



SARDAR PATEL UNIVERSITY

Vallabh Vidyanagar

NAAC 'A' Grade (10-01-2023 To 09-01-2028)

NEP-2020 aligned Curriculum with effect from Academic Year 2026-27

Bachelor of Education- Special Education (Intellectual Disability) B.Ed. Spl. Ed. (ID), Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours Instructional + Notion	Course credits
			L-P-T		
Core Course	U2E01NCBES01	Human Growth and Development	4-0-0	(57+3=60)	02

Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

CLO1: Explain the process of development with special focus on infancy, childhood and adolescence.

CLO2: Summarize the theoretical approaches on Human Development

CLO3: Critically analyze developmental variations among children.

CLO4: Comprehend adolescence as a period of transition and threshold of adulthood.

CLO5: Apply knowledge of development to understand transitions into adulthood and professional practice.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Approaches to Human Development 1.1 Human development as a discipline from infancy to adulthood 1.2 Concepts and Principles of development 1.3 Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood) 1.4 Influence of Nature and Nurture on Development (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship) 1.5 Domains of Development (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)	CL, CBL, Discussion, Reflective Practice	CLO1
2	Theoretical Perspectives on Human Development 2.1 Psychodynamic Theories 2.1.1 Sigmund Freud's Psychoanalytic Theory 2.1.2 Erikson's Psychosocial Theory 2.2 Behaviourist Theories: 2.2.1 Ivan Pavlov's Classical Conditioning Theory 2.2.2 B. Frederick Skinner's Operant Conditioning Theory 2.3 Humanistic Theory and Social Theory 2.3.1 Abraham Maslow's Theory 2.3.2 Lev Vygotsky's Sociocultural Theory 2.4 Cognitive Theory Jean Piaget's Theory 2.5 Ecological theory 2.5.1 Bronfenbrenner's Ecological Systems Theory	CL, Seminar, PBL, Collaborative Learning	CLO2



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3	Prenatal and Early years (Zero -Eight years) 3.1 Prenatal development: Conception, stages and influences on prenatal development 3.2 Birth and Neonatal development: Screening the newborn- APGAR Score, Reflexes and responses, neuro-perceptual development 3.3 Milestones and variations in Development 3.4 Environmental factors influencing early childhood development 3.5 Role of play in enhancing development	Experiential Learning, Field Observation, CBL	CLO3
4	Early Adolescence (From nine years to eighteen years) 4.1 Emerging capabilities across domains of physical and social emotional 4.2 Emerging capabilities across domains related to cognition - metacognition, creativity, ethics 4.3 Issues related to puberty 4.4 Gender and development 4.5 Influence of the environment (social, cultural, political) on the growing child	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Transitions into Adulthood 5.1 Psychological well-being 5.2 Formation of identity and self-concept 5.3 Emerging roles and responsibilities 5.4 Life Skills and Independent Living 5.5 Career Choices	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (4)

- Observe children in an early childhood education program. Assess a child's strengths and needs across all developmental and behavioral dimensions in the early childhood years, and record
- Critically evaluate the intervention program related to health, nutrition, and Education of young children
- Discuss the theoretical approaches of human development in the seminar/workshop in the classroom
- Writing Journal for reflection and case study.

(A.2) Summative Assessment

- (a) Mid-term test: 15 marks

(B) External Assessment

Term End Test (25 Marks)



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• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyze & above (A)	
1	CLO1	12	1	1	3	5
2	CLO2	12	1	1	3	5
3	CLO3	12	1	1	3	5
4	CLO3, CLO4	12	1	1	3	5
5	CLO4, CLO5	12	1	1	3	5
		60	5	5	15	25

• CLOs – PLOs Matrix

CLO	PLO								PSLO	
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PSLO1	PSLO2
CLO1	3	3	1	–	–	–	–	–	1	1
CLO2	3	2	1	–	1	1	1	–	1	–
CLO3	2	3	2	1	2	1	1	1	2	2
CLO4	2	3	2	2	–	–	1	2	2	2
CLO5	2	3	3	2	1	2	–	2	3	3

Values to CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Class Internal Assessment	50
2	End-Semester Examination	Written Exam	50



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• Suggested Learning Materials Books:

S.No.	Title	Author(s)	Edition/Year	Publisher
1	Convention on the Rights of the Child	United Nations General Assembly	1989	United Nations
2	Diversity, Special Needs, and Inclusion in Early Years Education	Dimitriadi, S.	2014	SAGE India
3	The Rights of Persons with Disabilities Act	Department of Empowerment of Persons with Disabilities (DoEPwD)	2016	Ministry of Social Justice & Empowerment, Govt. of India
4	National Education Policy (NEP) 2020	Department of School Education & Literacy (DoSEL)	2020	Ministry of Education, Govt. of India
5	National Curriculum Framework for School Education (NCF-SE)	DoSEL	2023	Ministry of Education, Govt. of India
6	National Guidelines and Implementation Framework on Equitable and Inclusive Education	DoSEL	2023	Ministry of Education, Govt. of India
7	Right of Children to Free and Compulsory Education Act	DoSEL	2009	Ministry of Education, Govt. of India
8	School Without Walls: Inclusive Education for All	Jha, M. M.	2002	Oxford University Press / Heinemann
9	Including Children with Special Needs: Primary Stage	Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M., Anupriya, C. & Salin, D.	2014	NCERT, New Delhi
10	Education in Emerging Indian Education	Mehra, D. D.	2009	Tondon Publications
11	National Policy on Education	MHRD	1968	Govt. of India



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12	National Policy on Education	MHRD	1986	Govt. of India
13	National Policy for Persons with Disabilities	MSJE	2006	Govt. of India
14	Education of Children with Special Needs (in <i>India Education Report</i>)	Mukhopadhyay, S. & Mani, M. N. G.	2002	Oxford University Press
15	Philosophical and Sociological Foundation of Education	Murthy, S. K.	2009	Tondon Publications
16	Student History of Education in India	Narulla, S. & Naik, J. P.	1964	Macmillan India
17	Education in the Emerging India	Pathak, K. R.	2007	Atlantic Publishers
18	Philosophical and Sociological Foundations of Education	Pathak, R. P.	2009	Kanishka Publishers
19	Special Education Book: A Resource Book for Teachers and Other Professionals Servicing Students with Disabilities	Pangatungan, M.	2022	Palmetto Publishing
20	Philosophical and Sociological Foundation of Education	Siddiqui, M. H.	2009	APH Publishing Corporation
21	Philosophical Foundation of Education	Singh, Y. K.	2007	APH Publishing Corporation
22	Education in Emerging Indian Society	Thakur, A. S. & Berwal, S.	2007	National Publishing House
23	Education and Development in India: Critical Issues in Public Policy and Development	Tilak, J. B. G.	2018	Springer Singapore
24	Education for All: The Quality Imperative (EFA Global Monitoring Report)	UNESCO	2004	UNESCO, Paris
25	Report on Education for Sustainable Development	UNESCO	2009	UNESCO

