. Apply language intervention approaches, techniques and strategies for language intervention	Module Contents • Language: concept and components/structure • Systems of language • Bilingualism and multilingualism: Concept, importance, techniques • Approaches to language intervention: psycho-linguistic, language experience approach, whole language approach • Strategies for language development; Natural language stimulation, Expansion of language, Vocabulary building, Games, Storytelling, Drama, Role play	
Module 4	Strategies for Intervention		
	Learning Outcomes (LOs): Learners will be able to: 1. Apply appropriate strategies across various skills to teach Learners with Learning Disabilities	Module Contents • Reading Strategies ○ Across stages of literacy development, Genre of text and content ○ Monitoring progress (Recording and Interpreting) • Writing and Spelling Strategies ○ Written expression; from Concrete Descriptive through Abstract Imaginative ○ Writing for different purposes ○ Spellings; Visual, Phonic, Morphemic, Rule-based ○ Monitoring progress (Recording and Interpreting) • Mathematics strategies	

		○ For development of Mathematical language ○ For visuo-spatial organisation ○ For mathematical thinking (Quantitative reasoning and Problem solving) ○ Monitoring progress (Recording and Interpreting) ● Strategies for enhancing executive functioning ○ Meta-cognitive Strategies for Attention, Planning, Organising, Mental flexibility ○ Self-direction, self-monitoring, and regulation ○ Monitoring progress (Recording and Interpreting) ● Study Skills ○ Note taking ○ Time management ○ Organisational skills ○ Test taking skills	
Module 5	Promoting learning and well-being in students with SLD		
	Learning Outcomes (LOs): Learners will be able to: 1. Evaluate and justify appropriate classroom management approaches based on contextual classroom needs and learner diversity. 2. Analyze and assess strategies that promote student responsibility for learning, determining their effectiveness across different learner profiles. 3. Critically evaluate classroom practices to design and sustain supportive and inclusive learning environments.	Module Contents ● Classroom management ○ Meaning ○ Approaches: Self-discipline, preventive, supportive ● Promoting student responsibility for learning ○ Meaning ○ Strategies ● Creating supportive learning environments ○ Respectful learning environments ○ Safe and supportive environments ○ Developmentally appropriate environments	

	4. Analyze and integrate multi-level strategies (personal, family, and community) to foster student well-being, assessing their impact and contextual relevance. 5. Choose appropriate management approaches 6. Apply strategies to promote student responsibility for learning 7. Create supportive learning environments in classrooms 8. Foster student well-being by integrating strategies at personal and family/community level	○ Classroom routines ○ Organising classroom material ● Fostering well-being ○ Psycho-social and interpersonal skills ○ Transition planning ○ Life skills ○ Collaborations with family and community	
Assignments/ Activities towards CCE			
1. Design and critically develop intervention programmes based on selected approaches and methods, justifying their suitability for specific learner needs. 2. Develop and evaluate age-appropriate remedial materials for targeted areas of intervention, ensuring adaptability across developmental stages. 3. Analyze and compile a comprehensive inventory of remedial and intervention programmes available in India, examining their scope, effectiveness, and applicability. 4. Plan, organize, and lead a seminar on collaborative practices for fostering the well-being of individuals with Learning Disabilities, integrating perspectives from school, family, and community stakeholders. 5. Develop intervention programmes based on given approach/methods 6. Develop remedial material for specific areas of intervention across ages Make a list of remedial and intervention programmes developed and available in India 7. Conduct a seminar on collaborations in fostering well-being of persons with LD			

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- https://do2learn.com/disabilities/CharacteristicsAndStrategies/SpecificLearningDisability_Strategies.html
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- <https://www.naset.org/publications/ld-report/learning-disabilities-today-an-examination-of-effective-and-not-so-effective-interventions>
- <https://www.ldatschool.ca/evidence-based-interventions-for-math/> https://council-for-learning-disabilities.org/wp-content/uploads/2014/12/Math_Disabilities_Support.pdf
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- <https://www.ldatschool.ca/developing-interventions-for-students-with-writing-disabilities-addressing-the-most-complex-academic-problem/>
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M. Ed. Special Education (LD)
Syllabus 2026
Semester II
(20 credits)

