



Master of Education- Special Education (M.Ed.Spl.Ed.)

Norms, Regulations & Course Content

2025

Effective from Academic Session 2025-27

Maharaja Ganga Singh University, Bikaner

MAHARAJA GANGA SINGH UNIVERSITY, BIKANER

Curriculum Framework

M.Ed. Spl. Ed. (ID)

SEMESTER -WISE STRUCTURE

Semester I (PREVIOUS YEAR)

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
Theory Paper					
A1	Developments in Education and Special Education	3	20	80	100
A2	Psychology of Development and Learning	3	20	80	100
A3	Research Methodology and Statistics	3	20	80	100
B8	Identification, Assessment and Needs of Children With Intellectual Disability	3	20	80	100
	TOTAL	12	80	320	400
PRACTICAL PAPER					
E1	Teaching Practice	8	50	50	100
	TOTAL	8	50	50	100

Engagement with field as part of courses as indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project / Presentation	A3	Institute
2	Assignment / Project / Presentation	A2	School/Institute
3	Assignment / Project / Presentation	A1	School/Institute

SEMESTER II (PREVIOUS YEAR)

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
Theory Paper					
A4	Curriculum Development and Educational Evaluation	3	20	80	100
A5	Equitable and Inclusive Education	3	20	80	100
B2	Curriculum and Teaching Strategies for Persons with Intellectual Disability	3	20	80	100
B 4	Therapeutics and Assistive Devices for Persons With Intellectual Disability	3	20	80	100
	TOTAL	12	80	320	400
PRACTICAL PAPER					
F1	Field Engagement /Internship as a Teacher Educator	8	50	50	100
	TOTAL	8	50	50	100

Engagement with field as part of courses as indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project / Presentation	A5	Institute/Special/Inclusive School
2	Assignment / Project / Presentation	B11	
3	Assignment / Project / Presentation	A4	School/Institute

SEMESTER III (FINAL YEAR)

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
Theory Paper					
A6	Perspective in Teacher Education	3	20	80	100
A7	Employability Skill	3	20	80	100
B10	Adulthood and Family Issues	3	20	80	100
C14	Guidance and Counseling	3	20	80	100
	TOTAL	12	80	320	400
PRACTICAL PAPER					
E2	Preparation & Administration of Teacher Made Test (TMT)	8	50	50	100
	TOTAL	8	50	50	100

Engagement with field as part of courses as indicated below:

Sl. No.	Task for the Teacher Educators	Course	Place
1	Assignment / Project / Presentation	A7	Institute /School Institute /School
2	Assignment / Project / Presentation	B10	
3	Assignment / Project / Presentation	A6	Institute /School
4	Assignment / Project / Presentation	C14	Institute /School

SEMESTER IV (FINAL YEAR)

COURSE CODE	COURSE TITLE	CREDITS	INTERNAL MARKS	EXTERNAL MARKS	TOTAL MARKS
PRACTICAL PAPER					
F2	Field Engagement / Internship as a Teacher Trainer	6	50	50	100
D	Dissertation	14	200	200	400
	TOTAL	20	250	250	500

PRACTICUM

SEMESTER I

Area E 1: Teaching Practice

Total Credits: 04

Hours: 120

Marks: 100

Internal: 50 External: 50

Each Teacher Educators is expected to prepare 8 lesson plans for classroom teaching at Diploma (4) and Graduate (4) courses, out of them 2 will be ICT based one at Diploma and one at Graduate All the lessons will be supervised by the concerned practical coordinator. Each student trainee will be allotted 2 classes for peer observation. Out of 8 lessons at least one lesson with innovative methods and one lesson with integration of technology should be considered while selecting the lessons. Out of total 8 lessons, 6 will be guided and 2 will be submitted independently by the trainees for evaluation. Trainees have to submit Teaching practice record along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the class taught. Final lesson plan will jointly be evaluated by the external and internal examiners followed by viva-voce.

SEMESTER II

Area F1: Internship as a Teacher Educator

Total Credits: 04

Hours: 120

Marks: 100

Internal: 50 External: 50

Internship involves a compulsory placement with a teacher training institute/college running courses of the specialization. Internship will be organized for duration of four weeks. Each student trainee is expected to teach 10 lessons and do practical supervision to student trainees undergoing training in Diploma/B.Ed. Spl.Ed. (MR/ID) level in topics from the respective curriculum. The student has to undertake any such duties as assigned by the Principal/ Incharge/ HOD of the teacher training institute.

SEMESTER III

Area E 2: Preparation & Administration of Teacher Made Test (TMT)

Total Credits: 04

Hours: 120

Marks: 100

Internal: 50 External: 50

Each Teacher Educators is expected to prepare and administer the TMT under the guidance of a Supervisor. Student Trainees are expected to submit 2 copies of typed report on the same in detail consisting of conceptual background, rationale, methodology adopted in preparation of TMT. Students must present the same in a seminar mode. The performance will jointly be evaluated by the external and internal examiners followed by viva-voice.

SEMESTER IV

Area F1: Field Engagement/Internship as a Teacher Trainer

Total Credits: 04

Marks: 100

Internal: 50 External: 50

This part of internship involves associating with a field site relevant to the area of specialization. Students will take up internships in organizations working in the field of Mental Retardation/Disability Rehabilitation for duration of four weeks. These may include Govt./Autonomous organizations/ NGOs,/ CBR projects/ Special Schools/ Inclusive schools, etc. The internship should be guided by faculty supervisor of the organization who should focus on enabling the student to develop linkages between “Specialization-required courses” and “Specialization-elective courses”. The organization of internship may be conceived in such a fashion that the students get opportunities to observe relevant activities in the fields such as:

1. Elicit information from parents and professionals the relevant information about one child with Specific Disability,
 2. Assess the child with Specific Disability, using formal and informal tools and identify the specific learning problems,
 3. Write a comprehensive assessment report by analyzing and interpreting the data collected as above
 4. Develop an appropriate educational plan (IEP) (current level, annual goals, short term objectives, methods and material and evaluation)
 5. Collaborate with the class teachers and related professional to implement the IEP
 6. Implement IEP for a period of minimum 15 session (each session lasting for not less than 45 minutes)
 7. Make class visits to support the student when the regular teacher teaches and collaborate for the class teacher.
 8. Evaluate the child and write a report
- After completion of the internship, the marks will be submitted by the head of the organization as per format sent by the institute/college.

Area D: DISSERTATION

Total Credits: 16

Marks: 400

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the HOD/Principal of the Department/ College. Students are expected to complete the Dissertation work in four phases in four semesters.

Phase 1: Synopsis Submission

In the first semester the students have to develop the Research proposal (Synopsis) and present the same in the Faculty Seminar at the end of the first semester.

Phase 2: Review of Literature and Development of Tools

During the Second Semester the student has to conduct review of literature and develop relevant tools for their research projects. Students have to present a seminar on collected review of literature and tools developed in the faculty seminar and seek feedback and incorporate suggestions given by the faculty.

Phase 3: Data collection

In phase three, students must complete data collection and data analysis.

Phase 4: Data analysis, Results Discussion and Thesis Submission

In phase four students must complete Data analysis, Results and Discussion and report writing and submit the final report at the end of fourth semester. The students have to submit three typed copies of Dissertation to the Department/ College by the end of IV Semester. The viva-voce will be held on a date to be fixed by the University. Dissertation and viva-voce will be evaluated jointly by external and internal examiners.

Area A: CORE Courses

AREA A-CORE

Course Code	Title	Credits	Hours
A1	Developments in Education and Special Education	3	90
A2	Psychology of Development and Learning	3	90
A3	Research Methodology and Statistics	3	90
A4	Curriculum Development and Educational Evaluation	3	90
A5	Equitable and Inclusive Education	3	90
A6	Perspectives in Teacher Education	3	90
Total		18	540

Developments in Education and Special Education

Course Code: A1

Credits:03

Hours: 90

Introduction

The course aims to develop sound understanding on how both education and special education have been developed in the country. This would include a critical appreciation in the learners about various legislations, policies and programs those have influences the growth in the field of special and inclusive education. The course would also provide learning opportunities to understand the challenges in the field and address these with appreciation of prospective in special and inclusive education.