• Online Resources (Open Source)

S.No.	Description of Resource(s)	Weblink
1	Convention on the Rights of the Child	https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf
2	Rights of Persons with Disabilities Act, 2016	https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf



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3	National Education Policy 2020	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
4	National Curriculum Framework for School Education 2023	https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf
5	Right to Education Act, 2009	https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf
6	National Policy on Education 1968	https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
7	National Policy on Education 1986	https://ncert.nic.in/pdf/nep/npe86.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours Instructional + Notion	Course credits
			L-P-T		
Core Course	U2E01NCBES02	Contemporary India and Education	4-0-0	(57+3=60)	02

Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1:** Explain the concept, aims, agencies, and philosophical foundations of education in the Indian and global context.
- CLO2:** Analyze the nature of diversity and its implications for equity, inclusion, and learning in educational settings.
- CLO3:** Examine constitutional provisions, educational policies, commissions, conventions, and legislation related to education and disability.
- CLO4:** Evaluate the development of school education, equal educational opportunities, and government programs for children with disabilities.
- CLO5:** Apply knowledge of contemporary challenges, trends, and professional practices to enhance the quality of inclusive education and teacher development.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Philosophical Foundations of Education 1.1 Concept and Nature of Education: Concept of Education (Meaning and definition), Aims of Education (Individual, Social, and Democratic), Scope of Education; Conceptual distinction between Education and Schooling, Learning, Training, Teaching, Instruction. 1.2 Agencies of Education: School, family, community, and media as agencies of education 1.3 Schools of Philosophy: Idealism, Naturalism, Pragmatism, Existentialism, Humanism, and Constructivism as Schools of Philosophy 1.4 Classical Indian Philosophies: Vedanta Darshan, Samkhya Darshan, Buddhism, and Jainism 1.5 Contribution of Indian Philosophers: Sri Aurobindo, Mahatma Gandhi, Rabindranath Tagore, J. Krishna Murthy, Sonam Wangchuk	CL, CBL, Discussion, Reflective Practice	CLO1
2	Understanding Diversity 2.1 Concept and Types of Diversity: Concept, Nature, and Types of Diversity (Gender, linguistic, cultural, socio-economic, and disability)	CL, Seminar, PBL, Collaborative Learning	CLO2



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	2.2 Girl child with disability, twice exceptionality; Disability as a Social and Political Construct 2.3 Global Perspective: United Nations mandate on Disability, International Classification of Functioning, Disability and Health (ICF 2001 by WHO), Impairment, Disability and Handicap (IDH) (Classified by the WHO 1980) 2.4 Diversity and learning: Attributions to diversity in learning, embracing diversity in schools, equity, and inclusion 2.5 Gender Equality as a Sustainable Development Goal (UN SDG5), Good Health and Wellbeing as a Sustainable Development Goal (UN SDG3), Quality Education as a Sustainable Development Goal (UN SDG4), Reduced Inequality as a Sustainable Development Goal (UN SDG10)		
3	Commissions, Acts, and Policies on Education in General and Children with Disabilities 3.1 Constitutional Provisions: Reflecting on ideas of Equality, Liberty, Secularism, and Social Justice; Constitutional Provisions on Right to Education, Women's Education, Education for the Weaker Section and Minorities, Education for the Diverse Need Sections. 3.2 National Commissions University Education Commission (1948-49), Secondary Education Commission (1952-53), Education Commission (1964-66); National Policy on Education (NPE 1968), National Policy of Education (NPE 1986 and POA 1992) 3.3 National Education Policy (NEP, 2020), National Curriculum Framework (NCF, 2005), National Curriculum Framework for Teacher Education (NCFTE, 2009), National Curriculum Framework for School Education (NCFSE, 2023) 3.4 International Conventions and Policies: Salamanca Declaration and Framework, 1994; UNCPRD, 2006 (United Nations Committee on Rights of Persons with Disabilities); MDG, 2015 (The Millennium Development Goals Report); INCHEON strategies (United Nations effort, Incheon Gan 2030); Biwako Millennium Framework 3.5 National Acts: RCI Act, 1992, PWD (Persons with Disability) Act, 1995, NT (National Trust) Act, 1999, RTE Act (2009 & 2012) (Right to Education); The Right of Persons with Disability Act 2016.	Experiential Learning, Field Observation, CBL	CLO3
4	Development in School Education and Equal Educational Opportunity 4.1 Landmarks in the Development of Education of Children with Disabilities: Concept of disability in Surgeon Report, Disability in Charter Act 1823, Central Advisory Board of Education (CABE 1923) on children with hearing impairment	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4



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	(sign language), Indian perspective on Disability (Divyang Jan) 4.2 Right to Education and Universal Access: Issues of Universal Enrolment, Universal Retention, and Universal Learning 4.3 Issues of quality and equity: Physical, economic, social, cultural, and language issues in education (addressing multilingual practices of the children) 4.4 Meaning of equality and constitutional provisions: equity and equality, prevailing nature and forms of inequality, including dominant and minority groups and related issues; inequality in schooling: public-private schools, rural-urban schools, single teacher schools, and other forms of inequalities such as regular and distance education systems 4.5 Programs and Schemes: IEDC (1974, 1983)- (Integrated Education for the Disabled Children), Samarga Shiksha Abhiyan [SSA (2000, 2011) -(Sarva Shiksha Abhiyan), RMSA (2009)- (Rashtriya Madhyamik Shiksha Abhiyan)], IEDSS (2009)- (Inclusive Education of the Disabled at the Secondary Stage)		
5	Challenges and Trends in Education 5.1 Challenges of education across different levels, from the foundational to the secondary stage. 5.2 Trends in delivery of educational service: inclusive education as a right-based model, complementarity of inclusive and special schools, Community participation, and community-based education 5.3 Professional Development of Teachers: Aspiration and Qualities of Teachers, Professional Development of Teachers, In-service Teacher Education and Professional Development of Teachers 5.4 Professional Ethics of the Teachers and Its Importance, Professional Identity of Teachers, Teacher as a Researcher, Teacher as a Facilitator 5.5 Strategies for Addressing the Issues of Professional Development of Teachers, National Education Policy (NEP 2020) on Professional Development of Teachers	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (3)

1. Assignment: Prepare and submit an assignment of 1000 words describing the inequality in schooling and how the schools can address this challenge.
2. Visit: Visit a special school and an inclusive school in your locality. Interview any 5



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students from each school to find out what they like most in schools, what they dislike, and the problems they face. Prepare a report and submit.