2103	Research Methodology and Statistics		4
	Course Outcomes: Learners will be able to: 1. Conduct research following the steps in the research process. 2. Apply suitable measures for data organization and analysis. 3. Interpret the results 4. Publish a research paper		
Module 1	Introduction to Research		
	Learning Outcomes (LOs): Learners will be able to: 1. Discuss the concept, significance, and need for research in education and special education. 2. Analyze the role of theory and differentiate among various research methods and experimental designs. 3. Apply principles of research design to plan and conduct educational research effectively.	Module Contents • Research: concept, meaning, and importance • Importance of theory in research; need for research in education and special education • Methodology of research: ontology, epistemology, axiology, methodology • Methods of research descriptive/analytical, applied/fundamental, quantitative/qualitative/mixed methods, conceptual/empirical, historical, longitudinal/cross-sectional, descriptive / exploratory/ explanatory / experimental (and its types - pre-experimental , pre-post designs , quasi experimental, single subject, randomised control trials) • Research design – concept and types; features of a good research design	
Module 2	Process of Research		
	Learning Outcomes (LOs): Learners will be able to:	Module Contents • Steps in research	

	1. Describe the threats to research 2. Develop various tools for data collection 3. Construct and standardise research tools 4. Analyze and explain the various threats to research, examining their impact on validity and reliability. 5. Design and critically evaluate various tools for data collection based on research objectives and contexts. 6. Construct and standardize research tools, assessing their validity, reliability, and applicability in diverse settings.	○ Identification and formulation of research problem: guidelines ○ Literature review - types and process; research gap analysis ○ Formulation of objectives : guidelines for developing objectives ○ Variables – concept and types of variables ○ Hypothesis : types and formulation ○ Sampling : concept, types and process ○ Data collection, data analysis and reporting ● Validity and reliability: threats to research ● Tools of data collection: questionnaire, rating scale, interview, observation schedule, tests ● Process of tool construction - item selection, establishing norms, pre-test, pilot study, item analysis ● Standardization of tool – establishing reliability & validity	
Module 3	Methods of Quantitative Analysis		
	Learning Outcomes (LOs): Learners will be able to: 1. Organize data appropriately 2. Apply descriptive statistical techniques to analyse data 3. Use inferential statistical tests appropriately 4. Use computer software for data analysis. 5. Present data effectively through tabulation and graphical representations	Module Contents ● Data: meaning ○ Types of data (primary and secondary data) ○ Organisation of data (array, frequency, grouped distribution) ● Descriptive statistics: meaning and scope	

	6. Analyze and organize data using appropriate classification and coding techniques for meaningful interpretation. 7. Apply and interpret descriptive statistical techniques to analyze data and draw meaningful insights. 8. Select, apply, and justify the use of appropriate inferential statistical tests based on research objectives and data characteristics. 9. Utilize computer software effectively for data analysis, evaluating the accuracy and relevance of outputs. 10. Critically present and interpret data through appropriate tabulation and graphical representations to support research findings	○ Measures of central tendency : mean, median, mode ○ Measures of variability: range, quartile deviation, standard deviation ○ Correlations: product-moment, rank-order, biserial-r, point-biserial, phi-coefficient, regression analysis ● Inferential statistics: meaning ○ Underlying concepts: normal distribution curve, parametric and non-parametric tests, sampling error, standard error of mean, confidence level, degrees of freedom, one tail-two tail test, type i and type ii errors, standard scores ○ Parametric tests : Student t- test, ANOVA, ANCOVA ○ Non-parametric tests: Chi-square, Sign Test, Mann-Whitney U test, Kruskal- Wallis test ● Computer applications for analysis ● Tabulation and graphic representation of data (bar diagram, histogram , pie chart, scatter diagram, line diagram.)	
Module 4	Qualitative Research Methods and Analysis		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the approaches in qualitative research methods	Module Contents ● Approaches in qualitative research - grounded theory, ethnography and case study, narrative	

