



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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours Instructional + Notion	Course credits
			L-P-T		
Core Course	U2E02NCBES01	Learning, Teaching, and Assessment	4-0-0	(57+3=60)	02

Course Learning Outcomes (CLOs)

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

- CLO1:** Explain the concepts of human learning, intelligence, creativity, and major theories of learning and intelligence in educational contexts.
- CLO2:** Analyze the processes of sensation, attention, perception, memory, thinking, problem-solving, and motivation, and their influence on learning.
- CLO3:** Apply principles of effective teaching-learning processes, learning environments, and teacher leadership in special and inclusive classroom settings.
- CLO4:** Differentiate between assessment, evaluation, measurement, testing, and examination and explain their role in educational decision-making.
- CLO5:** Design and utilize appropriate assessment strategies, accommodations, and evaluation practices to support learners with diverse educational needs.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Human Learning and Intelligence 1.1 Human learning: meaning, definition, and concept formation 1.2 Learning theories: • Behaviorism: Pavlov, Thorndike, Skinner • Cognitivism: Piaget, Bruner • Social Constructivism: Vygotsky, Bandura 1.3 Intelligence: • Concept and definition • Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg) 1.4 Creativity: Concept, Definition, and Characteristics 1.5 Implications for Classroom teaching and learning in special and inclusive classroom settings	CL, CBL, Discussion, Reflective Practice	CLO1
2	Learning Process and Motivation 2.1 Sensation: Definition and Sensory Process 2.2 Attention: Definition and Affecting Factors 2.3 Perception: Definition and Types 2.4 Memory, Thinking, and Problem Solving 2.5 Motivation: Nature, Definition, and Maslow's Theory	CL, Seminar, PBL, Collaborative Learning	CLO2
3	Teaching Learning Process 3.1 Maxims of Teaching	Experiential Learning,	CLO3



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	3.2 Stages of Teaching: Plan, Implement, Evaluate, Reflect 3.3 Stages of Learning: Acquisition, Maintenance, Generalization 3.4 Learning Environment: Psychological, Social, and Physical 3.5 Leadership role of the teacher in special and inclusive classrooms, school, and community	Field Observation, CBL	
4	Overview of Assessment and School System 4.1 Assessment: Conventional meaning and constructivist perspective 4.2 'Assessment of Learning' and 'Assessment for Learning': Meaning and difference 4.3 Comparing and contrasting assessment, evaluation, measurement, test, and examination 4.4 Formative and summative evaluation, Curriculum-Based Measurement, with particular references to students with disabilities/diverse learning needs 4.5 Key concepts in evaluation: Marks, credit, grading, choice, alternative certifications, transparency, internal-external proportion, improvement options	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Assessment: Strategies and Practices 5.1 Strategies: Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, and records of learning landmark, cloze set/open set, and other innovative measures- Meaning and procedure 5.2 Typology and levels of assessment items: Multiple choice, open-ended, and closed-ended; direct, indirect, and inferential level 5.3 Analysis, reporting, interpretation, documentation, feedback, and pedagogic decisions 5.4 Assessment of learners with diverse learning needs: Exemptions, concessions, adaptations, and accommodations; 5.5 School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam Reforms: Comprehensive and Continuous Evaluation (CCE), National Curriculum Framework (NCF), Right to Education Act (RTE, 2009), National Policy on Education (NEP, 2020), Rights of Persons with disabilities Act (RPwD Act, 2016)	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (3)



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1. Observe children in a class in special, regular and inclusive schools respectively and describe similarities and differences in teaching-learning contexts and submit a report.
2. Prepare a Self-study report on individual differences among learners.
3. Compile three curriculum based assessment tools in any one subject area by doing a web search, write a report.

(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	PLO								PSLO	
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PSLO1	PSLO2
CLO1	3	3	1	–	–	1	1	–	1	–
CLO2	3	2	1	–	–	1	1	–	1	–
CLO3	2	3	2	1	2	2	2	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 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:**

S.No.	Title	Author(s)	Edition/Year	Publisher
1	Assessment of Cognitive Development of Elementary School Children: A Psychometric Approach	Amin, N.	2002	Jain Book Agency, New Delhi
2	Advanced Educational Psychology	Chauhan, S. S.	2013	Jain Book Agency, New Delhi
3	Curriculum Based Assessment in Special Education	King-Sears, E. M.	1994	Singular Publishing Group, San Diego
4	Educational Psychology: Teaching and Learning Perspective	Panch, R.	2013	McGraw Hill Education (India) Pvt. Ltd., New Delhi
5	Assessment in Special and Inclusive Education	Salvia, J., Ysseldyke, J. E. & Bolt, S.	2007	Houghton Mifflin Company, Boston
6	Behavioral, Social, and Emotional Assessment of Children and Adolescents	Whitcomb, S. & Merrell, K. W.	2012	Routledge, New York
7	Fundamentals of Educational Psychology (11th Edition)	Woolfolk, A., Misra, G. & Jha, A. K.	2012	Pearson Education, New Delhi

- Online Resources (Open Source)**

S.No.	Description of Resource(s)	Weblink
1	Web Resources for Learning	https://sites.google.com/site/webresourcesforlearning/home
2	Cambridge English Teaching, Learning and Assessment Framework	https://www.cambridgeenglish.org/teaching-english/professional-development/cambridge-english-teaching-framework/teaching-learning-and-assessment/



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3	Learning Theories and Teaching-Learning Resources	http://teachinglearningresources.pbworks.com/w/page/19919565/Learning%20Theories
4	Educational Assessment and Learning Resources (NCBI Bookshelf)	https://www.ncbi.nlm.nih.gov/books/NBK562189/



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours Instructional + Notion	Course credits
			L-P-T		
Elective Core Course	U2E02NEBES01	Pedagogy of Teaching Science	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, significance, and role of science in society, environment, and sustainable development.
- CLO2:** Design instructional plans, including lesson plans, unit plans, and pedagogical analysis for effective science teaching.
- CLO3:** Apply appropriate approaches, methods, and learner-centered strategies for teaching science to diverse learners, including children with disabilities.
- CLO4:** Utilize and adapt science learning resources, laboratories, enrichment activities, and assistive technologies to promote inclusive science learning.
- CLO5:** Develop and implement appropriate assessment and evaluation procedures, including adaptations for children with disabilities, in science education.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Nature and Significance of Science 1.1 Nature, Scope, Importance, and Value of Science 1.2 Science as an Integrated Area of Study 1.3 Science and Modern Indian Society: Relationship of Science and Society 1.4 Impact of Science with Special Reference to Issues Related to Environment, Industrialization, and Disarmament 1.5 Role of Science for Sustainable Development	CL, CBL, Discussion, Reflective Practice	CLO1
2	Planning for Instruction 2.1 Aims and Objectives of Teaching Science in Elementary and Secondary School 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioural Terms 2.3 Lesson Planning – Importance and Basic Steps. Planning Lesson for an Explanation, Demonstration, and Numerical Problem in Teaching of Sciences 2.4 Unit Planning – Format of A Unit Plan 2.5 Pedagogical Analysis: Meaning and Need. Guidelines for Conducting Pedagogical Analysis	CL, Seminar, PBL, Collaborative Learning	CLO2
3	Approaches and Methods of Teaching Sciences	Experiential Learning,	CLO3



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	3.1 Pedagogic principles, Process Approach, Direct Experience Approach, Inductive-Deductive Approach 3.2 Lecture, Demonstration, Discussion, Problem-solving, Concept-mapping, Programmed Instruction, Team Teaching, Seminar, Computer Assisted Learning (CAL) 3.3 Project Method, Survey, Field-inquiry, and Heuristic Method 3.4 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situated/Contextual Learning with reference to Children with Disabilities 3.5 Constructivist, phenomenological, and computational thinking approaches and their application in Teaching Science	Field Observation, CBL	
4	Learning Resources with reference to Children with Disabilities for Teaching Science 4.1 Teaching Learning Aids – Need, Importance, Selection, Use, and Classification of Aids Based on Type of Experience, Audio Visual Aids, Multimedia, Charts, and Models (Tactile and Visual) 4.2 Importance of science learning and enrichment activities- Science Circles, Topic-based and Project-based club (eg, Eco-club, Health and well-being club), Science Exhibition, activities in tinkering laboratory, Science journals for learners, science-tech activities, and Significance of enrichment activities with reference to Children with Disabilities 4.3 The Science Laboratory-Planning organization of Lab, storage, adaptation in science lab and apparatus, science apparatus for all learners (UD- equipment), Assistive technology for learning science, and Virtual/digital/app-based science laboratory, Safety of learners and scientific equipment, Significance of science lab (physical/virtual) with reference to Children with Disabilities 4.4 Aquarium, Vivarium – Role in learning science, setting, care & maintenance 4.5 Museum, Botanical, Zoological, and Herbal Garden: Role in learning science, projects, and field work activities.	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Assessment and Evaluation 5.1 Assessment and Evaluation- Concept, Nature and Need, Flexibility in Assessment 5.2 Norm Referenced & Criterion Referenced Evaluation, School-based Assessment: Concept and Significance, Holistic Assessment 5.3 Tools and Techniques for Formative and Summative Assessments 5.4 Preparation of Diagnostic Test, Achievement Test, and holistic development Report card. 5.5 Adaptations of the Evaluation Procedure with Reference to Children with Disabilities	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5



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• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (5)

1. Preparation of a multimedia presentation on a topic from Science content keeping students with disabilities in view.
2. Developing an Action Research Plan on a problem related to teaching and learning of Sciences to students with disabilities to students with disabilities.
3. Curricular adaptations for teaching Sciences to students with disabilities.
4. Designing/adaptation in science apparatus to facilitate participation of children with disabilities in science-learning activities (any five of your choice).
5. Exploring and using teaching- learning apps/e-content suitable to teach scientific concepts to children with disabilities in an inclusive classroom.

