

Ph.D. in SPECIAL EDUCATION

Paper I: Developments in Education of Children with Special Needs

Unit 1 : Concept of Disability - Types of disability: Sensory, Neuro developmental, Locomotor and Multiple disabilities - definition, characteristics and need - universalization of education - right to education - universal access - universal design of learning

Unit 2 : Trends in Educating children with Special Needs - Special schools, Integrated schools, inclusion and normalization - status of education of children with various disabilities with reference to: Access, enrolment, participation, learning achievement, growth of educational institutions (quantitative and qualitative expansion) in past and present scenario - segregation vs inclusion

Unit 3 : Challenges and problems in Universalization of School Education - Universal enrolment, participation, and learning achievement - universal retention - teacher preparation programmes and training - providing infrastructure facilities, development of instructional material - Quality of schooling – factors determining school effectiveness - Community mobilization and participation.

Unit 4: Early childhood Care and Education and Early intervention programme for children with special needs - Nature, Scope and importance - Perspectives of ECE - Interdisciplinary assessments and intervention -Development of Language and Literacy- School readiness and transition program for children with special needs - Learning to Read - Learning to write - Methods of evaluation - Technology and early intervention - Role of Home, School, parents, community in promoting children's education, health and nutritional programmes and collaborative activities

Unit 5: Providing alternative schooling practices - Vocational training and transition- Job Placement- Adulthood Issues - Life skill training Promoting research in special education with special references access, enrolment, participation and learning achievement, teaching – learning process, preparation of instructional material, teacher supporting material, development of effective instructional strategies, assessment, diagnostic and evaluation devices - job access and placement

References

- 1) Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.

- 2) Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
- 3) Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
- 4) Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India.
- 5) Department of Education of Groups with Special Needs. NCERT, New Delhi.
- 6) Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014).
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- 8) Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.
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Paper II - Mainstreaming Children with Special Needs

Unit 1: Changing trends in mainstreaming - segregation, integration and inclusion - Concept of diversity - Types of diversity: Learning styles, Gender, cultural, linguistic & Socio-economic - Diversity in learning - addressing the diverse learning needs

Unit 2: Teacher Preparedness specific to children with various disabilities - designing, selecting, and modifying activities - modifying assessment strategies - modifying testing and assessment formats - alternative assessment of performance of students and evaluation

Unit 3: Instructional Methods and Strategies - Small-Group Instruction - Implementing Instructional Adaptations for Students with Disabilities in Inclusive Classrooms - differentiated instructions - peer mediated instructions - Assisted Learning Strategies - working with parents and professionals in planning programs- Peer-Assisted Learning Strategies - working with metacognitive strategies - communicating with students

Unit 4: Alternative Teacher Training - Preparation for Inclusion in Teacher Education Pre-Service Curricula; Preparation of teaching Students with Disabilities - Introductory special education - General methods to teach students with disabilities - Specific methods to teach to students with various disabilities

Unit 5: Current Issues in mainstreaming - Standardized Curriculum - Standards-Based Curriculum -Multicultural Approaches to Education- Alternative Educational Settings- Technology and its Impact on Education - Community involvement for inclusion

References

- 1) Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
- 2) Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
- 3) Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCE, University of New Hampshire
- 4) Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
- 5) Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
- 6) Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.

- 7) Wade, S. E. (2000). *Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers*. Lawrence Erlbaum Associates, New Jersey.
- 8) Mastropieri, M. A., & Scruggs, T. E. (2006). *The inclusive classroom: Strategies for effective instruction*. Prentice-Hall, New Jersey.

Paper III - Support Systems in Management of Children with Special Needs

Unit 1: Therapeutic services - Counselling and psychological services - Physical and occupational therapy service - Speech and language services- Medical and school health services - Transportation and travel training, & recreational services - Service delivery models - Collaboration through multi, inter and trans-disciplinary approach - Inclusion of support services in curriculum

Unit 2: Health services - Medical, Counselling and psychological services - Educational and Occupational Guidance for students with disabilities - Assessment and Program planning - Health and Nutrition -

Unit 3: Physical and occupational therapy service - Assessment and identification of the needs - Classroom intervention, monitoring progress- Integrating Physiotherapy and Occupational therapy into classroom context - Special School and Inclusive classrooms

Unit 4: Speech and Language Services - Assessment and identification of the needs - Classroom intervention, monitoring progress- Integrating Physiotherapy and Occupational therapy into classroom context - Special School and Inclusive classrooms -Transportation and travel training & recreational services - co curricular activities - yoga, music , drama and various therapies

Unit 5: Recent trends - Team Approach: concept & types (Multidisciplinary, Interdisciplinary and Transdisciplinary) - Impact of technology in support service provision - Research and Development - Role of various stakeholders: professionals, personnel, parent and the child

References

- 1) Yerxa, E., Clark, F., Jackson, J., Pierce, D., & Zemke, R. (1989). An introduction to occupational science, A foundation for occupational therapy in the 21st century. Haworth Press.
- 2) Quality of Life and Disability An Approach for Community Practitioners (2004). Jessica Kingsley Publishers.London.Ivan Brown, Roy I Brown, Ann Turnbull
- 3) McColl, M. A., Law, M., Stewart, D., Doubt, L., Pollack, N., & Krupa, T. (2003). Theoretical basis of occupational therapy (2nd Ed). New Jersey, SLACK Incorporated.