Objectives

After completing this Course, the learner should be able to:

- Describe development to education system in India;
- Explain the development of special education system in India;
- Discuss the implication s of international and national legislations, policies and programmes on promotion of education of persons with disabilities
- Analyse the opportunities, challenges and barriers that individuals with disabilities experience in educational institutions;
- Critically exam in the perspectives in special and inclusive education.

Unit1: Overview of Education: It's Dimensions and Development

1.1 Aims of education: education as a 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

Unit2: Overview of Special Education in India

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 and Early Intervention:** As facilitators for educational access.

Impact of technological advances and researches in special and inclusive education

Unit3: Development of Special Education: Contribution of Legislations & Policies

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: 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

Unit4: Challenges in Education of Persons with Disabilities

Equality of Opportunities and Education and persons with disabilities, socially economically disadvantaged groups, commitment to the 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

Unit5: Prospective in Special and Inclusive Education

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 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

Coursework/Practical/Field Engagement

- **Assignment:** 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
- **Visit:** Visit to 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.
- **Group Activity:** 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 forum.

Transaction

Learners' engagement through interactive lectures, group discussion through case study and problem-based approaches as well as submission of assignments. The learning further needs to be strengthened through practicum activities, field engagement through visit. The assessment also needs to be in continuous basis.

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 years education*. SAGE Publications 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*. [Publisher details incomplete – please confirm the full title/publication info].
- 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*. [Publisher details needed].

Psychology of Development and Learning

Course Code: A 2 Credits: 3 Hours: 90

Introduction

This course provides learners with foundational knowledge in **Educational Psychology**. It advances students' understanding of human development from infancy through adulthood, with emphasis on **physical, cognitive, social, and emotional development across the lifespan**, as well as **motivation and learning across contexts**.

The course also explains theories of intelligence, reviews theoretical approaches to personality, and highlights the **importance and contribution of educational psychology to educational theory and practice**.

Objectives

1. Describe multiple dimensions of learners' development and their implications on learning.
2. Reflect on the process of learning from the point of view of different theoretical perspectives.
3. Gain systematic knowledge about motivation and its influence on learning.
4. Conceptualize different theories of learning and creativity.
5. Recognize the concept of personality and methods of assessing personality.
6. Apply the knowledge and skills gained in this course to enhance the learning and development of persons with special needs.

Unit 1: Overview of Educational Psychology

- Nature and scope of educational psychology
- Principles of educational psychology
- Methods of educational psychology:
 - Observation
 - Experimental method
 - Correlation
 - Clinical and case study
- Applications of educational psychology to persons with disabilities
- Trends in educational psychology

Unit 2: Understanding the Development of the Learner

Concept and Dimensions of Development

- Physical
- Intellectual
- Emotional
- Social
- Language
- Moral

Theories of Development

- Intellectual Development – Bruner
- Psychosocial Development – Erikson
- Moral Development – Kohlberg

Methods of Studying Development

- Longitudinal
- Cross-sectional
- Cohort-sequence

Types of Developmental Delays

- Cognitive skills
- Social and emotional skills
- Speech and language skills
- Gross and fine motor skills

Factors Affecting Growth and Development

Unit 3: Learning and Motivation

Learning

- Concept and nature of learning
- Theories of Learning and Educational Implications:
 - Lewin's Field Theory
 - Gagné's Theory of Learning
 - Donald Norman's Information Processing Theory

Transfer of Learning

- Types and theories:
 - Theory of Identical Elements
 - Theory of Generalization
- Educational implications of transfer of learning

Motivation

- Types of motivation:
 - Intrinsic

- Extrinsic
- Factors facilitating motivation
- Theories of Motivation and Educational Implications:
 - Maslow's Hierarchy of Needs
 - McClelland's Theory of Achievement Motivation

Unit 4: Intelligence and Creativity

Intelligence

- Nature and meaning
- Theories of Intelligence:
 - Two-Factor Theory (Spearman)
 - Multifactor Theory (Thurstone)
 - Structure of Intellect (Guilford)
 - Multiple Intelligences Theory (Howard Gardner)
- Assessment of Intelligence:
 - Verbal
 - Non-verbal
 - Performance
 - Individual and group

Creativity

- Concept and characteristics
- Steps of creativity
- Factors influencing creativity
- Theories of Creativity:
 - Taylor's Levels of Creativity
 - Arieti's Theory
- Measurement of creativity

Unit 5: Personality and Group Dynamics

Personality

- Concept and 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 and Leadership

- Characteristics and types of groups
- Educational significance of group dynamics
- Qualities of good educational leadership

Coursework / Practical / Field Engagement

1. Identify a child with developmental delay in an early intervention programme. Prepare and implement a programme to help the child make progress. Submit a report of the intervention.
2. Choose an appropriate skill to teach a student with special needs. While teaching, observe:
 - Physical and intellectual capability to learn the skill
 - How learning the skill motivates the child
 - The child's success in acquiring the skillSubmit a report.
3. Explore the differences between **intrinsic and extrinsic motivation** with examples and discuss in the classroom.
4. Visit an inclusive/special school and observe the **creative skills of children with special needs**. Design a programme to enhance the creative skills of two children.
5. Administer and interpret an **individual intelligence test** for:
 - One child without disability
 - One child with special needsPrepare a comparative report.
6. Visit an inclusive/special school. Identify two children (or adults) with special needs and assess their personality characteristics in the following dimensions:
 - Activity–passivity
 - Enthusiastic–non-enthusiastic
 - Assertive–submissive
 - Suspicious–trusting
 - Depressive–non-depressive
 - Emotional stability–emotional instabilityRecord the assessment report and submit.

Recommended Reading

1. Aggarwal, J. C. (2009). *Child development and the process of learning*. Shipra Publication.
2. Aggarwal, J. C. (2008). *Essentials of educational psychology* (2nd ed.). Vikas Publishing House.
3. Anderman, E., & Corno, L. (Eds.). (2013). *Handbook of educational psychology*. Routledge.
4. Bernstein, D. (2018). *Essentials of psychology*. Cengage Learning.
5. Bickard, M. H. (2000). Motivation and emotion: An interactive process model. In R. D. Ellis & N. Newton (Eds.), *The Caldron of Consciousness* (pp. 161–178). J. Benjamins.
6. Bower, G. H., & Hilgard, E. R. (1981). *Theories of learning*. Prentice Hall.
7. Chauhan, S. S. (2006). *Advanced educational psychology*. Vikas Publishing House.
8. Chauhan, S. S. (2007). *Advanced educational psychology* (7th ed.). Vikas Publishing House.
9. Crow, L. D., & Crow, A. (2008). *Human development and learning*. Surjeet Publications.
10. Dandekar, W. N., & Sanyogtala, M. (2002). *Psychological foundations of education* (3rd ed.). McMillan India.
11. Daniels, H., & Edwards, A. (2004). *Psychology of education*. Routledge.
12. Guilford, J. P. (1967). *Nature of human intelligence*. McGraw Hill.
13. Kincheloe, L., & Horn, R. A. Jr. (2007). *The Praeger handbook of education and psychology*. Atlantic Publishers.
14. Meltzer, L. (Ed.). (2018). *Executive function in education: From theory to practice*. Guilford Publications.
15. Sluckin, W. (2018). *Early learning in man and animal*. Routledge.
16. Wixted, J. T. (2018). *Stevens' handbook of experimental psychology and cognitive neuroscience: Developmental and social psychology* (Vol. 4). John Wiley & Sons.

Web Links

1. [Simply Psychology – Piaget](#)
2. [Developmental Psychology – Wikipedia](#)
3. [Children with Special Education Needs \(NCSE\)](#)
4. [Parent Center Hub – Learning Disabilities](#)
5. [Indiana University – Cohen \(1988\) reading](#)
6. [Irish Department of Education – Circulars](#)
7. [NCERT NLEPT Catalogue](#)

Research Methodology and Statistics (A3)

Credits: 2 | Hours: 90

Introduction

This course equips learners with the knowledge and skills to conduct educational and special education research. It emphasizes research design, methodology, data analysis (quantitative & qualitative), reporting, and ethical practices.

Objectives

Learners will be able to:

1. Describe the concept and methods of research in education and special education.
2. Understand the research process and develop competencies for conducting studies.
3. Apply suitable methods for organizing and analyzing data.
4. Interpret results and present research reports effectively.
5. Gain awareness of academic writing and publication processes.