(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
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CLO2	3	2	1	–	–	1	1	–	1	–
CLO3	2	3	2	1	2	2	1	1	2	2
CLO4	2	3	2	2	1	–	2	2	2	2
CLO5	2	3	3	2	1	2	1	2	3	3



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No correlation	-

• Assessment and Evaluation

Sr. No.	Assessment/Evaluation	Component	Weightage (%)
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2	End-Semester Examination	Written Exam	50

• Suggested Learning Materials Books:

S.No.	Title	Author(s)	Edition/Year	Publisher
1	Teaching Science in Elementary and Middle School	Buxton, A. C.	2010	Sage Publications, New Delhi
2	The Teaching of Science: 21st-Century Perspectives	Bybee, R.	2010	NSTA Press, Arlington, VA, USA
3	The Content of Science: A Constructive Approach to its Teaching and Learning	Fensham, P. J.	1994	The Falmer Press, Washington, D.C.
4	Teaching and Learning of Science and Technology	Gupta, V. K.	1995	Vikas Publishing House Pvt. Ltd., New Delhi
5	Teaching of Science	Joshi, S. R.	2005	A.P.H. Publishing Corporation, New Delhi
6	Towards Excellence: Effective Education for Students with Vision Impairments	Kelley, P. & Gale, G.	1998	North Rocks Press, Sydney
7	Teaching Inquiry Science in Middle School	Lawson, E. A.	2010	Sage Publications, New Delhi
8	Innovations in Science and Technology Education	Layton, D.	1989	Sterling Publishers, New Delhi



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9	Techniques of Teaching Blind Children	Mani, M. N. G.	1992	Sterling Publishers, New Delhi
10	Sourcebook for Training Teachers of the Visually Impaired	Mukhopadhyay, S., Jangira, N. K., Mani, M. N. G. & Raychowdhary, N.	1987	NCERT, New Delhi
11	Basic Skills – Science	Murray, L. J.	1988	John Murray, Boston
12	Teaching Science in Secondary Schools	NCERT	1982	NCERT, New Delhi
13	Pedagogy of Science – Physical Science (Part I)	NCERT	2013	NCERT, New Delhi
14	Pedagogy of Science – Physical Science (Part II)	NCERT	2013	NCERT, New Delhi
15	In-Service Training Programme: Pedagogy of Science – Physical Science	NCERT	2016	NCERT, New Delhi
16	Pedagogy of Science (NISHTHA Module)	NCERT	2019	NCERT, New Delhi
17	School Based Assessment (NISHTHA Module)	NCERT	2019	NCERT, New Delhi
18	Handbook for Teachers of the Visually Handicapped	NIVH	1992	National Institute for the Visually Handicapped, Dehradun
19	Foundations of Education for Blind and Visually Handicapped Children and Youth	Scholl, G. T.	1986	American Foundation for the Blind, New York
20	Modern Science Teaching	Sharma, R. C.	2005	Dhanpat Rai & Sons, Delhi
21	Teaching Science	Siddiqui, H. M.	2007	Balaji Offset, New Delhi
22	Teaching of Science Today and Tomorrow	Siddiqui, N. N. & Siddiqui, M. N.	1994	Doaba House, Delhi
23	Teaching Science and Mathematics to All Children at the Secondary Level (Inclusive Education)	Singh, V. K.	2014	NCERT, New Delhi
24	Including Children with Special Needs – Upper Primary	NCERT	2015	NCERT, New Delhi
25	Teaching Science Through Discovery	Starin, A. & Sund, B.	1983	Charles E. Merrill Publishing Company, Ohio
26	Teaching of Physical Science	Tripathi, S.	2004	Dominant Publications, Delhi
27	Source Book for Science Teaching	UNESCO	1966	UNESCO, Paris



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28	Science Teaching in Schools	Vaidya, N.	2003	Deep & Deep Publishers, New Delhi
29	Teaching of Physical Science	Vanaja, M.	2006	Neelkamal Publications, Hyderabad
30	Science Education	Rao, V. K.	2004	APH Publishing Corporation, New Delhi

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Pedagogy of Science – Physical Science (Part I & II)	https://ncert.nic.in
2	In-Service Training Programme: Pedagogy of Science	https://ncert.nic.in
3	Pedagogy of Science (NISHTHA Module)	https://ncert.nic.in
4	School Based Assessment (NISHTHA Module)	https://ncert.nic.in
5	Teaching Science and Mathematics to All Children at the Secondary Level (Inclusive Education)	https://ncert.nic.in
6	Including Children with Special Needs – Upper Primary	https://ncert.nic.in



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			L-P-T		
Elective Core Course	U2E02NEBES02	Pedagogy of Teaching Mathematics	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, historical development, psychological foundations, and significance of mathematics in education and everyday life.
- CLO2: Design instructional plans, including lesson plans, unit plans, and pedagogical analysis for effective teaching of mathematics.
- CLO3: Apply appropriate methods, strategies, and learner-centered approaches to facilitate meaningful mathematics learning.
- CLO4: Utilize mathematical laboratories, learning resources, assistive technologies, and enrichment activities to promote inclusive mathematics education.
- CLO5: Develop and implement assessment and evaluation procedures, including adaptations for students with disabilities, to enhance mathematics learning outcomes.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Nature of Mathematics 1.1 Meaning, Nature, Importance, and Value of Mathematics 1.2 Axioms, Postulates, Assumptions, and Hypotheses in Mathematics 1.3 Historical Development of Notations and Number Systems 1.4 Contribution of Mathematicians (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras) 1.5 Perspectives on Psychology of Teaching and Learning of Mathematics: Constructivism, Enactivism, Vygotskyian Perspectives, and Zone of Proximal Development	CL, CBL, Discussion, Reflective Practice	CLO1
2	Objectives and Instructional Planning in Mathematics 2.1 Aims and Objectives of Teaching Mathematics in Elementary and Secondary Schools 2.2 Bloom's Taxonomy of Educational Objectives and Writing Objectives in Behavioral Terms 2.3 Lesson Planning– Importance and Basic Steps. Planning Lesson of Arithmetic, Algebra, and Geometry 2.4 Unit Planning – Format of A Unit Plan	CL, Seminar, PBL, Collaborative Learning	CLO2



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	2.5 Pedagogical Analysis: Meaning and Need and Procedure for Conducting Pedagogical Analysis. Classification of Content, Objective, Evaluation, etc.		
3	Strategies for Learning and Teaching Mathematics 3.1 Concept Formation and Concept Attainment: Concept Attainment Model for Learning and Teaching of Concepts 3.2 Learning by Exposition: Advanced Organizer Model 3.3 Methods of Teaching- Mathematics: experiencing activities, Inquiry-based teaching-learning, Lecture, Discussion, Demonstration, Inductive-Deductive, Analytic-Synthetic, problem-solving, project, and integrating science, technology, engineering, arts, and Mathematics (STEAM) approach 3.4 Techniques of Teaching Mathematics: Indian Knowledge System/Indigenous knowledge and practices, Oral Work, Written Work, Drill-Work, Brainstorming, and Computer-Assisted Instruction (CAI), integration of arts, sports, and science in teaching mathematics 3.5 Creating Different Situations of Learning Engagement: Group Learning, Individual Learning, Small-Group, Cooperative (Peer-Tutoring, Jigsaw, etc.), Situational/ Contextual Learning, and computational thinking	Experiential Learning, Field Observation, CBL	CLO3
4	Teaching-Learning Resources in Mathematics for Students with Disabilities 4.1 Mathematics Laboratory- Concept, Need, and Equipment for Setting Up a Mathematics Laboratory, care and maintenance 4.2 Utilization of Learning Resources in Mathematics: Charts and Pictures, Weighing and Measuring Instruments, Drawing Instruments, Models, Concrete Materials, Surveying Instruments, with reference to Children with Disabilities 4.3 Mathematics learning and enrichment activities-Mathematics Club, Topic-centered and project-based clubs, Quiz and debate clubs, Maths Olympiads and competitions 4.4 Mathematics learning devices: Abacus, Cuisenaire Rods, Fractional Discs, Napier Strips 4.5 Technological support in learning mathematics- Virtual mathematics laboratory, Maths learning apps, assistive technology, e-contents and other digital materials, Calculators, Computers, Smart Boards, Multimedia Presentations, and Special, adapted and universally designed mathematical learning aids for Children with Disabilities	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Assessment and Evaluation for Mathematics Learning 5.1 Assessment and Evaluation- Concept, Importance and Purpose, Flexibility in Assessment 5.2 Error Analysis, Diagnostic Tests, Identification of Hard Spots and Remedial Measures	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5



