

CENTRE OF SPECIAL EDUCATION

SNDT Women's University

Juhu, Mumbai 400049

Ph.D in Special Education

Entrance Exam (100 Marks)

Syllabus

(Based on M.Ed Special Education)

Part I : 60 Marks

1.	Historical Perspective of Special Education 1.1 Historical development in India and Abroad 1.2 Evolutionary approaches in attitude change towards persons with special needs 1.3 Philosophical approaches to special education 1.4 Psychological and sociological perspectives of special education
2	Policy and Legislation for Special Education 2.1 International legislations UNCRPD, SALAMANCA DECLARATION 2.2 National legislation i)RCI Act 1992 ii)PWD Act 1995 iii)National Trust Act iv) National curriculum Framework 2005 iv) Right to Education' 2009 2.3 Programme of Action 1992 2.4 i)Government schemes and provisions ii)Employment agencies and services iii)National Handicapped Finance & Development Corporation (NHFDC)
3	Current Trends and Future Perspective in Disability & Rehabilitation 3.1 Rehabilitation: Community Based Rehabilitation & future scenario 3.2 Cross disability approach 3.3 Open School Learning System; Non-formal education 3.4 Parent and community involvement

<p>4</p>	<p>Exceptionalities and Inclusive Education</p> <p>4.1 Principles & Practices of normalization, concept of least restrictive environment, and inclusion</p> <p>4.2 Common etiologies and the impact of sensory and developmental disabilities on learning</p> <p>4.3 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds</p> <p>4.4 Basic classroom management theories and strategies for individual with exceptionalities</p>
<p>5</p>	<p>Management and Technology in Special Education</p> <p>5.1 Approaches in management of Special Education System</p> <p>5.2 Organizational climate in School: Group dynamics and Team building</p> <p>5.3 Models of teaching and individualized learning</p> <p>5.4 Use of computer in teaching and remediation of special children</p>
<p>6</p>	<p>Research Methods</p> <p>Unit: Research in Special Education</p> <ul style="list-style-type: none"> • Scientific thinking and educational research • Research in special education: Nature and scope • Research methods and designs • Research ethics in disability studies

Part II :40 Marks

Module VI, VII and VIII are Disability specific. The student can select the specific module related to her area of specialization

7	<p>Learning Disability:</p> <p>Overview of Learning Disabilities</p> <p>7.1 Philosophical and Psycho-Social Perspectives.</p> <p>7.2 Causes of Learning Disabilities: Theoretical Perspectives</p> <p>7.3 Definition and Types- Dyslexia, Dysgraphia, Dyscalculia, Dyspraxia, Non-Verbal Learning Disability and Associated conditions.</p> <p>7.4 Family, Parent, & school: Contemporary Issues</p>
8	<p>Learning Disabilities:</p> <p>Assessment , curriculum & Intervention</p> <p>8.1 Assessment and Diagnosis of Learning Disabilities</p> <p>8.2 Intervention: Approaches and Methods</p> <p>8.3 Curriculum adaptations motor, language, cognitive, reading, writing, & mathematics areas</p> <p>8.4 Educational Placement: Alternatives and Accommodations</p>
9	<p>Learning Disabilities:</p> <p>Education and Transition</p> <p>9.1 Intervention strategies: academic and social</p> <p>9.2 LD and related Concerns: Multiculturalism, bilingualism and co morbidity</p> <p>9.3 Issues in Transition: Adolescence, adulthood & employment. Placement options.</p> <p>9.4 Collaborative partnerships for inclusive education</p>
OR	
7	<p>Intellectual Disability:</p> <p>Introduction to Intellectual Disability</p> <p>7.1 Concept & definition</p> <p>7.2 Characteristics and classification</p> <p>7.3 Prevalence & demography</p> <p>7.4 Etiology</p>
8	<p>Intellectual Disability:</p> <p>Assessment, Intervention & Training</p> <p>8.1 Assessment: Developmental, Intellectual, Educational, Behavioral</p> <p>8.2 Pre-school: Early intervention & Family involvement</p>

<p>9</p> <p>7</p>	<p>8.3 School age: Educational placement alternatives, Inclusive education & educational strategies</p> <p>8.4 Vocational training and transition</p> <p>Intellectual Disability:</p> <p>Adulthood, Family & Community Issues</p> <p>9.1 Employment opportunities</p> <p>9.2 Sexuality and Marriage</p> <p>9.3 Family support services</p> <p>9.4 Community based rehabilitation, advocacy & legal provisions</p> <p style="text-align: center;">OR</p> <p>Visual Impairment:</p> <p>Introduction to Visual Impairment</p> <p>7.1 Low Vision & total blindness: concept & definition</p> <p>7.2 Anatomy of human eye and process of seeing</p> <p>7.3 Refractive errors, eye conditions related to receptive aspects of the eye, and muscular and related disorders</p> <p>7.4 Personality development and Learning characteristics of visually impaired</p>
<p>8</p>	<p>Visual Impairment:</p> <p>Assessment, Education and Service delivery Systems</p> <p>Concept & definition</p> <p>8.1 Functional assessment procedures of low vision and total blindness</p> <p>8.2 Plus curricular skills</p> <p>8.3 Curriculum adaptation</p> <p>8.4 Service delivery systems for the visually impaired</p>
<p>9</p>	<p>Visual Impairment:</p> <p>Rehabilitation of persons with visual impairment</p> <p>9.1 Types of rehabilitation programmes</p> <p>9.2 Role of family and community in rehabilitation process</p> <p>9.3 Transition to adulthood: adult and gender issues</p> <p>9.4 Vocational rehabilitation of the visually impaired</p>