



SNDT Women's University

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

SYLLABUS

2026

Programme	M. Ed. Special Education
Specialization	Intellectual 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. 3. Discuss the role of research in theory and practice of special education and design, execute, and write research reports in special education. 4. Explain the concept, principles theories and approaches of management with reference to special education. 5. Explain the various approaches and role of educational technology in education and special education. 6. Describe the concept, principles, approaches, trends and issues in curricular development in the field of special education. 7. Describe various approaches and areas of assessments. 8. Use techniques of assessment to Interpret the results and diagnose learning disability 9. Develop appropriate remedial programmes for inclusion of persons with Learning Disability. 10. Explain the concept, aetiology, characteristics of intellectual disability and use appropriate instruments for assessment of intellectual disability. 11. Explain the principles and approaches to curriculum development and instructional programme and develop instructional programs effective for students with intellectual disability (SwID)
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 SwID • 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 SwID • Promote school-wide practices that support the students' educational success and well-being.
Eligibility Criteria for Programme	1. B.Ed. Special Education in the respective disability area or an equivalent degree from any recognized university with minimum 50% marks. OR 2. B.Ed. (General Education) and Diploma in Special Education in respective disability areas recognized by RCI with minimum 50% marks in each programme. OR 3. 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
------------------------------------	----

Year I

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
1221	Identification, Assessment and Needs of Learners with ID	Specialization	4	100	25	75
1222	Curriculum and Teaching Strategies for Learners with ID	Specialization	4	100	25	75
1521	Systematic Observation	Practical	2	50	50	0
1522	Clinical Observation	Practical	1	25	25	0
1523	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
2223	Therapeutics and Assistive Devices for Persons with ID	Specialization	4	100	25	75
2524	Case Work	Practical	2	50	50	0
2525	Lectures at Preservice Level	Practical	2	50	50	0
	Total		20	500	200	300

M. Ed. Special Education (ID)
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 in	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	

	promoting education for persons with disabilities. - Critically review national education policies and disability policies related to persons with disabilities. - 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.	international organization: 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-	Module Contents Equality of opportunities and education and persons with disabilities, socially economically disadvantaged groups, commitment to the	

	economically disadvantaged groups. - 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.	education of all through 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 in open schooling systems. - Evaluate mechanisms for quality assurance - Assess the quality of special schools and home-based education, and	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	

	examine future directions such as auditing and accreditation. 5. Examine current trends and future perspectives in special and inclusive education.	education: visible schools 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

	5. Discuss the factors influencing growth and development in diverse contexts.	○ Psycho social development- Erikson ○ 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. 6. 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.Web

Links:

<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

1221	Identification, Assessment and Needs of Persons with Intellectual Disability		4
	Course Outcomes: Learners will be able to: 1. Explain the concept, etiology and characteristics of Persons with Intellectual Disability (PwID) 2. Select and use appropriate instruments for educational assessment of PwID 3. Describe the needs for educational interventions across different age levels of learners with ID 4. Utilize assessment information for educational programming, referral services and placement 5. Discuss the emerging future needs of PwID.		
Module 1	Overview of Intellectual Disability		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the historical evolution of the definitions of ID 2. Analyze the incidence and prevalence of ID in national and global contexts. 3. Explain the key characteristics of persons with ID and the conditions associated with it. 4. Discuss the various etiological factors. 5. Differentiate between various classification systems. 6. Discuss the criteria and issues in certification of ID in India and internationally.	Module Contents • Definition, historical overview, incidence and prevalence of intellectual disability • Characteristics of intellectual disability • Etiological factors and prevention of intellectual disability ○ Biological, environmental factors ○ Pre-natal, natal, post-natal causes • Classification of intellectual disability ○ Medical, educational, psychological, support needs ○ Criteria for classification, issues and current practices in certification of intellectual disability in international and Indian context • Intellectual disability and associated conditions – e.g. cerebral palsy, autism, sensory impairments, attention deficit	

