TAMILNADU COUNCIL FOR OPEN AND DISTANCE LEARNING
Approved by International Council for Open & Distance Education (ICDE), Oslo, Norway
Internationally Accredited Institution Registered under Tamilnadu Govt Act

ELECTIVE SUBJECTS

Specialisation – Intellectual Disability

S.No.	Subject Code	Subject	Max.Marks
8	PGDSE8	Foundations of Special & Inclusive Education	100
9	PGDSE9	Child Development, Learning, and Individual Differences	100
10	PGDSE10	Disabilities and Special Educational Needs	100

8.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 – concept, meaning and principles of inclusive education – need and importance of inclusion in the present educational context – difference between integration, mainstreaming and inclusion – barriers to inclusion and strategies for promoting inclusive practices in schools – Universal Design for Learning (UDL) and accessible learning environments.

UNIT – III

Policies and Legislations – constitutional provisions relating to education and disability – Rights of Persons with Disabilities Act (RPWD Act) – National Education Policy and provisions for inclusive education – Rehabilitation Council of India and its role in special education – international declarations including Salamanca Statement, UNCRPD and Sustainable Development Goals.

UNIT – IV

Teacher Preparation and Professional Competencies – role and responsibilities of special educators – professional ethics and standards in special education – collaboration between regular teachers, special educators, parents and

multidisciplinary professionals – classroom management and adaptation of curriculum – reflective teaching and continuous professional development.

UNIT – V

Family and Community Participation – role of family in the education of children with disabilities – parental involvement and empowerment – community participation and awareness programmes – community-based rehabilitation and support services – advocacy, social inclusion and promotion of equal opportunities.

9. Child Development, Learning, and Individual Differences

UNIT – I

Growth and Development – concepts of growth, maturation and development – principles and stages of child development – physical, motor and sensory development – social and emotional development – moral and personality development.

UNIT – II

Cognitive and Language Development – cognitive development and major theories including Piaget's theory – socio-cultural theory of Vygotsky – language acquisition and communication development – development of thinking, reasoning and problem-solving – creativity and critical thinking in children.

UNIT – III

Learning Theories and Educational Implications – behavioural theories of learning including Pavlov, Skinner and Thorndike – cognitive and constructivist theories of learning – social learning theory of Bandura – motivation and learning in the classroom – educational implications of learning theories for children with disabilities.

UNIT – IV

Individual Differences – meaning and nature of individual differences – intelligence, aptitude, achievement and interest – learning styles and multiple intelligences – personality and adjustment – implications of individual differences in classroom teaching and special education.

UNIT – V

Guidance and Counselling – concept, need and importance of guidance and counselling – educational, vocational and personal guidance – counselling skills for teachers and special educators – mental health and emotional well-being of children – prevention and management of behavioural and emotional problems.

10. Disabilities and Special Educational Needs

UNIT – I

Concept of Disability and Special Educational Needs – meaning, definition and classification of disabilities – concept of Special Educational Needs (SEN) – prevention, identification and early intervention – screening, assessment and referral services – multidisciplinary approach in special education.

UNIT – II

Intellectual Disability – meaning, definition and classification of intellectual disability – causes, characteristics and educational implications – functional assessment and educational planning – behavioural management strategies – family support, vocational preparation and transition planning.

UNIT – III

Neurodevelopmental and Learning Disorders – Autism Spectrum Disorder – Specific Learning Disability – Attention Deficit Hyperactivity Disorder (ADHD) – speech and language disorders – educational needs, intervention strategies and classroom support for children with these disabilities.

UNIT – IV

Sensory and Locomotor Disabilities – visual impairment and educational implications – hearing impairment and educational implications – orthopaedic impairment and locomotor disabilities – cerebral palsy and multiple disabilities – assistive devices, therapeutic support and inclusive educational practices.

UNIT – V

Intervention and Support Services – Individualised Education Plan (IEP) and educational programme planning – therapeutic interventions and support systems – resource room and support services in inclusive schools – vocational education, life skills and transition services – rehabilitation, independent living and social integration.

