BU-COMMUNITY COLLEGE CONSULTANCY CENTRE

REVISED SYLLABUS – 2021-22

FOR

DIPLOMA IN SPECIAL EDUCATIONAL NEEDS

BHARATHIAR UNIVERSITY

COIMBATORE-641046

BHARATHIAR UNIVERSITY: COIMBATORE

DIPLOMA IN SPECIAL EDUCATIONAL NEEDS
(Community College)

(for the candidates admitted from the academic year 2021-2022 onwards)

Minimum qualification for admission to Diploma in Special Educational Needs is pass in Standard X.

SCHEME OF EXAMINATIONS

S. No	Title of the Course	Credits	Maximum Marks
1	Awareness of Special Educational Needs	4	100
2	Identification Special Educational Needs	4	100
3	Approaches in Special Educational Needs	4	100
4	Inclusive Education	4	100
5	Accommodating students with Special Educational Needs	4	100
6	Providing for a Student – Case Study	4	100
7	Report Writing	4	100
8	Internship	4	100
	Total	**32**	**800**

Question paper Pattern: Theory

 Section A: (10 x 2=20 Marks)

 Answer ALL the questions

 Section B: (5 x 6 = 30 Marks)

 Answer ALL the questions either (a) or (b)

 Section C: (5 x 10 = 50)

 Answer ALL the questions either (a) or (b)

Duration of examinations for all papers is three hours.

*Minimum Pass Mark: 40 Marks

PAPER I

AWARENESS OF SPECIAL EDUCATIONAL NEEDS

Unit:1	Introduction to Education	
Definitions of Education and comparison– people who influence children's lives-methods of preparing children for adult life – developing innate capacities and imparting knowledge, skills and attitudes- introduction to building positive experiences, cultivating supportive environments and having realistic expectations		

Unit:2	Picturing The Expectations - Child Development	
Introduction to needs of learners- Maslow's hierarchy of need- introduction to individual needs- backgrounds and medical factors- recording these for the teacher. Introduction to picturing the teacher's expectations- child development- Stages of development-theories of stages- observation of the child in the classroom		

Unit:3	Learning Styles and Intelligence	
Introduction to learning styles –types of learning styles (Visual learners, Auditory Learners and Kinaesthetic learners)-Learning style theories- Fleming and Mills, Honey and Mumford- Application of learning styles-impact of learning style in teaching methods -Introduction to intelligence-different definitions of intelligence-methods to measure intelligence- understanding the difficulties of measuring the intelligence- different types of intelligences-focus on Multiple Intelligence theory. Extremes in Intelligence: Mental Retardation and Giftedness.		

Unit:4	Introduction to Special Educational Needs (Sen)	
Introduction to SEN-understanding problems teachers face in the class-explanation of the kinds of special needs- Physical and Sensory needs- Cognition and Learning needs- Emotional, Behavioural and Social needs- Communication and Interaction needs- definition of Special Educational Need- application in the class		

Unit:5	Types of Teacher and Methods of Teaching	
Introduction to Teacher types and Learning Theories-definitions of learning-learning theories- (behaviorist, cognitivist, constructivist)-strategies used to develop learning skills (literacy and numeracy). Definitions of teaching- types of teaching – (demonstrator, listener, lecturer, empowerer)- advantages and disadvantages of different teaching methods- principles common to high quality teaching and learning. Introduction to Lesson planning- using the PPPP approach (Purpose, Presentation, Process, Plenary) – Tools of teaching for special education children		

Reference Books	
1	Christine Morris,(2018). *Course Manual.* Good Word Communication Services PVT Ltd: NewDelhi