Paper IV - Technology and Assistive Devices for Children with Special Needs

Unit 1: Information Technology in Education - Application of Information technology - e-learning - Instructional Media for children with Special needs - Impact of Technology on education and special education: Present & Future

Unit 2: Information and Communication Technology for individuals with Special needs - ICT in teaching and learning - Developing instructional design - Implementation of curriculum - Assessment, training and Evaluation - Developing ICT skills among Children with special needs - ICT in inclusion

Unit 3: Interactive learning: concept, need and components - Interactive learning Material for children with disabilities - Development of Interactive learning Material for children with special needs

Unit 4: Assistive devices: concept, importance and role - Assessment and identification of the needs to identify the appropriate assistive devices - Assistive technologies for personal and educational purposes: Devices for specific disabilities and their application - Assistive technology: Identifying vocational, social and independent living implications of various long-term medical disabilities, role of assistive & corrective devices, environmental modification, remedial training

Unit 5: Special roles of technology for facilitating empowerment of persons with special needs - Hardware, software, cybernetics and systems, with special reference to persons with disabilities - Research & Developments in Educational technology: national & international - Mainstream Technologies: Universal Designs; its Concept, Principles & product design

References

- 1) Bhatt, B. D., & Sharma, S. R. (2003). Educational Technology concept and Technique (Modern Education Series). Kanishka Publisher, New Delhi.
- 2) Diana, L. O. (2001). Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass
- 3) Horton, W. (2001). Designing web-based Training. John Wiley & Sons. New Jersey.

- 4) Kumar, K., Kumar, S. (2004). ICT Skill Development. GBD Publications, Gurusar Sadhar.
- 5) Mukhopadhyay, M (1990). Educational Technology Challenging Issues. Sterlings Publisher's Pvt. Ltd. New Delhi.
- 6) Rosenberg, M.J. (2001). E-Learning. McGraw Hill, New York.
- 7) Sallis, E., & Jones, G. (2002). Knowledge Management in Education London: Kogan Page Ltd.
- 8) Santhosh, V. (2009). Information communications technology for teacher education. Kanishka Publisher, New Delhi.
- 9) Venkataiah, N. (2002), Educational Technology. APH Publication Corporation, New Delhi.

Paper V - Family, School and Community Collaboration for Students with Special Needs

Unit 1 : Building Family and community Relationships - understanding family and community characteristics- Supporting and empowering families and communities through respectful, reciprocal relationships- Involving families and communities in their children's development and learning - Partnership with families

Unit 2 : Assessment and documentation - Understanding the goals, benefits, and uses of assessment -Learning and using observation, documentation, and other appropriate assessment tools - assessment partnerships with families and other professionals

Unit 3: Teaching and Learning- understanding, and using positive relationships and supportive interactions- using effective approaches, strategies, and tools for education- Learning and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines- Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes

Unit 4: Upholding ethical standards and other professional guidelines - Engaging in continuous, collaborative learning to inform practice-Integrating knowledgeable, reflective, and critical perspectives on education- Engaging in informed advocacy for children and the profession

Unit 5 : Independent living and Employment and marriage - Community participation - Mobilization of community resources - Self Help Groups - Advocacy - Self Employment - Schemes and concessions of central and State Government

References

- 1) Smith, D. D. & Luckasson, R. (1995). Introduction to Special Education – Teaching in an age of Challenge. (2 Ed). Allyn & Bacon, Boston.
- 2) Dale, N. (2000). Working with families of Children with Special Needs: Partnership and Practice. Brunner- Routledge. East Sussex.
- 3) Fewell, R., & Vadasy, P. (1986). Families of Handicapped Children: Needs and Supports across the Life-span. Ro-ed Inc. Texas.

- 4) Garginolo, R.M. (1985). *Working with Parents of Exceptional Children: A Guide for Professionals*, Houghton-Mifflin, Boston.
- 5) Giffiths, M., & Russle, P. (Eds.) (1985). *Working Together with Handicapped Children: Guidelines for Parents and Professionals*. Souvenir Press, London.
- 6) Glendinning, C. (1986). *A Single Door: Social Work with the Families of Disabled Children*. Allen and Unwin Ltd., London.