		hyperactivity disorder (ADHD), epilepsy	
Module 2	Identification of Needs		
	Learning Outcomes (LOs): Learners will be able to: 1. Identify the developmental and educational needs of children with Intellectual Disability across different age groups. 2. Appraise the importance of early identification, early intervention, and family involvement. 3. Evaluate the different educational placement options in light of NEP 2020. 4. Prepare basic frameworks for an Individualized Transition Plan. 5. Describe vocational development, employment opportunities, and government schemes for PwID. 6. Discuss the role of a multidisciplinary team.	Module Contents • Infancy and early childhood; early intervention and family involvement • School age placement options (special school, resource room, inclusive classroom, home based education) with reference to nep 2020 • Transition and career development - ITP (individualized transition plan) • Vocational development ○ Types of employment ○ Emerging job opportunities ○ Placement & follow-up ○ Employment schemes of department of empowerment of persons with disabilities (DEPwD) particular reference to persons with id • Multidisciplinary team collaboration and the role of special educator in need identification	
Module 3	Screening, Identification and Assessment and Diagnosis		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concepts and trends in screening, identification, and assessment of ID 2. Differentiate between various approaches and types of assessment.	Module Contents • Introduction to existing screening, identification and assessment techniques, trends in the field of ID • Approaches in and types of assessment • Methods and tools of assessment	

	3. Use appropriate tools for assessment across levels and across domains 4. Interpret assessment practices within inclusive education settings.	○ Screening and early identification ○ Developmental assessment and use of appropriate tools ○ Intellectual - various standardized assessment tools: e.g. Binet, WISC, Indian adaptation, NIEPID Indian Test of Intelligence (NITI), and other Indian tools ○ Social, Behavioral, Language and Speech Assessment Tools and other Indian tools ○ Special educational - use of Criterion Referenced Tests (CRTs), construction, precautions to be taken for development with reference to programming. ● Educational and vocational assessment and use of appropriate tools – Upanayan (0 - 6 years), Curricular Framework for cross disability early intervention and school readiness. (RCI), NIMH - Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems, NIMH-Functional Assessment Checklists for Programming (FACP), and other relevant tools, Comprehensive assessment tool for adults with intellectual disability (NIEPID) ● Implications of the above in inclusive contexts	
Module 4	Use of Assessment Information		

	Learning Outcomes (LOs): Learners will be able to: 1. Explain the scope of the use of assessment data. 2. Prepare formal reports for referral, certification, and placement decisions	Module Contents • Use of assessment information - medical, special educational, psychological, therapeutic and vocational • Interpretation of assessment information to develop training goals and programmes • Use of support needs assessment for person centered planning • Writing of report (for educational programming) • Writing of report (for administrative referral and for alternative placement)	
Module 5	Emerging and Future Issues		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the human rights perspectives and international frameworks related to persons with ID. 2. Describe key Indian legislations and policies supporting PwID. 3. Analyze different types of advocacy and their importance. 4. Examine gender and socio-economic issues affecting persons with ID. 5. Evaluate the role of technology and assistive devices in empowering PwID. 6. Discuss emerging trends and future challenges in the field of ID.	Module Contents • Human rights and legal provision - international instruments • Indian legislations and policies • Advocacy: concept & types (self, individual, system s, group, citizen, legal advocacy) • Issues related to gender and socio economic disadvantages among persons with id • Advances in technology and optimum use of technology to empower PwID	
Assignments/ Activities towards CCE			
1. Organize a discussion program/seminar on role of a Special Educator in intervention from Infancy to Adulthood			

2. Compile at least ten assessment tools, analyse the content, target group for whom it is developed and other vital details and present.
3. Conduct educational assessment of a student with intellectual disability enrolled in an inclusive school and recommend the accommodation that s/he needs.

