

D.Ed. Special Education

(Mental Retardation)

Syllabus

Norms, Regulations & Course Content



REHABILITATION COUNCIL OF INDIA

(Statutory Body Under Ministry of Social Justice & Empowerment)

B-22, Qutab Institutional Area

New Delhi – 110 016

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D.ED. SPECIAL EDUCATION - (MENTAL RETARDATION)

1.0 Preamble

Prevalence of Mental Retardation is significant in urban as well as in rural areas. The history of training of professionals in the field of mental retardation is of recent origin in India. In the field of special education, the first training centre was started in 1953 at Bombay (Mumbai) by a voluntary agency, which offered a diploma in teaching persons with mental retardation. Two more centers, one each at Madras (Chennai), and Mumbai, initiated training programmes in special education in the year 1971. By the year 1980, there were nine special education training centres in the country. In 1995, the number of centers offering training was 40. Out of these, 27 were recognized and approved by Rehabilitation Council of India. In 2008, the number of the centres offering this course increased to 64. At present, there are 147 recognized centres in the country offering training in D.Ed.Spl.Ed.(MR).

A special education programme must be seen in the overall perspective of habilitation and rehabilitation of persons with mental retardation, keeping in view diverse socio-economic settings, rural/urban location, specific cultural groups and specific needs of the persons with mental retardation pertaining to age, severity, family background, ecological and social milieu. It is well recognized that children of the school going age with mental retardation will require services from different professionals. A special education programme should be able to assimilate knowledge and skills from different disciplines and integrate and include them into the educational programme where specialists would continue to serve as essential resource persons.

The Manpower Development Report on Mental Retardation developed by RCI envisages professional preparation for different categories of functioning: teaching, education, rehabilitation and vocational training, supervision and administration. The policy of RCI is to review the course curriculum after every five years to incorporate the recent development. In view of above, D.Ed.Spl.Ed. (MR) course, which was revised in 2008, needs a fresh look on the basis of many recent developments in the field of mental retardation. The RCI has, therefore, invited the members of the Expert Committee for the development of training programmes for the categories of Special Teachers for educating and training the persons with mental retardation at diploma level to go through the course structure, content, duration and all other allied issues. The present document is the outcome of an extensive exercise that has gone into the process of updating it.

2.0 General Objectives

The D.Ed.Spl.Ed. (MR) course aims to develop professionals for special education within a broad framework of education in the current millennium. The course will enable learners to acquire knowledge, develop competencies and practice skills to impart education to children with mental retardation.

The general objective of the course is to prepare special teachers at pre-primary (Nursery, Kindergarten etc.) and primary (I to IV – lower primary and V to VII – upper primary) levels to serve in the following settings:

- i) Special schools

- ii) Integrated \ Inclusive setup
- iii) Itinerant programmers

2.1 Knowledge Related Objectives

To build adequate knowledge in the following areas:

- 1) Various aspects of disability, its impact and management
- 2) Key aspects of education like goals, function, technology and emerging trends
- 3) Educational needs of the children with disability and their management
- 4) Details of planning and executing curricular and co-curricular activities
- 5) Methods and techniques of teaching school subjects
- 6) Various areas of child development and the relevant mental processes
- 7) To be able to see the above mentioned aspects in the light of Indian context

2.2 Skill Related Objectives

To develop skills and competencies in the following areas:

- 1) Personal, professional and social competencies and skills required in teachers
- 2) Subject teaching as per requirement
- 3) Development and adaptation of instructional materials
- 4) Evaluation of the students, teacher and the educational programme
- 5) Planning and executing lessons (individualized and group)
- 6) Classroom management techniques
- 7) Individual and group parent interaction

2.3 Attitude Related Objectives

To develop desirable attitudes towards following issues:

- 1) Role and need of education in the modern world
- 2) Teaching profession and role of teachers in changing society
- 3) Guiding children and solving their academic/behavior problems

3.0 General Framework of the Course

The diploma course consists of 4 core papers and additional papers pertaining to specific disability areas. Though the number of papers pertaining to disability specialization may vary, the core papers are common across the specialization areas. Each paper will have a total of 90 hours for curriculum transaction.