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	5.3 Tools and Techniques for Formative and Summative Assessments of Learner Achievement in Mathematics, School-Based Assessment in Mathematics, and assessment of holistic development		
	5.4 Preparation of Diagnostic, Achievement Test, and Holistic Development Report Card		
	5.5 Adaptations in Evaluation, including techno-based evaluation Procedure for Students with Disabilities		

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (4)

1. Preparation of a multimedia presentation on a topic with special reference to students with disabilities
2. Designing procedures of assessment through multiple evidences to ensure understanding of mathematical concepts, skills and capacities (eg. Procedural fluency, Computational thinking, problem solving etc.)- designing individual and group activities for assessment, assignments, projects, real-life experiences, question papers, quizzes etc.
3. Analyzing errors committed by school children in Mathematics and preparing a remedial plan
4. Developing an Action Research proposal for a problem related to teaching and learning of Mathematics with reference to students with disabilities

(A.2) Summative Assessment

(a) Mid-term test: 15 marks

(B) External Assessment

Term End Test (25 Marks)

• Weightage of Learning Efforts for Assessment

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CLO3	2	3	2	1	2	2	2	1	2	2
CLO4	2	3	2	2	–	–	1	2	2	2
CLO5	2	3	3	2	–	2	2	2	3	3

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• Assessment and Evaluation

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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	Measuring and Evaluating School Learning	Carey, L. M.	1988	Allyn and Bacon, Boston
2	Teaching Mathematics	Chambers, P.	2010	Sage Publications, New Delhi
3	The Process of Learning Mathematics	Chapman, L. R.	1970	Pergamon Press, New York



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4	Teaching Mathematics Meaningfully: Solutions for Reaching Struggling Learners	David, A. H., Maggie, M. K. & Louann, H. L.	2007	Amazon Books, Canada
5	How Children Think and Learn	David, W.	1988	Blackwell Publishers Ltd., New York
6	Content-Cum-Methodology of Teaching Mathematics	Gupta, H. N. & Shankaran, V.	1984	NCERT, New Delhi
7	Teaching of Mathematics	James, A.	2005	Neelkamal Publications, New Delhi
8	Mathematics Formative Assessment	Keeley, P. K. & Cheryl, T. R.	2011	Sage Publications, London
9	Teaching of Mathematics	Kumar, S.	2009	Anmol Publications, New Delhi
10	Teaching of Mathematics	Mangal, S. K.	1993	Arya Book Depot, New Delhi
11	Techniques of Teaching Blind Children	Mani, M. N. G.	1992	Sterling Publishers, New Delhi
12	Sourcebook for Training Teachers of the Visually Handicapped	Mukhopadhyaya, S., Jangira, N. K., Mani, M. N. G. & Raychaudhary, N.	1988	NCERT, New Delhi
13	Pedagogy of Mathematics	NCERT	2012	NCERT, New Delhi
14	Including Children with Special Needs – Upper Primary Stage	NCERT	2015	NCERT, New Delhi
15	Pedagogy of Mathematics (NISHTHA Module)	NCERT	2019	NCERT, New Delhi
16	School Based Assessment (NISHTHA Module)	NCERT	2019	NCERT, New Delhi
17	National Curriculum Framework for Foundational Stage	NCERT	2022	NCERT, New Delhi
18	National Curriculum Framework for School Education	NCERT	2023	NCERT, New Delhi
19	Nemeth Code for Mathematics and Scientific Notation	Nemeth, A.	1973	American Printing House, Louisville
20	Teaching of Mathematics	Siddhu, K. S.	1990	Sterling Publishers, New Delhi
21	Teaching Science and Mathematics to All Children at the Secondary Level (Inclusive Education)	Singh, V. K.	2014	NCERT, New Delhi



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- Online Resources (Open Source)**

S. No.	Description of Resource(s)	Weblink
1	Pedagogy of Mathematics (B.Ed. Textbook)	https://ncert.nic.in
2	Including Children with Special Needs – Upper Primary Stage	https://ncert.nic.in
3	Pedagogy of Mathematics (NISHTHA Module)	https://ncert.nic.in
4	School Based Assessment (NISHTHA Module)	https://ncert.nic.in
5	National Curriculum Framework for Foundational Stage	https://ncert.nic.in
6	National Curriculum Framework for School Education	https://ncert.nic.in
7	Teaching Science and Mathematics to All Children at the Secondary Level (Inclusive Education)	https://ncert.nic.in



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours Instructional + Notion	Course credits
			L-P-T		
Elective Core Course	U2E02NEBES03	Pedagogy of Teaching Social Science	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, scope, significance, and educational objectives of social science in developing an egalitarian society.
- CLO2:** Design and adapt curriculum, unit plans, and lesson plans for effective and inclusive teaching of social science.
- CLO3:** Apply appropriate approaches, methods, techniques, and instructional resources for teaching social science to diverse learners, including children with disabilities.
- CLO4:** Develop and implement suitable assessment and evaluation strategies, including adaptations for children with disabilities, in social science education.
- CLO5:** Demonstrate reflective teaching practices through action research, case studies, professional portfolios, and competencies required for inclusive social science education.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Nature of Social Sciences 1.1 Concept, scope, and nature of social science 1.2 Difference between social sciences and social studies 1.3 Aims and objectives of teaching social science at the school level 1.4 Significance of social science as a core subject 1.5 Role of social science teacher for an egalitarian society	CL, CBL, Discussion, Reflective Practice	CLO1
2	Curriculum and Instructional Planning 2.1 Organization of social science curriculum at the school level- considerations from the Indian Knowledge System and rooted in India, progressive from local to global, real and diverse, narratives and evidence-based, interdisciplinary, adequate, relevant, and representations of socio-cultural capitals, livelihood and economy, democracy and governance, and humanistic values and environmental concerns. 2.2 Instructional Planning: Concept, need, and importance 2.3 Unit plan and Lesson plan: need and importance 2.4 Procedure of Unit and Lesson Planning 2.5 Adaptation of unit and lesson plans for children with disabilities	CL, Seminar, PBL, Collaborative Learning	CLO2



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3	Approaches to teaching Social Science 3.1 Curricular approaches: a) Coordination, b) Correlational, c) Concentric, d) Spiral, e) Integrated, f) Regressive 3.2 Methods of teaching social science: lecture, conversations, discussions, and debates, socialized recitation, case-studies, evidence-survey, source auditing, project method, Inquiry and analytic method, Reflective essays and critics, creativity (models and artifacts) 3.2.1. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, storytelling, Role play, Group and self-study, programmed learning, inductive thinking, Concept mapping, expository teaching, and problem solving 3.3 The Social Science Laboratory-Planning organization of Lab, storage, accessible lab, equipment, and resource materials, Assistive technology for learning social science, and Virtual/digital/app-based social science laboratory, Significance of social science lab (physical/virtual) with reference to Children with Disabilities 3.4 Instructional material for teaching of social science: Time-lines & Genealogical charts, Maps & Globes, literature and journals, textbooks and supplementary readers (in accessible formats), sources from ancient and contemporary arts, heritage and culture, museum multimedia, Television, Films & Filmstrips, Social science games and e-contents and digital materials 3.5 Adaptations of curriculum and resource materials for teaching social sciences to children with disabilities	Experiential Learning, Field Observation, CBL	CLO3
4	Assessment and Evaluation of Learning in Social Science 4.1 Assessment and Evaluation-Concept, nature and purpose, flexibility in assessment 4.2 Techniques of evaluating learner achievement in social Science: Written and Oral tests, Observation Tools, Work Samples, Portfolio, and rubrics. 4.3 Assessment: tools and techniques of School-Based Assessment, assessment of holistic development 4.4 Construction of diagnostic test, teacher-made achievement test, and holistic development report card 4.5 Adaptations of the Evaluation Procedure for children with disabilities	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Social Science Teacher as a Reflective Practitioner 5.1 Being a reflective practitioner- use of action research 5.2 Developing an Action Research Plan for solving a problem in teaching and learning of social science 5.3 Case study- Need and Importance for a School Teacher 5.4 Development of a Professional Portfolio/ Teaching Journal	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5



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	5.5 Competencies for teaching social science to children with disabilities		
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• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (5)

1. Develop an Action Research Plan on a problem related to teaching and learning in Social Science
2. Adapt teaching learning materials for a child with disability
3. Develop questions and achievement tests in social science
4. Organize activities like quiz, mock-parliament, field trips & survey, exhibitions and any other social science enrichment activities in schools.
5. Designing e-content related to social science curriculum for children with disabilities in an inclusive classroom.

