

M.A. Education Part II
Inclusive Education Code: MAED-206
(Elective Paper)

Objectives: To assist the learners to understand the children with special needs, to enable the students to explain the various dynamics of Special and Inclusive Education and enable the students to organize appropriate programmes of education and other related services for them.

Block I: The Concept of Exceptional Children or Children with Special Needs

Unit 1 : Meaning of Exceptional Children, Positive and Negative Deviations

Unit 2 : Concepts of Impairment, Disability and Handicap

Unit 3: Types of Exceptional Children

Unit 4: Needs and Problems of Exceptional Children

Block II: Special Education, Integrated, Mainstreaming and Inclusive Education

Unit 5: Meaning and Scope of Special Education

Unit 6: Principles of Special Education, Objectives of Special Education

Unit 7: Types of Special Education Services, The Resource /Itinerant Teacher, Aids and Room

Unit 8: Meaning of Integrated Education, Mechanics/ Nature of Integrated Education, Scope of Integrated Education, Importance of Integrated Education

Unit 9: National and International Policies and Legislations with respect to Special and Inclusive Education

Unit 10: The NPE (1986) and the POA, National Knowledge Commission-Recommendations, National Curriculum Framework –School Education 2009 relating to integrated Education

Unit 11: Mainstreaming, Components of Mainstreaming, Efficacy of Mainstreaming, Issues in integration

Unit 12: Concept of Inclusion in Education, Components of Inclusion in Education, Advantages of Inclusive Education, Issues in Inclusive Education

Block III: Inclusive Education for Children with Hearing Impairment

Unit 13: Meaning of hearing impairment, Classification of Hearing Impaired Children, Characteristics of Hearing Impaired Children

Unit 14: Identification and placement of Hearing Impairment, Care and Training of Hearing Impaired

Unit 15: Educational Inclusion of Children with Hearing Impairment, Role of Teacher

Block IV: Inclusive Education for Children with Visual Impairment

Unit 16: Meaning of Visually Impaired Children, Classification of Visually impaired Children, Characteristics of Visually impaired Children

Unit 17: Identification and Placement of Visually Impaired Children, Care and Training of Visually Impaired Children

Unit 18: Educational Inclusion of Children with Visually Impairment, Role of the Teacher

Block V: Inclusive Education for Children with Mental Retardation

Unit 19: Concept of Mental Retardation, Mental Retardation and Mental Illness, Classification of MR, Characteristics for MR children, Specific Characteristics of EMR, TMR and CMR Children

Unit 20: Identification and Placement of MR Children, Care and Training of Educable Mentally Retarded Children

Unit 21: Educational Inclusion of Children with Mental Retardation, Role of the Teacher

Block VI: Inclusive Education for Children with Learning Disability

Unit 22: Concept of Learning Disability, The Learning Disability, and MR children, The LD, Backward Children and Slow Learners, Characteristics of LD Children, Types of Learning Disability

Unit 23: Identification and Placement of LD Children, Care and Training of LD Children

Unit 24: Educational Inclusion of Children with Learning Disability, Role of the Teacher

Block VII: Inclusive Education for Children with Giftedness

Unit 25: Concept of Gifted Children, Identification of Gifted Children, Characteristics of Gifted Children

Unit 26: Educational Programme for the Gifted, Inclusive Education Programmes for the Gifted, Underachieving Gifted Children

Suggested Readings:

1. M.Dash: Education of Exceptional Children: Atlantic Publishers and Distributors, New Delhi
2. M.Bhargava: Vishisth Shiksha, Bhargava Publication, Agra
3. S.Kirk: Educating Exceptional Children, Hough Mifflin, Boston
4. K.C.Panda: Education of Exceptional Children: Atlantic Publishers and Distributors, New Delhi