Units

Unit 1: Introduction to Research

- Concept, meaning, importance of research
- Need for research in Education & Special Education
- **Methods of Research:** Descriptive, Analytical, Applied, Fundamental, Quantitative, Qualitative, Conceptual, Empirical, Historical, Longitudinal, Cross-sectional, Ethnographic, Clinical
- **Research Design:** Concept, meaning, types, features of a good design
- Research Proposal Writing

Unit 2: Process of Research

- Identification & formulation of research problem
- Literature Review & Research Gap Analysis
- Hypothesis – concept, meaning, definition, types
- Data collection, analysis, and reporting
- Sampling: Sample, Sampling Techniques, Sampling Frame, Sampling Error

- Variables – concept, types, threats in research
- **Tool Construction:** item selection, norms, try-out, pilot study, item analysis
- Standardization: Reliability & Validity

Unit 3: Data Analysis

- **Data:** Primary & Secondary; methods of collection
- Data organization: Array, Frequency, Grouped distribution
- **Data Analysis:** Meaning, importance, types
- Scales of measurement; Normal Distribution Curve
- Standardization of data – Standard Score, Z-Score
- **Parametric & Non-Parametric Tests:** concept & meaning

Quantitative Methods:

- Descriptive statistics: Mean, Median, Mode
- Dispersion: Standard Deviation, Quartile Deviation

Qualitative Methods:

- Grounded Theory, Ethnography, Case Study
- Narrative/Discourse & Visual Methodologies
- Mixed Methods – Themes, Coding & Presentation

Unit 4: Inferential Statistics

- Student's *t*-test, ANOVA, ANCOVA
- Standard Error of Mean, Confidence Level, Degree of Freedom
- One-tailed & Two-tailed tests; Type I & Type II Errors
- **Correlation:** Product Moment, Biserial-r, Point-biserial, Phi-Coefficient
- Regression Analysis
- **Statistical Software Packages:** SPSS, Jamovi, AMOS, etc.
- Graphical representation: Bar, Pie, Scatter, Line, Doughnut, Bubble, Radar

Unit 5: Research Reporting & Publication Ethics

- Research Reporting: Types, steps, precautions, importance
- Chapterization, Writing Style, Bibliography Format
- Reviewing & Evaluating Research Reports & Papers
- Research Funding Agencies
- **Article Publication:** Layout of research paper, Journals in Education & Special Education
- Research metrics: h-index, i10-index, SCI & SSCI indexed journals
- **Ethics:** plagiarism, self-plagiarism, ethical issues in publishing

Transactional Modes

- Lectures & Demonstrations
- Hands-on exercises & Workshops
- Reading, Reflection & Field Engagement

- Field visits to research institutions
- Group/Individual Projects & Assignments
- Data analysis using computer applications

Recommended Readings (Selected)

- Best, J. W., & Kahn, J. V. (1996). *Research in Education*. Prentice-Hall of India.
- C. R. Kothari (2004). *Research Methodology: Methods & Techniques*. New Age International.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press.
- Berg, B., & Lune, H. (2011). *Qualitative Research Methods for the Social Sciences*. Pearson.
- Y. K. Singh (2006). *Fundamentals of Research Methodology and Statistics*. New Age International.
- Bogdan, R., & Biklen, S. (2007). *Qualitative Research for Education*. Pearson.
- [ORI \(U.S. Office of Research Integrity\) – Elements of Research Ethics](#)

Curriculum Development and Educational Evaluation

CourseCode: A4

Credits:3

Hours:90

Introduction

Society's rapid changes demand new knowledge, skills, and continuous improvement of education systems. This course provides foundational and theoretical perspectives on **curriculum development**, from design and implementation to evaluation. Learners will also explore the **scope, principles, and practices of educational and programme evaluation**, including contemporary approaches.

Objectives

After completing the course, learners will be able to:

- Analyse various **foundations, theories, approaches, and models** of curriculum development.
- Demonstrate the use of different approaches and models to **evaluate a curriculum**.
- Explain key concepts in **educational evaluation** and describe its evolution.
- Discuss the **scope and functions** of evaluation in education.
- Apply evaluation as an **effective tool in the teaching–learning process**.
- Describe the **processes and methods of programme evaluation**.

Units

Unit 1: Curriculum Development and Curriculum Design

- History, process, and principles of curriculum development
- Types of curriculum design: Subject-centred, Learner-centred, Integrated, Core
- Foundations of curriculum development: Philosophical, Psychological, Sociological, Political, Economic
- Theories of Curriculum Development: Structure-oriented, Value-oriented, Content-oriented, Process-oriented
- Scientific & Non-scientific perspectives, approaches, and models of curriculum development

Unit 2: Curriculum Evaluation

- Importance and need for curriculum evaluation
- Agencies & processes of curriculum evaluation
- Approaches: Scientific & Humanistic, Intrinsic & Pay-off, Formative & Summative
- Models of curriculum evaluation
- Stakeholders in curriculum evaluation

Unit 3: Foundations of Educational Evaluation

- Meaning of educational measurement & evaluation and their relationship
- Evolution of the functions of educational evaluation: measurement, transparency, accountability, learning, decision making
- Scope of educational evaluation: problem solving, accountability, knowledge construction, capacity building, organizational learning, advocacy & communication
- Principles of educational evaluation
- Types of educational evaluation: Process, Outcomes, Holistic

Unit 4: Concepts and Processes in Educational Evaluation

- Evaluation of **learning, for learning, and as learning** – context, need, and nature
- Types of evaluation: Knowledge-based, Performance-based, Alternative, Authentic
- Tools of evaluation: Role play, Concept maps, Interviews, Writing samples, Projects, Exhibitions, Reflective journals, Rubrics, Rating scales
- Equity & fairness in evaluation, including adaptations & accommodations
- Mastery level learning
- Report writing: format, content, mechanics

Unit 5: Programme Evaluation & Review

- Concept, need, goals, and tools of programme evaluation
- Evaluation of instructional programmes
- Techniques of programme evaluation
- Reliability, validity, and sensitivity in programme evaluation
- Reviewing outcomes

Transactional Modes

- Group discussions
- Lecture-cum-discussion
- Panel discussions
- School visits & teaching observations
- Workshops on developing tools for curriculum & programme evaluation
- Individual assignments on lesson planning based on classroom needs

Coursework / Practical / Field Engagement

- Write a **2000-word essay** on curriculum in action in an inclusive school.
- Interview stakeholders of a curriculum to understand their perspectives.
- Design **rubrics** for evaluating student learning in two subject areas.
- Observe & report evaluation practices at two levels: (i) Mainstream school, (ii) Special school – with critical analysis.
- Attend a programme & submit an evaluative report.

Recommended Readings (Selected)

- Aggarwal, D. (2007). *Curriculum Development: Concept, Methods and Techniques*. Book Enclave.
- Brady, L., & Kennedy, K. (2013). *Curriculum Construction*. Pearson Higher Education AU.
- Jacobs, H. H. (1997). *Mapping the Big Picture: Integrating Curriculum and Assessment K–12*. ASCD.
- Stufflebeam, D. L., & Kellaghan, T. (2012). *International Handbook of Educational Evaluation*. Springer.
- ~~Swarupa Rani, J. (2004). *Educational Measurement and Evaluation*. Discovery Publishing.~~

- Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. ASCD.
- Wiles, J. W., & Bondi, J. C. (2010). *Curriculum Development: A Guide to Practice*. Prentice Hall.
- Karami, H. (2018). *Fairness Issues in Educational Assessment*. Taylor & Francis
- .

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><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_Developmenthttps://portal.ct.gov/-/media/SDE/Health-Education/curguide_generic.pdf

Equitable and Inclusive Education

Course Code: A 5

Credits:03

Hours:90

Introduction

This course will prepare learners to develop insights into models, evolution, current issues and strategies for developing equitable and inclusive learning environments. This course will promote collaborative skills in the learners in order to address special learning needs in the classroom.

Objectives

After completing the course, learners will be able to:

- Explain **philosophical, sociological, and humanistic perspectives** of equitable and inclusive education.
- Develop skills to explore and analyze **barriers faced by learners in schools** and propose effective solutions for accessibility.
- Plan **school ecosystem changes** to foster equity, respect, and inclusive practices.

