

ELECTIVE (ANY ONE OUT OF THREE)

1. **BOD081 - Special Education**
2. **BOD082 - Guidance and Counseling**
3. **BOD083 - Human Values and Ethics Special Education**

Special Education

Course Code: BOD081

Credit: 04 (L-3, T-1, P-0)

Contact Hours: 60

MM: 100

After going through the course the teacher trainee will be able:

- Demonstrate knowledge of different perspectives in the area of education of children with disabilities
- Reformulate attitudes towards children with special needs
- Identify needs of children with diversities
- Plan need-based programmes for all children with varied abilities in the classroom
- Use specific strategies involving skills in teaching special needs children in Special and inclusive classrooms
- Modify appropriate learner-friendly evaluation procedures

Course Outline:

Unit I: Concept of Special Education

- Disability: Concept, Meaning & Perspectives,
- Gender and Disability
- Special Education & Inclusive Education: Concepts, meaning & Definitions,
- National & International Historical Progression

Unit II: Planning and Implementations in Special Education

- General Principles of Teaching Children with Special Needs
- Curricular Adaptation, policies and Planning,
- Preparing & Implementing IEPs & GTPs,
- Universal Design of Instruction
- National Institutes of Handicapped and the role of, Rehabilitation council of India.

Unit III: Teaching of Children with Special Needs

- Teaching Children with Sensory Disabilities (VI, HI, Deaf-Blind)
- Teaching Children with Neuro-Developmental Disabilities (LD, MR (ID), ASD)
- Teaching Children with Loco-motor & Multiple Disabilities (CP, MD)
- Applied Behavioural Analysis
- Community Based Rehabilitation

Unit IV: Assistive & Augmentative Communication (AAC)

- Definition and Concept of AAC
- Types – Aided & Unaided communication systems
- Alternative and Augmentative Communication (AAC) tools for those affected by
- conditions like spinal cord injury, ALS, autism, cerebral palsy and strokes

Suggested Reading:

- Alur, Mithu (2010). Journey for inclusive education in the Indian sub continent. Routledge
- Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). 'The effect of inclusion on learning', in Nutbrown, C., & Clough, P. (2006). 'Inclusion in the Early Years', London, Sage Publication.
- Dash, Neena (2012). Inclusive education for children with special needs. Atlantic Pub.
- Gearheart, B. R; Weishahn, M. W; Gearheart C. J. (1992). The Exceptional Student in the Regular classroom (5th Ed.) Macmika Publishing company.
- Hegarty S and Alur M (2002) Education and Children with special needs – from Segregation to Inclusion (Ed) Sage Publication
- Internet Source, MHRD (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities'.
- Jangira, N. K. (2002). Special educational needs of students and young adults: an unfinished agenda, in:
M. Alur & S. Hegarty (Eds) Education and students with special needs: from segregation to inclusion New Delhi, Sage.
- Jhulka, A. (2006) "Including students and youth with disabilities in education – a guide for practioners" NCERT, New Delhi
- Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). 'Handbook of Special Education', New York: Prentice Hall Inc.
- Lerner J. W. (1985). Learning Disabilities. Boston: Houghton Mifflin
- Luftig, L. R. (1989). 'Assessment of Learner with special needs' Boston, Allyn & Bacon.
- Mani, M.N.G. (2000). Inclusive Education in Indian Context. International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission, Vivekananda University.
- Mangal, S.K. (2007). Educating Exceptional Students – An Introduction to Special Education. New Delhi: Prentice hall of India Pvt. Ltd.
- Ministry of Human Resource Development (2005). Action plan for inclusion in education of students and youth with disabilities (New Delhi, Government of India).
- Beukelman David & Mirenda Pat: Augmentative and Alternative Communication: Supporting Children and Adults with Complex Communication Needs: Paul H Brooks Publishing