TAMILNADU COUNCIL FOR OPEN AND DISTANCE LEARNING
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POST GRADUATE DIPLOMA IN SPECIAL EDUCATION

SYLLABUS

S.No.	Subject Code	Subject	Max.Marks
1	PGDSE1	Foundations of Special & Inclusive Education	100
2	PGDSE2	Child Development, Learning, and Individual Differences	100
3	PGDSE3	Disabilities and Special Educational Needs	100
4	PGDSE4	Identification, Assessment, and Individualised Planning	100
5	PGDSE5	Teaching Strategies, Curriculum Adaptation & Assistive Technology	100
6	PGDSE6	Guidance, Counselling, and Family-Community Partnership	100
7	PGDSE7	Inclusive School Practices and Professional Ethics	100

1. Foundations of Special & Inclusive Education

UNIT – I

Introduction to Special Education: concept, definition, scope and objectives of special education – Historical growth and development of special education in India and abroad – Changing perspectives from charity and medical models to social and rights-based models – Role of special education in addressing diversity and equity in education.

UNIT – II

Inclusive Education: emergence, philosophy and principles – Relationship between special education, integrated education and inclusive education – National and international movements supporting inclusion – Benefits and challenges of inclusive education in the Indian context – Role of schools and teachers in promoting inclusive practices.

UNIT – III

Learning: concept, nature and processes of learning in children – Factors influencing learning – Behaviourism: basic concepts, assumptions and major theorists such as Pavlov, Skinner and Thorndike – Contributions of behaviourism to classroom practices – Critique and limitations of behaviourist approaches.

UNIT – IV

Constructivism: introduction to the concept and principles – Piaget's theory of cognitive development – Stages of development – Structures and processes of cognition – Cognitive conflict and equilibration – Characteristics of thinking at different developmental stages – Educational implications for teaching–learning.

UNIT – V

Universal Design for Learning (UDL): concept, principles and applications – Addressing learner diversity in inclusive classrooms – Teacher's role in

curriculum planning and classroom adaptation – Professional responsibilities and ethical considerations of special educators

2. Child Development, Learning and Individual Differences

UNIT – I

Concept and principles of growth and development – Meaning and interrelationship between growth, maturation and learning – Stages of development from prenatal period, infancy, early childhood, later childhood to adolescence – Physical, cognitive, emotional and social characteristics at each stage – Factors influencing development including heredity, environment, nutrition and socio-cultural conditions.

UNIT – II

Physical and motor development in children – Development of gross and fine motor skills – Cognitive development and intellectual functioning – Language development: stages, components and barriers – Emotional and social development – Developmental delays, deviations and their educational implications in inclusive classrooms.

UNIT – III

Major theories of child development with special reference to education – Piaget's cognitive development theory – Vygotsky's socio-cultural theory of learning and concept of zone of proximal development – Erikson's psychosocial stages of development – Comparison of theories and their relevance to inclusive and special education.

UNIT – IV

Individual differences: concept, nature and causes – Variations in intelligence, aptitude, interest and personality – Theories of intelligence – Multiple intelligences – Learning styles and preferences – Creativity and giftedness among children.

UNIT – V

Educational implications of individual differences – Addressing learner diversity in inclusive classrooms – Differentiated instruction and flexible teaching strategies – Role of teachers in identifying strengths and needs of learners – Creating supportive and responsive learning environments.

3. Disabilities and Special Educational Needs

UNIT – I

Concept and definition of disability – Historical perspectives on disability – Medical, psychological, social and rights-based models of disability – Classification of disabilities as recognised in India – Causes, prevention and early intervention approaches.

UNIT – II

Intellectual Disability: definition, classification and levels – Causes and associated conditions – Cognitive, social and adaptive characteristics – Educational needs – Classroom strategies and functional skill development.

UNIT – III

Specific Learning Disabilities: meaning and types such as dyslexia, dysgraphia and dyscalculia – Early signs and identification – Educational assessment – Remedial teaching strategies and classroom accommodations.