Units

Unit 1: Perspectives of Equitable and Inclusive Education

- Historical perspective of equitable and inclusive education (global & Indian context)
- Approaches to disability & service delivery models
- Principles of equity & inclusive education
- Key debates in special & inclusive education
- Research evidence on efficacy & best practices of inclusion

Unit 2: Covenants, Policies & Guidelines Promoting Inclusive Education – A Critique

- Tracing voices for inclusive practices through international declarations:
 - Universal Declaration of Human Rights (1948)
 - World Declaration for Education for All (1990)
 - Incheon Declaration (2015 – SDG-4)
 - UNCRPD (2006)
- International frameworks: Salamanca Statement (1994), Biwako Millennium Framework (2002)
- National legislation & policies:
 - NPE 1986, NEP 2020, NCF for Foundational Stage (2022), NCF for School Education (2023)
 - National Policy for Persons with Disabilities (2006 & revised draft)
 - RTE Act (2009, amendments), RPwD Act (2016)
- Contemporary frameworks: Samagra Shiksha (2022), National Guidelines on Equitable & Inclusive Education (2023)
- Guidelines for safe & accessible learning environments:
 - Accessible Code for Educational Institutions (2022)
 - Guidelines for e-content for children with disabilities (2021)
 - Guidelines on School Safety & Security (2021)

Unit 3: Building Inclusive Schools

- Identifying barriers: Attitudinal, systemic, structural
- Ensuring **physical, academic, and social access**
- Emerging teacher roles: Facilitator, reflective practitioner, leader, counselor, change agent
- Assistive technology in inclusion
- Whole school development & collaboration models

Unit 4: Adaptation & Accommodation for Diverse Learning Needs

- Reasonable accommodation: Concept & implications
- Adaptations for children with:
 - Sensory impairments
 - Neuro-developmental disabilities
 - Intellectual & developmental disabilities
 - Chronic health conditions & multiple disabilities

Unit 5: Inclusive Learning and Teaching Practices

- Diverse learners: Learning styles & considerations for inclusive classrooms
- **Differentiated Instruction (DI):** Concept & strategies
- **Universal Design for Learning (UDL):** Concept & strategies
- Lesson planning & implementation in inclusive classrooms
- Planning and implementing **assessment, evaluation & examinations** in inclusive contexts

Transactional Approaches

- Interactive lectures & group discussions
- Fieldwork in inclusive schools
- Case studies & reflective assignments
- Workshops on UDL, DI, and collaborative teaching

Coursework / Practical / Field Engagement

- Develop a **reflective paper** on international & national perspectives of inclusion.
- Review research in one area of inclusive education and identify implications for practitioners.
- Explore challenges in implementing national guidelines & suggest strategies.
- Develop a **lesson plan using UDL principles**.
- Implement the lesson in a mainstream school through **collaborative teaching** & maintain a reflective journal.

Recommended Readings (Selected)

- Jha, M. M. (2002). *School Without Walls: Inclusive Education for All*. Oxford, Heinemann.
- Sharma, U. (2005). *Integrated Education in India: Challenges and Prospects*. Disability Studies Quarterly, 25(1).
- Mukhopadhyay, S., & Mani, M. N. G. (2002). *Education of Children with Special Needs*. In Govinda, R. (Ed.), *India Education Report*. OUP.
- UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*.
- UN-ESCAP (2003). *Biwako Millennium Framework for Action*.

- DoSEL (2020). *National Education Policy 2020*. Ministry of Education.
- DoSEL (2023). *National Guidelines on Equitable and Inclusive Education*.
- DoEPwD (2016). *The Rights of Persons with Disabilities Act*. Ministry of Social Justice & Empowerment.
- CBSE (2022). *Accessible Code for Educational Institutions*. CBSE, New Delhi.
- (Full list available from your provided document for reference.)

Perspectives in Teacher Education

CourseCode:A6

Credits:03

Hours:90

Introduction

Teachers are the backbone of quality education vis-à-vis development of the country. Quality education is not only limited to students without disabilities but it includes students with disabilities. The teacher educators and master trainers must understand the need, process as well as issues and challenges involved in the training of teachers at pre-service and in-service levels for special and inclusive educational institutions. A sound understanding and analytic skills in the area would help them to plan and implement teacher education programme effectively.

Objectives

After completing this course, learners should be able to:

- Describe the **linkage between teacher education and quality school education**.
- Trace the **history and developments** in teacher preparation for education of children with disabilities.
- Discuss the **quality teacher preparation process** in special and inclusive education.
- Explain **pre-service teacher preparation** in special and inclusive education.
- Appreciate the **importance of professional development & in-service programmes**, and develop capacity to plan and execute them as per specific need and purpose.

Units

Unit 1: Understanding Teacher Education

- Concept of teaching, teacher, and teacher education: **Need, scope, objectives**
- Teacher education & school education: a **symbolic and dialogic relationship**
- Teacher education in **pre-independence & post-independence India**
- Changing concepts of teacher education in India
- Structure & Agencies of Teacher Education in India
 - National Curriculum Frameworks for Teacher Education
 - Structure of teacher education at various levels
 - Agencies of teacher education at various levels

Unit 2: Historical Perspectives of Teacher Preparation in Special & Inclusive Education

- Beginning of teacher preparation in special education in India
- Establishment of national institutes for various disabilities & professional development in special education
- Role of **RCI** and standardization of teacher education in special education in India
- Role of national-level institutions: **UGC, NCERT, NIEPA, NCTE**
- Role of **NGOs** in promoting teacher education in special education
- Factors influencing teacher education in special & inclusive education:
 - Models of disability & service delivery models
 - National & international legislations and policies
 - Schemes & programmes (IEDSS, DPEP, SSA, RMSA, Samagra Shiksha Abhiyan, DDRS)

- Special & inclusive school-related factors

Unit 3: Teacher Preparation in Special & Inclusive Education

- Requirement of special education teachers in India: **achievements & targets**
- Role of special education teachers in:
 - Special schools
 - Inclusive schools
 - Mainstream schools (PTR & requirements)
- Special education teacher training institutions: types & nature
- Teacher education in special education through **Open & Distance Learning (ODL)**
- Role of **RCI** in teacher preparation
- Collaboration between regular & special education teacher training programmes
- Competency-based teacher education model
- Quality management in teacher education for special education: **addressing issues**
- UNESCO's perspective: *Preparing all teachers to teach all students*
- International challenges in preparing special education teachers

Unit 4: Pre-Service Teacher Education in Special & Inclusive Education

- Teacher preparation at different levels (Foundational to Secondary Stage)
- Teacher preparation for different types of disabilities
- Preparation of teachers to support inclusive education
- Cross-disability approach in teacher preparation
- Career prospects of teachers in special education:
 - Social status, job satisfaction, burnout issues
- Curriculum & transactional modalities in teacher education for special education:
 - Planning & design
 - Transaction of curriculum
 - Integrating Assistive Technology
- Assessment of trainee teachers' performance

Unit 5: Professional Development Programme (PDP) in Special Education

- Need & significance of professional development
- Profession & professionalism in teacher education in special education
- Registration & renewal as special education teacher – purpose & requirement
- Professional ethics
- Structure & Models of PDP:
 - Continued professional development in special & inclusive education (NEP 2020)
 - Self-learning for professional development
 - Virtual/online professional development
- Continued Rehabilitation Education (CRE) & Faculty Development Programme
- Planning, Designing & Organising PDP:
 - Enhancing engagement & learning
 - Delivering PDP through offline & virtual/online mode
 - Technological requirements & considerations
 - Assessment of PDP
 - Challenges in designing & organising PDP
- In-service Teacher Education in Special & Inclusive Education:
 - Linkage with quality school education
 - Planning & designing in-service training

Coursework / Practical / Field Engagement

- **Assignment:** Write a 1000-word report on the *status of teacher preparation* to meet the requirements of inclusive setups.
- **Visit:**
 - Collect information from **5 institutions** about the competency of passed-out special education teachers.
 - Interview **5 principals** of schools with children with disabilities & analyze data to suggest quality improvements.
- **Group Activity:**
 - Collect data on curriculum transaction in Diploma/B.Ed. Special Education courses.
 - Interview **10 student teachers** & analyze data to suggest quality improvements.