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



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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

• Suggested Learning Materials Books:

S.No.	Title	Author(s)	Edition/Year	Publisher
1	Principles, Methods and Techniques of Teaching	Aggarwal, J. C.	2008	Vikas Publishing House Pvt. Ltd., Meerut
2	Teaching of Social Studies: A Practical Approach	Aggarwal, J. C.	2008	Vikas Publishing House Pvt. Ltd., Meerut
3	Social Science Learning in Schools: Perspectives and Challenges	Batra, P.	2010	Sage Publications Pvt. Ltd., New Delhi
4	Innovations in Teaching Learning Process	Chauhan, S. S.	2008	Vikas Publishing House Pvt. Ltd., New Delhi
5	Techniques of Teaching	Dhand, H.	2009	APH Publishing Corporation, New Delhi
6	Teaching Elementary Social Studies	Duplass, J. A.	2009	Atlantic Publishers, New Delhi
7	Teaching Social Science in Schools	George, A. M. & Madam, A.	2009	NCERT, New Delhi
8	Teaching of Social Science	Mangal, S. K.	2004	Arya Book Depot, Delhi
9	Samajik Shikshan	Mangal, U.	2005	Arya Book Depot, New Delhi
10	National Curriculum Framework for School Education	NCERT	2023	NCERT, New Delhi



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11	Package in Social Sciences for Professional Development of In-Service Teachers	NCERT	2014	NCERT, New Delhi
12	Pedagogy of Social Science (NISHTHA Module)	NCERT	2019	NCERT, New Delhi
13	School Based Assessment (NISHTHA Module)	NCERT	2019	NCERT, New Delhi
14	Methods of Teaching Economics	Rai, B. C.	1999	Prakashan Kendra, Lucknow
15	Technological Foundation of Education	Sharma, R. A.	2008	R. Lall Book Depot, Meerut
16	Principles and Techniques of Education	Sharma, R. N.	2008	Surjeet Publications, Delhi
17	Teaching of History: Modern Methods	Singh, Y. K.	2009	APH Publishing Corporation, New Delhi
18	Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do	Stone, R.	2008	Corwin Press, California

• Online Resources (Open Source)

S. No.	Description of Resource(s)	Weblink
1	National Curriculum Framework for School Education (NCF-SE 2023)	https://www.ncert.nic.in
2	Package in Social Sciences for Professional Development of In-Service Teachers	https://www.ncert.nic.in
3	Pedagogy of Social Science (NISHTHA Module)	https://www.ncert.nic.in
4	School Based Assessment (NISHTHA Module)	https://www.ncert.nic.in



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours Instructional + Notion	Course credits
			L-P-T		
Elective Core Course	U2E02NEBES04	हिंदी भाषा का शिक्षण-शास्त्र	4-0-0	(57+3=60)	02

(Course Learning Outcomes - CLOs)

इस पाठ्यक्रम के पूर्ण होने पर विद्यार्थी सक्षम होंगे:

CLO1: हिन्दी भाषा की प्रकृति, विकास, साहित्यिक विधाओं तथा समकालीन महत्त्व का विवेचन कर सकेंगे।

CLO2: हिन्दी शिक्षण के उद्देश्यों के अनुरूप प्रभावी इकाई योजना एवं पाठ योजना का निर्माण कर सकेंगे।

CLO3: हिन्दी गद्य, पद्य एवं व्याकरण शिक्षण के लिए उपयुक्त शिक्षण विधियों एवं उपागमों का प्रयोग कर सकेंगे।

CLO4: हिन्दी भाषा अधिगम को प्रभावी बनाने हेतु शिक्षण-अधिगम सामग्रियों, सहायक तकनीकों तथा भाषा प्रयोगशाला का उपयोग कर सकेंगे।

CLO5: हिन्दी भाषा अधिगम के लिए उपयुक्त आकलन एवं मूल्यांकन प्रविधियों का निर्माण एवं प्रयोग कर सकेंगे तथा दिव्यांग विद्यार्थियों हेतु आवश्यक अनुकूलन कर सकेंगे।

Unit	Course Content	Learning Pedagogies*	CO(s)
1	हिन्दी भाषा की प्रकृति, प्रयोज्यता और संवर्धन 1.1 हिन्दी भाषा का नामकरण, संस्कृत से हिन्दी के उद्भव की प्रक्रिया। 1.2 हिन्दी भाषा में उर्दू, अंग्रेजी और संस्कृत से समाविष्ट प्रत्यय। 1.3 विश्वभाषा और भविष्य भाषा के रूप में हिन्दी के विकास का आकलन। 1.4 हिन्दी साहित्य का सामान्य परिचय। 1.5 हिन्दी गद्य साहित्य की विधाएँ कहानी नाटक और महाकाव्य, उपन्यास, यात्रा विवरण, आत्मकथा और संस्मरण	CL, CBL, Discussion, Reflective Practice	CLO1
2	भाषा अधिगम की प्रकृति और पाठ नियोजन 2.1 हिन्दी शिक्षण के लक्ष्य और उद्देश्य। 2.2 इकाई नियोजन का प्रत्यय, इसका महत्त्व और निर्माण विधि। 2.3 पाठयोजना का परिचय, उपयोग और महत्त्व। 2.4 पाठयोजना के चरण, संरचनाएँ, उपागम और उनका क्रियान्वयन। 2.5 हिन्दी शिक्षण के ज्ञानात्मक, बोधात्मक, कौशलात्मक और रुचिगत उद्देश्यों का निर्धारण।	CL, Seminar, PBL, Collaborative Learning	CLO2
3	हिन्दी की विविध विधाओं के शिक्षण की विधियों का परिचय और उपयोग 3.1 गद्य एवं पद्य शिक्षण की आवश्यकता और उपयोगिता।	Experiential Learning, Field	CLO3



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	3.2 गद्य शिक्षण की अर्थबोध, व्याख्या, विश्लेषण और संयुक्त विधि का परिचय और इनकी समीक्षा। 3.3 पद्य शिक्षण के शब्दार्थ कथन, खण्डान्वय, विन्यास तथा समीक्षा विधि का परिचय और इनकी उपयुक्तता का आंकलन। 3.4 व्याकरण शिक्षण की आवश्यकता और उपयोगिता। 3.5 व्याकरण शिक्षण की निगमन, आगमन, भाषासंसर्ग और पाठ्य-पुस्तक विधियों का मूल्यांकन।	Observation, CBL	
4	भाषा अधिगम-शिक्षण में सहायक सामग्रियों का प्रयोग 4.1 शिक्षण उपकरणों का सन्दर्भ, महत्व और लाभ। 4.2 अधिगम-शिक्षण के दृश्य, श्रव्य स्पर्श उपकरणों के प्रकार। 4.3 दृश्य उपकरण श्यामपट्ट, चार्ट, नक्शा, मानचित्र, प्रतिरूप, कार्यशाला, प्रतिरूप और फ्लैशकार्ड सांकेतिक भाषा की वीडियो तथा अनुशीर्षक, अखबार, पत्रिकाओं और पुस्तकों इत्यादि के प्रयोग की विधि और अभ्यास। 4.4 श्रव्य उपकरण - कॉम्पैक्ट डिस्क, श्रव्य पुस्तक, डेजी पुस्तकों, आई-पॉड इत्यादि के प्रयोग की विधि और अभ्यास। 4.4.1 स्पर्श उपकरण - वास्तविक वस्तुएं, व्यक्ति वस्तु आवागमन, पशु, पक्षी, पेड़ पौधे इत्यादि के स्पर्शात्मक प्रतिरूप स्पर्शात्मक नक्शा, स्पर्शात्मक मानचित्र, मानव शरीर का स्पर्शात्मक प्रतिरूप, ब्रेल लिपी में पाठ्य पुस्तकों एवं अन्य स्पर्शात्मक शिक्षण, अधिगम सहायक सामग्री इत्यादि के रूप में प्रयोग की विधि और उपयोगिता। 4.4.2 वैद्युदण्विक उपकरणों - टेलीविजन, कम्प्यूटर, डीजीटल पुस्तक, ई-सामग्री, सॉफ्टवेयर, मोबाइल एप्स और इंटरनेट की सहायक तकनीक व उपकरणों के रूप में प्रयोग की विधि और उपयोगिता। 4.5 भाषा अधिगम में भाषा प्रयोगशाला; भौतिक व आभासी के प्रयोग की विधि और समीक्षा।	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	भाषा अधिगम के आंकलन व मूल्यांकन की प्रविधि 5.1 आंकलन व मूल्यांकन की संकल्पना, उद्देश्य और महत्व, तथा आंकलन प्रक्रिया में लचीलापन। 5.2 आंकलन के विभिन्न प्रकार तथा उपकरण विद्यालय आधारित आंकलन का संदर्भ। 5.3 लेखन, पठन, श्रुतलेख, सुलेख, तीव्रलेखन, त्रुटिमुक्त लेखन, आशुभाषण, काव्यपाठ, गीत, अभिनय, संवाद, क्रियाकलाप और नेतृत्व के गुणों का प्रविधि द्वारा मूल्यांकन तथा उनके के भाषा अधिगम का संचयीवृत्त बनाना। 5.4 त्रुटियों की पहचान व विश्लेषण, नैदानिक परीक्षण और उपचारात्मक उपाय। 5.5 दिव्यांग विद्यार्थियों के लिए आंकलन प्रक्रिया में अनुकूलन और उनके सर्वांगीण विकास का आंकलन कर रिपोर्ट तैयार करना।	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5



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• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (4)

1. आधुनिक भाषा के रूप में हिन्दी के गुणों और स्थित का अनुसंधान विवरण।
2. हिन्दी शिक्षण की किन्हीं दो अधनूतन विधियों का परिचय एवं इनके उपयोग की तुलनात्मक समीक्षा।
3. हिन्दी शिक्षण के श्रवण, वाचन और लेखन अधिगम के सटीक मूल्यांकन में विद्यालय आधारित आंकलन की प्रविधि के उपयोग का विवरण।
4. चिन्तन दैनन्दिनी, पोर्टफोलियो और आलोचनात्मक विवरणी के उपयोग की समीक्षा और इनकी प्रतिकृति का प्रस्तुतिकरण।

