

SARDAR PATEL UNIVERSITY
Programme: Master of Education
Semester: IV
Syllabus with effect from: December 2016

Paper Code: PE04EMD2A2	Total Credits: 4
Title Of Paper: (P-2) Inclusion Of Children With Special Educational Needs	

Unit	Description in detail
	<p>Objectives The student teacher educator will be able to</p> <ul style="list-style-type: none"> • Understand concept, meaning and significance of inclusive education for children with giftedness, creativity, sensory, mentally challenged, developmental disabilities, special health problems, OPH, and leprosy cured • Appreciate the need for developing human resource by accepting their talents and limitations • Develop critical understanding on the characteristics of above listed groups of children and roles and responsibilities of the teachers for their inclusion • Understand the nature of difficulties encountered by these children and need for developing plus curricular skills • Apply their understanding in adapting instructional materials and methods for teaching in inclusive schools, • Analyze implications of special education, integrated education, mainstream and inclusive education practices • Identify and utilize existing resources for providing referral services for early identification, placement and education in inclusive classrooms
1	<p>Inclusive Education and Gifted and Creative</p> <ul style="list-style-type: none"> ➤ Concept, meaning and implications of inclusion ➤ Characteristics of gifted, talented and multi intelligence ➤ Need for understanding giftedness, creativity, disadvantaged gifted and role of teachers ➤ Education programmes and adaptation for inclusive classroom teaching
2	<p>Education of children with mental retardation and mentally ill</p> <ul style="list-style-type: none"> ➤ Concept, Meaning and difference between mentally retarded and mentally ill ➤ Classification based Degree and nature of M.R and M.I ➤ Criteria for placing for academic and social inclusion at preprimary and elementary ➤ Implications for inclusion of M.R and M.I at secondary stage & teachers role
3	<p>Education of physically changed children</p> <ul style="list-style-type: none"> ➤ Concept, meaning and classification of hearing, visually challenged, orthopaedically challenged, children with special health problem and leprosy ➤ Characteristics and educational problems both at primary and secondary level ➤ Identification, assessment and placement ➤ Implications for inclusion at elementary and secondary-teachers role
4	<p>Education of children with developmental and multi disabilities</p> <ul style="list-style-type: none"> ➤ Concept, meaning and classification of children with mild and severe disabilities : Physical and learning disabilities



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| | <ul style="list-style-type: none">➤ Methods and techniques used for identification, assessment and placement in inclusive classrooms➤ Educational characteristics of these children and implications for academic inclusion➤ Role of teachers and specific learning disabilities |
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Basic Text & Reference Books:

- Bhatnagar Asha & Gulat Sushma (1998) Career Development of Creative Girls
- Chaterjee S K (2000): Educational Development of Scheduled Castes
- Cowles Milly (1969): Perspective in the Education of Disadvantaged Children
- Edwards John R: Language and Disadvantage
- Hegarty and Alur Mithu (2002): Education and Children with Special Needs
- Jacob Aikara: Scheduled Castes and Higher Education.
- Rangari A D :Indian Caste System and Education
- Scot Danforth & Terry Jo Smith (2005) Engaging Troubling Students – A Constructivistic Approach
- Sharma Usha & Sharma B M (1995) Girls Education
- Sheh Vimal P (1982) The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India
- Singh U K & Nayak A K (1977) Women Education
- Vishwanathan Maithili (1994) Development Orientation of Women's Education
- Webster Alec & Ellwood John: The Hearing-Impaired Child in the Ordinary School – (Red-black line)