4.0 Duration of the Course

The duration of the course will be two years (four semesters) (220 days consisting of 1320 hrs. each year, thus having a total of 440 days consisting of 2640 hours for theory and practicum)

5.0 Eligibility

Students who have passed 10+2 or equivalent with 50% of marks in any stream are eligible for the course.

6.0 Medium of Instruction

The medium of instruction will be English / Hindi / Regional language

7.0 Methodology

The methodology of the course includes lectures, demonstration, project work, discussions, exposure visits to different schools / rehabilitation projects, participation in community meetings, medical camps and community development programmes, practice-teaching in the disability intervention programmes at grassroots level.

8.0 Course Pattern

The course will be offered through semester or any other pattern as directed by RCI from time to time.

9.0 Staff Requirements

The course should have two lecturers for each year (as mentioned under teaching faculty) of the course and one will assume the charge of course coordinator / head, thus requiring a total teaching staff of four. In addition to this core faculty, guest lecturers may be invited to handle specific topics.

10. Intake capacity

The intake for each year of the course will be 25 maximum.

11.0 Minimum Attendance

Eighty per cent minimum attendance is required both in theory and practical to be eligible to appear in the semester end examination.

12.0 Examination Scheme

As per RCI's Scheme of Examination.

13.0 Certification as Registered Personnel

It is mandatory for every rehabilitation professional / personnel to obtain a “Registered Personnel / Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge.

14.0 Teaching Faculty

14.1 The core faculty for each year will consist of the following staff:

Position 1: Faculty for Special Education (Full-time)

Essential qualifications:

- a. Masters in Social Sciences, Humanities & Sciences
- b. M.Ed.Spl.Ed.(MR) with two years of experience (post qualification) of teaching in special school for children with mental retardation
Or
B.Ed.Spl.Ed.(MR) with five years of experience (post qualification) of teaching in special school for children with mental retardation
Or
DMR / DSE(MR) / D.Ed.Spl.Ed.(MR) with 10 years of experience (post qualification) of teaching in special school for children with mental retardation
- c. The candidate must have valid registration certificate with RCI

Position 2: Faculty for Psychology (Full-time)

Essential qualifications:

- a) Masters in Psychology with M.Phil. in Clinical Psychology or M.Phil. in Rehabilitation Psychology
Or
Masters in Psychology with special paper on Clinical Psychology/Educational Psychology with two years post qualification experience of working with persons having mental retardation.
- b. The candidate must have valid registration certificate with RCI

NOTE:

1. Whosoever from the full-time faculty position is the senior most by appointment will function as the Course Coordinator.
2. Two more full time faculty in Special Education with same qualification as given for Position 1 for 1st year must be appointed before commencement of 3rd semester.

14.2 Instructor (Technical): Qualifications: Bachelors degree in any subject with D.Ed.Spl.Ed.(MR) with valid RCI registration.

14.3 Visiting Faculty Essential

1. Occupational Therapist | The respective experts having Diploma with five

2. Speech Therapist
3. Physiotherapist
4. Psychiatrist/Pediatrician/Medical Professionals possessing at least MBBS
5. Social Worker

years experience or Degree in their respective specialization and working in hospitals or institutions would be requested to deliver lectures, demonstrations and to conduct practicals

Desirable

1. Nutrition Specialist
2. Vocational Guidance Specialist
3. Yoga Therapist
4. Neurologist
5. Health Care Nurse
6. Dentist
7. Orthopaedic Surgeon

The respective experts having Diploma with five years experience or Degree in their respective specialization and working in hospitals or institutions would be requested to deliver lectures, demonstrations and to conduct practicals

15.0 Requirements of Location, Staff, Space and Materials

15.1 Location:

A Centre having an inter-disciplinary team of experts to do teaching and special school for children with mental retardation to do the practical.