3. Group Activity: Organize an exhibition on different Indian philosophers and their contributions

(A.2) Summative Assessment

- (a) Mid-term test: 15 marks

(B) External Assessment

Term End Test (25 Marks)

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyze & above (A)	
1	CLO1	12	1	1	3	5
2	CLO2	12	1	1	3	5
3	CLO3	12	1	1	3	5
4	CLO3, CLO4	12	1	1	3	5
5	CLO4, CLO5	12	1	1	3	5
		60	5	5	15	25

• CLOs – PLOs Matrix

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PSLO1	PSLO2
CLO1	3	3	1	–	–	1	1	–	1	–
CLO2	3	2	1	–	–	–	1	–	1	–
CLO3	2	3	2	1	2	1	1	1	2	2
CLO4	2	3	2	2	–	1	–	2	2	2
CLO5	2	3	3	2	–	2	–	2	3	3

Values to the CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-



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• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Class Internal Assessment	50
2	End-Semester Examination	Written Exam	50

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Convention on the Rights of the Child	United Nations General Assembly	1989	United Nations
2	Diversity, Special Needs, and Inclusion in Early Years Education	Dimitriadi, S.	2014	SAGE India
3	The Rights of Persons with Disabilities Act	DoEPwD	2016	Ministry of Social Justice and Empowerment, Govt. of India
4	National Education Policy 2020	DoSEL	2020	Ministry of Education, Govt. of India
5	National Curriculum Framework for School Education	DoSEL	2023	Ministry of Education, Govt. of India
6	National Guidelines and Implementation Framework on Equitable and Inclusive Education	DoSEL	2023	Ministry of Education, Govt. of India
7	The Right of Children to Free and Compulsory Education Act	DoSEL	2009	Ministry of Education, Govt. of India
8	School Without Walls: Inclusive Education for All	Jha, M. M.	2002	Oxford Heinemann
9	Including Children with Special Needs: Primary Stage	Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M., Anupriya, C., & Salin, D.	2014	NCERT, New Delhi
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11	National Policy on Education	MHRD	1968	Government of India
12	National Policy on Education	MHRD	1986	Government of India
13	National Policy for Persons with Disabilities	MSJE	2006	Government of India
14	Education of Children with Special Needs (In India Education Report)	Mukhopadhyay, S. & Mani, M. N. G.	2002	Oxford University Press
15	Philosophical and Sociological Foundation of Education	Murthy, S. K.	2009	Tondon Publications
16	Student History of Education in India	Narulla, S. & Naik, J. P.	1964	Macmillan India Pvt. Ltd.
17	Education in the Emerging India	Pathak, K. R.	2007	Atlantic Publishers
18	Philosophical and Sociological Foundations of Education	Pathak, R. P.	2009	Kanishka Publishers
19	Special Education Book: A Resource Book for Teachers and Other Professionals Servicing Students with Disabilities	Pangatungan, M.	2022	Palmetto Publishing
20	Philosophical and Sociological Foundation of Education	Siddiqui, M. H.	2009	APH Publishing Corporation
21	Philosophical Foundation of Education	Singh, Y. K.	2007	APH Publishing Corporation
22	Education in Emerging Indian Society	Thakur, A. S. & Berwal, S.	2007	National Publishing House
23	Education and Development in India: Critical Issues in Public Policy and Development	Tilak, J. B. G.	2018	Springer Singapore
24	Education for All: The Quality Imperative (EFA Global Monitoring Report)	UNESCO	2004	UNESCO, Paris
25	Report on Education for Sustainable Development	UNESCO	2009	UNESCO

• Online Resources (Open Source)

S. No.	Description of Resource(s)	Weblink
1	Convention on the Rights	https://www.ohchr.org/sites/default/files/Documents/ProfessionalInterest/crc.pdf



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	of the Child (CRC)	
2	Rights of Persons with Disabilities Act, 2016	https://www.iitg.ac.in/eo/sites/default/files/RPwDAct2016.pdf
3	National Education Policy 2020	https://www.education.gov.in
4	National Curriculum Framework for School Education 2023	https://www.education.gov.in/sites/upload_files/mhrd/files/ncf_2023.pdf
5	Right of Children to Free and Compulsory Education Act, 2009	https://www.indiacode.nic.in/bitstream/123456789/13682/1/rte_act_2009.pdf
6	National Policy on Education, 1968	https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/NPE-1968.pdf
7	National Policy on Education, 1986	https://ncert.nic.in/pdf/nep/npe86.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours Instructional + Notion	Course credits
			L-P-T		
Cross disability & Inclusive Education Course	U2E01NSBES01	Introduction to Disabilities	4-0-0	(50+10=60)	02

Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1:** Explain the concepts of exceptionality, disability, diversity, and the educational implications of various disabilities.
- CLO2:** Analyze the significant provisions of the RPwD Act (2016) and their role in promoting inclusion, accessibility, and empowerment of learners with disabilities.
- CLO3:** Describe the characteristics, types, prevalence, and educational needs of persons with locomotor, neurological, visual, hearing, speech, and language disabilities.
- CLO4:** Examine the characteristics, types, and support needs of persons with intellectual disability, autism spectrum disorder, specific learning disabilities, multiple disabilities, and other disabilities under the RPwD Act (2016).
- CLO5:** Apply principles of sensitivity, respect, inclusion, and person-first approaches while working with persons with disabilities.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Basics of disability 1.1 Exceptionality: Concept, Types, Strengths, and Characteristics 1.2 Diversity, Difficulty, Delay & Disability in learners 1.3 Myths and realities about disabilities. 2e- Twice exceptionality 1.4 21 Specified disabilities in RPwD (2016) and their educational implications 1.5 International Classification of Functioning (ICF) framework of WHO; Inaccessible environments as a source of barriers for learners with disabilities	CL, CBL, Discussion, Reflective Practice	CLO1
2	Significant provisions for the empowerment of learners with disabilities in the RPWD Act (2016) 2.1 Respect for difference and acceptance of persons with disabilities as part of human diversity 2.2 Benchmark disabilities & high support needs 2.3 Reasonable accommodations, equality, and equity 2.4 Accessibility & barrier-free environment for different disabilities 2.5 Effective participation and inclusion	CL, Seminar, PBL, Collaborative Learning	CLO2