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



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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

• Suggested Learning Materials Books:

Sr. No.	Title	Author(s)	Edition/Year	Publisher
1	हिन्दी शिक्षण : अभिनव आयाम	पाण्डेय, पुष्पकान्त	2010	एक्सिस पब्लिकेशंस, दरियागंज, नई दिल्ली
2	हिन्दी शिक्षण	मंगल, उमा	2005	आर्य बुक डिपो, करोल बाग, नई दिल्ली
3	हिन्दी शिक्षण	पाण्डेय, रामशकल	2005	विनोद पुस्तक मन्दिर
4	हिन्दी साहित्य का इतिहास	शुक्ल, रामचन्द्र	2006	राजकमल प्रकाशन, नई दिल्ली
5	हिन्दी शिक्षण	लाल, रमन बिहारी	2002	रस्तोगी प्रकाशन, मेरठ
6	हिन्दी शिक्षण	सिंह, सावित्री	2004	इंटरनेशनल पब्लिशिंग हाउस, मेरठ
7	विशेष आवश्यकता वाले बच्चों का समावेशन – प्राथमिक स्तर	NCERT	2014	राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (NCERT), नई दिल्ली
8	विशेष आवश्यकता वाले बच्चों का समावेशन – उच्च प्राथमिक स्तर	NCERT	2015	राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद (NCERT), नई दिल्ली
9	विद्यालय आधारित आंकलन	NCERT	2019	निष्ठा (NISHTHA), NCERT, नई दिल्ली



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10	भाषा शिक्षण-शास्त्र	NCERT	2019	निष्ठा (NISHTHA), NCERT, नई दिल्ली
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- Online Resources (Open Source)**

S.No.	Description of Resource(s)	Weblink
1	विशेष आवश्यकता वाले बच्चों का समावेशन – प्राथमिक स्तर	https://www.ncert.nic.in
2	विशेष आवश्यकता वाले बच्चों का समावेशन – उच्च प्राथमिक स्तर	https://www.ncert.nic.in
3	विद्यालय आधारित आंकलन (School Based Assessment)	https://www.ncert.nic.in
4	भाषा शिक्षण-शास्त्र (Language Pedagogy)	https://www.ncert.nic.in



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Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours Instructional + Notion	Course credits
			L-P-T		
Elective Core Course	U2E02NEBES05	Pedagogy of Teaching English	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 of the English language, principles of language teaching, and contemporary trends in English language and literature.
- CLO2:** Develop instructional plans, unit plans, and lesson plans for teaching English, including adaptations for children with disabilities.
- CLO3:** Apply appropriate approaches, methods, and techniques to enhance language learning and develop listening, speaking, reading, and writing skills.
- CLO4:** Design and utilize instructional materials, language enrichment activities, and assistive resources for effective English language teaching.
- CLO5:** Assess language learning outcomes using appropriate evaluation tools and adapt assessment procedures to meet the diverse needs of children with disabilities.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Nature of English Language & Literature 1.1 Principles of Language Teaching 1.2 Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) 1.3 English Language in the School Context: An Evolutionary Perspective 1.4 Current Trends in Modern English Literature in the Indian Context 1.5 Teaching as a second language in the Indian context.	CL, CBL, Discussion, Reflective Practice	CLO1
2	Instructional Planning 2.1 Aims and objectives of teaching English at different stages of schooling 2.2 Instructional Planning: Need and Importance 2.3 Unit and lesson plan: Need and Importance 2.4 Procedure of Unit and Lesson Planning 2.5 Planning and adapting units and lessons for children with disabilities	CL, Seminar, PBL, Collaborative Learning	CLO2
3	Approaches and Methods of Teaching English 3.1 Difference between an approach and a method	Experiential Learning,	CLO3



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	3.2 Task-based approach, collaborative learning, experiential learning reflective, inquiry-based approach, language across the curriculum, communicative language teaching, Bilingual, Multilingual, Eclectic, and Constructive approach 3.3 Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method. ii) Structural – Situational method. iii) Direct method iv) integrative method 3.4 Development of four basic language skills: Listening (comprehension), Speaking (communication), Reading, and Writing 3.5 Accommodation in approaches and techniques in teaching children with disabilities	Field Observation, CBL	
4	Instructional Materials 4.1 Importance of instructional material and its effective use 4.2 The use of instructional aids for effective teaching of English: Multimedia including chalk, digital/smart, flannel Board, Pictures/ Picture- cutouts, Charts, tape records, Radio, Television, mobile phone, Films & Filmstrips, Projector, Language Laboratory, Virtual lab, Language games, reading cards, Worksheets, Handouts, and literature. 4.3 Construction of a teacher-made learning material and other resources for English proficiency 4.4 Language learning and enrichment activities: storytime, book review, reading buddies, book club, language circles, quizzes, discussions, debates, script writing and composing, creative writing, writing portfolio 4.5 Adaptations of teaching material for children with disabilities	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Assessment and Evaluation 5.1 Assessment and Evaluation - Concept and Need, Flexibility in Assessment 5.2 Assessing Language skills and Language elements (Vocabulary, Grammar, and Phonology) 5.3 Tools and techniques of Assessment, School-Based Assessment, in the English language, Assessment of Holistic Development 5.4 Error Analysis, Diagnostic Tests, Identification of Hard Spots, and Enrichment Measures 5.5 Adaptation of Evaluation Tools and Formats for Children with Disabilities: designing an individualized assessment procedure and holistic development report card.	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)



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Assessment Tasks (6)

1. Design teaching programme based on error analysis
2. Develop an Action Research Plan for measuring the effectiveness of a given teaching approach in English
3. Develop work sheet (interactive including language games)
4. Prepare worksheets to enrich vocabulary among secondary students with disabilities
5. Develop lesson plans for the teaching of prose and poetry
6. Critically analyze any one poem or essay of a well known poet or writer

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



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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:

S.No.	Title	Author(s)	Edition/Year	Publisher
1	English Grammar in Context	Agnihotri, R. K. & Khanna, A. L.	1996	Ratna Sagar, Delhi
2	Teaching English as a Second Language	Allen, H. & Campbell, R.	1972	McGraw Hill, New York
3	Communicative English	Bharthi, T. & Hariprasad, M.	2004	Neelkamal Publications, Hyderabad
4	Teaching and Learning English as a Foreign Language	Bhatia, K. K.	2006	Kalyani Publishers, New Delhi
5	Teaching and Learning English as a Foreign Language	Bhatia, K. K. & Kaur, N.	2011	Kalyani Publishers, Ludhiana
6	Teaching of English	Bindra, R.	2005	Radha Krishan Anand & Co., Jammu
7	Developing Reading Skills	Grellet, F.	1980	Cambridge University Press, New York
8	Principles and Practice in Second Language Acquisition	Krashen, S. D.	1992	Pergamon Press, Oxford
9	Teaching English: Approaches, Methods and Techniques	Krishnaswamy, N.	2003	Macmillan Publications, New Delhi
10	Including Children with Special Needs – Primary Stage	NCERT	2014	NCERT, New Delhi
11	Including Children with Special Needs – Upper Primary Stage	NCERT	2015	NCERT, New Delhi
12	Pedagogy of Languages (NISHTHA Module)	NCERT	2019	NCERT, New Delhi
13	School-Based Assessment (NISHTHA Module)	NCERT	2019	NCERT, New Delhi
14	National Curriculum Framework for Foundational	NCERT	2022	NCERT, New Delhi



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	Stage			
15	National Curriculum Framework for School Education	NCERT	2023	NCERT, New Delhi
16	Teaching of English	Sachdeva, M. S.	2007	Twenty First Century Publications, Patiala
17	Teaching of English	Sahu, B. K.	2004	Kalyani Publishers, Ludhiana
18	Techniques of Teaching English	Shaik, M. & Ghosh, R. N.	2005	Neelkamal Publications, Hyderabad
19	Teaching of English: Skills and Methods	Sharma, P.	2011	Shipra Publications, Delhi

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1	Including Children with Special Needs – Primary Stage	https://www.ncert.nic.in
2	Including Children with Special Needs – Upper Primary Stage	https://www.ncert.nic.in
3	Pedagogy of Languages (NISHTHA Module)	https://www.ncert.nic.in
4	School-Based Assessment (NISHTHA Module)	https://www.ncert.nic.in
5	National Curriculum Framework for Foundational Stage	https://www.ncert.nic.in
6	National Curriculum Framework for School Education	https://www.ncert.nic.in