2	Edited by PrathibhaKaranth and Joe Rozario, (2003). *Learning Disabilities in India- Willing the mind to learn.*Sage Publications Pvt Ltd: India
3	S Hegarty and M Alur, (2002).*Education and children with SEN- from Segregation to Inclusion.* Sage publications PvtLtd:India
4	Cynthia M. Stowe, (2005). *Understanding Special Education – a Helpful Handbook for Classroom Teachers. S*cholastic:USA
5	Anupriya Chadha,(2010). *Guide to Educating Children with LearningDisabilities.*Vikas Publishing House Pvt.Ltd:India
6	Farida Raj,(2010).*Breaking* Through*: A Handbook of Parents and Teachers of Children with Specific Learning Disabilities.*VIFApublications:India
7	Geoffrey Brown,(1977).*Child Development.*Open Books publishing:UK
8	Norman Williams, (1969).*Child Development.* Heinemann Educational Books:UK
9	Mia Kellmer Pringle, (1975).*The needs of children.* Hutchinson Educational:UK
10	Edited by Seamus Hegarty and MithuAlur, (2002). *Education and Children with Special Educational Needs - From segregation to Integration.* Sage Publications India Pvt Ltd: India
11	Sarah Barratt,(2008).*The Special Educators Toolkit.* Sage Publications India PvtLtd:India
12	VedVarma,(1973). *Stresses in Children*Hodder and Stoughton:UK
13	Ruth M Beard, (1969). *An outline of Piaget's developmental Psychology.* Routledge Kegan Paul Ltd:UK

PAPER II

IDENTIFICATION OF SPECIAL EDUCATION NEEDS

Unit:1	Introduction to Sen in Schools	
Introduction of SEN in schools-medical and social models of disability –methods of identification–-understanding medical and social disabilities-understanding education system acts and rights.		
Unit:2	Record keeping	
Introduction of record keeping- types of record keeping – screening, monitoring and planning inclusive lessons- methods of record keeping- importance of SEN department records in schools		
Unit:3	Symptoms of Sen	
Range of SEN in schools- symptoms of SEN- understanding recognising symptoms and causes of Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder (ADD/ADHD), Emotional Behavioural Difficulties (EBD), Autism Spectrum Disorder (ASD), Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia Visual Impairment, Hearing Impairment, Speech Impediment, medical problems- recognising Moderate Learning Difficulties.		
Unit:4	Informal Assessment	
Introduction to Assessment- Meaning of assessment-Reasons for informal assessment-screening tools and diagnostic assessments --types of records,sampling, checklists and questionnaires, parents and children interviews.		
Unit:5	Formal Assessment	
Introduction to Formal Assessment- types of test- conducting Reading and Spelling test-reasons for writing a report-method of writing a report- Professional assessments- papers to be interpreted- explaining the sections of a psychological assessment for a parent		

Reference Books	
1	Christine Morris, (2018).*Course Manual.* Good Word Communication Services PVT Ltd: New Delhi
2	V Cumine, J Leach, G Stevenson, (1998).*Asperger's Syndrome- a practical guide for teachers.* David Fulton publishers: UK
3	V Birkett, (2005). *How to teach and manage children with challenging behaviour.* LDA: UK
4	V Birkett,(2004).*How to support and teach children with SEN*.LDA:UK
5	D Sherratt,(2005). *How to support and manage children on the Autistic Spectrum.* LDA: UK
6	L Addy, (2003) *How to understand and support children with Dyspraxia*. LDA,UK
7	C Neanon (2002).*How to understand and support children with Dyslexia.* LDA:UK
8	F O Regan, (2002). *How to teach and manage children with ADHD.* LDA:UK

9	Carolyn Jackson,(2006).*Lads and Ladettes in school*. OUP:UK
10	G Lloyd, J Stead and D Cohen, (2006).*Critical new perspectives on ADHD*. Routledge: UK
11	S Venkatesan, (2004).*Children with developmental disabilities*. Sage Publications: India
12	R Gulliford, (1971).*Special Educational Needs*. Routledge Kegan and Paul:UK
13	Michael Rutter, (1975). *Helping Troubled Children*. Penguin Books: UK

PAPER III

APPROACHES TO PROVISION FOR CHILDREN WITH

SPECIAL EDUCATIONAL NEEDS

Role of special Educational Needs Coordinator (SENCo)

Unit:1	Language Acquisition	
Introduction to language acquisition –theories of language acquisition- focus on biological approach – behavioural approach – and social interaction theory- teaching English as an Additional Language (EAL) - difference between EAL and SEN among children.		