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3	Characteristics, incidence, prevalence, types, and needs of persons with 3.1 Locomotor disabilities and Muscular Dystrophy 3.2 Cerebral Palsy and Other Neurological Conditions 3.3 Blindness and Low Vision 3.4 Hearing impairment 3.5 Speech and language disabilities	Experiential Learning, Field Observation, CBL	CLO3
4	Characteristics, incidence, prevalence, types, and needs of persons with 4.1 Intellectual Disability 4.2 Autism Spectrum Disorder 4.3 Specific Learning Disabilities 4.4 Multiple Disability and Deaf blindness 4.5 Other Disabilities included in the RPwD (2016)	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Sensitivity while working with persons with disabilities 5.1 Use of respectful and 'person first' language and preserve identity 5.2 Avoid labeling except for certification purposes. 5.3 Uphold abilities and not limitations 5.4 Understand intersectionality of disability 5.5 Eliminate stereotypes	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (3)

- Making awareness posters for avoiding labeling, upholding strengths
- Awareness programs on celebrating days allocated for specific disabilities
- Gathering state wise data about incidence of disability

(A.2) Summative Assessment

- Mid-term test: 15 marks

(B) External Assessment

Term End Test (25 Marks)

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyze & above (A)	
1	CLO1	12	1	1	3	5
2	CLO2	12	1	1	3	5
3	CLO3	12	1	1	3	5



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4	CLO3, CLO4	12	1	1	3	5
5	CLO4, CLO5	12	1	1	3	5
		60	5	5	15	25

CLOs – PLOs Matrix

CLO	PLO								PSLO	
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PSLO1	PSLO2
CLO1	3	3	1	–	–	–	1	–	1	–
CLO2	3	2	1	–	–	1	1	–	1	–
CLO3	2	3	2	1	2	1	1	1	2	2
CLO4	2	3	2	2	1	1	1	2	2	2
CLO5	2	3	3	2	1	2	–	2	3	3

Values to the **CLO-PLO** matrix are assigned by **judging the importance of the particular CLO** in relation to the **PLOs**.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Class Internal Assessment	50
2	End-Semester Examination	Written Exam	50

• Suggested Learning Materials Books:

S.No.	Title	Author(s)	Edition/Year	Publisher
1	Children with Disabilities	Batshaw, M. L., Roizen, N. J., & Lotrecchiano, G. R.	2012	Paul H. Brookes Publishing



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2	Comprehensive Text Book on Disability	Chavan, B. S., Ahmed, W., & Gupta, R. K.	2022	Jaypee Brothers Medical Publishers (P) Ltd.
3	Introduction to Disabilities	Chauhan, N. K.	2023	Book Enclave
4	Introduction to Special Education and Disability Studies	Dogbe, D. S. Q. & Yeboah, K. A.	2020	LAMBERT Academic Publishing
5	Educating Special Students: An Introduction to Provision for Learners with Disabilities and Disorders	Farrell, A. F.	2015	Sage Publications
6	Key Issues in Special Educational Needs, Disability and Inclusion	Hodkinson, A.	2019	SAGE Publications Ltd.
7	An Introduction to Disability	Johnstone, D.	2001	David Fulton Publishers
8	Introduction to Disability	Khatri, N.	2023	Walnut Publication
9	An Introduction to Special Education: Making a Difference	Martin, J. E. & Martin, R.	2016	Pearson
10	Introduction to Disabilities	Mishra, P., Reddy, K. S., & Sridevi, K.	2021	Neelkamal Publications (P) Ltd., Hyderabad
11	Introduction to Disability: Basic Concepts and Issues	Ramaswamy, B.	2012	Kanishka Publication
12	Disability: The Basics	Shakespeare, T.	2018	Routledge
13	Introduction to Special Educational Needs, Disability and Inclusion: A Student's Guide	Smith, J. & Sewell, A.	2020	SAGE Publications Ltd.
14	Special Educational Needs and Disability	Wearmouth, J.	2023	Routledge
15	What Teachers Need to Know About Students with Disabilities	Westwood, P.	2013	ACER Press

• Online Resources (Open Source)



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Sr. No.	Description of Resource(s)	Weblink
1	Acts and Policies Related to Persons with Disabilities	https://depwd.gov.in/acts
2	Disability India Resource Portal	http://www.ccdisabilities.nic.in/resources/disability-india
3	Accessibility and Disability Inclusion Guidelines	https://niua.in/intranet/sites/default/files/2458.pdf
4	Government Resource on Disability and Inclusion	https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfde066f6/uploads/2023/11/202311292033291428.pdf
5	Status of Persons with Disabilities in India	https://www.nhfdc.nic.in/upload/nhfdc/Persons_Disabilities_31mar21.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours Instructional + Notion	Course credits
			L-P-T		
Cross disability & Inclusive Education Course	U2E01NSBES02	Introduction to Education of Students with Disabilities	4-0-0	(50+10=60)	02

Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1:** Explain changing perspectives and contemporary approaches in the education of children with disabilities.
- CLO2:** Analyze current policies, schemes, and initiatives promoting inclusive education and educational empowerment of learners with disabilities.
- CLO3:** Apply the roles and responsibilities of special educators in supporting learners with disabilities, families, schools, and communities.
- CLO4:** Design appropriate educational environments, curricular strategies, and pedagogical practices for learners with diverse disabilities across different developmental stages.
- CLO5:** Utilize emerging technologies, UDL principles, AI tools, and life-skill-oriented approaches to enhance educational outcomes for students with disabilities.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Changing perspectives in the education of children with disabilities 1.1 Paradigm shift in the disability (re)habilitation models & its impact on the education of children with disabilities 1.2 Understanding the segregated special education, integrated education, and Inclusive education from the lens of policy provisions and recommendations of National Acts provisions, Education commissions, Disability and Education policies, and International frameworks 1.3 Technological advancements leading to changing perspectives towards the education of children with disabilities 1.4 Research in neuroscience and neuroplasticity contributing to early childhood education and intervention 1.5 Concept of 'high returns on early investment' facilitating early identification, intervention, and education of children with disabilities	CL, CBL, Discussion, Reflective Practice	CLO1
2	Current initiatives for the education of children with disabilities	CL, Seminar, PBL,	CLO2