References/Recommended Readings:

- Bakken, J. P., & Obiakor, F. E. (2023). *Using technology to enhance special education*. Emerald Publishing.
- Browder, D. M. (2017). *Teaching students with moderate and severe disabilities*. The Guilford Press.
- Drew, C. J., & Hardman, M. L. (2007). *Intellectual disabilities: A conceptual approach* (4th ed.). Pearson.
- Graham, L. J. (2023). *Inclusive education for the 21st century: Theory, policy, and practice*. Routledge.
- Imray, P., Kossyvaki, L., & Sissons, M. (2023). *Curriculum and assessment for severe and complex learning disabilities*. Routledge.
- Kauffman, J. M. (2018). *Revitalizing special education: Revolution or evolution?* Routledge.
- Kaufman, A. S., & Kaufman, N. L. (Eds.). (2016). *Essentials of intellectual disability assessment and identification*. Wiley.
- King-Sears, M. E. (1994). *Curriculum-based assessment in special education*. Singular Publishing Group.
- Overton, T. (2000). *Assessment in special education: An applied approach* (3rd ed.). Prentice Hall.
- Salvia, J., Ysseldyke, J. E., & Bolt, S. (2007). *Assessment in special and inclusive education*. Houghton Mifflin.
- Wehman, P., & Kregel, J. (2004). *Functional curriculum*. Pro-Ed.
- Wehmeyer, M. L., Smith, S. J., Davies, D. K., & Stock, S. (2017). *A comprehensive guide to intellectual and developmental disabilities* (2nd ed.). Paul H. Brookes Publishing.
- Woolfolk, A., Misra, G., & Jha, A. K. (2012). *Fundamentals of educational psychology* (11th ed.). Pearson.
- Ministry of Social Justice and Empowerment. (2021). *Schemes for persons with disabilities*. Government of India.
- National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID). (n.d.). *Functional assessment checklist for programming (FACP)*. NIEPID.
- National Institute for the Empowerment of Persons with Intellectual Disabilities (NIEPID). (n.d.). *Indian test of intelligence (NITI)*. NIEPID.
- Rehabilitation Council of India (RCI). (2022). *Curricular framework for early intervention and school readiness*. RCI.
- Rehabilitation Council of India (RCI). (n.d.). *Aarambh: Early childhood special education inclusive package*. RCI.

1222	Curriculum and Teaching Strategies for Persons with Intellectual Disability		4
	Course Outcomes: Learners will be able to: 1. Explain the principles and approaches to curriculum development and instructional programming. 2. Apply the principles of the various approaches to teach students with ID. 3. Develop Curricula for Pre-Primary, Primary, Secondary, Pre- Vocational and Vocational Level. 4. Use Instructional Programmes and methods in Inclusive Set ups. 5. Use appropriate teaching strategies and TLMs for PwID.		
Module 1	Curriculum Development		
	Learning Outcomes (LOs): Learners will be able to: 1. Discuss the principles and models of curriculum development. 2. Analyze the approaches to curriculum development 3. Distinguish between types of instructional designs 4. Adapt a curriculum in any given subject 5. Discuss the challenges and implications for Inclusion	Module Contents • Principles and models of curriculum development • Approaches to curriculum development– developmental, functional, ecological, systems, and task analytic approach • Instructional design– definition, types, merits and demerits • Curricular adaptation, accommodation and modification • Challenges and implications for inclusion	
Module 2	Teaching Approaches		
	Learning Outcomes (LOs): Learners will be able to: 1. Use the appropriate teaching approaches to teach children with ID 2. Integrate multiple approaches to address varied learning needs 3. Critically evaluate the effectiveness of different teaching approaches	Module Contents • Developmental approaches– Montessori, floor time • Multi-sensory approach– Fernald, Orton and Gillingham • Behavioral approach– applied behavior analysis (ABA), discrete trial training • Cognitive approach– meta-cognitive training, cognitive behavior management	