Transaction Modes

- Interactive lectures & group discussions
- Case studies & problem-based approach
- Practicum activities & field visits
- Continuous assessment through assignments, reports & reflective practices

Recommended Readings

- Alexander, W. S., & Kumar, P. (2021). *Building Teacher Quality in India: Examining Policy Frameworks and Implementation Outcomes*. Emerald Publishing.
- Burns, M. (2023). *Distance Education for Teacher Training: Modes, Models and Methods* (2nd Ed.). Education Development Center.
- Gupta, N. (2017). *Major Issues & Challenges in Special Education in India*. Horizon Books.
- Mohan, R. (2019). *Teacher Education* (2nd Ed.). PHI Learning Pvt. Ltd.
- Pathak, R. P. (2020). *Perspectives on Teacher Education*. Atlantic Publishers.
- Sindelar, P. T., McCray, E. D., Brownell, M. T., & Lignugaris/Kraft, B. (2014). *Handbook of Research on Special Education Teacher Preparation*. Routledge.
- Houston, R. W., Haberman, M., & Sikula, J. (1990). *Handbook of Research on Teacher Education*. Macmillan.

Macmillan

Area-B

SPECIALIZATIONCOURSES

Course Code	Title	Credit	Hours
B1	Identification, Assessment and Needs of Persons with Intellectual Disability	3	90
B2	Curriculum and Teaching Strategies for Persons with Intellectual Disability	3	90
B3	Adulthood and Family Issues of Persons with Intellectual Disability	3	90
B4	Therapeutics and Assistive Devices for Persons With Intellectual Disability	3	90
Total		12	360

AREA-B

Specialization Courses

Intellectual Disability (ID)

Course Code	CourseTitle
B1	Identification, Assessment and Needs of Persons with Intellectual Disability
B2	Curriculum and Teaching Strategies for Persons with Intellectual Disability
B3	Adulthood and Family Issues Adulthood and Family Issues of Persons with
B4	Therapeutics and Assistive Devices for Persons with Intellectual Disability

Identification, Assessment and Needs of Persons with Intellectual Disability

Course Code: B1

Credits : 3

Hours:90

Introduction

Course Aim

This course aims to develop an understanding of the **concept, etiology, and characteristics of Persons with Intellectual Disability (PwID)**. It also helps learners appreciate the role of professionals in addressing their needs holistically through a **team approach**.

Objectives

After completing the course, learners will be able to:

- Narrate the **concept, etiology, and characteristics** of PwID.
- Select and use **appropriate instruments** for educational assessment of PwID.
- Describe the **needs for educational interventions** across different age levels of learners with ID.
- Utilize assessment information for **educational programming, referral services, and placement**.
- Discuss the **emerging and future needs** of PwID.

Units

Unit 1: Overview of Intellectual Disability

- Definition, historical overview, incidence, and prevalence of ID
- Etiological factors and prevention: **biological & environmental**
 - Pre-natal, natal, post-natal causes
- Classification of ID: **Medical, Educational, Psychological, ICF**
- Criteria for classification & certification (International & Indian context)
- Characteristics of ID
- Associated conditions: **Cerebral Palsy, Autism, Sensory impairments, ADHD, Epilepsy**

Unit 2: Identification of Needs

- Infancy & Early Childhood: Early intervention and family involvement
- School age:
 - Placement options: **Special schools, Resource rooms, Inclusive classrooms, Home-based education (NEP 2020)**
 - Multidisciplinary team collaboration
 - Role of special education teacher
- Transition & Career Development:
 - **Individualized Transition Plan (ITP)**
 - Vocational development and employment
 - Emerging job opportunities & placement follow-up
 - Schemes of **DEPwD (MSJ&E)** for PwID
- Implications in inclusive contexts

Unit 3: Screening, Identification, Assessment & Diagnosis

- Existing screening, identification, and assessment techniques
- Approaches and types of assessment
- Methods and tools: Screening & early identification
- **Developmental assessment** and tools
- Intellectual assessment tools:
 - **Binet, WISC, Indian adaptations, NITI (NIEPID), others**
- Social, behavioral, language & speech assessment tools (Indian tools)
- Special educational assessment:
 - **Criterion Referenced Tests (CRTs)** – construction, precautions, programming use
- Educational & vocational assessment:
 - **Upanayan (0–6 yrs)**, RCI Curricular Framework, **NIMH Aarambh**, Portage guide, Madras Developmental Programming, **FACP**, NIEPID comprehensive tools
- Implications for inclusive contexts

Unit 4: Use of Assessment Information

- Use of assessment information: **Medical, Special Educational, Psychological, Therapeutic, Vocational**
- Interpretation for developing **training goals and programmes**
- **Support Needs Assessment** for Person-Centered Planning
- Writing assessment reports:
 - Administrative purpose
 - Educational programming
 - Referral & alternative placement
- Implications in inclusive contexts

Unit 5: Emerging & Future Issues

- Human Rights & Legal Provisions: **International Instruments, Indian Legislations & Policies**
- Advocacy for PwID
- Issues of **gender & socio-economic disadvantage**
- Advances in technology & its optimum use for empowerment of PwID
- Implications in inclusive contexts

Transaction Mode

- Discussions / seminars with faculty as facilitators
- Projects, group presentations & assignments
- Case-based learning
- Field engagement & reflective learning

Coursework / Practical / Field Engagement

- **Seminar:** Role of Special Educator in intervention (Infancy → Adulthood)
- **Compilation:** Collect & analyze **10 assessment tools** (content, target group, usage)
- **Case Study:** Conduct an educational assessment of a student with ID in an inclusive school & recommend accommodations

Recommended Readings

- Kaufman, A. S., & Kaufman, N. L. (2016). *Essentials of Intellectual Disability Assessment and Identification*. Wiley.
- King-Sears, H. E. (1994). *Curriculum-Based Assessment in Special Education*. Singular Publishing, San Diego.
- 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., & Kuegel, J. (2004). *Functional Curriculum*. Pro-Ed, Austin.
- Woolfolk, A., Misra, G., & Jha, A. K. (2012). *Fundamentals of Educational Psychology* (11th Ed.). Pearson.

Web Resources:

- [NCBI – Intellectual Disability](#)
- [NIEPID CVAT Tool](#)
- [Mental Help – Diagnosis of ID](#)
- [Punarbhava – Assessment Tools](#)
- [ADCET – Intellectual Disability](#)

Curriculum and Teaching Strategies for Persons with Intellectual Disability

Course Code:B 2

Credits: 03

Hours:90

Introduction

Course Description

Students with intellectual disability (PwID) have limited cognitive abilities and therefore require specific curriculum and teaching strategies to meet their individual learning needs in inclusive, special, or home-based settings. This course introduces curricular approaches, instructional methods, and strategies for adapting curriculum and teaching-learning practices suitable for students with intellectual disability across different levels and contexts.

Objectives

After completing the course, the learners will be able to:

- Explain the principles and approaches to curriculum development and instructional programmes.
- Describe various approaches for teaching students with intellectual disability.
- Develop curriculum for Foundational, Preparatory, Middle, and Secondary stages of school education.
- Use suitable instructional programmes and methods in inclusive settings.
- Use teaching strategies and teaching-learning materials (TLMs) effectively for students with intellectual disability.