UNIT – IV

Autism Spectrum Disorder: characteristics, causes and educational needs – Communication, social and behavioural challenges – Attention Deficit Hyperactivity Disorder: types, symptoms and impact on learning – Educational and behavioural intervention strategies.

UNIT – V

Sensory impairments: visual impairment and hearing impairment – Locomotor disabilities – Multiple disabilities – Educational implications –

Support services, inclusive strategies and classroom adaptations for diverse needs.

4. Identification, Assessment and Individualised Educational Planning

UNIT – I

Concept and purpose of identification and assessment – Importance of early identification and early intervention – Screening procedures – Referral systems in schools – Role of teachers in identification of children with special needs.

UNIT – II

Types of assessment: formal, informal and functional assessment – Educational, developmental and behavioural assessment tools – Strength-based assessment – Use of assessment data for planning instruction.

UNIT – III

Individualised Education Programme (IEP): concept, purpose and objectives – Components of an IEP – Steps in developing an IEP – Writing long-term and short-term goals based on assessment.

UNIT – IV

Role of multidisciplinary team in assessment and planning – Collaboration among teachers, parents, therapists and professionals – Documentation, reporting and maintenance of educational records.

UNIT – V

Monitoring and evaluation of progress – Review and modification of IEP – Transition planning across educational stages – Ethical issues, challenges and confidentiality in assessment and planning.

5. Teaching Strategies, Curriculum Adaptation and Assistive Technology

UNIT – I

Principles of teaching children with special needs – Inclusive instructional strategies – Learner-centred and activity-based learning – Individualised and group teaching approaches in inclusive classrooms.

UNIT – II

Classroom management strategies – Creating positive and structured learning environments – Cooperative learning – Peer tutoring – Social skill development and inclusive classroom practices.

UNIT – III

Curriculum adaptation and accommodation – Modification of content, process and evaluation – Universal Design for Learning in curriculum planning – Development and use of teaching–learning materials.

UNIT – IV

Behaviour modification techniques – Principles of behaviour management – Positive Behaviour Support (PBS) – Managing emotional and behavioural challenges in inclusive and special classrooms.

UNIT – V

Assistive technology: concept and importance – Types of assistive technology: low-tech, mid-tech and high-tech – Role of ICT in inclusive education – Selection, use and evaluation of assistive devices.

6. Guidance, Counselling and Family–Community Partnership

UNIT – I

Concept, nature and scope of guidance and counselling – Need for guidance services in schools – Types of guidance: educational, vocational and personal – Role of guidance in holistic development.

UNIT – II

Counselling techniques for children with special needs – Individual and group counselling – Behavioural and supportive counselling approaches – Role of teachers and counsellors in schools.

UNIT – III

Parent counselling and family involvement – Understanding parental concerns and stress – Training parents for home-based educational support – Strengthening home–school collaboration.

UNIT – IV

Community-based rehabilitation (CBR): concept, principles and objectives – Role of community participation – NGOs and voluntary agencies in rehabilitation and inclusion.

UNIT – V

Advocacy and awareness programmes – School–community partnership – Support services and networking – Empowerment of families and inclusion in society.

7. Inclusive School Practices and Professional Ethics

UNIT – I

Concept and philosophy of inclusive schooling – Models of inclusive education – Organisation, administration and management of inclusive schools – Policy support for inclusion.

UNIT – II

Roles and responsibilities of regular teachers, special educators and resource teachers – Team teaching – Collaboration and coordination among professionals in inclusive settings.

UNIT – III

Creating barrier-free and child-friendly learning environments – Physical accessibility – Academic and social accessibility – Inclusive classroom organisation.

UNIT – IV

Peer support systems – Cooperative learning and social inclusion – Building positive school climate – Promoting respect, empathy and acceptance among learners.

UNIT – V

Professional ethics and code of conduct for educators – Legal responsibilities related to children with special needs – Continuous professional development – Reflective teaching practices.