		Integration of above in inclusive classroom context - UDL, differentiated instruction	
Module 3	Curricular Domains & Levels		
	Learning Outcomes (LOs): Learners will be able to: - Discuss the scope of the curricula at various levels - Develop need based IEPs at different levels in chosen domains - Examine the implications of curricular adaptations for inclusive education	Module Contents - Development of curriculum at pre-primary and primary level– personal, social, academic, occupational and recreational - Development of curriculum at secondary level– personal, social, academic, occupational and recreational - Development of curriculum at pre-vocational and transitional level–personal, social, academic, occupational and recreational - Development of curriculum at vocational level– generic skills and work related skills, personal skills related to routine, travel, social competencies, job related behaviour– punctuality, regularity, occupational skills– related to the job chosen (inclusive of functional academics), health/safety skills, first aid - Implications of above in inclusion	
Module 4	Instructional Programs and Methods		
	Learning Outcomes (LOs): Learners will be able to: - Plan individualised instruction for learners with ID - Apply collaborative methods in an inclusive classroom. - Use the instructional programmes to promote inclusion	Module Contents - Individualized instruction – concept, types (IEP, IFSP, DI) and approaches - Collaborative methods - peer tutoring, co-operative learning & team teaching - Methods for social inclusion, social skill development & self-	

		regulation, community living, life skill education • Universal design of learning – definition, principles, approaches & strategies • Integration of above for inclusion	
Module 5	Teaching Strategies & Teaching Learning Material		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the stages, principles and steps in teaching 2. Select appropriate teaching strategies for children with ID 3. Prepare different types of teaching learning material based on learner needs 4. Adapt curricula for children with ID	Module Contents • Stages of learning, principles of teaching, and steps in teaching concepts • Teaching strategies – task analysis, prompting & fading, shaping, chaining, reinforcement, play way method, project method • Concept and type of teaching materials and learning materials, functional aids and criteria for selecting appropriate TLM's • Principles of adaptation, adaptation of ADL material & functional academics • Integration of above for inclusion	
Assignments/ Activities towards CCE			
1. Present a report on adaption of curriculum for a student with ID in Inclusive setting 2. Develop curriculum for independent living and present a report 3. Present a seminar on the various teaching approaches. 4. Develop need based learning and functional aids for PwID			

References/Recommended Readings:

- Addlakha, R. (Ed.). (2013). Disability studies in India: Global discourses, local realities. Routledge.
- American Association on Intellectual and Developmental Disabilities. (2021). Intellectual disability: Definition, diagnosis, classification, and systems of supports (12th ed.). AAIDD.
- CAST. (2014). Universal design for learning: Theory and practice. CAST Professional Publishing.
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied behavior analysis (3rd ed.). Pearson.
- Florian, L. (Ed.). (2013). The SAGE handbook of special education (2nd ed.). SAGE Publications.

- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2021). *Exceptional learners: An introduction to special education* (14th ed.). Pearson.
- Heward, W. L. (2022). *Exceptional children: An introduction to special education* (8th ed.). Pearson.
- Narayan, J. (2010). *Mental retardation: A guide for parents and teachers*. National Institute for the Mentally Handicapped.
- National Council of Educational Research and Training. (n.d.). *Inclusive education in India*.
- Smith, D. D., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2020). *Teaching students with special needs in inclusive classrooms* (13th ed.). Pearson.
- United Nations Educational, Scientific and Cultural Organization. (2017). *Measuring inclusive education*. UNESCO.
- Brum, C. (2025). *Interactive reading for learners with extensive support needs: A practical guide for teachers*.
- Emerson, A. (2025). *How to be, and remain, a compassionate educator: Learning from neurodivergent students for the benefit of all*.
- Farnan, S. M., & Owiny, R. L. (2027). *Special education in today's diverse classrooms: Meeting the needs of students with exceptionalities*.
- Gerald, J. P. B. (2025). *Embracing the exceptions: Meeting the needs of neurodivergent students of color*.
- Gerber, B. L., Guay, D. M., & Burnette, J. (2025). *Reaching and teaching students with special needs through art* (2nd ed.).
- Hornby, G., & Kauffman, J. M. (Eds.). (2021). *Special and inclusive education: Perspectives, challenges and prospects*. MDPI
- Osgood, R. L. (2025). *Challenging the singularity of special education: Historical origins, teacher education, and alternate models for truly inclusive classrooms*.
- Petersun, M.J., & Hitfie, M.M. (2003). *Inclusive Teaching: Creating Effective Schools For all Learners*. Allyn & Bacon. Boston.
- VanLone, J., & Robbie, K. (2025). *Student teaching in your first inclusive classroom: A comprehensive how-to guide*.