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	2.1 Initiatives by various Ministries in setting up CDEIC and DIEC centers and training of Aganwadis for facilitating early identification and intervention for inclusive education. 2.2 Setting up and supporting special schools, centers, vocational education; provisions of various Govt schemes 2.3 'Divyanjan' as SEDGs and their educational empowerment; provisions in NEP 2020 and the National Curriculum Framework for Foundational Stage (2022), National Curricular Framework for School Education (2023) 2.4 Training regular school teachers, norms for special educators, standards for the teacher-pupil ratio for inclusive education and accommodations for learning as directed by the Supreme Court judgment (2021) 2.5 Reservation of seats under the RTE (2009) Act, creating a barrier-free environment in schools, and e-content guidelines, provisions of open schooling	Collaborative Learning	
3	Changing role of a special educator 3.1 Sensitizing the community and Aganwadis for early identification and intervention, development of soft skills, attending skills, and knowledge of ICT 3.2 Home visits and need-based home training, informed choices, support for conducting surveys as mentioned in the RPwD Act (2016) 3.3 Assisting families in availing facilities in schemes, concessions, and preparation of UDID card and data management 3.4 Working with general school teachers for inclusive pedagogy and supporting basic skills for learning for children with different disabilities 3.5 Undertaking action research and attending continuous rehabilitation and Professional development programs	Experiential Learning, Field Observation, CBL	CLO3
4	Setting up the special centers and curricular strategies in special schools 4.1 Early intervention (below 3 years) infrastructural requirements, cross disability curriculum, school readiness programs, and transition planning 4.2 Foundational and preparatory (3 yrs to 11 yrs) infrastructural requirements and pedagogical practices 4.3 Middle school (11 years to 14 years) and secondary (14 years to 18 years) Infrastructural requirements and pedagogical practices, supporting career education of students with disabilities. 4.4 Pedagogical practices for high support needs, multiple disabilities, and independent living skills	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4



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	4.5 Maintaining school records and conducting parent meetings and programs for families		
5	Futuristic requirements for the education of students with disabilities 5.1 Using technological tools and apps for easing and enhancing communication, reading, writing, and computing 5.2 Blended and Web-Based educational service for distance learning for reaching the unreached 5.3 UDL (Universal Design for Learning) frameworks 5.4 AI (Artificial intelligence) tools to surpass communication barriers, AI- powered assistive robots for assisting students with socio-emotional challenges; AI tools for collecting and preserving data for monitoring progress, fine-tuning teaching strategies, and identifying potential learning roadblocks. 5.5 Education for life and career skills: Critical thinking, problem solving, reasoned decisions, financial literacy, entrepreneurship skills, collaborations, and risk-taking abilities	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (4)

1. Visits to various educational setups
2. Interacting with Adults with disabilities and Senior retired professionals
3. Readings and reflections of biographies and institutional reports
4. Flow chart of accessing the Govt schemes

(A.2) Summative Assessment

(a) Mid-term test: 15 marks

(B) External Assessment

Term End Test (25 Marks)

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyze & above (A)	
1	CLO1	12	1	1	3	5
2	CLO2	12	1	1	3	5
3	CLO3	12	1	1	3	5
4	CLO3, CLO4	12	1	1	3	5
5	CLO4, CLO5	12	1	1	3	5
		60	5	5	15	25

• CLOs – PLOs Matrix



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CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PSLO1	PSLO2
CLO1	3	3	1	–	–	1	–	–	1	–
CLO2	3	2	1	–	–	1	–	–	1	–
CLO3	2	3	2	1	2	–	1	1	2	2
CLO4	2	3	2	2	–	–	1	2	2	2
CLO5	2	3	3	2	–	2	1	2	3	3

Values to the CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Class Internal Assessment	50
2	End-Semester Examination	Written Exam	50

• Suggested Learning Materials Books:

S.No.	Title	Author(s)	Edition/Year	Publisher
1	Special Education Design and Development Tools for School Rehabilitation Professionals	Singh, A., Viner, M. & Yeh, C. J.	2020	IGI Global, USA
2	Virtual Reality, Augmented Reality and Artificial Intelligence in Special Education: A Practical Guide to Supporting Students with Learning Differences	Anderson, A.	2019	Routledge
3	Comprehensive Textbook on Disability	Chavan, B. S., Ahmad, W. & Gupta, R. K. (Eds.)	2022	Jaypee Brothers Medical Publishers,



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				New Delhi
4	The Shift to Student-Led: Reimagining Classroom Workflows with UDL and Blended Learning	Tucker, C. & Novak, K.	2022	Impress LP
5	Universal Design for Learning: Addressing the Barriers	Chandra, S.	2023	IP Innovative Publication Pvt. Ltd.
6	Curricular Framework for Cross Disability Early Intervention and School Readiness (Pehal and Nipun)	RCI, AYJNISHD(D) & Pratham	Latest Edition	RCI Publication
7	Disability and Inclusion: From Rationale to Reality	Sarkar, R. & Begum, M. (Eds.)	2022	Adyayan Publishers & Distributors
8	Changing Scenario and Emerging Trends in Special Education	Maqbool, B. & Pujari, J. (Eds.)	Latest Edition	Neelkamal Publications
9	Life Skills Education	Rao, K. R. & Dinakar, P.	2016	Neelkamal Publishers, Hyderabad
10	Strategies for Teaching Learners with Special Needs	Polloway, E. A., Patton, J. R., Serna, L. & Bailey, J. W.	2012	Pearson
11	Disability: An Overview	George, G., Kunnath, S. K., Varghese, A. & George, V. M. (Eds.)	2019	NISH, Trivandrum
12	Role Performance of Special Education Teachers: Problems and Prospects	Reddy, G. L.	2015	Discovery Publishing Pvt. Ltd.
13	Challenges in Transition: Autism Spectrum Disorder	Das, H. & Ramachandran, R. (Eds.)	2022	NIEPMD, Chennai
14	The Road Ahead: Transition to Adult Life for Persons with Disabilities	Storey, K., Bates, P. & Hunter, D.	2008	Training Resource Network Inc.
15	National Higher Education Policy 2020: How to Make It Happen?	Butt, K. A.	2022	Atlantic Publishers & Distributors
16	Nation Building through Skill Development	Lawrence, A. A. S. & Thiyagarajan, P.	2021	Tamil Nadu Open University



