

DEVI AHILYA VISHWAVIDYALAYA,
INDORE



Syllabus
for

BACHELOR OF EDUCATION

Two year

B.ED. DEGREE COURSE

I, II, III & IV Semesters

2015-16 Academic Year and Onwards



Prof. S.K. Tiwari

Principal

Swa. Gulab Bai Gadhav Smriti

Shiksha Mahavidyalaya

BORAWAN (M.P.)

CC3: CREATING AND INCULSIVE SCHOOL

Objectives:

On completion of the Course the Student Teacher will be able to :

1. Identify the children of special needs.
2. Understand the nature of special needs their **psychoeducational characteristics and functional limitation.**
3. Familiarize with assessment and placement procedure for children with special needs.
4. **Develop understanding about accommodating special needs in regular classroom.**
5. **Appreciate the education of children with special needs.**

Course Content:

Unit 1- **Special needs and education**

- Concept and types of special needs.
- education of children with special needs and its implecation for universilisation of elementary education.
- understanding and respecting diversity.
- trends of education for children with special need in india.
- **policies schemes and legistations about the education of children with special educational needs.**

Unit 2- **nature ,types and characterstics of children with special needs**

- -psycho-social and educational characterstics functional limitations with reference to-
- **locomoter impairment**
- **hearing impairment**
- **visual impairment**
- **learning disability**
- **gifted and disadvantaged children**
- **mental retardation and slow learners.**

Unit III- Inclusive Education



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- concept and philosophy of inclusive education
- teaching competencies required for inclusive education
- Roll of class teachers and Resource teachers in inclusive education.
- School and classroom management for implementing inclusive education.
- guidance and counselling in inclusive education.
- Specific roll of family and community participation.
- Support services needed for inclusive schools

UNIT IV- identification and assessment of children with special educational needs

- **Concept and techniques of assessment**
- **-identification and functional assessment of children with special needs**
- **-implecatin of assessment for instructional planning and curriculum.**
- curriculum ,adaptation, teaching strategies and evaluation in inclusive school.
- -Principles and methods of curriculum adapation and adjustment to address diversity.
- teaching learning strategies for children with special educational needs:
- comparative learning ,peer tutoring ,behavior modification, multisensory approach,perceptual strategy and system approach.
- **individual educational program (IEP) and use of emerging technology**
- **adaptation in evaluation procedures.**

Practicum: Any one of the following:

(suggested practicum but more activities can be taken up by the teacher based on any topic from above unit)

1. Preparation of a report on importance of education for children with special needs
2. Case study of children with special needs school in school situation.
3. Observation of class room situation and identification of special needs.
4. Identification of gifted /creative /slow learner/children with learning disability using standardized test.
5. Preparation of teaching plan for accommodation special need(Any one type) in regular classroom.
6. List out the resources for effective implementation of integration programme with reference to any one category of special needs.

Apart from the above similar activities from the five units will be identified and given.



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MASTER OF EDUCATION

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I, & II Semesters

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M.Ed. CURRICULUM

(TWO YEAR SEMESTER)

As per

NCTE Regulation - 2014

**DEVI AHILYA VISHWAVIDYALAYA
INDORE**

2015



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COURSE 4/8/12/16: SPECIAL EDUCATION -I

OBJECTIVES

- To enable the prospective teacher to acquire knowledge and understanding of Special Education.
- To acquaint the students with the historical scenario of special education in India and abroad.
- To provide the knowledge about the trends like rehabilitation, mainstreaming, integration, inclusion etc.
- To acquaint the prospective teachers with Government Policies, Legislatures and National Institutes related to the disabled.
- To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Visual Impairment, Hearing Impairment, Orthopedically Impaired and Juvenile Delinquency).
- To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for Education of the children with various disabilities.