M. Ed. Special Education (ID)
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 2. Demonstrate the process of using qualitative research methods	Module Contents ● Approaches in qualitative research - grounded theory, ethnography and case study, narrative research and phenomenological research	

	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.	• 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. Visits a research institution and submit a visit report 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 incorporating 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.			

References/Recommended Readings:

- Berg & Lune (2011), Qualitative Research Methods for the Social Sciences, Pearson Publication, Boston.
- Bernard Ostle (2012), Statistics in Research: Basic Concepts and Techniques for Research Workers, Literary Licensing, LLC
- Best, J. W., & Kahn, J. V. (2016). Research in Education Prentice-Hall of India, New Delhi.
- Bogdan & Biklen (2007), Qualitative research for education: An introduction to the methods(5thed). Pearson, Boston.
- C. R. Kothari (2004), Research Methodology Methods & Techniques, New Age International (P) Limited, Publishers, New Delhi
- Chaitanya Kumar (2021), Basic Research Methods and Statistics for Social Sciences Kindle Edition, Insha Publications

Cohen, J. (1988). Statistical Power Analysis for the Behavioral Sciences. Academic Press, New York.

Creswell, J. 2012. Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.) Thousand Oaks, CA: Sage

Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication, London.

Guptha, S. (2003). Research Methodology and Statistical Techniques. Deep & Deep Publishing, New Delhi.

Jitendra Kumar et al. (2022), Basic Research Methodology and Statistics, Thakur Publication Private Limited

P.K. Mohanty & S.K. Patel (2019), Basic Statistics 2nd Edition, Scientific Publishers

Potti, L.R. (2004). Research Methodology. Yamuna Publications, Thiruvananthapuram.

Robert et. al. (2012) Basic Statistics for Social Research: 38 (Research Methods for the Social Sciences), Jossey-Bass Publication

Y.K. Singh (2006), Fundamental of Research Methodology and Statistics, New Age International (P) Limited, Publishers, New Delhi

<https://ori.hhs.gov/module-3-elements-research>

[https://www.iedunote.com/research-](https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.)

[process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.](https://www.iedunote.com/research-process#:~:text=The%20research%20process%20aims%20to,findings%20in%20a%20research%20report.)

<https://southcampus.uok.edu.in/Files/Link/DownloadLink/RM%20U1%20P1.pdf>

<https://statisticsbyjim.com/basics/descriptive-inferential-statistics/>

<https://makemeanalyst.com/basic-statistics-for-data-analysis/>

<https://www.scribbr.com/methodology/research-ethics/>

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.			

References/Recommended Readings:

- Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. Book Enclave, New Delhi.
- Audrey Nicholls, A., Nicholls, S. Howard · (2018) .Developing a Curriculum: A Practical Guide. Taylor & Francis.
- Brady, L. & Kennedy, K. (2013). Curriculum Construction. Pearson Higher Education AU
- CIET(2006). The process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- Daniels, H., & Porter, J. (2011). Educational theories, Cultures and learning: A critical perspective. Routledge, London.
- Endeley, Margaret N.& Zama, Martha M.A. (2021). Perspectives in Curriculum Studies. Spears Book.
- Jacobs, H. H. (1997). Mapping the Big Picture: Integrating Curriculum and Assessment K-12 (Professional Development). Association for Supervision & Curriculum Development, Alexandria.
- Karami, H. (2018). Fairness Issues in Educational Assessment. Taylor & Francis.
- Moss. A. (2019). Curriculum Development in Elementary Education. EDTECH.
- Ornstein, A. C., Pojak, E. F., & Ornstein, S. B. (2006). Contemporary issues in curriculum. Allyn & Bacon, Boston.
- Scott, D. (2015). New Perspectives on Curriculum, Learning and Assessment. Springer International Publishing
- Stufflebeam, D.L. & Kellaghan, T. (Eds). (2012). International Handbook of Educational Evaluation. Springer Netherlands.
- Swarupa Rani, J. (2004). Educational Measurement and Evaluation. Discovery Publishing House
- Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
- V. Ravi. (2015). Curriculum Development. Lulu.com
- Waugh, C. K. & Gronlund, N.E. (2013). Assessment of Student Achievement. Pearson.
- Westbrook, J., Durrani, N., Brown, R., Orr D., Pryor J, Boddy, J., & Salvi, F. (2013). Pedagogy, Curriculum, Teaching Practices and Teacher Education in Developing Countries.
- Final Report. Education Rigorous Literature Review. Department for International Development.
- Wiggins, G., & Mc Tighe, J. (2005). Understanding by Design. Association for Supervision and Curriculum Development, Alexandria.
- Wiles, J. (2009). Leading Curriculum Development. Corwin Press, New Jersey.
- Wiles, J. W., & Bondi, J. C. (2010). Curriculum Development: A Guide to Practice. Prentice Hall, New Jersey.
- <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>
- <https://www.sciencedirect.com/topics/social-sciences/curriculum-evaluation>
- <https://oer.pressbooks.pub/curriculumessentials/chapter/curriculum-design-development-and-models-planning-for-student-learning-there-is-always-a-need-for-newly-formulated-curriculum-models-that-address-contemporary-circumstance-an/#:~:text=Curriculum%20design%20refers%20to%20the,Curriculum%20models%20guide%20these%20processes.>
- 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 4. Compare global and Indian approaches to inclusive education	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) • International frameworks for inclusive education:	

	5. Assess gaps, challenges, and future directions in policy implementation	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: 1. Explain the barriers to Inclusion 2. Discuss strategies to increase Physical, Academic and Social access 3. Examine the role of teachers and school leadership as change agents in fostering inclusive cultures 4. Use Assistive Technology and AI to facilitate inclusion 5. 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: 1. Evaluate the key considerations for teaching in inclusive classrooms.	Module Contents • Diverse learners and their learning styles and basic considerations for learning	

	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.	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.			

References/Recommended Readings:

- Clough, P., & Corbett, J. (2000). *Theories of Inclusive Education*. Paul Chapman Publishing, London.
- Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
- Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
- Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). *Essential best practices in inclusive school*. Institute on Disability/UCE, University of New Hampshire
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*, in Govinda, R. (2002) (Ed) *India Education Report*. Oxford University Press, New Delhi.
- Peterson, M., & Hittie, M. (2009). *Inclusive teaching: The journey towards creating effective schools for all learners*. Merrill, New Jersey.
- Skidmore, D. (2004) *Inclusion: The Dynamic of School Development*, Open University Press, Buckingham.
- Villa, R. A., & Thousand, J. S. (2005) *Creating An Inclusive School*, Association for Supervision and Curriculum Development. ASCD, Alexandria.
- Wade, S. E. (2000). *Inclusive Education: A Casebook and Readings for Prospective and practicing Teachers*. Lawrence Erlbaum Associates, New Jersey.
- Berry, B., Daughtrey, A., & Weider, A. (2010). *Teacher leadership: Leading the way to effective teaching and learning*. Centre for Teaching Quality, Washington, DC.
- Carr, J. F., Herman, N., & Harris, D. E. (2005) *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration*. ASCD, Alexandria.
- Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). *Peer support strategies: Improving all students' social lives and learning*. Paul H. Brookes, Baltimore.
- Kunc, N. (2000). *Rediscovering the right to belong*. In R. A. Villa & J. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together*. Brookes.
- Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.
- Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). *Play time/social time: Organizing your classroom to build interaction skills*. Communication Skill Builders, Tucson, AZ.
- UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris.