	2. Demonstrate the process of using qualitative research methods 3. Demonstrate basic skills of analysis in qualitative research and triangulation 4. Analyze and apply qualitative data analysis techniques, including triangulation, to ensure credibility and depth in research findings.	research and phenomenological research • Process model in qualitative research and conceptual maps • Mixed methods research • Basic skills in analysis: coding, thematic analysis and presentation • Triangulation and its types	
Module 5	Research Reporting & Publication		
	Learning Outcomes (LOs): Learners will be able to: 1. Write academic papers 2. Publish researches or articles 3. Apply ethical principles in research and publications. 4. Critically review research reports using standard guidelines. 5. Identify sources of research funding 6. Write research proposals for funding agencies	Module Contents • Academic writing ○ Nature and guidelines ○ Structure of dissertation • Reviewing research reports: Guidelines • Steps in research / article publication • Research funding and research management • Ethical issues in research and research publications	
Assignments/ Activities towards CCE			
1. Conduct a visit to a research institution and prepare a structured report highlighting its research processes, methodologies, and practices. 2. Review dissertations and theses to identify, analyze, and synthesize literature for a selected research topic. 3. Examine at least 10 published research papers and prepare a report analyzing the research methods and tools employed. 4. Develop and submit a research proposal by applying appropriate research design, methods, and tools. 5. Participate in workshops and training sessions on statistical analysis software and apply learned skills to perform basic data analysis tasks.			

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2104	Curriculum Development and Educational Evaluation	4
	Course Outcomes: Learners will be able to: 1. Analyse various foundations, theories, approaches, and models of curriculum development 2. Use different approaches and models to evaluate a curriculum 3. Discuss the key concepts and developments in educational evaluation 4. Evaluate educational evaluation as an effective tool in teaching-learning process 5. Demonstrate the ability to optimize curriculum quality using quality assurance 6. principles, standards, and innovative practices Critically analyze various foundations, theories, approaches, and models of curriculum development, examining their relevance across educational contexts. 7. Explore curricula using diverse approaches and models, justifying the selection of appropriate evaluation frameworks. 8. Explain and interpret key concepts and recent developments in educational evaluation. 9. Evaluate the role and effectiveness of educational evaluation as a tool in the teaching-learning process. 10. Design and implement strategies to optimize curriculum quality using quality assurance principles, standards, and innovative practices.	
Module 1	Curriculum Development and Curriculum Design	
	Learning Outcomes (LOs): Learners will be able to: • Explain the concept, evolution and principles of curriculum development. • Differentiate between the various types of curriculum design • Discuss the key determinants of curriculum development • Explain theories and models of curriculum development • Develop a curriculum	Module Contents • Curriculum ○ Concept of curriculum and curriculum development ○ Curriculum and its evolution ○ Principles of curriculum development • Types of curriculum design: subject centered (Dalton plan), learner centered, integrated, core, hidden • Determinants of curriculum development: philosophical, psychological, sociological, political & economic • Curriculum development ○ Theories : structure oriented, value-oriented, content oriented & process-oriented

		○ Models: rational (Tyler, Taba), cyclical (wheeler, Nicholls and Nicholls), dynamic (walker, Skilbeck), philosophical (Lawton), ● Process of curriculum development ● Formulation of aims and objectives ● Selection and organization of learning situations	
Module 2	Curriculum Evaluation		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the meaning, need for, and importance of curriculum evaluation. 2. Describe/Analyze the role and importance of the agencies and stakeholders involved in curriculum evaluation. 3. Illustrate the various parameters of curriculum evaluation 4. Explain the approaches to curriculum evaluation 5. Evaluate a given curriculum using curriculum evaluation models	Module Contents ● Curriculum evaluation: meaning, need and importance ● Agencies and stakeholders in curriculum evaluation: Role and importance ● Parameters of curriculum evaluation ○ Instructional strategies, content, student learning outcome, course outcomes ○ Relationship of programme outcomes, programme specific outcomes, course outcomes, course specific outcomes ● Approaches to curriculum evaluation ○ Scientific and humanistic ○ Intrinsic and pay-off ○ Formative and summative ● Models of curriculum evaluation (CIPP, Tyler, Stake, Scriven, Kirkpatrick, Eisner)	
Module 3	Conceptual Framework: Educational Evaluation		