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ELECTIVE SUBJECTS

Specialisation – Hearing Impairment

S.No.	Subject Code	Subject	Max.Marks
8	PGDSE8	Foundations of Hearing Impairment and Audiology	100
9	PGDSE9	Communication Approaches and Educational Intervention for HI	100
10	PGDSE10	Curriculum Adaptation, Inclusion and Rehabilitation in HI	100

8. Foundations of Hearing Impairment and Audiology

UNIT – I

Introduction to Hearing Impairment – concept, definition and classification of hearing impairment – nature, scope and objectives of education for children with hearing impairment – historical development of education for children with hearing impairment in India and abroad – changing perspectives from medical and deficit models to social and rights-based approaches – role of special education in promoting inclusion and equal opportunities.

UNIT – II

Anatomy and Physiology of Hearing – structure and functions of the outer ear, middle ear and inner ear – auditory pathway and mechanism of hearing – process of sound transmission and hearing – vestibular system and balance – significance of understanding auditory functioning in educational intervention.

UNIT – III

Causes, Identification and Assessment – prenatal, perinatal and postnatal causes of hearing impairment – hereditary and environmental factors – early identification and intervention – screening procedures and audiological assessment – pure tone audiometry, speech audiometry and other diagnostic procedures – interpretation of audiological reports.

UNIT – IV

Audiology and Amplification Devices – concept and scope of audiology – hearing aids and assistive listening devices – cochlear implants and bone conduction devices – care, maintenance and management of amplification

devices – role of audiologists, speech therapists and special educators in intervention and rehabilitation.

UNIT – V

Policies, Legislations and Support Services – constitutional provisions relating to disability and education – Rights of Persons with Disabilities Act (RPWD Act) – National Education Policy and inclusive education for children with hearing impairment – role of Rehabilitation Council of India in professional preparation – family support services, community awareness and rehabilitation programmes.

9. Communication Approaches and Educational Intervention for HI

UNIT – I

Language Development in Children with Hearing Impairment – normal language development and its stages – impact of hearing loss on speech and language development – receptive and expressive language development – barriers in communication – importance of early language stimulation and intervention.

UNIT – II

Communication Approaches – oral approach and auditory-verbal approach – total communication approach – bilingual-bicultural approach – manual communication including sign language and finger spelling – cued speech and alternative communication systems – selection of appropriate communication approaches based on individual needs.

UNIT – III

Speech and Auditory Training – development of listening skills and auditory training – speech reading and lip reading – speech production and articulation training – speech correction and language enrichment programmes – role of teachers and therapists in speech and language development.

UNIT – IV

Educational Intervention Strategies – classroom management for learners with hearing impairment – instructional planning and teaching strategies – preparation and use of visual aids and technology-based teaching resources – language enrichment activities – continuous assessment and educational support in school settings.

UNIT – V

Family Involvement and Professional Collaboration – parental counselling and family participation in education – home-based intervention and language stimulation – multidisciplinary team approach involving teachers,

audiologists, speech therapists and counsellors – professional ethics and responsibilities – advocacy and awareness for inclusive communication practices.

10.Curriculum Adaptation, Inclusion and Rehabilitation in HI

UNIT – I

Curriculum Adaptation for Learners with Hearing Impairment – need and importance of curriculum adaptation – adaptation of content, methods and evaluation procedures – language simplification and visual representation of concepts – preparation of teaching-learning materials – use of technology and assistive resources in curriculum delivery.

UNIT – II

Inclusive Education for Learners with Hearing Impairment – concept and principles of inclusive education – educational placement options including regular schools, resource rooms and special schools – classroom accommodations and support services – peer support and teacher collaboration – creation of barrier-free and communication-friendly school environments.

UNIT – III

Assessment and Individualised Educational Planning – educational assessment of learners with hearing impairment – formal and informal assessment methods – development of Individualised Education Plan (IEP) – monitoring progress and documentation – transition planning and educational goal setting.

UNIT – IV

Vocational Education and Rehabilitation – life skills education and independent living – vocational guidance and career planning – pre-vocational and vocational training for learners with hearing impairment – employment opportunities and workplace inclusion – rehabilitation services and social adjustment.

UNIT – V

Community Participation and Rehabilitation Services – role of family and community in rehabilitation – community-based rehabilitation programmes – self-advocacy and empowerment – social inclusion and participation in society – government schemes, welfare measures and support services for persons with hearing impairment.