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17	Creating an Inclusive School	Mangal, S. K. & Mangal, S.	2019	PHI Learning Pvt. Ltd.
18	Blended Learning and MOOCs: A New Generation Education System	Manna, M. S., Balusamy, B., Sharma, M. & Samuel, P.	2023	Taylor & Francis Group
19	Special Education: Contemporary Perspectives for School Professionals	Friend, M.	2007	Pearson
20	Research Anthology on Inclusive Practices for Educators and Administrators in Special Education	Viner, M., Singh, A. & Shaughnessy, M. F.	2022	IGI Global, USA
21	Education of Children with Special Needs	Singh, M.	2010	Kanishka Publishers
22	Creating Play Environment for Children with Sensory Impairment and Additional Disabilities	Narayan, J.	2005	NIMH/NIEP ID Publication
23	An Introduction to Life Skills	Nawale, A., Nivargi, M., Gangane, A. & Tiwari, S.	2018	Macmillan Publishers
24	Major Issues and Challenges in Special Education in India	Gupta, N.	2017	Horizon Books
25	Higher Education in India: The Changing Scenario	Sharma, S. L., Ghuman, B. S. & Parkash, S. (Eds.)	2018	Rawat Publications
26	21st Century Skills Development Through Inquiry-Based Learning: From Theory to Practice	Chu, S. K. W., Reynolds, R. B., Tavares, N. J., Notari, M. & Lee, C. W. Y.	2018	Springer Nature, Singapore
27	Universal Design for Learning: Addressing the Barriers	Chandra, S.	2023	IP Innovative Publication Pvt. Ltd.
28	Be the Difference: Equality and Equity in Education	Verma, P., Panshikar, A. & Gupta, Y. (Eds.)	2019	S.R. Publishing House, New Delhi
29	Inclusive Education: Perspectives, Praxis and Pedagogy	Sharma, Y.	2021	Pearson India

• Online Resources (Open Source)



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Sr. No.	Description of Resource(s)	Weblink
1	CBSE Handbook on Inclusive Education	https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf
2	Inclusive Education Strategies Textbook	https://ici-s.umn.edu/files/qTxnhxmNxT/inclusive-education-strategies-textbook
3	Supreme Court Judgment on Disability Rights and Inclusion	https://main.sci.gov.in/supremecourt/2016/6641/6641_2016_3_1501_30887_Judgement_28-Oct-2021.pdf
4	MANUU Self-Learning Material on Inclusive Education	https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf
5	Including Children with Special Needs (NCERT)	https://n20.ncert.org.in/pdf/publication/otherpublications/tiicsnups101.pdf
6	NCERT Accessibility Guidelines	https://ncert.nic.in/accessibility.php
7	FAQs on Children with Special Needs	https://ncert.nic.in/pdf/CWSN-FAQs.pdf
8	Special Needs Education Resource	https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf
9	Educating Children with Learning Problems	https://niepid.nic.in/Educating%20Children%20With%20Learning%20Problems.pdf
10	UNESCO Policy Guidelines on Inclusion in Education	https://unesdoc.unesco.org/ark:/48223/pf0000186611
11	Contemporary India and Education	https://www.bdu.ac.in/cde/docs/ebooks/BEd/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf
12	Confluence of Inclusive Education Initiatives	https://www.education.gov.in/sites/upload_files/mhrd/files/documentreports/Confluence.pdf
13	NCF School Education Pre-Draft	https://www.education.gov.in/sites/upload_files/mhrd/files/infocus_slider/NCF-School-Education-Pre-Draft.pdf
14	National Education Policy 2020	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
15	Basics in Education (NCERT)	https://www.hzu.edu.in/bed/Basics-in-Education%20(NCERT).pdf
16	Handbook on Early Intervention Centre	https://www.niepid.nic.in/Handbook%20on%20EIC.pdf
17	OECD Review of Inclusive Education Practices	https://www.oecd.org/education/school/50293148.pdf
18	Artificial Intelligence and Special Education	https://www.researchgate.net/publication/373041128_Combining_Artificial_Intelligence_with_Special_Education
19	UGC e-Book on Skill Development	https://www.ugc.gov.in/e-book/SKILL%20ENG.pdf



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20	Education for Every Ability	https://www.unicef.org/eap/media/6421/file/Education%20for%20every%20ability.pdf
21	UNICEF Report: Right to Education for Children with Disabilities	https://www.unicef.org/media/126506/file/UNICEF-Right-to-Education-Children-Disabilities-ENG.pdf
22	U.S. Department of Education Report on Artificial Intelligence in Education	https://www2.ed.gov/documents/ai-report/ai-report.pdf



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours Instructional + Notion	Course credits
			L-P-T		
Disability Specialization Course	U2E01NSBES03	Identification of Disability and Assessment of Needs	4-0-0	(57+3=60)	02

Course Learning Outcomes (CLOs)

On completion of this course, students will be able to:

- CLO1:** Explain the nature, classification, causes, prevention, characteristics, and educational needs of persons with Intellectual Disability.
- CLO2:** Apply appropriate assessment methods, tools, and procedures for identifying and planning educational programs for persons with Intellectual Disability.
- CLO3:** Analyze assessment practices and tools used at preschool, school, and secondary levels for educational planning and inclusion of learners with Intellectual Disability.
- CLO4:** Evaluate assessment outcomes for vocational training, independent living, transition planning, and community participation of persons with Intellectual Disability.
- CLO5:** Assess family needs, resources, and support systems to facilitate holistic intervention and inclusive education for persons with Intellectual Disability.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Intellectual Disability - Nature and Needs 1.1 Historic Perspective of Intellectual Disability (ID) 1.2 Definitions of Intellectual Disability, National and International: ICD10, WHO, Rights of Persons with disabilities Act (RPwD, 2016). 1.3 Causes and Prevention of Intellectual disability 1.4 Classification – Medical, Psychological, Educational. International Classification of Functioning (ICF). 1.5 Screening, Identification, Characteristics, and Needs of persons with intellectual disability.	CL, CBL, Discussion, Reflective Practice	CLO1
2	Assessment 2.1 Concept, Meaning, Definition, and purpose of assessment. Assessment for certification, assessment for programming. 2.2 Areas of Assessment - Medical, Psychological, Educational, Behavioral & Ecological 2.3 Methods of Assessment: Observation, Interview, and Rating Scale 2.4 Types and Approaches: Norm Referenced Tests (NRT), Psychological assessment tools of intelligence, the Indian	CL, Seminar, PBL, Collaborative Learning	CLO2