Unit 1: Curriculum Development

- Principles and Models of Curriculum Development
- Approaches: Developmental, Functional, System approach, Social Learning, Task Analytic, Ecological
- Instructional Design: Definition, Types, Merits and Demerits
- Curricular Adaptation, Accommodation and Modification
- Challenges and Implications for Inclusion

Unit 2: Teaching Approaches

- **Developmental Approaches:** Montessori, Floor Time, Experiential Learning, NIPUN Bharat
- **Multi-sensory Approaches:** Fernald, Orton-Gillingham
- **Behavioral Approaches:** ABA, Discrete Trial Training, Positive Behavioural Intervention and Support
- **Cognitive & Constructivist Approaches:** Response to Intervention, Constructivist Teaching
- **Emerging Pedagogies:** Flipped Classroom, Art-Integrated Learning, Project-Based Learning, Critical Pedagogy, Liberationism Pedagogy

Unit 3: Curriculum at Different Stages of Schooling

- **Foundational & Preparatory Stage:** Personal, Social, Cognitive, FLN, Occupational, Recreational
- **Middle Stage:** Personal, Social, Academic, Occupational, Recreational
- **Secondary Stage:** Personal, Social, Academic, Occupational, Recreational
- **Transition Stage (School to Work):** Vocational exposure, community living skills

- **Vocational & Community Living Curriculum:** Generic & job-related skills, health/safety, social competencies

Unit 4: Instructional Design for Learners with ID

- **Individualized Instructional Design:** Concept, Approaches, IEP
- **Group (Collaborative) Instructional Design:** Peer Tutoring, Cooperative Learning, Team Teaching
- **Adaptations in Instructional Design:** Differentiated instruction, UDL (Universal Design for Learning)
- **Digital Learning Design:** Blended learning, gamification, simulations, computational thinking, scenario-based learning
- **Alternative Schooling:** Home-based, Resource teaching, Community-based learning, Open schooling

Unit 5: Teaching Strategies & Teaching-Learning Materials (TLMs)

- Stages of Learning, Principles & Steps in Teaching
- **Teaching Strategies:** Task Analysis, Prompting/Fading, Shaping, Chaining, Reinforcement, Play-way method, Project method
- **Emerging Strategies:** Arts-integrated, Sports/game-based, Storytelling, Toy-based, Experiential role-play, Remote/digital learning
- **TLMs:** Concept, Types, Functional Aids, Criteria for selection
- Adaptation of Learning Materials, Functional Academics, Designing UDL materials, Technology-based TLMs

Transaction Mode

- Interactive discussions, assignments, individual & group work
- Designing learner-centric curriculum and TLMs (including digital materials)
- Field engagement for hands-on experience in inclusive classrooms

Coursework / Practical / Field Engagement

- Critical analysis of curriculum development approaches (1000 words assignment)
- Group discussion & report on curriculum adaptation for a PwID student in inclusive setting
- Visit to training centres for adolescents/adults with ID and development of vocational/community curriculum
- Presentation on any teaching approach
- Develop instructional design for alternative schooling
- Design e-content/digital learning material for PwID

Recommended Readings

- Das, J.P., & Baine, D. (1978). *Intellectual Disability for Special Educators*. Springfield: Charles C. Thomas.
- John, W., & Smith, R. (1971). *An Introduction to Intellectual Disability*. McGraw-Hill.
- Kauffman, J.M., & Paynes, J.S. (1960). *Intellectual Disability: Introduction and Personal Perspectives*. Charges & Merril.
- Longone, J. (1990). *Teaching Retarded Learners: Curriculum and Methods for Improving Instruction*. Allyn & Bacon.
- Myreddi, V., & Narayan, J. (1998). *Functional Academics for Students with Mental Retardation*. NIMH.
- Panda, K.C. (1997). *Education of Exceptional Children*. Vikas Publishing.
- Pehwaria, R., & Venkatesan, S. (1992). *Behavioural Approaches in Teaching Mentally Handicapped Children*. NIMH.

- Wehmeyer, M.L., Smith, S.J., Palmer, S.B., Davies, D.K. & Stock, S.E. (2004). Technology Use and People with Mental Retardation. *International Review of Research in Mental Retardation*, 29, 291-337.

Government/NCERT/Policy Documents:

- National Education Policy 2020
- NIPUN Bharat Mission (2021–23)
- PRAGYATA Guidelines (Digital Education, 2021)
- NCERT (2022). National Curriculum Framework for Foundational Stage
- NCERT (2023). National Curriculum Framework for School Education
- NCERT (2019). Preschool Curriculum
- Vidya Pravesh (2022)
- NCERT (2023). Art-Integrated Learning Guidelines
- Toy-Based Pedagogy (2022)
- Guidelines for Innovative Pedagogical Approaches (UGC, 2021)
- Guidelines for Development of e-Content for CwSN (MoE, 2021)

Adulthood and Family Issues of Persons with Intellectual Disability

Course Code: B 3

Credits: 03

Hours:90

Introduction:

Course Description

Individuals with intellectual disability require family and community support throughout their lives, though the degree of support varies depending on their level of functioning. Families often face challenges in coping with continuous care needs. Teachers and professionals play a crucial role in understanding family dynamics, addressing adulthood-related issues, and empowering families for better quality of life. This course focuses on family involvement, adulthood needs, gender and sexuality concerns, and community participation in inclusion.

Objectives

After completing the course, the learner will be able to:

- Develop an understanding of adulthood and the needs among persons with intellectual disability.
- Appreciate the importance of family involvement.
- Discuss issues related to gender, marriage, and sexuality in persons with intellectual disability.
- Narrate the role of community in issues related to disability and inclusion.
- Appreciate the importance of empowering families.

Unit 1: Human Development in Adulthood

- Developmental stages and principles
- Factors influencing natural development to adulthood
- Areas of development: Physical, Social, Cognitive, Language, Emotional, Moral
- Adulthood-related issues in various areas of development and their impact on persons with intellectual disability
- Implications of the above for community inclusion

Unit 2: Family and Adults with Intellectual Disability

- Concept and definitions of family
- Types of families and attitudes towards PwID
- Impact of an adult with intellectual disability on the family
- Family adjustment, support, and coping skills
- Government schemes and benefits for families

Unit 3: Gender, Sexuality and Marriage-related Issues

- Meaning and concept of gender, sexuality, and marriage
- Religious and cultural influences on gender, sexuality, and marriage
- Marriage and persons with intellectual disability: Issues, misconceptions, and guidance
- Sexuality-related issues and importance of pre-marital counselling and gender education
- Sexually transmitted diseases: prevention and counselling for persons with intellectual disability

Unit 4: Disability Issues – Community

- Attitudes of community towards adults with intellectual disability
- Community-related issues: indifference, antisocial behaviour, abuse, social discrimination
- Solutions and strategies for community awareness
- Community involvement and resource mobilization
- Impact of technological developments on disability issues

Unit 5: Adulthood and Empowering Families

- Family experiences of disability in the context of ageing
- Training of adults: personal care, social, domestic, community, and leisure skills
- Services for persons with intellectual disabilities in urban and rural areas
- Independent living options: within family, group homes, and institutions
- Family counselling – needs and processes

Transaction Mode

- Lecture and discussion
- Seminars, group presentations, and role play
- Learners encouraged to explore and design family- and community-based support models

Coursework / Practical / Field Engagement

- Conduct awareness/orientation programme for adults on adulthood issues and submit report
- Organize awareness programme on government schemes and benefits at local level and prepare report
- Conduct a seminar on sexuality, marriage, and gender-related issues of adults with ID and submit report
- Assess and present a report on family needs and counselling strategies
- Conduct a sibling training programme on adulthood issues of PwID and submit report

Recommended Readings

- Basu, S., Das, P., & Chakravarty, I. (2007). *Family Life of the Disabled Aged, Ageing and Society*. Indian Journal of Gerontology, 17(3 & 4), 75–81.
- Dale, N. (2000). *Working with Families of Children with Special Needs: Partnership and Practice*. Brunner-Routledge, East Sussex.
- Kashyap, L. (1991). *Research on Families with Disabled Individuals: Review and Implications*. Tata Institute of Social Sciences, Bombay.
- Kashyap, L. (1996). *Measurement Issues in Family Centered Social Work*. In S. Bharat (Ed.), *Family Measurement in India*. Sage Publications.
- Hartman, A., & Laird, J. (1983). *Family Centred Social Work Practice*. The Free Press, New York.
- Hornby, G. (1994). *Counselling in Childhood Disability: Skills for Working with Parents*. Chapman and Hall, London.

Online Resources

- Working with families (Victoria Education Dept)
- [APA – Family Resources](#)
- ACL – Employment resources for people with disabilities and families
- Washington University – National resources for parents & youth with disabilities

Therapeutics and Assistive Devices for Persons with Intellectual Disability

Course Code:B4 Credits: 03 Hours:90 Introduction

This course aims to develop a basic understanding of how various therapies facilitate the development and training of individuals with intellectual disability. Learners will gain knowledge about therapeutic interventions such as speech and language therapy, behaviour management, physiotherapy, and occupational therapy as essential components of rehabilitation services in school and community settings.