Unit:2	Economically Weaker Section Students	
Introduction to challenges of children from Economically Weaker Section (EWS)- language- Restricted Code and Elaborated Code- lack of experiences- effects of poor environment- Communicative Approach of teaching		

Unit:3	Role of Special Educational Needs Coordinator (Senco) In Supporting The Students	
SENCo role in supporting the children – sensitising the children – writing and implementing an IEP –setting up a Resource Room. Inclusion- planning a lesson to include children with Attention Deficit Disorder/ Attention Deficit Hyperactivity Disorder (ADD/ADHD), Emotional Behavioural Difficulties (EBD), Autism Spectrum Disorder (ASD), Dyslexia, Dyscalculia, Dyspraxia, Dysgraphia Visual Impairment, Hearing Impairment, Speech Impediment, medical problems- recognising Moderate Learning Difficulties.		

Unit:4	Role of Senco in Supporting the Management	
SENCo role in supporting the management- collaborating with management- developing school wide policy – support available from the government - knowledge of examination board concessions		

Unit:5	Role of Senco in Supporting the Teachers and Partnering with Parents	
SENCo role in supporting the teachers manage a child with SEN- helping teachers plan for a least restrictive environment - developing positive experiences – review Dales Cone of Learning – review lesson planning incorporating Learning Styles and MI types- SENCo role in assisting teachers plan accommodations for a student with a SEN - training a teaching assistant –parent's role in identification, intervention and review- improving home school links		

Reference Books	
1	Christine Morris, (2018).*Course Manual*. Good Word Communication Services PVT Ltd: New Delhi

2	Gillian Shotton, (2009). *Pupil friendly IEP's and target sheets*. Sage Publications: India
3	Veronica Birkett,(2003).*How to support and teach children with SEN*. LDA:UK
4	V Birkett, (2005).*How to teach and manage children with challenging behaviour*. LDA: UK
5	D Sherratt, (2005).*How to support and manage children on the Autistic Spectrum*. LDA: UK
6	L Addy, (2003).*How to understand and support children with Dyspraxia*. LDA:UK
7	C Neanon,(2002).*How to understand and support children with Dyslexia*. LDA:UK
8	F O Regan, (2002).*How to teach and manage children with ADHD*. LDA:UK
9	Cynthia M. Stowe, (2005).*Understanding Special Education – a Helpful Handbook for Classroom Teachers*. Scholastic: USA
10	Sarah Barratt, (2008).*The Special Educators Toolkit*. Sage Publications India Pvt Ltd: India
11	Peter Trudgill, (1975).*Accent, Dialect and the School*. Butler and Tanner: UK
12	David Crystal, (1976). *Child language, learning and linguistics*. Billing and Sons: UK
13	L Addy, (2004).Speed Up- a kinaesthetic programme to develop fluent hand writing. LDA:UK
14	K. Saunders, (2002).*How Dyslexics learn, grasping the nettle*. Patoss: UK
15	B Riddick, J Wolfe, D Lumsdon, (2002).*Dyslexia, A practical guide for teachers and parents*. David Fulton: UK
16	P Clayton, (2003).*How to develop numeracy in children with Dyslexia* LDA: UK
17	L Addy,(2006).*Get Physical- an inclusive PE programme to develop motor skills*. LDA:UK
18	L Addy, (2004). Speed Up! *A kinaesthetic programme to develop fluent handwriting*. LDA:UK
19	J Mc Reesh, A Maher,(1974). *Remedial Education- objectives and techniques*. Ward Lock Educational: UK
20	G Reid, (2004).*Dyslexia- a complete guide for parents*. John Wiley and Sons: UK
21	V Birkett, (2004).*How to support and manage Teaching Assistants*. LDA:UK
22	S Chinn, (1999).*What to do when you can't add and subtract*. Egonpublishers: UK
23	S Chinn, (1996).*What to do when you can't learn the times tables*. Egon publishers: UK

