



SARDAR PATEL UNIVERSITY

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

Vallabh Vidyanagar

Gujarat

Academic Program Structure

&

Curriculum

(Aligned with NEP-2020)

Bachelor of Education – Special Education (Intellectual Disability)

NHEQF Level: 6.0/6.5

Entry NHEQF Level	:	6/6.5
Duration	:	Two Years (Four Semesters)
Total Courses	:	25
Total Learning Hours	:	2400
Total Credits	:	80
Total Marks	:	2000



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Bachelor of Education – Special Education (Intellectual Disability)

The B.Ed. Special Education (Intellectual Disability) programme is aligned with the National Higher Education Qualification Framework (NHEQF) Level 6/6.5 descriptors. The programme ensures the development of:

- **Knowledge:** Theoretical and applied understanding of education, disability, and inclusive practices
- **Skills:** Pedagogical, assessment, intervention, ICT, and assistive technology skills
- **Application:** Implementation of inclusive teaching strategies, IEPs, and classroom practices
- **Responsibility:** Professional ethics, collaboration, leadership, and accountability in educational settings

Graduate Attributes (GAs)

Upon successful completion of the B.Ed. Spl. Ed. (ID) programme, graduates are expected to attain the following Graduate Attributes:

GA1: Professional Identity and Commitment

Demonstrate a strong professional identity as an Inclusive, Integrated and Special Education teacher committed to equity, diversity, inclusion, and the holistic development of all learners, including those with disabilities.

GA2: Foundational Knowledge of Education

Integrate philosophical, psychological, and sociological foundations of education to inform reflective, inclusive, and context-responsive teaching practices.

GA3: Pedagogical Competence

Exhibit mastery of subject content along with specialized pedagogical skills adapted to meet the diverse learning needs of children with and without disabilities.

GA4: Inclusive Educational Practices

Apply principles of inclusive education and Universal Design of Learning (UDL) to design, implement, and evaluate learner-centered, barrier-free, and accessible learning environments.

GA5: Assessment and Identification Skills

Demonstrate competency in identifying, assessing, and addressing the educational needs of learners with diverse disabilities using appropriate tools and techniques.



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GA6: Individualized Educational Planning

Design and implement Individualized Education Program (IEPs), Individualized Family Service Plans (IFSPs) and differentiated instructional strategies.

GA7: ICT and Assistive Technology Integration

Utilize Information and Communication Technology (ICT) and assistive technologies to enhance accessibility, participation, and learning outcomes.

GA8: Life Skills and Functional Development

Promote life skills, functional academics, vocational readiness, and independent living skills among learners with disabilities.

GA9: Addressing Diversity and Inclusion

Foster inclusive classroom practices by addressing diversity related to gender, socio-economic status, language, culture, and disability.

GA10: Collaboration and Teamwork

Collaborate effectively with families, multidisciplinary teams, community agencies, and stakeholders to support Inclusive, Integrated and Special Education.

GA11: Ethical and Human Values

Demonstrate sensitivity, empathy, and ethical responsibility while working with persons with disabilities, upholding dignity, rights, and respect for all.

GA12: Reflective Practice and Professional Growth

Engage in reflective practice, self-assessment, and continuous professional development to enhance teaching effectiveness.

GA13: Research and Innovation

Conduct basic educational research and action research to address classroom challenges and improve Inclusive, Integrated and Special Education practices.

GA14: Cultural and Constitutional Values

Integrate Indian Knowledge Systems, constitutional values, and global perspectives to promote socially responsible and culturally responsive teaching.

GA15: Leadership and Advocacy

Exhibit leadership qualities and advocacy skills to promote inclusive education policies, practices, and awareness in educational and community settings.



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Program Educational Objectives (PEOs):

Within 3-5 years of completing the B.Ed. Spl. Ed. (ID) programme, graduates will be able to:

- PEO1.** Demonstrate competence as special educators by applying knowledge of human development, disability, inclusive pedagogy, curriculum adaptation, and assessment practices in Inclusive, Integrated and Special Education settings.
- PEO2.** Demonstrate professional competence in the comprehensive assessment, diagnosis, and long-term educational planning for learners with Intellectual Disability, using appropriate tools, multidisciplinary approaches, and evidence-based intervention strategies across diverse educational and community settings.
- PEO3.** Create inclusive, learner-centred, and barrier-free learning environments by implementing principles of inclusive education, Universal Design of Learning (UDL) and promoting participation of all learners with and without disabilities.
- PEO4.** Integrate Information and Communication Technology (ICT) and assistive technologies to **design inclusive learning ecosystems**, enhance accessibility, and improve long-term educational outcomes for learners with disabilities.
- PEO5.** Demonstrate professional ethics, empathy, and commitment to equity and human rights while working with learners with disabilities and other stakeholders.
- PEO6.** Collaborate effectively with families, multidisciplinary professionals, schools, and community agencies to support holistic development and inclusion of learners with disabilities.
- PEO7.** Promote life skills, functional academics, vocational readiness, and independent living skills among learners with Intellectual Disability to facilitate their social inclusion and quality of life.
- PEO8.** Engage in reflective practice, continuous professional development, and basic action research to improve teaching-learning processes and adapt to evolving educational needs in Inclusive, Integrated and Special Education settings.