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ELECTIVE SUBJECTS

Specialisation – Visual Impairment

S.No.	Subject Code	Subject	Max.Marks
8	PGDSE8	Foundations of Visual Impairment	100
9	PGDSE9	Educational Strategies and Assistive Technology for VI	100
10	PGDSE10	Inclusive Education, Daily Living Skills and Rehabilitation for VI	100

8. Foundations of Visual Impairment

UNIT – I

Introduction to Visual Impairment – concept, definition and classification of visual impairment – blindness, low vision and functional vision – nature, scope and objectives of education for children with visual impairment – historical development of education for persons with visual impairment in India and abroad – changing perspectives from charity and medical models to social and rights-based approaches.

UNIT – II

Anatomy and Physiology of the Eye – structure and functions of the human eye – process of vision and visual perception – common eye conditions and disorders affecting vision – refractive errors and their correction – significance of understanding visual functioning in educational intervention and rehabilitation.

UNIT – III

Causes, Identification and Assessment – prenatal, perinatal and postnatal causes of visual impairment – hereditary and environmental factors – early identification and intervention – screening procedures and ophthalmological assessment – functional vision assessment and learning media assessment – interpretation of medical and educational reports.

UNIT – IV

Psychosocial and Developmental Aspects – impact of visual impairment on physical, cognitive, social and emotional development – concept development and sensory compensation – self-concept, adjustment and personality

development – challenges in social interaction and mobility – role of family and school in emotional support and development.

UNIT – V

Policies, Legislations and Support Services – constitutional provisions relating to disability and education – Rights of Persons with Disabilities Act (RPWD Act) – National Education Policy and inclusive education for children with visual impairment – role of Rehabilitation Council of India in professional preparation – family support services, community awareness and rehabilitation programmes.

9. Educational Strategies and Assistive Technology for VI

UNIT – I

Development of Communication and Learning – language development and concept formation in children with visual impairment – challenges in incidental learning – sensory training and experiential learning – tactile, auditory and kinaesthetic learning approaches – preparation for formal education and classroom participation.

UNIT – II

Educational Strategies for Learners with Visual Impairment – teaching methods for learners with blindness and low vision – adaptation of classroom instruction and curriculum – use of concrete experiences and multisensory teaching – preparation and use of tactile teaching-learning materials – continuous assessment and classroom participation.

UNIT – III

Braille and Alternative Learning Media – introduction to Braille system and its importance – reading and writing Braille – Braille mathematics and subject-specific applications – large print, audio books and digital text – selection of appropriate learning media according to learner needs.

UNIT – IV

Assistive Technology for Visual Impairment – concept and significance of assistive technology – optical and non-optical devices for low vision – screen readers, magnification software and digital accessibility tools – use of computers, smartphones and educational technology – maintenance and effective utilisation of assistive devices.

UNIT – V

Orientation and Mobility Training – concept and importance of orientation and mobility – body awareness, spatial concepts and environmental awareness – pre-cane skills and cane techniques – safe travel skills and independent movement – role of teachers, mobility instructors and family in mobility training.

10. Inclusive Education, Daily Living Skills and Rehabilitation for VI

UNIT – I

Inclusive Education for Learners with Visual Impairment – concept and principles of inclusive education – educational placement options including regular schools, resource rooms and special schools – classroom accommodations and support services – peer interaction and collaborative learning – creation of barrier-free and inclusive school environments.

UNIT – II

Curriculum Adaptation and Individualised Educational Planning – need and importance of curriculum adaptation – adaptation of content, teaching methods and evaluation procedures – preparation of Individualised Education Plan (IEP) – formal and informal assessment methods – monitoring progress and educational goal setting.

UNIT – III

Daily Living Skills and Independent Functioning – personal care and self-help skills – home management and independent functioning – money management, time management and social skills – communication and interpersonal competence – development of confidence and self-reliance in everyday life.

UNIT – IV

Vocational Education and Rehabilitation – life skills education and transition planning – vocational guidance and career preparation – pre-vocational and vocational training for learners with visual impairment – employment opportunities and workplace inclusion – rehabilitation services and independent living support.

UNIT – V

Family, Community Participation and Rehabilitation Services – role of family and community in education and rehabilitation – community-based rehabilitation programmes – self-advocacy and empowerment – social inclusion and participation in society – government schemes, welfare measures and support services for persons with visual impairment.