PAPER IV

INCLUSIVE EDUCATION

Unit:1	Understanding Inclusion in Education	
Meaning, Definition and Concept of Inclusion – Importance of Inclusion – Historical perspectives of Inclusive Education globally and in India – Special Education, Integrated Education and Inclusive Education – Inclusive Education: Challenges and Strategies.		
Unit:2	Policy Perspectives: Initiatives to promote Inclusive Education	
National and International Initiatives: The Persons with Disability Act (PwD Act, 1995), National Curriculum Framework, 2005 NCERT, The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12), The World Conference on Special needs Education and the Salamanca, 1994 Statement and framework for action on Special Needs Education, Rehabilitation Council of India Act, 1992.		
Unit:3	Building Inclusive Schools	
Identifying barriers to Inclusion: Attitudinal, Systemic and Structural - Ensuring Physical, Academic and Social Access - Leadership and Teachers as Change Agents - Whole School Development – School's awareness and readiness for addressing learning difficulties - Inclusion of all children with diverse needs in existing schools.		
Unit:4	Introduction to Assistive Technology	
Meaning and Concept of Assistive Technology – Types of Assistive Technologies - Importance of Assistive Technology - Benefits and Need of Assistive Technology – Barriers to Assistive Technology		
Unit:5	Assistive Technology for Children with Special Needs	
Assistive Technology for Visually Impaired Students – Assistive Technology for Students with Hearing and/ or Speech Impairment - Assistive Technology for Students with Specific Learning Disabilities – Mobile Applications for Children with special Needs – Use of ICT – Equipment and Other Technologies for differently able.		
Reference Books		
1	Singh, J.P. Dash, M.K., (2005) 'Disability Development in India' Rehabilitation Council of India, New Delhi, in Association with Kanishka Publishers Distributors	
2	Das Ashima and et al., (2013) 'Inclusive Education', concept publishing company Pvt. Ltd., New Delhi.	
3	Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.	
4	Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.	
5	Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special	
6	Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi	

PAPER V

PRACTICAL I

Accommodating Students With Special Educational Needs	
1	Creating a positive Physical, Social and Emotional classroom environment
2	Demonstrating positive experiences
3	Providing disability specific strategies
4	Uses of curriculum strategies

PAPER V

PRACTICAL II

Providing For A Student- Case Study	
1	Produce a case study
2	Creating an inclusive environment for a child
3	Write an IEP
4	Plan an induction programme for a teaching assistants

PAPER VI

PRACTICAL III

Report Writing	
1	Prepare a report on school readiness for addressing children with special needs.
Note: Each student undergo practical in the given practical components of Paper I, II & III and submit report in the form of record on the completion of the practical.	

PAPER VIII

INTERNSHIP

Visit To Special Education School	
1	Prepare a report on school readiness for addressing children with special needs.

Each student has to undergo an Internship in selected Special School for a period of 6 working days, select a student for the case study and submit an Internship Report on the completion of the internship training. For the case study, the details of the student, disability affected, level of disability and other information should be collected and recorded. He/ She have to observe the overall activities i.e., administration, curricular and co-curricular activities, teaching – learning method, structure of the classroom, available resources etc., of the educational institution. Hundred marks will be awarded for both record submission (40 marks) and evaluation (60 marks).

Evaluation procedure for Practical and Internship

The following break up of marks will be followed for assessment of practical papers I, II, III and Internship.

1.	**Submission of Report**	40 Mark
2	**Valuation by Internal Examiner**	60 Mark
	Total	100