The course also provides inputs on assessment methods and explores how therapeutic techniques can be integrated into classroom learning.

Objectives

After completing this course, the learner should be able to:

- Apply speech and language intervention strategies.
- Demonstrate physiotherapy interventions at classroom level.
- Integrate occupational therapy in classroom learning.
- Apply behavioural techniques for individuals with intellectual disability.
- Select and use appropriate assistive devices.

Unit 1: Interventions in Language, Speech and Communication

- **Overview of Language, Speech and Communication:**
 - Nature, definition, and scope
 - Interrelation between language, speech, and communication
 - Development in typically growing children
 - Critical period and its importance
- **Modes of Communication:**
 - Aural-oral, manual (fingerspelling, signs, sign language), cued speech
 - Alternative and Augmentative Communication (AAC)
 - Communication difficulties among children with intellectual disability
 - Selection of appropriate modes
- **Language and Speech Difficulties:**
 - Delayed and deviant development
 - Types and nature of disorders
 - Assessment and intervention planning
 - Role of parents in assessment
- **Language and Speech Interventions:**
 - Areas and strategies for intervention
 - Classroom implementation at individual and group levels
 - Integration with cognitive, social, recreational, and academic skills
 - Development and use of learning aids
 - Role of parents in promoting speech and language

Unit 2: Introduction to Behaviour Management

- **Overview:**
 - Nature of behaviour and how it is learned
 - Theoretical framework of behaviour management
 - Types of behaviours: adaptive vs. maladaptive
 - Aims, scope, and importance of behaviour management
- **Identification of Problem Behaviour and Functional Analysis:**
 - Observation and measurement
 - Functions of problem behaviour
 - Functional analysis: concept, methods, and implications
- **Prevention of Problem Behaviours:**
 - Restructuring environment and settings
 - Immediate responses to disruptive behaviours
 - Teaching alternative adaptive behaviours
 - Effective classroom management strategies
- **Strategies to Manage Problem Behaviours:**
 - Behavioural techniques
 - Cognitive-behavioural techniques
 - Reinforcement methods
 - Use of yoga and alternative strategies
 - Monitoring and evaluation
- **School-wide Positive Behaviour Intervention and Support (SPBIS):**
 - Positive behavioural expectations across environments
 - Three-Tier Intervention Framework
 - Role of teachers in implementation

Unit 3: Physiotherapy for Individuals with Intellectual Disability

- **Scope of Physiotherapy:**
 - Nature, definition, and functions
 - Modalities used in physiotherapy for intellectual disability and associated conditions
- **Postures and Movements:**
 - Understanding posture and its role
 - Types of movements
- **Physiotherapeutic Assessment:**
 - Assessment of muscle tone, posture, gait, and hand functions
- **Physiotherapeutic Interventions:**
 - General techniques and their application
 - Integration in classroom, recreation, and sports activities
 - Role of teachers
- **Physiotherapy for Specific Conditions:**
 - Cerebral Palsy
 - Spina Bifida
 - Muscular Dystrophy

Unit 4: Occupational Therapy for Individuals with Intellectual Disability

- **Scope of Occupational Therapy:**
 - Nature, philosophy, and functions
 - Use in intellectual disability and associated conditions
- **Modalities of Occupational Therapy:**
 - Domains, practices, and intervention methods
- **Occupational Therapeutic Interventions:**
 - Motor skill development
 - Hand function improvement and activities
 - Eye-hand coordination
- **Sensory Integration Therapy:**
 - Need and scope
 - Sensory issues in autism and developmental disabilities
 - Assessment and profiling
 - Planning and techniques
 - Role of parents
- **Integration in Classrooms:**
 - Individual and group levels
 - Integration with motor, self-help, recreational, and sports skills
 - Use of learning aids

Unit 5: Assistive Devices for Individuals with Intellectual Disability

- **Assistive Devices and Technology:**
 - Importance and types
 - Devices for sensory, mobility, and other disabilities
 - Devices for independent living
- **Selection and Use:**
 - Selection, use, and maintenance of devices
- **Schemes for Availing Assistive Devices:**
 - ADIP and other government schemes

Transaction

- Interactive lectures and group discussions
- Case studies and demonstrations of therapeutic techniques
- Assignments and field engagement (home visits, therapy sessions, etc.)
- Continuous assessment of learner performance

Coursework / Practical / Field Engagement

- **Assignment:** 1000-word report on assistive devices and technology used in special and inclusive schools.

- **Field Visit:** With speech, physio, or occupational therapists, visit at least five children with intellectual disability (with associated conditions such as cerebral palsy or autism). Document findings.
- **Group Activity:**
 - Identify children with intellectual disability in the school who receive therapeutic interventions.
 - Interview teachers, parents, and therapists to collect success stories.
 - Write and compile these stories into a **group-level compendium** for submission.

Recommended Readings

- Anderson, C., & VanDer, 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 ed.). Churchill Livingstone, Edinburgh.
- Creek, J. (2008). *The Core Concepts of Occupational Therapy: A Dynamic Framework for Practice*. Churchill Livingstone.
- Duncan, E. A. S. (2005). *Foundations for Practice in Occupational Therapy* (4th ed.). Churchill Livingstone.
- Kersner, M. (2001). *Speech and Language Therapy: The Decision-Making Process When Working with Children*. David Fulton Publishers, London.
- Lindsley, O., Skinner, B. F., & Solomon, H. C. (1953). *Studies in Behaviour Therapy (Status Report I)*. Metropolitan State Hospital, Waltham.
- Martin, G., & Pear, J. (2007). *Behaviour Modification: What It Is and How to Do It* (8th ed.). Pearson Prentice Hall, New Jersey.
- Paul, R., & Norbury, C. (2012). *Language Disorders from Infancy through Adolescence* (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* (12th ed.). LWW, New York.
- Speake, J. (2003). *How to Identify and Support Children with Speech and Language Difficulties*. LDA, London.

Web Resources

- [Training in Communication Skills – NIEPID](#)
- [Language and Literacy Intervention for Students with Intellectual Disabilities – ASHA](#)
- Teaching Communication Skills to Preschool Children with Mild Intellectual Disabilities
- [Speech & Language Intervention Strategies – YouTube](#)
- Physiotherapy Training Material – NIEPID
- [Therapeutics and Assistive Devices – WBNSOU](#)
- Occupational Therapy and Intellectual & Developmental Disability Throughout the Life Cycle

[Occupational Therapy Chapter – Healthcare for People with Intellectual](#)

[Disabilities Across the Lifespan](#)

Area C

ELECTIVECOURSES

Course Code	CourseTitle		
C3	GuidanceandCounseling	2	60
Total		2	60

Guidance & Counselling

CourseCode:C3

Credits:02

Hours:60

Introduction

Guidance and counselling are vital in supporting individuals with disabilities and their families to deal with their environment on a daily basis, as well as to explore opportunities and plan for the future. This course aims to empower learners to understand the concepts of guidance and counselling, the different types and contexts of counselling, and to apply these skills effectively to support students and their families while creating a supportive and inclusive environment.

Objectives

After completing this course, the learner will be able to:

- Appreciate the issues related to counselling and guidance.
 - Critically evaluate the importance and scope of educational, vocational, personal, and family counselling.
 - Apply guidance and counselling skills for persons with disabilities and their families across diverse settings.
 - Analyze the concerns faced by individuals with disabilities and their families in contemporary society.
-

Course Units

Unit 1: Introduction to Guidance and Counselling

- Definition, aims, and importance of guidance and counselling
- Competency and scope of work
- Role of the learner with families of individuals with disabilities
- Role of the learner with individuals with disabilities
- Ethical and legal considerations

Unit 2: Micro Skills of Counselling

- Building a positive environment, safe space, and relationships
- Non-judgmental and unconditional acceptance
- Active listening (verbal and non-verbal)
- Empathetic responding
- Building cultural and contextual sensitivity

Unit 3: Building Competency and Enhancing Skills in Settings

- Promoting autonomy and choices
- Building self-esteem and self-confidence
- Promoting positive mental health and wellbeing
- Empowering individuals with disabilities to advocate for themselves
- ~~Need and means for referrals, collaboration, and community engagement~~

Unit 4: Guidance and Counselling Across Settings

- Formal school and informal educational setups
- Vocational and employment settings
- Residential and assisted-living centres
- Career guidance and legal rights
- Understanding intersectionality (gender, sexuality, region, religion, caste, socio-economic status, and culture)

Unit 5: Addressing Abuse and Harassment

- Types of abuse (verbal, physical, psychological, sexual, emotional)
- Abusive punishment procedures and their repercussions
- Recognizing signs of abuse and trauma
- Role of peers, staff, and family
- Accessibility to mental health, legal, and allied services

Transaction

The course transaction should align with the **NEP 2020 framework**, highlighting the role of a counsellor in education. It should enhance sensitivity and counselling skills among educators, enabling them to act effectively as guides and counsellors. Methods such as lecture discussions, role play, and case study discussions should be adopted to ensure active learner engagement and practical understanding.