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	adaptation of the Binet test of intelligence, Malins Intelligence scale for Indian children, NIEPID Indian Test of Intelligence (NITI), WISC, Criterion-referenced tests (CRT), curriculum-based assessments (CBA), and Teacher-made tests 2.5 Documentation of assessment, Result interpretation, and Report writing- Implications of all the above for Inclusion		
3	Assessment at various levels of School education 3.1 Importance of Assessment at Pre- School and School levels, /NEP 2020 -Foundational, Preparatory, Middle and Secondary levels. 3.2 Developmental and Adaptive Behavior Assessment 3.3 Assessment Tools at Foundational and preparatory levels (preschool)-Upanayan, Aarambh, Portage guide to early education, Madras Developmental Programming System (MDPS), Functional Assessment Checklist for Programming (FACP), and other recently developed tools. 3.4 Assessment Tools at School Ages (NEP 2020 – Middle and secondary levels)- MDPS, BASIC-MR, Grade level assessment device for children with learning problems in schools (GLAD), Support Intensity Scale, Curriculum-based assessment, and any recently developed tools. 3.5 Documentation of assessment, Result interpretation, and Report Writing-Implication of class level and curriculum-based assessment and its relation to Inclusion with resource support.	Experiential Learning, Field Observation, CBL	CLO3
4	Assessment at Adult and Vocational levels 4.1 Significance of Assessment for the Independent living of persons with intellectual disabilities 4.2 Assessment for Transition from School to Work 4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS, Comprehensive Assessment Tool for Adults with Intellectual Disabilities 4.4 Provisions and Schemes of the Ministry of Social Justice and Empowerment (MSJ&E) for Vocational Skill Development 4.5 Documentation of assessment, result interpretation, & Report writing Implications of assessment outcomes for Community living	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Assessment of Family Needs 5.1 Significance of psychosocial needs and their assessment in the family 5.2 Assessment of parental needs and its implications in planning Individualized programs 5.3 Assessment of siblings and extended family members and their implications in planning the education of persons with intellectual disability	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5



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	5.4 Assessment of family and community resources for inclusion and Strengthening of the family		
	5.5 Documentation, recording, and reporting- using the information in a holistic way with the multidisciplinary team		

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (6)

1. Administration of screening and assessment tools on children across different ages and levels
2. Development of a detailed profile for children with ASD
3. Presentations on embracing difference and diversity
4. Develop a plan to share a diagnosis of autism with an autistic person and their family
5. Develop a presentation for the community, school teachers, and other audiences to talk about autism
6. Develop a plan for an autistic person to be involved in self-advocacy

(A.2) Summative Assessment

(a) Mid-term test: 15 marks

(B) External Assessment

Term End Test (25 Marks)

• Weightage of Learning Efforts for Assessment

Unit	Aligned COs	Total Learning Hours	Approximate weightage (Marks) to Learning levels (BT)			Total Marks
			Remember (R)	Understanding (U)	Analyze & above (A)	
1	CLO1	12	1	1	3	5
2	CLO2	12	1	1	3	5
3	CLO3	12	1	1	3	5
4	CLO3, CLO4	12	1	1	3	5
5	CLO4, CLO5	12	1	1	3	5
		60	5	5	15	25

• CLOs – PLOs Matrix

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PSLO1	PSLO2
CLO1	3	3	1	—	—	—	—	—	1	—
CLO2	3	2	1	—	—	1	1	—	1	—
CLO3	2	3	2	1	2	1	1	1	2	2



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CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PSLO1	PSLO2
CLO4	2	3	2	2	–	–	1	2	2	2
CLO5	2	3	3	2	–	2	–	2	3	3

Values to the CLO-PLO matrix are assigned by judging the importance of the particular CLO in relation to the PLOs.

CLO – PLO correlation	Value
Strong	3
Moderate	2
Low	1
No correlation	-

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
1	Continuous Internal Evaluation	Seminars, Assignments, Class Internal Assessment	50
2	End-Semester Examination	Written Exam	50

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	Comprehensive Textbook on Disability	Chavan, B. S., Ahmad, W. & Gupta, R. K. (Eds.)	2022	Jaypee Brothers Medical Publishers, New Delhi
2	Identifying Special Needs: Diagnostic Checklists for Profiling Individual Differences	Hennel, G.	2018	Routledge, New York
3	Madras Developmental Programming System (MDPS)	Jayachandran, P. & Vimala, V.	1990	Vijay Human Services, Madras
4	Essentials of Intellectual Disability Assessment and Identification	Kaufman, A. S. & Kaufman, N. L. (Eds.)	2016	Wiley, Boston



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5	Curriculum Based Assessment in Special Education	King-Sears, H. E.	1994	Singular Publishing Group, San Diego
6	Sexuality Education Needs Assessment Checklist	Manogna, S. R., Susan, B. K. & Kumar, R. J.	2022	NIEPID, Secunderabad
7	FACP–PMR (Functional Assessment Checklist for Programming)	Myreddi, V. & Narayan, J.	2004	NIMH, Secunderabad
8	Grade Level Assessment Device for Children with Learning Problems in Regular Schools (GLAD)	Narayan, J.	2003	NIMH, Secunderabad
9	Functional Assessment Checklist for Programming (FACP)	Narayan, J., Myreddi, V. & Rao, S.	2002	NIMH, Secunderabad
10	NIEPID Indian Test of Intelligence (NITI)	NIEPID	2023	NIEPID, Hyderabad
11	Assessment in Special Education: An Applied Approach	Overton, T.	2000	Pearson Education, Boston
12	Education of Exceptional Children	Panda, K. C.	1997	Vikas Publishing House, New Delhi
13	Behavioural Assessment Scales for Indian Children with Mental Retardation (BASIC-MR)	Peshawaria, R. & Venkatesan, S.	1992	NIMH, Secunderabad
14	Assessment in Special and Inclusive Education	Salvia, J., Ysseldyke, J. E. & Bolt, S.	2007	Houghton Mifflin Company, Boston
15	Comprehensive Assessment Tool for Adults with Intellectual Disabilities	Srinivasulu, G. & Mughesh, T.	2020	NIEPID, Secunderabad
16	Revitalising Special Education	Kaufman, M. J. (Ed.)	2022	Routledge / ProQuest Ebook Central



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• Online Resources (Open Source)