	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concepts of educational measurement and evaluation, and their interrelationship. 2. Describe the evolution of functions of educational evaluation 3. Explain the scope of educational evaluation 4. Apply the principles of educational evaluation 5. Analyze the key dimensions of educational evaluation	Module Contents • Meaning of educational measurement, educational evaluation, and their relationship • Evolution of the functions of educational evaluation: Assessment, Transparency, accountability, learning & decision making • Scope of educational evaluation: problem solving, accountability, knowledge construction, capacity building, organizational learning & advocacy and communication Principles of educational evaluation • Dimensions of educational evaluation: process, outcomes & holistic	
Module 4	Concepts and Processes in Educational Evaluation		
	Learning Outcomes (LOs): Learners will be able to: 1. Differentiate between evaluation for, of, and as learning 2. Plan different types of evaluation 3. Develop and use appropriate tools of evaluation 4. Apply principles of equity, fairness, and necessary adaptations in evaluation. 5. Plan/Analyze activities to evaluate mastery level learning and outcome based evaluation	Module Contents • Evaluation of learning, for learning and as learning- Contexts, need and nature • Types of evaluation: Knowledge based, performance based, alternative and authentic Tools of evaluation: Role play, concept maps, interview schedules, writing samples, projects, exhibitions, reflective journals, rubrics, rating scales • Equity & fairness in evaluation: Importance, need and ways (adaptations and accommodations) • Mastery level learning and outcome based evaluation	
Module 5	Quality Assurance in Curriculum		
	Learning Outcomes (LOs): Learners will be able to:	Module Contents	

	1. Explain the concept and significance of quality and quality assurance in a curriculum. 2. Analyze curriculum standards, frameworks, and the role of regulatory bodies in ensuring quality. 3. Apply principles of quality curriculum design in developing effective learning experiences. 4. Evaluate curriculum effectiveness using appropriate monitoring and evaluation techniques. 5. Develop strategies for continuous quality improvement and innovation in curriculum.	• Concept and foundations of quality assurance (qa) ○ Concept, need and importance of quality in education and curriculum ○ Concept, need and importance of quality assurance in curriculum ○ Difference between qa, quality control, and quality improvement • Standards and frameworks for curriculum quality ○ Curriculum standards and benchmarks ○ National and international qa frameworks ○ Role of accreditation bodies and regulatory agencies • Principles of curriculum design for quality • Importance of monitoring and evaluation for quality assurance • Quality improvement and innovation in curriculum ○ Role of research and evidence-based practices ○ Innovation in curriculum (interdisciplinary, flexible learning) ○ Continuous quality improvement cycle	
Assignments/ Activities towards CCE			
1. Write a 1000 word essay describing the curriculum in action in an inclusive school 2. Interview various stakeholders to understand their perspectives about the various elements of a curriculum and present the findings. 3. Design rubrics for evaluating student learning in any two areas of learning/ subjects 4. Observe and prepare a report on evaluation practices at any two levels in (i) a Mainstream and (ii) a Special school. Critically analyze the evaluation practices.			

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Web Resources

- <https://oer.pressbooks.pub/curriculumessentials/chapter/chapter-factors-that-influence-curriculum-and-curriculum-evaluation/> https://www.sagepub.com/sites/default/files/upm-binaries/44333_12.pdf <https://discover.hubpages.com/education/Curriculum-Evaluation>
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- https://www.researchgate.net/publication/325088451_Curriculum_Design_and_Development https://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf

2105	Equitable and Inclusive Education		4
	Course Outcomes: Learners will be able to: 1. Explain the various perspectives of inclusive education. 2. Demonstrate skills in supporting students with disabilities learn effectively in inclusive settings. 3. Collaborate and work in teams to promote inclusion. 4. Create awareness for improving the quality of life and advancing human well-being.		
Module 1	Perspectives in Inclusive Education		
	Learning Outcomes (LOs): Learners will be able to: 1. Analyze the historical perspective of Inclusive education globally and in India 2. Evaluate different approaches to disability and service delivery models 3. Explain the principles and practices of inclusive education in contemporary classroom 4. Discuss the research evidence on efficacy and best practices associated with inclusive education	Module Contents • Historical perspective of Inclusive education globally and in India • Approaches to disability and service delivery models • Principles of inclusive education • Key debates in special and inclusive education • Research evidence on efficacy and best practices in inclusive education	
Module 2	Covenants and Policies Promoting Inclusive Education- A Critique		
	Learning Outcomes (LOs): Learners will be able to: 1. Analyze the international declarations, conventions, and frameworks related to inclusive education 2. Evaluate national policies, commissions, and legal provisions for inclusive education in India 3. Critically examine the implementation and impact of inclusive education policies	Module Contents • International declarations: universal declaration of human rights (1948), world declaration for education for all (1990) • International convention against discrimination (1960), united nations convention on rights of a child (1989), united nations convention of rights of persons with disabilities (UNCRPD) (2006), incheon strategy (2012)	

	- Compare global and Indian approaches to inclusive education - Assess gaps, challenges, and future directions in policy implementation	- International frameworks for inclusive education: salamanca framework (1994); integration to inclusion & welfare to right based education - National commissions & policies: kothari commission (1964), national education policy (1968,(1986,1992), national curricular framework (2005), national policy for persons with disabilities (2006), national education policy (NEP 2020) - National acts& programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013), Right of Person with Disabilities Act (2016), Samagra Shiksha Abhiyan (2018)	
Module 3	Building Inclusive Schools		
	Learning Outcomes (LOs): Learners will be able to: - Explain the barriers to Inclusion - Discuss strategies to increase Physical, Academic and Social access - Examine the role of teachers and school leadership as change agents in fostering inclusive cultures - Use Assistive Technology and AI to facilitate inclusion - Create an inclusive school	Module Contents - Identifying barriers to inclusion- attitudinal, systemic and structural & pedagogical - Ensuring physical, academic and social access - Leadership and teachers as change agents - Assistive technology & ai based tools for inclusion - Whole school development	
Module 4	Inclusive Learning and Teaching Practices		
	Learning Outcomes (LOs): Learners will be able to:	Module Contents Diverse learners and their learning styles and basic	

	1. Evaluate the key considerations for teaching in inclusive classrooms. 2. Use Differentiated Instruction (DI) strategies in classroom teaching. 3. Apply the principles of Universal Design for Learning (UDL) to teach in inclusive classrooms. 4. Plan and implement effective lessons tailored to the needs of diverse learners in inclusive classrooms. 5. Develop appropriate methods for assessment, evaluation, and examination, ensuring inclusivity and fairness for all learners.	considerations for learning and teaching in inclusive classrooms • Differentiated instruction (DI): concept and strategies for classroom teaching • Universal Design of Learning (UDL): concept and strategies for classroom teaching • Planning and implementing lessons in inclusive classroom • Planning and implementing assessment, evaluation and examinations in inclusive classroom	
Module 5	Planning for Including Diverse Learning		
	Learning Outcomes (LOs): Learners will be able to: 1. Design appropriate adaptations and accommodations for children with diverse Learning Needs 2. Differentiate instruction based on learner variability	Module Contents • Adaptations and accommodations for children with sensory impairments • Adaptations and accommodations for children with multiple disabilities • Adaptations and accommodations for children with neuro-developmental disabilities • Adaptations and accommodations for children with intellectual impairment • Adaptations and accommodations for gifted children	
Assignments/ Activities towards CCE			
1. Conduct library research to study the impact of UNCRPD on RTE's provisions for children with disabilities and submit a report 2. Review research in any one area in inclusive education and highlight its implications for the practitioner 3. Develop a differentiated lesson with content, process, and products adapted to suit a specific learner			