15.2 Staff (Non teaching)

1. Computer Typist-cum-accountant
2. Peon
3. Librarian
4. Watchman

15.3 Space

Sl.No.	Type of Facilities	Area	Remarks
1.	Class Room – 2	40 sq. m. each	
2.	Class Room – 2	25 sq. m. each	
3.	Multipurpose Room/Hall -1	60 sq. m.	
4.	Library-1	60 sq. m.	5 Computers & Internet
5.	Toilet (Male-1, Female-1)	04 sq.m. each	
6.	Principal's Room -1	15 sq. m.	
7.	Resource Room- 1	60 sq. m.	
8.	Staff Room-1	40 sq. m.	
9.	Office Room-1	25 sq. m.	
10.	Store Room-1	25 sq. m.	
11.	Lab. for Psychology/ICT-1	60 sq. m.	
12.	Hostel for Boys and Girls (Separately)	-	Optional

13.	Playground for Outdoor games like football, cricket, etc. If not available, then collaboration with nearby Institute/ University	500 sq. m.	
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15.4 Material

Furniture for Staff:

1. Full time staff	Tables	-	4
	Chairs	-	4
	Cupboards (steel)		4
2. Visiting Staff	Tables	-	2
	Chairs	-	2
3. Computer Typist-cum-Accountant	Table	-	1
	Chair	-	1
4. Librarian	Table	-	1
	Chair	-	1
5. Peon	Chair	-	1
	Stool	-	1

Furniture and Equipment for the Office

1. Cupboards (Steel)	04
2. Filing Cabinet	01
3. Computer with Printer	01
4. Phone	01
5. Xerox Machine	01
6 .Wall Clock	one each in every room
7. Fans	two each in every room
8. Electrical fittings (lights etc)	two each in every room

Furniture and Equipment for Classroom

1. Tables (for students)	25	
2. Chairs (for students)	25	
3. Audio Visual equipments	02	
4. Black Board	02	
5. Teaching material (Demonstration)	- Montessori set	01
	- Kindergarten set	01
	- Nursery set	01
	- TLM as per requirement'	01
6. Psychological test material set (for demonstration) (VSMS, Bhatia Battery, BKT, SFB, MISIC,RPM, and WISC)		01
7. Play therapy equipment set (for demonstration)		01

Furniture for Library

- | | |
|---------------------------|----|
| 1. Library cupboards | 10 |
| 2. Library tables (large) | 04 |
| 3. Library chairs | 25 |

Furniture for demonstration class (to teach 6 children)

1. Tables
2. Chairs
3. Teaching Material
4. Programme plan material

Desirable

1. Van for field placements, supervision, field study, home visits, agency visits. In case a van is provided, a driver must also be included in the staff requirement.

16.0 Library Material

1. Minimum eighty percent of the prescribed as mentioned in reference list of each paper.
2. Minimum 03 copies of each title, out of which 01 title must be in Hindi/regional language.
3. Periodicals / Journals (initially 5 publications) minimum 5 periodicals including 2 peer reviewed journals on disability.

17.0 Special School

- | | | |
|---|---|-------------|
| 1. Special School | = | 75 children |
| 2. Inclusive set-up with emphasis on children with mental retardation | = | 25 children |

The institute can have a tie-up with more than one special school/inclusive school only to meet the requirement of additional number of students prescribed above. However, the special school run by the institute must have minimum of 50 children with mental retardation.