S. No.	Description of Resource(s)	Weblink
1	Sexuality Education Needs Assessment Checklist (NIEPID Resources)	www.niepid.nic.in/list.php
2	Comprehensive Assessment Tool for Adults with Intellectual Disabilities (NIEPID Resources)	www.niepid.nic.in/list.php
3	Clinical Practice Guidelines on Intellectual Disability Assessment and Management	https://indianpsychiatricsociety.org/child-psychiatry-disorders-assessment-and-management-clinical-practice-guidelines-on-intellectual-disability/
4	Assessment and Evaluation Guidelines for Children with Disabilities	https://www.edudel.nic.in/upload/upload_2021_22/289_300_dt_02052022.pdf
5	Assessment Tools Used in India for Special Education	https://specialeducationnotes.co.in/Assessment%20tools%20used%20in%20India.htm
6	Revitalising Special Education (e-Book)	https://ezaccess.libraries.psu.edu/login?url=https://ebookcentral.proquest.com/lib/pensu/detail.action?docID=7088548
7	Essentials of Intellectual Disability Assessment and Identification (Reference Resource)	https://www.amazon.com/essentials-Intellectual-Disability-Identification-Psychological-ebook/dp/B01DRDK7IQ



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours	Course credits
			L-P-T		
Practical - Related to Pedagogy & Disability Specialization	U2E01NSBES04	Disability and Inclusion	0-4-0	60	02

Course content:

1. Visits to organisations working in the area of disabilities (e.g., Special Schools, Therapy centres, Rehabilitation organisations, and Inclusive Schools).
2. Class room observation

Disability Focus	Educational Setting	Hrs (60)	Tasks for the Student-teachers	Description
ID	Special school of PwID	40 hrs	Observation of groups from early intervention, /Preparatory level to secondary/ prevocational levels.	Minimum 10 school Periods. Write a report and submit.
HI, VI, CP, ASD, Multiple Disabilities and resource units of SLD	Minimum 3 Special schools for HI, VI, CP, Autism or Multiple Disabilities and resource units of SLD	15 hrs (5 Hrs each in each disability)	Classroom Observation and Report	Minimum 30 school Periods 10 school Periods in each Special school. Submit report
Any Disability	Inclusive School available in the neighbourhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods Submit report.



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Note:

- Schedule for practical for E-1 shall be included in the time table.
- Observations as mentioned are essential. However, if schools for other disabilities are not available in the nearby area, the same may be conducted as observation at Inclusive school/ education, therapy centres or services being provided in the Resource room/ Home based education or vice versa with other disability.



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours	Course credits
			L-P-T		
Practical - Related to Pedagogy & Disability Specialization	U2E01NSBES05	Disability Specialization	0-10-0	150	05

Course Learning Outcomes (CLOs)

Upon successful completion of this practical course, student-teachers will be able to:

CLO1: Conduct educational and functional assessments of children with developmental delay and Intellectual Disability using appropriate assessment tools and observational techniques.

CLO2: Develop Individualized Family Support Plans (IFSPs) and Individualized Education Programmes (IEPs) based on assessment findings, learner needs, and family priorities.

CLO3: Implement individualized instructional programmes and intervention strategies in early intervention, special school, home-based, and inclusive educational settings.

CLO4: Collaborate effectively with families, regular classroom teachers, special educators, and other professionals during planning, implementation, and monitoring of individualized programmes.

CLO5: Analyze and document learner progress, evaluate the effectiveness of interventions, and modify IEP/IFSP goals based on evidence and ongoing assessment.

CLO6: Demonstrate professional ethics, reflective practice, and sensitivity while working with children with Intellectual Disability and their families in diverse educational settings.

Course content: Individualised Educational Programme (IEP).

S. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (150)	Description
1.	Individualised Family Support Plan (IFSP)	Developmental delay	Early intervention centre/ similar units	30	Assess and Develop IFSP for a child with developmental delay under 3 years. Implement at least 10 sessions as per the programme and report.



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2.	IEP in special school/ home based	ID	Special school, home based	55	Assess two students with intellectual disability functioning at different levels and attending different classes in a special school. One of them can be home based education. Develop an IEP and implement at least 10 lessons each.
3.	IEP in inclusive class room	ID	Inclusive schools	55	Assess two students with intellectual disability functioning at different levels and attending different classes in an inclusive school. Develop an IEP after considering the regular class curriculum and implement at least 10 lessons each in the inclusive class in collaboration with the class teacher.
4.	Observation of support services	ID	Institute/ Clinic	10	Submit report

Note:

- Schedule for practical for E-2 shall be included in the time table. Skill for micro teaching shall be selected with reference to Major Disability.



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours	Course credits
			L-P-T		
Practical - Related to Pedagogy & Disability Specialization	U2E01NSBES06	Lesson Planning, Development of TLM and Teaching	0-6-0	90	03

Course Learning Outcomes (CLOs)

Upon successful completion of this practical course, student-teachers will be able to:

CLO1: Design developmentally appropriate lesson plans aligned with curricular goals and the learning needs of students with Intellectual Disability across different educational levels.

CLO2: Develop and utilize appropriate Teaching Learning Materials (TLMs), assistive resources, and ICT-based tools to facilitate meaningful learning experiences.

CLO3: Implement learner-centred instructional strategies and teaching skills effectively in special school, resource room, and inclusive classroom settings.

CLO4: Adapt curriculum content, classroom activities, and assessment practices to accommodate diverse learning needs of students with Intellectual Disability.

CLO5: Demonstrate effective classroom management, communication, and teaching competencies while conducting lessons in special and inclusive educational settings.

CLO6: Plan and conduct disability awareness and sensitization programmes for teachers, peers, parents, and community members to promote inclusive education.

Course content:

1. Lesson planning and development of teaching learning material.
2. Group teaching in special schools



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Sl. No.	Tasks for the Student- teachers	Disability Focus	Educational Setting	Hrs (90)	Description
1.	Lesson Planning and Teaching	ID	Special School	40	The student teacher has to develop 10 lessons that includes at least 2 lessons for each level /class ranging from preschool/ preparatory to secondary levels and transition plan from school to work. The lessons should include cocurricular activities, relevant TLM and also use of technology.
2.	Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40	Minimum 30 school Periods 10 school Periods in each Special school. Submit report
3.	School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10	Minimum 10 school Periods Submit report.

Note:

Each lesson must be approved by the supervisor before executing the lessons. Documents of all the lessons taught and the relevant TLM must be made available to the external examiner during the final practical examination.