

ELECTIVE PAPER II
SPECIAL EDUCATION
FIRST YEAR / SEMESTER I

OBJECTIVES:

At the end of the course, the student- teachers will be able to

- have an overview of the concept of disabilities
- acquire knowledge on the characteristics of children with disabilities
- acquire knowledge on services and programmes available for children with special needs
- get acquainted with the policies and programmes for the disabled
- develop the skill of organizing and conducting community awareness programmes on disability.

UNIT I: SPECIAL EDUCATION PERSPECTIVE

(14 hours)

Meaning, Need and Importance, History of Special Education.
Concept and Nature of Special Education – Objectives – Types - Concessions and Rights of the Disabled - Recent Trends in the Field of Special Education. Education of the Gifted and Creative Children - Awareness and Attitudinal Changes towards the Disabled- Inclusive Education through SSA Scheme - Regional Institutions of Special Education and their Functions.

Activity: Collect information and prepare a chart showing the importance of Inclusive Education

UNIT II - VISUALLY CHALLENGED AND HEARING IMPAIRMENT (16 hours)

Blindness and Low Vision: Definition and Identification. Incidence and Prevalence. Characteristics. Causes and Prevention. Intervention and Educational Programmes – Plus Curriculum - Hearing Impairment : Definitions and Identification. Incidence and Prevalence. Causes and Prevention. Types of Hearing Loss and Characteristics. Communication Approaches – Sign Language and Educational

Programmes – Education of the Orthopaedically Handicapped – Types and Characteristics.

Activity: conduct a case study on any one of the disabled student.

UNIT III - MENTAL RETARDATION AND LEARNING DISABILITIES

(16 hours)

Definition and Identification of Mental Retardation. Incidence and Prevalence. Causes and Prevention. Characteristics – Mild, Moderate, Severe, Profound. Types and Classification of Mental Retardation. Intervention and Educational Programmes - Definition and Identification of Learning Disabilities. Incidence and Prevalence. Causes and Prevention - Types and Characteristics - Intervention and Educational Programmes.

Activity : List the various types of learning disabilities with appropriate interventions and educational programmes.

UNIT IV - COMMUNITY AWARENESS ON DISABILITY

(15 hours)

Importance - Planning, Organizing and Conducting Programmes in the Community, Media Selection for Role Play, Drama, Puppetry, Dance, Exhibition, Postal Display and Folk Arts- Psychology of Awareness – Reporting – Community Based Rehabilitation Programme – Objective – Implementation – Merits and Demerits.

Activity : Conduct a community awareness programme on disability and report your experience with feed back

UNIT V - REHABILITATION , POLICIES AND LEGISLATION

(14 hours)

Concept of Sheltered Workshops - Transitory Employment - Self Employment and Extended Employment. Policies and Legislative Measures Pertaining to the Disabled – PWD Act, RCI Act, National Trust Act. Services and Programmes for the Disabled.

Activity : Collect information regarding the current changes in policies and legislation for special children in india.

REFERENCE

- ❖ American Association on Mental Retardation, (2002). Mental retardation: Definition, classification, and systems of supports (10th ed.). Washington: DC.
- ❖ Dash. M.,(2007). Education for Exceptional Children. New Delhi:Atlantic Publishers & Distributors(P) Ltd.
- ❖ Madhumita Puri & George Abraham(2004). Handbook of Inclusive Education for Educators, Administrators &Planners.
- ❖ Man, K., & Hallahan, M. J. (1992). Exceptional children : Introduction to special education. New Jersey: Prentice Hall Inc.
- ❖ Mani, M. N. G. (2000). Inclusive education in Indian context. Coimbatore: International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya.
- ❖ Narayanaswamy, S., & Kansara, J. (2006). Family, Community and Hearing Child. New Delhi: Kanishka Publishers.
- ❖ Nirman, P. (2007). Encyclopedia of Special Education. New Delhi: Anmol publication.
- ❖ Orlansky, W. D. (1992). Exceptional children: An inventory survey of special education. New York: Macmillan Publishing Company.
- ❖ Premavathy, V., & Nagomi, V. G. (2005). Handbook: Education of children with low vision, rehabilitation council of India. New Delhi: Kanishka Publishers.
- ❖ Reddy, G. L. (2004). Hearing impairment: An educational consideration. New Delhi: Discovery Publishing House.
- ❖ Venkatesan, S. (2003). Children with developmental disabilities: A training guide for parents, teachers and care givers. New Delhi: Sage Publications.