PAPERS WISE HOURS AND MARKS DISTRIBUTION

THEORY

Sl.No	Name of the paper	Hours	Internal marks (40%)	External marks (60%)	Total
Semester -I					
I	Introduction to Disabilities (Common Paper)	90	30	45	75
II	Human growth development & life span approach	90	30	45	75
III	Educational assessment, Teaching strategies and Material Development	90	30	45	75
IV	Training adaptive skills and functional academics	90	30	45	75
		360	120	180	300
Semester -II					
V	Educational Psychology (Common)	90	30	45	75
VI	Therapeutics	90	30	45	75
		180	60	90	150
Semester -III					
VII	Education in the emerging Indian society and school administration (Common Paper)	90	30	45	75
VIII	Persons with mental retardation and associated disabilities	90	30	45	75
IX	Curricular strategies	90	30	45	75
X	Family and community	90	30	45	75
		360	120	180	300
Semester -IV					
XI	Inclusive Education for Children with Disabilities (Common Paper)	90	30	45	75
XII	Teaching Methodology Subjects	90	30	45	75
		180	60	90	150
	Total	1080	360	540	900

PRACTICAL

Sl.No	Name of the paper	Hours	Internal marks (60%)	External marks (40%)	Total
Semester -I					
I (a)	Assessment and Individualized Educational Programme (1 IEP – mild case)	50	30	20	50
II (a)	Group Teaching Curricular Activities (8 lesson plans)	90	48	32	80
III (a)	Group Teaching Co-curricular Activities (8 lesson plans)	50	48	32	80

IV (a)	Therapeutics & Behaviour Modification (BM)	80	39	26	65
V (a)	Information and communication technology	30	30	20	50
	Total	300	195	130	325
Semester –II					
I (b)	Assessment and Individualized Educational Programme (2 IEPs moderate and severe case)	100	60	40	100
II (b)	Group Teaching Curricular Activities (7 lesson plans)	80	42	28	70
III (b)	Group Teaching Co-curricular Activities (7 lesson plans)	50	42	28	70
IV (b)	Therapeutics (OT, PT & ST)	210	117	78	195
V (b)	Teaching Learning Material (TLM)	40	24	16	40
	Total	480	285	190	475
Semester –III					
I (c)	Assessment and Individualized Educational Programme for associated disabilities (Autistic & CP child – 2 IEPs)	100	60	40	100
II (c)	Work education and programming for transition	100	60	40	100
III (c)	Group Teaching curricular and co-curricular activities for associated disabilities (11 lesson plans)	110	87	58	145
	Total	310	207	138	345
Semester -IV					
I (d)	Assessment and Individualized Educational Programme for associated disabilities (Multi disabled child -1 IEP)	50	30	20	50
II (d)	Group Teaching of Social Science and Math (5 each on each subject. total 10 lesson plans)	80	45	30	75
V(c)	Preparation of Project	250	150	100	250
VI	Group Teaching of Language (English/Hindi/Regional Language) (10 lesson plans)	90	48	32	80
	Total	470	273	182	455

SEMESTER WISE HOURS AND MARKS DISTRIBUTION

	Semester I			Semester II			Semester III			Semester IV			Grand total
	Theo	Prac	Tot.	Theo	Prac	Tot.	Theo	Prac	Tot.	Theo	Prac	Tot.	
Hours	360	300	660	180	480	660	360	310	670	180	470	650	2640
Marks	300	325	625	150	475	625	300	345	645	150	455	605	2500

1st Year—Semester I (COMMON PAPER)

THEORY PAPER I: INTRODUCTION TO DISABILITIES

Total Marks: 75

Total hours: 90

Objectives:

After completion of this paper, the learner is expected to:

1. Understand the differences disability and functioning
2. Understand the educational needs of various categories of persons with disabilities.
3. Know the common causes and preventive aspects of different kinds of disabilities
4. Know the importance of early identification and intervention
5. Understand the importance of different agencies in human resource development

Unit 1: Understanding Disability

(15 Hours)

- 1.1 Historical development in understanding disability
- 1.2 Emerging trends: Concept and Definition of Impairment, Disability, Handicap(ICIDH) and Functioning(ICF)
- 1.3 Definition and Categories of Disability as per National laws
- 1.4 Prevalence and demographic profile
- 1.5 Causes and prevention of disability

Unit 2: Definition, types, characteristics and educational needs of children with disabilities

(15 Hours)