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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	U2E02NSBES01	Equitable and Inclusive Education	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 diversity, inclusion, barriers to education, and policy perspectives related to inclusive education.
- CLO2:** Apply adaptations, reasonable accommodations, and assessment strategies to support learning in inclusive classrooms.
- CLO3:** Design inclusive teaching-learning environments using Universal Design for Learning (UDL), differentiated instruction, and collaborative learning approaches.
- CLO4:** Analyze the roles of stakeholders, resource support systems, ICT, family, and community participation in promoting inclusive education.
- CLO5:** Utilize positive behavior support strategies to address diverse behavioral needs and foster meaningful participation in inclusive settings.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Introduction to Inclusive Education & Policy Perspectives 1.1 Disability & Diversity; Diversity in Classrooms (Learning Styles, Linguistic & Socio-Cultural Multiplicity) 1.2 Marginalization vs. Inclusion; Meaning & Definition of Inclusive Education; Understanding Barriers to Inclusive Education: Physical, Educational, and Attitudinal 1.3 Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion 1.4 National Commissions & Policies Promoting Inclusive Education 1.5 International Declarations & Conventions Promoting Inclusive Education	CL, CBL, Discussion, Reflective Practice	CLO1
2	Adaptations, Reasonable Accommodations & Planning 2.1 Need for Adaptations: Curricular Adaptations 2.2 Disability-Specific Adaptation: Requirements & Approaches 2.3 Importance of Communication & Language for an Inclusive Classroom 2.4 Participation in Non-Academic Curricular Activities: Planning and Adaptations 2.5 Assessment Strategies for Facilitating Learning in an Inclusive	CL, Seminar, PBL, Collaborative Learning	CLO2



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	Classroom		
3	Inclusive Academic Instructions 3.1 Universal Design & Addressing Diversity: Meaning, Key Principles 3.2 Universal Design for Learning: Understanding Principles and Application to Classrooms 3.3 Inclusive Classroom Environment 3.4 Differential Instructions & Peer Mediated Instructions (Peer Tutoring, Peer Assisted Learning) 3.5 Engaging Gifted Children: Cooperative Teaching Models	Experiential Learning, Field Observation, CBL	CLO3
4	Supports and Collaborations for Inclusive Education 4.1 Planning for Classroom engagement for all (Lesson Planning for different Subjects) Rehabilitation Council of India 51 4.2 Advocacy & Leadership for Inclusion in Education; Stakeholders of Inclusive Education & their Responsibilities 4.3 Resource rooms and the role of special educators 4.4 Integration of ICT for Inclusion 4.5 Family Support & Community Involvement for Inclusion	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Positive Behavior Supports 5.1 Understanding behaviors: Topography, communicative, and non- communicative functions, internal and external factors 5.2 Neurodivergent affirming strategies to promote positive behavior support (e.g., using interest, structure, visual strategies, self-stimulatory behaviors, providing choices and control) 5.3 Understanding the role of using motivation and teaching emotional regulation 5.4 Creating predictable environments 5.5 Differentiating between shutdowns, meltdowns, and tantrums	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (4)

1. Visit Special Schools for at least two disabilities and at least two inclusive schools and write observation reports highlighting pedagogy
2. Prepare a checklist for accessibility in mainstream schools for children with disabilities
3. Design a poster on inclusive education considering policy concerns
4. Prepare a lesson plan on any one school subject of your choice using any one inclusive academic instructional strategy

(A.2) Summative Assessment

(a) Mid-term test: 15 marks

(B) External Assessment



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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)	
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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	–	1	–
CLO2	3	2	1	–	–	1	2	–	1	–
CLO3	2	3	2	1	2	1	2	1	2	2
CLO4	2	3	2	2	1	–	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	Successful Inclusion for Educational Leaders	Bartlett, L. D. & Weisentein, G. R.	2003	Prentice Hall, New Jersey
2	Successful Mainstreaming	Choate, J. S.	1991	Allyn and Bacon
3	Successful Inclusive Teaching	Choate, J. S.	1997	Allyn and Bacon
4	Inclusive Education	Daniels, H.	1999	Kogan Page, London
5	Resource for Teaching Children with Diverse Abilities	Deiner, P. L.	1993	Harcourt Brace and Company, Florida
6	Making Ordinary School Special	Dessent, T.	1987	Jessica Kingsley Publishers
7	Special Education in Contemporary Society: An Introduction to Exceptionality	Gargiulo, R. M.	Latest Edition	Wadsworth, Belmont
8	Inclusion and School Reform: Transforming America's Classrooms	Gartner, A. & Lipsky, D. D.	1997	Paul H. Brookes Publishers, Baltimore
9	Understanding, Developing and Writing IEPs	Giuliani, G. A. & Pierangelo, R.	2007	Corwin Press/Sage Publications
10	Successful Inclusion Strategies for Secondary and Middle School Teachers	Gore, M. C.	2004	Corwin Press, Sage Publications
11	Education of Children with Special Needs: From Segregation to Inclusion	Hegarty, S. & Alur, M.	2002	Sage Publications
12	Learning Disabilities in India	Karant, P. & Rozario, J.	2003	Sage Publications
13	More Inclusion Strategies That Work	Karten, T. J.	2007	Corwin Press, Sage Publications
14	Curriculum-Based Assessment in Special Education	King-Sears, M.	1994	Singular Publications, California
15	Teaching Special Students in the Mainstream	Lewis, R. B. & Doorlag, D.	1995 (4th Ed.)	Pearson, New Jersey
16	Instructing Students Who Have Literacy Problems	McCormick, S.	1999 (3rd Ed.)	Pearson, New Jersey
17	Managing Special and Inclusive Education	Rayner, S.	2007	Sage Publications



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18	Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Settings	Ryndak, D. L. & Alper, S.	1996	Allyn and Bacon, Boston
19	Instructional Methods for Students with Learning and Behaviour Problems	Sedlak, R. A. & Schloss, P. C.	1986	Allyn and Bacon
20	Understanding Children with Special Needs	Stow, L. & Selfe, L.	1989	Unwin Hyman, London
21	Exceptional Lives: Special Education in Today's Schools	Turnbull, A., Turnbull, R., Turnbull, M. & Shank, D. L.	1995 (2nd Ed.)	Prentice Hall, New Jersey
22	Struggles for Inclusive Education: An Ethnographic Study	Vlachou, D. A.	1997	Open University Press, Philadelphia
23	Commonsense Methods for Children with Special Educational Needs: Strategies for the Regular Classroom	Westwood, P.	2006 (4th Ed.)	Routledge Falmer, Taylor & Francis Group, London

• Online Resources (Open Source)

S.No.	Description of Resource(s)	Weblink
1	Inclusive Education Resources (UNESCO)	https://www.unesco.org
2	Inclusive Education and Special Needs Resources (NCERT)	https://www.ncert.nic.in
3	Rights of Persons with Disabilities Act, 2016	https://depwd.gov.in
4	National Education Policy 2020	https://www.education.gov.in
5	National Curriculum Framework for School Education 2023	https://www.ncert.nic.in



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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	U2E02NSBES02	Curriculum Designing, Adaptation and Evaluation	4-0-0	(57+3=60)	02

Course Learning Outcomes (CLOs)

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

- CLO1:** Explain the concepts, principles, approaches, and processes of curriculum design for learners with Intellectual Disability.
- CLO2:** Develop and implement appropriate curricular activities and interventions for learners at the foundational and preparatory stages of schooling.
- CLO3:** Analyze curriculum requirements, vocational skill development, and transition planning for learners at middle and secondary stages of schooling.
- CLO4:** Apply curriculum adaptations, accommodations, and modifications across different subject areas to support inclusive learning for students with Intellectual Disability.
- CLO5:** Utilize appropriate assessment and evaluation practices to monitor progress, facilitate transitions, and promote inclusion of students with Intellectual Disability.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Curriculum Designing 1.1 Meaning, Definition, Concept, and Principles of Curriculum 1.2 Types and Approaches of Curriculum Design 1.3 Curriculum Domains - Personal, Social, Academics, Recreational, and Community Living 1.4 Steps in developing curriculum, challenges of developing curriculum for inclusion 1.5. Curriculum evaluation- concept, nature, types, and implications in learning	CL, CBL, Discussion, Reflective Practice	CLO1
2	Curriculum at Foundational and Preparatory Stages of Schooling 2.1 Significance of Early Childhood Care and Education (ECCE) and School Readiness 2.2 Early Childhood Education Curricular domains – Enhancement of the domain in Motor, Personal, Cognitive, and Communication areas 2.3 Curriculum activities for developing Foundational literacy and numeracy	CL, Seminar, PBL, Collaborative Learning	CLO2



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	2.4 Sensitization of family, involvement in foundational and preparatory stages 2.5 Implication for Intervention at ECCE and Preparatory stages, transition documentation, record maintenance, and report writing		
3	Curriculum at Middle and Secondary stages of schooling 3.1 Curriculum domains at Middle stage 3.2 Curriculum domains at Secondary stage 3.3 Curriculum domains at for vocational exposure and skill development 3.4 Rehabilitation of PwIDs under National Skill Development Scheme (NSDS by MSJ&E) 3.5 Implications of transition, placement for inclusion in community, documentation, record maintenance, and reporting	Experiential Learning, Field Observation, CBL	CLO3
4	Curriculum Adaptations 4.1 Need for Curricular Adaptation, Accommodation, and Modification 4.2 Adaptation, Accommodation, and Modification for Foundational literacy and numeracy Curriculum 4.3 Adaptation, Accommodation, and Modification for language and social science subjects 4.4 Adaptation, Accommodation, and Modification for mathematics and science subjects 4.5 Adaptation, Accommodation, and Modification for Other School Subjects (Yoga, sports, music, art and craft, vocational skills)	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Assessment and Evaluation 5.1 Assessment and evaluation- Concept, Nature and Need, Flexibility in assessment 5.2 Approaches, types, tools, and techniques of assessment 5.3 Emerging practices in assessment –holistic assessment, school-based assessment, competency-based assessment, assessment of group and individual learning. 5.4 Differential evaluation and reporting the holistic progress of students with Intellectual disability (SwID) 5.5 Implications of evaluation for vertical and horizontal transition, and inclusion of SwID.	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (5)



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- Prepare a need based curriculum for a group of your choice in Activities for daily living, social, communication, motor and cognitive skills, Foundational literacy and numeracy Preparation of assessment plan and multidimensional holistic reporting
- Develop a plan for Vertical transition from one stage to another stage of schooling (Options may be given to select stages of school transition)
- Develop a plan for Horizontal transition: special/alternative learning centres to regular schooling and vice versa (options may be given to select learning settings).
- Incorporate Movement/Dance/Yoga/Sports skills/Arts and Crafts activity (options may be given to select activities), conduct in special/inclusive setting and submit report of your observations.
- ICT as a resource in teaching and learning (options may be given to select school subjects and topics). Do a relevant activity and report.