Course Work / Practical / Field Engagement

- Observation of counselling sessions with persons with disabilities and their families
- Role play of a parent counselling session
- Counselling and report writing on an individual/family case
- Critical observation and reporting on a counselling session
- Listing resources required for an effective school guidance programme and their optimum use
- Review of vocational guidance documents and writing an essay

Recommended Readings

- Kapunan, R. R. (2004). *Fundamentals of Guidance and Counselling*. Rex Printing Company, Philippines.
- Mehrotra, N. (2016). *A Resource Book on Disability Studies in India*. Retrieved from JNU
- Naik, P. S. (2013). *Counselling Skills for Educationists*. New Delhi: Soujanya Books.
- Nayak, A. K. (1997). *Guidance and Counselling*. New Delhi: APH Publishing.
- Pal, O. B. (2011). *Educational and Vocational Guidance and Counselling*. New Delhi: Soujanya Books.
- Rao, V. K., & Reddy, R. S. (2003). *Academic Environment: Advice, Counsel and Activities*. New Delhi: Soujanya Books.
- Shah, A. (2008). *Basics in Guidance and Counselling*. New Delhi: Global Vision Publishing House.
- Sharma, V. K. (2022). *Administration and Training of Educational and Vocational Guidance*. New Delhi: Soujanya Books.

Web Resources

- IGNOU Module on Counselling and Guidance
- [NIEPID Protocol](#)
- [McGraw Hill: Counselling and Guidance](#)

Area D
DISSERTATION

Course Code	Title	Credit	Hours
D1&D2	Dissertation	14	420

Dissertation Guidelines

Every institution, college, or university is entitled to enforce its own regulations and procedures regarding dissertations for post graduate students. Still, they ought to adhere to the following framework:

- Clearly communicate the expectations for the dissertation in terms of scope, justification, implications, and importance of originality and contribution to the field and make them identify key theories, methodologies, and gaps in existing research.
- Provide a structure outlining the requirements, format, assessment criteria, data collection methods and tools.
- Develop a realistic timeline for the dissertation process, including milestones for proposal submission, literature review completion, data collection, analysis, and final submission and a mechanism for regular review of the progress.
- Emphasize the importance of ethical research practices and follow them stringently.
- Share relevant resources and literature based on the latest developments in the field of specialization and ensure that the final draft adheres to general guidelines and quality standards.
- Disseminate the outcomes and publish the research findings.

AREAE-PRACTICALI

Course Code	Themes	Credit *	Hours*
E1	Practical's related to Disability Specializations	08	240
E2	Practical's related to Disability Specializations	08	240
	Total	16	480

Each disability specialization varies in requirements of practicals; hence the same has been worked out accordingly keeping the total number of credits and hours same. Details have been provided in the respective disability specialization sections of Practical I of E.

AREA-E

Specialization Courses

Practical: Intellectual Disability (ID)

Teaching Practice

Course Code: Area E1(ID)

Credits:08

Hours:240

Each learner is expected to prepare eight lesson plans for classroom teaching from the prescribed course curriculum for diploma and/or B.Ed levels of specialization in ID. All lessons should not be from the same course, it should be from different courses of the prescribed curriculum. Out of them, two shall be ICT based. All the lessons must be approved by the supervisor before the student teacher teaches in the respective class. The lessons shall be supervised by the concerned faculty member while it is being taught.

Each student trainee shall be allotted two classes for peer observation. Out of the eight lessons at least one lesson with innovative methods and one lesson with integration of technology should be considered while selecting the lessons. Out of the total 8 lessons, 6 will be guided and 2 will be submitted independently by the trainees for evaluation. Trainees have to submit record of Teaching practice with the eight lessons, peer evaluation reports and other relevant material if any (ICT related or TLM) along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the classes taught. Final lesson plan will jointly be evaluated by the external and internal examiners followed by viva-voce.

Preparation and Administration of Teacher Made Test (Tmt)

CourseCode:E2(ID)

Credits:08

Hours:240

Each Learner is expected to prepare and administer teacher made test under the guidance of a Supervisor. Learners are expected to submit two copies of typed report on the same in detail, consisting of conceptual background, rationale and methodology adopted in preparation of TMT and administration. At least eight such tests in different subject areas in different levels in special class and inclusive class must be prepared and administered. The learner must present the same in a seminar mode. The performance will jointly be evaluated by the external and internal examiners followed by viva voce

AREA F - PRACTICAL II

FIELD ENGAGEMENT/INTERNSHIP

Course Code	Themes	Credit	Hours
F1	Field engagement/internship related to disability specializations	08	240
F2	Field engagement/internship related to disability specializations	08	240
	Total	16	480

Each disability specialization varies in its requirements for field engagements and internships. Accordingly, these have been structured to maintain uniformity in the total number of credits and hours. Detailed guidelines are provided in the respective disability specialization sections of Practical II. **F.**

AREA-F

Specialization Courses

**PRACTICAL FIELD ENGAGEMENT/INTERNSHIP
RELATED TO SPECIALIZATION**

Practical: Intellectual Disability (ID)

Internship as a Teacher Trainer

CoursecodeF1

Credits8

Hours240

Internship involves compulsory placement with a teacher training institute/college offering courses in the relevant specialization area. The internship will be organized for a duration of four weeks. Each student trainee is required to teach 10 lessons, with topics selected from different courses of the programme (not from the same course). In addition, the trainee must undertake practical supervision of student-teachers undergoing training in Diploma/B.Ed. Special Education programmes on topics from the respective curriculum. Furthermore, the trainee will be expected to carry out any additional duties assigned by the Principal, In-charge, or Head of Department of the teacher training institute. institute where s/he is placed for internship.

A descriptive report of duties carried out and completion of teaching the theory and responsibilities of supervising practicals must be obtained from the principal/Head of the department, /In charge of the teacher training institute and submitted.

Field Engagement/Internship

Course Code: F2

Credits:8

Hours:240

Internship (Field Engagement in Intellectual Disability Rehabilitation)

This component of the internship involves associating with a **field site relevant to the area of specialization**. Students will undergo internships in organizations working in the field of **Intellectual Disability Rehabilitation** for a duration of **four weeks**. These may include organizations run by:

- Government departments/agencies
- Autonomous organizations/NGOs
- Community-Based Rehabilitation (CBR) projects
- Special schools
- Inclusive schools

The internship will be guided by a **faculty supervisor**, with a focus on enabling the student to develop linkages between *specialization-required courses* and *specialization-elective courses*.

Activities during Internship

Students should be provided opportunities to:

1. **Elicit Information** – Gather relevant information about two children with specific disabilities at different levels of functioning through interaction with parents and professionals.
2. **Assessment** – Assess the children using formal and informal tools and identify their specific learning problems.
3. **Comprehensive Report** – Write an assessment report by analyzing and interpreting the collected data.
4. **Individualized Education Plan (IEP)** – Develop an appropriate IEP including:
 - Current level of performance
 - Annual goals
 - Short-term objectives
 - Suggested methods and materials
 - Evaluation procedures
5. **Collaboration** – Work with class teachers and related professionals to implement the IEP.
6. **Implementation** – Carry out the IEP for a **minimum of 15 sessions** (each session not less than 45 minutes).
7. **Classroom Support** – Visit classrooms to support the student when taught by the regular teacher and collaborate with the teacher for effective inclusion.
8. **Evaluation** – Evaluate the progress of the child and prepare a detailed report.
9. **Final Report** – Submit the internship report, duly verified and certified by the **Head of the host organization**, in the prescribed format provided by the institute/college.