- 2.1. Hearing Impairment: Definition and types
- 2.2. Visual Impairment: Definition and types
- 2.3. Mental Retardation: Definition and types
- 2.4. Neuro–muscular: Definition and types
- 2.5. Autism Spectrum Disorder: Definition and types

Unit 3: Definition, types, characteristics and educational needs of children with disabilities

(15 Hours)

- 3.1. Mental Illness: Definition and types
- 3.2. Specific Learning Disabilities / Difficulties: Definition and types
- 3.3. Deafblindness: Definition and types
- 3.4. Locomotor Disabilities: Definition and types
- 3.5. Multiple Disabilities: Definition and types

Unit 4: Early Identification and intervention

(15 Hours)

- 4.1 Concept and need of early identification
- 4.2 Screening and referral
- 4.3 Involvement of parents and the community
- 4.4 Role of special teacher/ educator in Early Intervention and related matters
- 4.5 Models of Early Intervention- Home based and centre based

Unit 5: Human Resource in Disability Sector

(15 Hours)

- 5.1 Concept and need of Human Resource in disability sector
- 5.2 Role of National Institutes
- 5.3 Role of International bodies
- 5.4 Role of NGOs and the Community
- 5.5 Status of Human Resource in India

Experiential Learning

(15 Hours)

1. Prepare a checklist for identification of at least one disability.
2. The students are expected to visit at least two institutes for disabilities and observe children with disabilities learning, and submit a report of their observation.

Reference material:

1. Madhavan, T. Kayla, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists
2. Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown and Benchmark Publishing
3. Lindgren H (1988) Educational Psychology in the Classroom, Harper and Raw
4. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
5. Smith, D.D, and Luckasan, R.(1992), Introduction to Special Education, Allyn and Bacon, Boston
6. Alan H. and Ravic R. (1998). Best and promising Practices in Developmental Disabilities, Texas, PRO – ED, Inc
7. Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
8. Myron G. Eisenberg, Robert L. Glueckauf, Herbert H. Zaretsky (1999) Medical Aspects of Disability: A Handbook for the Rehabilitation
9. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
10. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children
11. Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From Segregation to Inclusion
12. S.S. Chauhan (2002) Education of Exceptional Children
13. Status of Disability (2012). Rehabilitation Council of India, New Delhi

Theory Semester - I

Paper II: Human Growth and Development life span approach

Total Marks: 75

Total hours: 90

Objectives:

On completion of this paper the trainee shall:

1. Demonstrate an understanding of the nature and patterns of normal growth and development in view of children with mental retardation.
2. Demonstrate an understanding of factors influencing development and delay.

Unit1: Concept of Growth and Development

(18 hours)

- 1.1 Principles of Growth and Development
- 1.2 Growth and Development – Typical and Atypical (Physical/Individual difference)
- 1.3 Development and deviations (Educational – Lifespan Phase)
 - i. Pre-natal stage
 - ii. Preschool stage
 - iii. School stage
 - iv. Pre-vocational stage
- 1.4 Intelligence & Developmental Assessment
- 1.5 Types of Intelligence Test

Unit 2: Child Study

(18 hours)

- 2.1 Observation
- 2.2 Clinical Investigation – Report interpretation
- 2.3 Case Study Method – Case History taking, Interview, Case Recording/ Reporting.
- 2.4 Experimental Method
- 2.5 Longitudinal Study

Unit 3: Process of Intellectual Development

(18 hours)

- 3.1 Concept, meaning, definition and theories of Cognition
- 3.2 Concept, meaning, definition and theories of Learning
- 3.3 Concept, meaning, definition and theories of Intelligence
- 3.4 Concept, meaning, definition and stages of Language Development
- 3.5 Concept, meaning, definition and theories of Memory

Unit 4 Approaches in Growth and Development

(18 hours)

- 4.1 Developmental Approach
- 4.2 Behavioral Approach
- 4.3 Psycho-analytical Approach
- 4.4 Cognitive Approach
- 4.5 Sociological Approach

Unit 5: Maternal & Childhood Diseases and it's impact

(18 hours)