4. Implement UDL based lecture for B.Ed. Spl. Ed. Students. Write your reflections in a journal.

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- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
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2213	Therapeutics and Assistive Devices for Persons with Learning Disabilities		4
	Course Outcomes: Learners will be able to: 1. Use different types of therapies and assistive devices in conjunction with special education 2. Evaluate the impact of therapeutic and assistive devices on lives of individuals with SLD 3. Collaborate with multidisciplinary team for programme implementation		
Module 1	Introduction to Therapeutics		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, scope, and need for therapeutics in the context of special education. 2. Describe different types of therapies 3. Analyse learner needs to make informed decisions regarding appropriate therapeutic interventions. 4. Differentiate between various service delivery models, such as clinic-based and in-school approaches. 5. Use appropriate collaborative approaches in therapeutic services.	Module Contents • Concept, scope and need for therapeutics • Types of therapies – occupational therapy, speech and language, and counselling • Assessment of needs and decision making for therapeutic intervention • Service delivery models [clinics, in-school] • Collaboration through multi, inter, trans-disciplinary, and collaborative consultative approach	
Module 2	Assistive Technology		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, importance, role, benefits, and challenges of Assistive Technology in supporting learners with specific learning disabilities (SLD). 2. Use various frameworks to identify individual needs 3. Use different types of assistive technologies for supporting learning	Module Contents • Assistive technology: concept, importance, role, benefits and challenges • Assessment and identification of the needs: SETT framework and WATI assessment • Types of assistive technologies for specific learning needs: organization, reading,	

	4. Use Information and Communication Technology (ICT) to enhancing learning for individuals with SLD. 5. Describe the ADIP Scheme	writing, mathematics, language • Information and communication technology for individuals with SLD • Assistance to Disabled Persons (ADIP) Scheme	
Module 3	Occupational Therapy		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept and importance of occupational therapy in supporting learners with special needs. 2. Explain the process of assessment of individual needs requiring occupational therapy intervention. 3. Describe key areas of occupational therapy 4. Apply classroom-based interventions using appropriate assistive devices to support functional performance. 5. Evaluate outcomes, review progress, and set appropriate goals for continuous development in coordination with the occupational therapist.	Module Contents • Occupational therapy: concept and importance • Assessment and identification of needs • Areas of occupational therapy - attention, motor, percepto-motor, sensory integration • Classroom interventions and use of assistive devices • Evaluating results, reviewing and setting goals	
Module 4	Speech and Language Therapy		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept and importance of speech and language therapy in supporting communication development. 2. Describe the components of speech and language therapy 3. Explain the process of assessment of communication needs of learners requiring speech and language intervention.	Module Contents • Speech and language therapy: concept and importance • Components of speech and language therapy • Assessment and identification of the needs • Classroom interventions and Use of AAC • Evaluating results, reviewing and setting goals	

	4. Apply classroom-based interventions and use Augmentative and Alternative Communication (AAC) to support learners with communication difficulties. 5. Evaluate progress, review outcomes, and set appropriate goals for speech and language development in coordination with the speech and language therapist.		
Module 5	Counselling Therapy		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, importance, and scope of counselling in educational and therapeutic settings. 2. Describe the principles, ethics, and basic counselling skills required for effective practice. 3. Assess and identify the counselling needs of learners and individuals. 4. Differentiate between various counselling therapies 5. Apply classroom-based counselling interventions, monitor progress, and provide appropriate feedback.	Module Contents • Counselling: concept, importance and scope • Principles, ethics and basic skills in counseling • Assessment and identification of the needs • Therapies in counseling: Behavioural, cognitive, cognitive-behavioural, play therapy, art-based therapies, bibliotherapy • Classroom intervention, monitoring progress and providing feedback	
Assignments/ Activities towards CCE			
1. Conduct a collaborative meeting with a therapist to set targets and goals for a student with SLD 2. Visit a therapeutic clinic and prepare a report on the visit based on observations of the procedures being followed 3. Observe a child in the classroom and report the results pre and post therapy 4. Assess a child for assistive technology needs and make recommendations 5. Demonstrate 5 techniques or tools used in therapy by either an OT or a ST for in-class intervention			

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