2223	Therapeutics and Assistive Devices for Persons with Intellectual Disability		4
	Course Outcomes: Learners will be able to: 1. Explain the various therapeutic interventions and assistive technologies used for persons with ID 2. Analyze speech, language, communication needs and appropriate intervention strategies. 3. Apply behavioural management techniques including in educational settings. 4. Discuss the role of various therapies in intervention. 5. Integrate alternative therapies such as art, music, dance, drama, and play therapy in teaching 6. Collaborate with therapists, parents, and professionals for holistic development of individuals with intellectual disability.		
Module 1	Therapeutic Intervention & Assistive Technology		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, types, and importance of therapeutic interventions 2. Differentiate between traditional and alternative therapies 3. Describe assistive devices and technologies and their scope 4. Select appropriate assistive devices based on individual needs 5. Demonstrate knowledge of maintenance and usage of assistive devices 6. Explain government schemes like ADIP & Nirmaya and their benefits	Module Contents • Therapeutic Intervention: Concept, Types and, Importance • Alternative Therapies: Concept, Types and, Importance • Assistive devices/technology: Concept, Types. Scope and Importance • Selection, use and maintenance of appropriate assistive devices and technology for persons with intellectual disability • Schemes: ADIP & Nirmaya	
Module 2	Speech, Language and Communication		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept and scope of speech, language, and communication	Module Contents • Overview of speech, language and communication: concept, scope	

	2. Explain the interrelationship between speech, language, and communication 3. Identify areas of speech and language difficulties based on the developmental history 4. Apply strategies for communication development 5. Use AAC (low-tech, mid-tech, high-tech) for supporting communication	• Interrelation and implications for intervention • Neurotypical development • language and speech: areas and strategies • Use of AAC: low tech, mid tech and high tech	
Module 3	Behavioural Management		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain behaviour management concepts, types, and importance 2. Conduct functional behaviour analysis (FBA) 3. Apply principles of Applied Behaviour Analysis (ABA) to modify behaviour 4. Use PBIS techniques in classrooms 5. Implement alternative therapies for behavioural support 6. Use assistive technology to support behaviour	Module Contents • Behaviour management: concept, scope, importance and types • Functional analysis & applied behavioural analysis: concept and strategies • CBT, REBT & PBIS: concept and techniques • Modalities to support behaviour modification: yoga, self-management techniques, self regulation, self relaxation techniques, meditation • Use of AT: visual supports, self-regulation tools, timers and transition aids, behaviour tracking and monitoring tools	
Module 4	Physiotherapy, Occupational Therapy & Sensory Integration Therapy for Individuals with Intellectual Disability		
	Learning Outcomes (LOs): Learners will be able to: 1. Explain the concept, scope, and principles of various therapies 2. Identify modalities used in each therapy 3. Use the early signs for referral to PT, OT, and SI services	Module Contents • Physiotherapy - concept, scope, principles, modalities and AT • Occupational therapy - concept, scope, principles, modalities and AT • Sensory integration therapy - concept, scope, principle, modalities and AT	