- 5.1 Prevention & Immunization
- 5.2 Infection and Intoxication

- 5.3 Epilepsy
- 5.4 Accidents & First Aid
- 5.5 Genetics and Genetic Counselling

Reference materials:

1. Baroff G.S. (1986) Mental Retardation : Nature, Causes and Management (2nd Edition, Washington; Hemisphere Publishing Corporation
2. Puri, M & Sen AK (1989) Mentally Retarded Children in India; New Delhi, Mittal Publications
3. Arora, K. Dave, P & Sinclar S (1987) Detection and Prevention of Mentally Handicapped; New Delhi NCERT
4. Madhavan, T. Kalyan, M, Narayan, J & Peshwaria, R (1988) Mental Retardation – A manual for guidance counseling, Secunderabad NIMH
5. Panda, KC (1999) Education of Exceptional Children, New Delhi; Vikas Publications
6. Status of Disability, RCI – 2002, 2007 and 2012, New Delhi.
7. Oventon, T.(1996) Assessment in Special Education – Menil, NY.
8. Behaviour Assessment Guidelines for Autism – Parents and Professionals
9. Curriculum Action Plan (CAP), a guide for child centered intervention of intellectually Challenged by Malhotra R.
10. Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
11. Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R & Narayan, J (1989): Mental Retardation – A Manual for Psychologists,
12. Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT
13. Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyani Publishers
14. Sharma, P (1995) Basics on Development & Growth of a Child. New Delhi: Reliance Publishing House.
15. Sharma, R and Sharma, R (2002) Child Psychology Atlantic: New Delhi.
16. Hurlock, Child Development.
17. Helen Bee: Child Development
18. Hughes & Noppe, Child Development.

Theory: Semester - I

PAPER III- Educational assessment, Teaching strategies and Material development

Total Marks: 75

Total hours: 90

Objectives:

On completion of this paper the trainee shall:

1. Understand and conduct assessment using age appropriate tools.
2. Select strategies for teaching, primary, secondary and pre-vocational levels.
3. Select and use appropriate TLM and technology in various settings.
4. Demonstrate application of principles of learning in behaviour modification
5. Demonstrate understanding of principles of teaching and conditions that facilitate teaching learning activities.

Unit 1: Educational Assessment

(18 hours)

- 1.1 Concept, meaning, definitions of educational assessment
- 1.2 Types and approaches of educational assessment
- 1.3 Educational assessment at Pre-school-Upanayan, Aarambh, FACP, Portage & MDPS
- 1.4 Educational assessment at School Stage – FACP, FACP (PMR), MDPS, BASIC–MR, CAP
- 1.5 Educational assessment at Pre-Vocational Stage – FACP, MDPS, BASIC-MR, and Vocational stage – VAPS, BASAL-MR

Unit 2: Teaching Techniques

(18 hours)

- 2.1 Stages of learning – Acquisition, Maintenance, Fluency. & Generalisation
- 2.2 Principles of teaching – Concrete, Iconic, Symbolic
- 2.3 Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining,
- 2.4 Teaching Approaches – Multi-Sensory, Montessori, Project Method, Play-Way
- 2.5 Reinforcement – Principles, Types, Rules for application

Unit 3: Individualized Education Program (IEP) and IFSP

(18 hours)

- 2.1 Concept of Individualization
- 2.2 Components of I.E.P.
- 2.3 Developing IEP
- 2.4 Individualized Family Support Program (IFSP)
- 2.5 Components and development of IFSP

Unit 4: Group Teaching and Teaching Learning Material (TLM)

(18 hours)

- 4.1 Grouping Criteria and Grouping Classification
- 4.2 Organization of classroom and Lesson Plan Writing & Time Table Planning
- 4.3 Types of Group Teaching – Individual Instruction in Group Teaching, Small & Large
- 4.4 Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM's
- 4.5 Adaptation of Daily Living material, Principles of adaptation

Unit 5: Evaluation

(18 hours)