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

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



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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	Disability, Inclusion and Inclusive Education	Chennat, S. (Ed.)	2019	Springer, New Delhi
2	NIPUN Bharat Mission: Stakeholders – Roles and Responsibilities	DoSEL	2023	Department of School Education and Literacy, Ministry of Education, Government of India, New Delhi
3	PRAGYATA: Guidelines for Digital Education	DoSEL	2021	Department of School Education and Literacy, Ministry of Education, Government of India, New Delhi
4	NIPUN Bharat	DoSEL	2022	Department of School Education and Literacy, Ministry of Education, Government of India, New Delhi
5	Toy-Based Pedagogy: A Handbook for Learning with Fun, Joy and Holistic Development	DoSEL	2022	Department of School Education and Literacy, Ministry of Education, Government of India, New Delhi



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				Delhi
6	Guidelines for the Development of e-Content for Children with Disabilities	Ministry of Education (MoE)	2021	Department of School Education and Literacy, Government of India, New Delhi
7	Functional Academics for Students with Mild Mental Retardation	Myreddi, V. & Narayan, J.	1998	NIMH, Secunderabad
8	Towards Independence Series (Vol. 1-9)	Narayan, J.	1990	NIMH, Secunderabad
9	Educating Children with Learning Problems in Regular Schools	Narayan, J.	2003	NIMH, Secunderabad
10	National Education Policy 2020	Ministry of Education	2020	Government of India, New Delhi
11	Learning Outcomes at the Elementary Stage	NCERT	2017	NCERT, New Delhi
12	Learning Outcomes at the Secondary Stage	NCERT	2019	NCERT, New Delhi
13	National Curriculum Framework for Foundational Stage	NCERT	2022	NCERT, New Delhi
14	National Curriculum Framework for School Education	NCERT	2023	NCERT, New Delhi
15	Learning Outcomes at Higher Secondary Stage (Draft)	NCERT	n.d.	NCERT, New Delhi
16	The Preschool Curriculum	NCERT	2019	NCERT, New Delhi
17	Education of Exceptional Children	Panda, K. C.	1997	Vikas Publishing House, New Delhi
18	Behavioural Approaches for Mentally Retarded Children: A Manual for Teachers	Peshawaria, R. & Venkatesan, S.	1992	NIMH, Secunderabad
19	Manual on Developing Communication Skills in Mentally Retarded Persons	Subba Rao, T. A.	1992	NIMH, Secunderabad

• Online Resources (Open Source)

S.No.	Description of Resource(s)	Weblink
1	NIPUN Bharat Mission: Stakeholders – Roles and Responsibilities	https://ncert.nic.in/pdf/NIPUN_BharatStakeholders_RolesResponsibilities.pdf



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2	PRAGYATA: Guidelines for Digital Education	https://ncert.nic.in/pdf/announcement/PRAGYATA_Guidelines_English.pdf
3	Toy-Based Pedagogy Handbook	https://ncert.nic.in/pdf/notice/toy_based_pedagogy.pdf
4	Guidelines for Innovative Pedagogical Approaches and Evaluation Reforms	https://www.ugc.gov.in/pdfnews/7900069_Guidelines-PEA.pdf
5	Guidelines for the Development of e-Content for Children with Disabilities	https://ncert.nic.in/pdf/CWSN_EContent_guidelines_2021_new.pdf
6	National Education Policy 2020	https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
7	Learning Outcomes at the Elementary Stage	https://ncert.nic.in/pdf/publication/otherpublications/tilops101.pdf
8	Learning Outcomes at the Secondary Stage	https://ncert.nic.in/pdf/publication/otherpublications/learning_outcomes.pdf
9	National Curriculum Framework for Foundational Stage 2022	https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf
10	National Curriculum Framework for School Education 2023	https://ncert.nic.in/pdf/NCFSE-2023-August_2023.pdf
11	Learning Outcomes at Higher Secondary Stage (Draft)	https://ncert.nic.in/pdf/publication/otherpublications/Draft_LO.pdf
12	The Preschool Curriculum	https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.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	U2E02NSBES03	Intervention and Teaching Strategies	4-0-0	(57+3=60)	02

Course Learning Outcomes (CLOs)

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

- CLO1:** Explain the concepts, significance, techniques, and implications of early intervention for children with Intellectual Disability and inclusive education.
- CLO2:** Develop, implement, and evaluate Individualized Education Programs (IEPs) and Individualized Family Service Plans (IFSPs) for persons with Intellectual Disability.
- CLO3:** Apply appropriate teaching strategies, multisensory approaches, and teaching-learning materials to facilitate learning among children with Intellectual Disability.
- CLO4:** Analyze and manage challenging behaviors using evidence-based behavioral interventions, counseling strategies, and inclusive practices.
- CLO5:** Utilize therapeutic interventions, including occupational, physiotherapy, speech, yoga, play, and creative arts therapies, to support the holistic development of persons with Intellectual Disability.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Early Intervention 1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention 1.2 Types of Early Intervention 1.3 Intervention Techniques 1.4 Record Maintenance and Documentation 1.5 Implication of Early Intervention for Pre-School Inclusion	CL, CBL, Discussion, Reflective Practice	CLO1
2	Individualized Education Programme (IEP) 2.1 Need, Importance, and Historical Perspective of IEP 2.2 Steps and Components of IEP 2.3 Developing, Implementation, and Evaluation of IEP for PwID and its associated conditions 2.4 IFSP – Planning and writing 2.5 Application of IEP for Inclusion	CL, Seminar, PBL, Collaborative Learning	CLO2
3	Teaching Strategies and TLM 3.1 Stages of Learning 3.2 Principles of Teaching 3.3 Multi-sensory Approaches: Montessori Method, Fernald VAKT Method, Orton - Gillingham Method	Experiential Learning, Field Observation, CBL	CLO3



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	3.4 Teaching Strategies & methods– Task Analysis, Chaining, Shaping, Modeling, Prompting, Fading and Reinforcement, Role Play, Play Way method 3.5 Difference between Functional & Learning Aids and Development & Use of TLM for CWID		
4	Intervention for Challenging Behavior 4.1 Overview of Challenging Behavior 4.2 Identification of challenging behavior 4.3 Functional Analysis and Behavior Modification Techniques, Cognitive Behavior Techniques (CBT), Positive Behavior Intervention and Support (PBIS) 4.4 Management of Challenging Behavior at Home and School, Parental Counseling - Individual, Group, and Community 4.5 Ethical Issues in behaviour management and implications for Inclusion	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Therapeutic Intervention 5.1 Occupational Therapy – Definition, Objective, Scope, Modalities, and Intervention 5.2 Physiotherapy – Definition, Objective, Scope, Modalities, and Intervention 5.3 Speech Therapy – Definition, Objective, Scope, and Types of Speech, Language, and Hearing Disorders and Intervention 5.4 Yoga and Play Therapy – Definition, Objective, Scope, and Intervention 5.5 Therapeutic intervention: Visual and Performing Arts (e.g., Art and Craft, Music, Drama, Dance and movement, Sports)	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (5)

1. Prepare an adapted lesson on any school subject for a student with special needs attending class VII in a regular school.
2. Assess and develop a behaviour management plan to be used by parents at home for reducing any one problem behaviour of a student with ID.
3. Prepare three teaching learning materials for teaching language (receptive and /or expressive) to a student with ID at foundation/preparatory level.
4. Make a plan for organizing a visual art exhibition/competition for students in a special school.