Program Learning Outcomes (PLOs):

Upon successful completion of the B.Ed. Spl. Ed. (ID) programme, learners will be able to:

- PLO1.** Demonstrate understanding and application of foundational knowledge of education including psychological, philosophical, and sociological perspectives to address the learning needs of children with and without disabilities in diverse educational contexts.



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- PLO2.** Design, implement, and evaluate learner-centred, inclusive, and context-responsive pedagogical practices by integrating appropriate teaching strategies, curriculum adaptations, and assessment techniques.
- PLO3.** Identify and assess the educational and developmental needs of learners with Intellectual Disability using appropriate tools and techniques, and apply classroom-level intervention strategies to support their learning.
- PLO4.** Develop and implement Individualized Education Program (IEPs), Individualized Family Service Plans (IFSPs), and differentiated instructional approaches to facilitate effective learning and development.
- PLO5.** Apply knowledge of inclusive education, policies, and legal frameworks to promote equitable, accessible, and barrier-free learning environments.
- PLO6.** Use ICT tools, assistive technologies, and digital resources effectively to facilitate teaching-learning processes and improve classroom accessibility and participation.
- PLO7.** Demonstrate effective communication, collaboration, and interpersonal skills while working with learners, families, peers, and multidisciplinary professionals.
- PLO8.** Apply appropriate teaching strategies, behaviour management techniques, and intervention approaches to support learners with Intellectual and Developmental Disabilities.
- PLO9.** Exhibit professional ethics, empathy, and commitment to inclusive values by respecting diversity, dignity, and rights of all learners.
- PLO10.** Engage in reflective practice, self-directed learning, and basic action research to improve teaching effectiveness and respond to emerging educational needs.
- PLO11.** Promote life skills, functional academics, vocational readiness, and independent living skills among learners with Intellectual Disability.
- PLO12.** Demonstrate leadership, advocacy, and community engagement skills to support inclusive education practices and contribute to institutional and societal development.



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Semester-I

Course Type	Course Code	Course Title	Teaching-Learning Scheme		Credits	Assessment Scheme & Marks				
			L-P-T	Total Hours (I +N)		Internal Assessment			External Assessment	Total Marks
						FA	SA	Total		
Core Course	U2E01NCBES01	Human Growth and Development	4-0-0	57+03=60	02	10	15	25	25	50
	U2E01NCBES02	Contemporary India and Education	4-0-0	57+03=60	02	10	15	25	25	50
Cross disability & Inclusive Education Course	U2E01NSBES01	Introduction to Disabilities	4-0-0	50+10=60	02	10	15	25	25	50
	U2E01NSBES02	Introduction to Education of Students with Disabilities	4-0-0	50+10=60	02	10	15	25	25	50
Disability Specialization Course	U2E01NSBES03	Identification of Disability & Assessment of Needs (ID)	4-0-0	57+03=60	02	10	15	25	25	50
Practical - Area-E Related to Pedagogy & Disability Specialization	U2E01NSBES04	Disability And Inclusion	0-4-0	60	02	10	15	25	25	50
	U2E01NSBES05	Disability Specialization	0-10-0	150	05	25	37	62	63	125
	U2E01NSBES06	Lesson Planning, Development of TLM and Teaching	0-6-0	90	03	15	23	38	37	75
				600	20			250	250	500

L: Lecture P: Practical T: Tutorial FA: Formative Assessment

SA: Summative Assessment I: Instructional Hrs. N: Notional Hrs.



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Semester-II

Course Type	Course Code	Course Title	Teaching-Learning Scheme		Credits	Assessment Scheme & Marks				
			L-P-T	Total Hours (I+N)		Internal Assessment			External Assessment	Total Marks
						FA	SA	Total		
Core Course	U2E02NCBES01	Learning, Teaching and Assessment	4-0-0	57+03=60	02	10	15	25	25	50
Elective Core Course (Any One)	U2E02NEBES01	Pedagogy of Teaching Science	4-0-0	57+03=60	02	10	15	25	25	50
	U2E02NEBES02	Pedagogy of Teaching Mathematics	4-0-0	57+03=60	02	10	15	25	25	50
	U2E02NEBES03	Pedagogy of Teaching Social Science	4-0-0	57+03=60	02	10	15	25	25	50
Elective Core Course (Any One)	U2E02NEBES04	Pedagogy of Teaching Hindi	4-0-0	57+03=60	02	10	15	25	25	50
	U2E02NEBES05	Pedagogy of Teaching English	4-0-0	57+03=60	02	10	15	25	25	50
Cross disability & Inclusive Education Course	U2E02NSBES01	Equitable & Inclusive Education	4-0-0	50+10=60	02	10	15	25	25	50
Disability Specialization Course	U2E02NSBES02	Curriculum Designing, Adaptation & Evaluation	4-0-0	57+03=60	02	10	15	25	25	50
	U2E02NSBES03	Intervention and Teaching Strategies (ID)	4-0-0	57+03=60	02	10	15	25	25	50



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	U2E02NSBES04	ICT and Assistive Technology	4-0-0	57+03=60	02	5	10	15	35	50
Practical - Area-E Related to Pedagogy & Disability Specialization	U2E02NEBES06		0-12-0	180	06	30	45	75	75	150
				600	20			250	250	500

L: Lecture **P:** Practical **T:** Tutorial **FA:** Formative Assessment **SA:** Summative Assessment **I:** Instructional Hrs. **N:** Notional Hrs.

* “One credit is equivalent to 30 hours of learning, including instructional and notional hours, in accordance with NHEQF guidelines.”