	- Discuss the importance of early intervention - Integrate therapeutic strategies into classroom settings (individual & group) - Collaborate effectively with therapists for intervention planning	- Identify early signs for referral of physiotherapy, occupational therapy & sensory integration - Integrating physiotherapy, occupational therapy & sensory integration into classrooms: individual and group levels	
Module 5	Alternative Therapy for Individuals with Intellectual Disability		
	Learning Outcomes (LOs): Learners will be able to: Use alternative therapies in the classroom	Module Contents - Arts Based Therapy – Concept and Scope - Drama and Play Therapy – Concept and Scope - Dance Movement Therapy – Concept and Scope - Music Therapy – Concept and Scope - Use of alternative therapies in the classroom	
Assignments/ Activities towards CCE			
- Prepare and submit an report of 1000 words describing the various assistive devices and technology that can be used by special as well as inclusive schools for students with intellectual disability - Design a portfolio of 5–7 low-cost TLMs/assistive tools for children with intellectual disability - Identify children with intellectual disability from the school who receive some type of therapeutic intervention. Interview their teacher, parents and therapists to find out success stories. Write the success stories and prepare a compendium of such success stories at group level and submit. - Submit a compilation of at least 10 activities per therapy along with reflections on the use of the same.			

References/Recommended Readings:

- Anderson, C., & Van Der, G. A. (2005). Speech and Language Therapy: Issues in professional practice. Whurr, London
- Christiansen, C., Baum, C., & Bass-Haugen, J. (2005). Occupational therapy: performance, participation and well-being. SLACK Inc., New Jersey
- Clark, D. M., & Fairburn, C.G. (1997). Science and Practice of Cognitive Behaviour Therapy. Oxford University Press. New York
- Creek, J. (2001). Occupational Therapy in Mental Health (3rd edition). Churchill Livingstone, Edinburgh
- Creek, J. (2008). The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice. Churchill Livingstone, Edinburgh

Duncan, E.A.S. (2005). Foundations for Practice in Occupational Therapy (4th edition). Churchill Livingstone, Edinburgh.

Kersner, M. (2001). Speech and Language Therapy: The Decision Making Process When Working with Children. David Fulton Publishers Ltd., London

Lindsley, O., Skinner, B.F., & Solomon, H.C. (1953). "Studies in behavior therapy (Status Report I)". Metropolitan State Hospital. Walthama

Martin, G.; & Pear, J. (2007). Behavior modification: What it is and how to do it (Eighth Edition). Pearson Prentice Hall, New Jersey

Paul, R., & Norbury, C. (2012). Language Disorders from Infancy through Adolescence: Listening, Speaking, Reading, Writing, and Communicating (4th ed.). Elsevier, Mosby

Pendleton, H, M., & Schultz-Krohn, W. (2013). Pedretti's Occupational Therapy: Practice Skills for Physical Dysfunction (7th ed.). Elsevier, Mosby.

Schell, B. A. B., Gillen, G., & Scaffa, M., (2014). Willard and Spackman's Occupational Therapy. LWW; Twelfth, New York

Speake, J. (2003). How to Identify and Support Children with Speech and Language Difficulties. LDA, London.

Training in communication skills for persons with Intellectual Disability:

<https://niepid.nic.in/Training%20in%20communication%20Skills.pdf>

Language and Literacy Intervention for Students with Intellectual Disabilities; •

<https://pubs.asha.org/toc/persp/7/6>

<https://childhood-developmental-disorders.imedpub.com/teaching-communication-skills-to-preschool-children-with-mild-intellectual-disabilities-an-evidence-based-study.pdf>

Techniques & strategies for Speech & Language intervention to students with Intellectual disability <https://www.youtube.com/watch?v=WIyofW9myHc>

Teaching & Training Material on physiotherapy

<https://niepid.nic.in/87%20Teaching%20&%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF>

Therapeutics and assistive devices:

http://www.wbnsou.ac.in/online_services/SLM/MED/B11_ID.pdf

Occupational Therapy and Intellectual and Developmental Disability Throughout the Life Cycle:

https://www.health.gov.il/UnitsOffice/HD/MHealth/Occupational_Therapy/Document_s/OT_%20Intellectual_IJOT_EN.pdf

Chapter on Occupational Therapy in book: Health Care for People with Intellectual and Developmental Disabilities across the Lifespan;

https://www.researchgate.net/publication/301641203_Occupational_Therapy