(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	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PSLO1	PSLO2
CLO1	3	3	1	–	1	–	1	–	1	–
CLO2	3	2	1	–	1	1	1	–	1	–
CLO3	2	3	2	1	2	1	2	1	2	2
CLO4	2	3	2	2	–	2	–	2	2	2
CLO5	2	3	3	2	–	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	Applied Behaviour Analysis for Teachers	Alberto, P. A. & Troutman, A. C.	4th ed., 1995	Merrill Publishing Company, London
2	Teaching and Learning in the Early Years	David, W.	1998	Routledge, London & New York
3	Foundations for Practice in Occupational Therapy	Duncan, E. A. S.	4th ed., 2005	Churchill Livingstone, Edinburgh
4	Teaching Yogasanas for Persons with Mental Retardation	Jayachandran, P.	2001	Vijay Human Services, Chennai
5	Sexuality Education: A Pictorial Guide for Teaching Adolescents and Adults with Intellectual Disabilities	Manogna, S. R., Susan, B. K. & Kumar, R. J.	2022	NIEPID, Secunderabad
6	Functional Academics for Students with Mild Mental Retardation	Myreddi, V. & Narayan, J.	1998	NIMH, Secunderabad
7	Towards Independence Series (Vols. 1–9)	Narayan, J.	1990	NIMH, Secunderabad
8	Educating Children with Learning Problems in Regular Schools	Narayan, J.	2003	NIMH, Secunderabad
9	Education of Exceptional Children	Panda, K. C.	1997	Vikas Publishing House, New Delhi
10	Self-Instructional Modules on Occupational Therapy/Physiotherapy	Pandit, A. & Grover, U.	2001	B.Ed. (MR) SPE, Bhoj University, Bhopal
11	Behavioural Approaches for Mentally Retarded Children: A Manual for Teachers	Peshawaria, R. & Venkatesan, S.	1992	NIMH, Secunderabad
12	Strategies for Teaching Students with Mild to Severe Mental Retardation	Gable, R. A. & Warren, S. F.	1993	Jessica Kingsley Publishers, London & Philadelphia
13	Willard and Spackman's Occupational Therapy	Schell, B. A. B., Gillen, G. & Scaffa, M.	12th ed., 2014	Lippincott Williams & Wilkins (LWW), New York
14	The Oxford Encyclopedia of Inclusive and Special Education	Sharma, U. & Salend, S. J. (Eds.)	2021	Oxford University Press
15	Manual on Developing Communication Skills in Mentally Retarded Persons	Subba Rao, T. A.	1992	NIMH, Secunderabad



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• Online Resources (Open Source)

S. No.	Description of Resource(s)	Weblink
1	Teaching Communication Skills to Preschool Children with Mild Intellectual Disabilities	https://childhood-developmental-disorders.imedpub.com/teaching-communication-skills-to-preschool-children-with-mild-intellectual-disabilities-an-evidence-based-study.pdf
2	Teaching and Training Material on Physiotherapy	https://niepid.nic.in/87%20Teaching%20&%20Trg%20Material%20on%20Physiotherapy%201%20of%202.PDF
3	Training in Communication Skills for Persons with Intellectual Disability	https://niepid.nic.in/Training%20in%20communicatio%20Skills.pdf
4	Essential Parts of an Individualized Education Program (IEP)	https://www.verywellfamily.com/essential-parts-of-an-individual-education-program-2162702
5	Management of Behaviour Problems of Children with Intellectual Disabilities	https://www.goodreads.com/book/show/42747086-management-of-behaviour-problems-of-children-with-mental-retardation
6	Early Intervention for Children with Disabilities	https://www.niepid.nic.in/Early%20Intervention.pdf
7	Early Childhood Intervention Resources	https://www.rasmussen.edu/degrees/education/blog/early-childhood-intervention/
8	Curricular Framework for Cross Disability Early Intervention and School Readiness (Pratham Book)	https://rehabcouncil.nic.in/sites/default/files/pratham_book.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	U2E02NSBES04	Information & Communication Technology (ICT) and Assistive Technology	4-0-0	(57+3=60)	02

Course Learning Outcomes (CLOs)

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

CLO1: Explain the concepts, scope, trends, and applications of educational and assistive technologies for learners with Intellectual Disability.

CLO2: Apply technology-based instructional strategies, e-learning tools, and blended learning approaches to enhance teaching and learning processes.

CLO3: Design and implement technology-supported learning environments using multimedia, ICT tools, and interactive digital resources.

CLO4: Analyze the role of ICT, digital teaching-learning materials, and smart learning systems in promoting inclusive education and skill development.

CLO5: Evaluate the applications, advantages, limitations, and implications of technology for assessment, instruction, assistive support, and inclusion of learners with Intellectual Disability.

Unit	Course Content	Learning Pedagogies*	CO(s)
1	Educational Technology 1.1 Educational technology: Definition, meaning, scope, and current trends. 1.2 Use of technology and multimedia in the teaching and learning environment 1.3 Assistive technology -hardware and software in supporting students with Intellectual disability. 1.4 Selection, use, and maintenance of appropriate assistive devices for persons with intellectual disability. Advantages and limitations in the use of technology 1.5 Enabling optimum support in education through technology. Schemes for availing assistive devices: ADIP and other schemes	CL, CBL, Discussion, Reflective Practice	CLO1
2	Instruction Using Technology 2.1 Computer-Assisted Learning - Computer-Managed Instructions, Cybernetics, E- learning, Use of Net Search engines and Websites	CL, Seminar, PBL, Collaborative Learning	CLO2



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	2.2 Preparation of technology-enhanced lessons, Hybrid model of teaching 2.3 Application of Technology in Lesson Planning, Worksheet Preparation, Implementation of lessons, report writing, and Evaluation 2.4 Blended learning to meet the learner needs. 2.5 Technology in inclusive education		
3	Technology-Supported Learning Situations 3.1 Preparation of Learning Schemes and Planning Interactive Use of Audio-Visual Program 3.2 Developing PowerPoint/Slideshows for Classroom Use; Using Available Software / CDs with LCD Projection for Subject Learning Interactions 3.3 Generating Subject-Related Demonstrations- Using Computer Software and Enabling Students to Plan and Execute Projects 3.4 Interactive Use of ICT: Participation in Social Groups on the Internet, Creation of 'Blogs', Organizing Teleconferencing and Video-Conferencing 3.5 Identifying and Applying Software for Managing Disability-Specific Problems	Experiential Learning, Field Observation, CBL	CLO3
4	Teaching and learning with ICT tools 4.1 Smart Tutoring System (STS) 4.2 ICT and Exceptional Learning 4.3 Advantages of digital teaching and digital TLM 4.4 Digital skill development for inclusion 4.5 Role of ICT in disability inclusive services and development programs: Digital resource development for inclusive teaching	CL, Group Discussion, Case Study, Role Play	CLO3, CLO4
5	Application of Technology 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report Writing, and Evaluation 5.2 Application of Technology in Assistive Devices, professionally advanced software 5.3 Application of Technology in Instruction – Individual, small group, and large group 5.4 Advantages, merits, and demerits 5.5 Implications for inclusion	CL, Reflective Learning, PBL, Seminar	CLO4, CLO5

• Assessment Methodologies/Tools

(A) Internal Assessment

(A.1) Formative assessment (10 Marks)

Assessment Tasks (3)

- Organize workshop using ICT for disability friendly class room activities and curricular transaction and submit report
- Develop technology supported lesson plans for PwID and submit



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- c) Use mass media/multi media for creating awareness on disability in rural areas and submit your observation

(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	–	–	2	2	–	1	–
CLO3	2	3	2	1	2	–	1	1	2	2
CLO4	2	3	2	2	1	–	2	2	2	2
CLO5	2	3	3	2	2	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



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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				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

• Online Resources (Open Source)

Sr. No.	Description of Resource(s)	Weblink
1		
2		
3		
4		



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-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme	Total Hours	Course credits
			L-P-T		
Practical - Related to Pedagogy & Disability Specialization	U2E02NEBES06	Subject Teaching in Regular Schools	0-12-0	180	06

Course Learning Outcomes (CLOs)

Upon successful completion of this course, the learner will be able to:

- CLO1.** Demonstrate essential teaching skills through micro-teaching and simulated teaching sessions for effective classroom instruction.
- CLO2.** Prepare comprehensive lesson plans in selected language and non-language school subjects aligned with curricular goals and learner needs.
- CLO3.** Deliver classroom instruction effectively in regular and inclusive school settings using appropriate pedagogical strategies, teaching-learning materials (TLMs), and classroom management techniques.
- CLO4.** Apply principles of Inclusive Education and Universal Design for Learning (UDL) to accommodate diverse learning needs, including those of learners with Intellectual Disability and other disabilities.
- CLO5.** Integrate ICT tools, assistive technologies, and digital resources into classroom teaching to enhance learner engagement, accessibility, and participation.
- CLO6.** Design and implement curriculum adaptations, instructional accommodations, and differentiated teaching strategies for learners with diverse abilities in inclusive classrooms.
- CLO7.** Develop and use appropriate assessment and evaluation strategies to monitor learner progress and improve instructional effectiveness.



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Course content:

1. Micro teaching
2. Teaching subjects in regular schools/inclusive schools.

Sl. No.	Tasks for the Student- teachers	Disability Focus	Educational Setting	Hrs (180)	Description
1.	Micro teaching & simulated teaching on selected skills	General-student teachers	Institute / Respective college	20	5 lessons (Demonstration of Micro teaching Skills)
2.	Macro Teaching A. Lesson planning and Teaching for subjects selected a. Languages b. Non - languages	General /inclusive	General/inclusive	80	15 lessons Use technology at least in 5 lessons, and suitable TLM In inclusive class room make suitable accommodations, and use Universal design for learning (UDL)
	B. Lesson planning and Teaching with focus on adaptation, evaluation a. Languages b. Non - languages	General/ inclusive	General /inclusive	80	15 lessons Use technology at least in 5 lessons, and suitable TLM In inclusive classroom make suitable accommodations, and use Universal design for learning (UDL)

Note:

- Each lesson must be approved by the supervisor before executing the lessons for final practical examination, all the records and TLMs must be submitted to the external examiner.
- Certificate from School Head/In charge regarding the performance of the student trainee placed in that school should be submitted in the format given by the college.