



SEMESTER – IV

Course Code: BD4E5

Credits: 5

Elective Course

SPECIAL EDUCATION

COURSE OBJECTIVES

CO1: Understand the definition, principles, need, scope, and types of special education.

CO2: Describe the Historical Perspectives of Special Education.

CO3: Discriminate the types of disabilities.

CO4: Know the causes and characteristics of disabilities.

CO5: Identify the different assessment of persons with disabilities and planning of educational needs of persons with disabilities.

UNIT- I : INTRODUCTION TO SPECIAL EDUCATION

Special Education: Meaning, concept, definition, principles, objectives, need, scope & types;
- Historical Perspectives in special education – exclusion, acceptance, prohibition, institutionalisation, special school, integration and inclusion.

UNIT-II : UNDERSTANDING DISABILITIES AND ITS EDUCATIONAL IMPLICATIONS

Understanding disabilities; types, causes and characteristics of disabilities as per RPWD Act 2016 - Physical disability; Intellectual disability; Mental behaviour; Chronic Neurological Conditions; Blood disorder; Multiple Disabilities; Educational implications and needs of Persons with Disabilities

UNIT- III : IDENTIFICATION AND ASSESSMENT

Identification and Assessment of persons with Physical Disability- VI/HI/PH; Intellectual Disability- LD/ASD/ID; Mental Behaviour (MI); Chronic Neurological Conditions; Blood Disorders; Multiple Disabilities; Screening, Diagnostic, Functional and Educational assessment and referral.

UNIT – IV: EDUCATIONAL PROGRAMME AND OTHER SUPPORTIVE THERAPEUTIC INTERVENTION STRATEGIES

Functional and educational programmes based on Medical & Health Care, Therapeutics, and use of Technology for Persons with Physical disability; Intellectual disability; Mental behaviour; Chronic Neurological Conditions; Blood disorder; Multiple Disabilities

UNIT - V ACTS AND POLICIES

United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) - RCI Act 1992 - Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, PWD Act 1995, National Trust Act 1999, Rights of Persons with Disabilities (RPwD) Act, 2016; Provisions and Concessions given by State and Central Government.

SUGGESTED ACTIVITIES

1. Conduct a seminar on different Acts and Policies on Rights of persons with Disabilities.
2. Observation of special schools and inclusive schools and prepare a report.
3. Therapeutics and Support services (PT, OT, ST, and BT) for persons with disabilities used for educating children with special needs.
4. Visit any Non - Governmental Organization (NGO) offering services for persons with
5. Write an essay on Definition, Principles, Objectives, Need, Scope & Types of special education.

TEXT BOOKS

1. Aggarwal, K. (2002) Handbook for parents of children with disabilities. Planning Commission. Govt.of India.
2. Gayatri Ahuja, (20180) Curriculum accommodations and adaptations, society for advance study in rehabilitation (SASR). Atlantic Publisher.
3. Kauffman James M. & Hallahan Daniel P. (Ed) (2011). Handbook of special education. Routledge
4. King-Sears, H.E. (1994) Curriculum based assessment in special education. San Diego Singular Publishing Group.

5. Umadevi, M.R. (2010). Special education: A practical approach to education of children with special needs. Neelkamal Publications.

SUPPLEMENTARY READINGS

1. Harp, B. (2006). The handbook of literacy assessment and evaluation (3rd Edn.) Norwood, M.A.: Christopher-Gordon Publishers, Inc.
2. Higgins, J. (2003) Practical ideas that really work for students with dyslexia and other reading disorders, PRO-ED, Austin.
3. Loreman, T., Deppeler, J., & Harvey, D. (2005). Inclusive education – A practical guide to supporting diversity in the classroom. (2nd Edn.). U.K. Routledge.
4. Miller, F. & Bachrach, S.J. (2012). Cerebral Palsy: A complete guide for caregiving. A Johns Hopkins Press Health Book.
5. Moyes, R.A. (2010). Building sensory friendly classrooms to support children with challenging behaviours: Implementing data driven strategies: Sensory world, Texas.

E-RESOURCES

1. <http://www.disabled-world.com>
2. <http://www.disability-wa-gov.in>
3. <http://www.nds.org.an>
4. <http://www.aruma.um.an>
5. <http://www.inclusive-education.org>

COURSE OUTCOMES

After completion of this course, the student-teachers will be able to:

CO1: explain Historical Perspectives in Special Education.

CO2: analyse the Disabilities and its Educational Implications.

CO3: examine Identification and Assessment of persons with Physical Disability.

CO4: Classify the Educational Programme and Other Supportive Therapeutic Intervention Strategies of disabilities.

CO5: analyse the Acts and Policies of Disabilities.



OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
CO1				√HV			*		*															
CO2									*						*									
CO3																			*					*
CO4										*		*	*			*		*						
CO5														*										