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ELECTIVE SUBJECTS

Specialisation – Autism Spectrum Disorder

S.No.	Subject Code	Subject	Max.Marks
8	PGDSE8	Foundations of Autism Spectrum Disorder	100
9	PGDSE9	Assessment and Intervention Strategies for ASD	100
10	PGDSE10	Inclusive Education, Family Support and Transition Planning for ASD	100

8. Foundations of Autism Spectrum Disorder

UNIT – I

Introduction to Autism Spectrum Disorder – concept, definition and classification of Autism Spectrum Disorder – nature, scope and characteristics of ASD – historical development of understanding autism in India and abroad – changing perspectives from medical and behavioural models to neurodiversity and rights-based approaches – role of special education in supporting learners with ASD.

UNIT – II

Characteristics and Developmental Features – social communication deficits and interaction difficulties – restricted, repetitive patterns of behaviour and interests – sensory processing differences and sensory integration challenges – cognitive, language and emotional development in children with ASD – individual differences across the autism spectrum.

UNIT – III

Causes, Identification and Diagnosis – genetic, neurological and environmental factors associated with ASD – early signs and red flags in infancy and childhood – screening and early identification – diagnostic criteria and multidisciplinary assessment – interpretation of developmental and clinical reports.

UNIT – IV

Psychological and Behavioural Aspects – behavioural characteristics and challenging behaviours – emotional regulation and anxiety-related concerns – theory of mind and executive functioning difficulties – social understanding

and adaptive behaviour – role of structured support in behavioural and emotional development.

UNIT – V

Policies, Legislations and Support Services – constitutional provisions relating to disability and education – Rights of Persons with Disabilities Act (RPWD Act) – National Education Policy and inclusive education for learners with ASD – role of Rehabilitation Council of India in professional preparation – family support services, community awareness and rehabilitation programmes.

9. Assessment and Intervention Strategies for ASD

UNIT – I

Assessment of Learners with ASD – developmental assessment and behavioural observation – formal and informal assessment methods – communication and language assessment – functional behaviour assessment and adaptive behaviour assessment – preparation of educational profiles and intervention planning.

UNIT – II

Communication and Language Intervention – development of receptive and expressive communication – speech and language intervention strategies – augmentative and alternative communication systems (AAC) – use of visual supports, PECS and structured communication approaches – promoting social communication and conversational skills.

UNIT – III

Behavioural and Educational Intervention Strategies – principles of behaviour modification and positive behaviour support – Applied Behaviour Analysis (ABA) and structured teaching approaches – task analysis, reinforcement and prompting techniques – classroom management and routine-based teaching – development of independent learning skills.

UNIT – IV

Sensory and Social Skills Intervention – sensory integration and sensory regulation strategies – social skills training and peer interaction – play therapy and activity-based learning – emotional regulation and coping strategies – development of self-help and daily living skills.

UNIT – V

Therapeutic and Multidisciplinary Support – role of speech therapists, occupational therapists, psychologists and special educators – collaborative intervention planning – parent training and counselling – professional ethics and responsibilities – importance of multidisciplinary teamwork in ASD intervention.

10 Inclusive Education, Family Support and Transition Planning for ASD

UNIT – I

Inclusive Education for Learners with ASD – concept and principles of inclusive education – educational placement options including regular schools, resource rooms and special schools – classroom accommodations and support services – peer sensitisation and collaborative learning – creation of autism-friendly and inclusive school environments.

UNIT – II

Curriculum Adaptation and Individualised Educational Planning – need and importance of curriculum adaptation – adaptation of content, methods and evaluation procedures – development of Individualised Education Plan (IEP) – educational goal setting and progress monitoring – use of structured and visual learning materials.

UNIT – III

Family Support and Parent Participation – role of family in the development and education of children with ASD – parental stress and coping strategies – family counselling and empowerment – home-based intervention and consistency in routines – strengthening home-school partnership for educational success.

UNIT – IV

Life Skills, Vocational Education and Transition Planning – development of self-help and independent living skills – social adaptation and community participation – vocational guidance and pre-vocational training – career preparation and supported employment – transition planning from school to adulthood.

UNIT – V

Community Participation and Rehabilitation Services – community-based rehabilitation programmes – self-advocacy and empowerment of persons with ASD – awareness generation and stigma reduction – government schemes, welfare measures and support services – rehabilitation, independent living and social inclusion.