CONTENT

UNIT I: INTRODUCTION TO SPECIAL EDUCATION

(a) Concept, Definition, Objectives, Assumptions, Scope. (b) Key terms related to Special Education- Handicap, Impairment and Disability. Historical development of Special Education. Trends in Special Education: Rehabilitation, Integration, Inclusion Normalization and Mainstreaming. Legal Aspect of Special Education: (a) Constitutional Provisions and Acts (b) Facilities for special children (c) National Institutes related to disability.

UNIT II: VISUAL IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification, Assessment techniques, Training For Visually Impaired-Sensory Training, Concept development, Communication skills, Daily Living Skills, Orientation and Mobility Training, Aids and appliances and Educational Programmes.

UNIT III: HEARING IMPAIRMENT



Concept, Definition, Causes, Characteristics, Classification, Training in Sign Language, Aids and Appliances and Educational Programmes.

UNIT IV: ORTHOPEDICALLY IMPAIRED

Concept, Definition, Characteristics, Classification and Educational Programmes.

UNIT V: JUVENILE DELINQUENTS

Concept, Definition, Characteristics, Causes and educational Programmes.

ACTIVITIES:

- Visit to any Special/Integrated/inclusive School and writing and presentation of report.
- Survey of Educational facilities/ Aids and appliances available in the special school.
- Case study of any one child suffering from any disability.
- Survey of the various web resources available any prescribed disability.
- Review of researches related to the prescribed disabilities.

REFERENCES

Ariel, A: Education of Children and Adolescents with Learning Disabilities, Mc millan Publishing Co. New York, 1992.

Cruschank, W. M: Psychology of Exceptional Children and Youth, Engelwood Cilffs. N.J.: Prentice Hall, 1975.

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Pal, H.R: Vishishta Balak, Madhya Pradesh Hindi Granth , Academy, Bhopal, 2010.

Panda, K.C: Education of Exceptional Children, Vikas Publishing House, New Delhi, 1997.

Shankar, U: Exceptional Children, Enkay Publisher, New Delhi, 1991.

Singh, N: Special Education. Commonwealth Publishers. New Delhi, 1997.

Stow & Selfe : Understanding Children with Special Needs, Unwin Hyman Ltd. London, 1989.



Yesseldyke, E. James, Bob Algozzine. Special Education- A Practical Approach for Teachers, Kanishka Publishers & Distributers ,New Delhi

COURSE 4/8/12/16: SPECIAL EDUCATION -II

OBJECTIVES:

- To enable the prospective teacher to acquire knowledge and understanding of Special education and its curriculum.
- To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).
- To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.
- To acquaint the prospective teacher with the role of Formal, Informal and Nonformal in the context of Special children.
- To aware the students with the various trends in the area of Special Education.

CONTENT

UNIT I: CURRICULUM PLANNING IN SPECIAL EDUCATION

(a) Meaning of curriculum (b) Difference in General and Special curriculum,(c) Foundations of curriculum (d) Components of curriculum (e) Curriculum Adaptation For Visually Impaired, Hearing Impaired, Learning Disable ,Current Issues in Special Education: (a) Cross Disability Approach. (b) Role of Formal and Informal agency in dealing with special children.

UNIT II: EDUCATION OF MENTALLY RETARDED

(a) Concept, (b) Definition,(c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

UNIT III: EDUCATION OF BACKWARD CHILD

Concept of Backward children Causes of backwardness and Education Programmes.



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UNIT IV: EDUCATION OF GIFTED AND CREATIVE CHILD

(a) Concept, (b) Definition, (c) Characteristics, (d) Identification, (e) Educational Programmes.

UNIT V: EDUCATION OF LEARNING DISABLE

(a) Concept, (b) Definition, (c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

ACTIVITIES

- **Visit to Special School**
- Project on any one disability area
- Preparation of Learning Material
- Curriculum planning for special children
- **Test preparation for Learning Disabled**

REFERENCES

Ariel, A: Education of Children and Adolescents with Learning Disabilities, Mc millan Publishing Co. New York, 1992.

Cruschank, W. M: Psychology of Exceptional Children and Youth, Engelwood Cliffs. N.J.: Prentice Hall, 1975.

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