- 5.1 Concept, meaning, definition and types of evaluation
- 5.2 Continuous and comprehensive evaluation (CCE), Formative and Summative Evaluation
- 5.3 Error Analysis & Error Correction
- 5.4 Program Monitoring and Importance and type - Record Maintenance
- 5.5 Report preparation and feedback to the Parents

Recommended materials:

1. Bos, C.S. & Vaughn, S (1994) Strategies for Teaching Students with Learning & Behaviour Problems, Boston. Allyn and Bacon
2. Polloway, E.A. & Patton, J.R. (1993) Strategies for teaching Learners with Special Needs. New York: Macmillan Publishing Company.
3. Jayachandran, P (2001) Teaching Yogasanas for Persons with Mental Retardation, Chennai, Vijay Human Services
4. Robert A. Gable and Steven F.W. (1993). Strategies for Teaching Students with Mild to Severe Mental Retardation, London and Philadelphia: Jessica Kingsley Publishers.
6. Mastropieri S. (1987). Effective Instruction for Special Education, Little, Brown and Company, Inc.
7. Jackman H.L. (1999). Sing Me a Story: Tell Me a Song. California: Crown Press, Inc.
8. David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.
9. A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.

Theory: Semester - I
PAPER IV- Training in Adaptive Skills and Functional Academics

Total Marks: 75
Total hours: 90

Objectives: On completion of this paper, the trainee shall:

1. Demonstrate understanding of various self-help activities across ages and levels of mental retardation.
2. Demonstrate competency in selecting suitable functional literacy and numeric skills across ages, levels of children with mental retardation and associated disabilities.
3. Demonstrate competency in exposing the students with M.R. and additional disability to a variety of concrete experiences in functional academics with the aim to ensure independence in the area.

Unit1: Self help skills (18 hours)

- 1.1 Meal time activities: Feeding – eating by self – observing social behaviour during mealtime setting & cleaning before and after meals – adaptation.
- 1.2 Dressing: Removing & wearing – using fasteners – appropriate choice of clothes and maintenance – mending – working & ironing use of suitable footwear and accessories. Grooming: Tooth brushing – bathing – combing – adaptation
- 1.3 Toileting: Indication – use of toilet – cleaning self and toilet after use – Maintaining privacy – adaptation.
- 1.4 Hygiene: Nose blowing - Nail cutting – ear cleaning – shaving (male) – Menstrual hygiene (female)
- 1.5 Life skills: meaning and type, self awareness, self direction, interpersonal relationship, effective communication, managing emotions

Unit 2: Pre-academics (18 hours)

- 2.1 Pre reading - picture reading, Matching colors and shapes, Phonetics.
- 2.2 Pre writing — controlled use of writing implements (coloring, written lines), scribbling, tracing, copying.
- 2.3 Pre-Math – Matching, Grouping, Classification, Sequencing, Pattern making.
- 2.4 Foundational Academic concepts – alphabet identification, numeric identification,
- 2.5 Functional literacy – identifying community specific functional words – filling in forms, reading functional words, phrases, sentences. Application of functional academics in community

Unit 3: Functional Academics – Reading, writing and Arithmetic (18 hours)

- 3.1 Role of functional academics in day-to-day living
- 3.2 Objectives in teaching functional reading, writing and arithmetic
- 3.3 Strategies of teaching functional reading
- 3.4 Strategies of teaching functional writing
- 3.5 Strategies of teaching functional arithmetic

Unit 4: Functional Academics – Science & Social Science**(18 hours)**

- 4.1 Role of Science & Social Sciences in day-to-day living
- 4.2 Methods of teaching – discovery method, project method, problem solving
- 4.3 Skills for teaching – dramatization, story telling, narration and explanation, excursion
- 4.4 Preparing adaptation in structured material
- 4.5 General Knowledge – National Symbols, festivals etc

Unit 5: Teaching Social & Recreational Skills**(18 hours)**

- 5.1 Role of social and recreational skills
- 5.2 Age-appropriate social and recreational skills
- 5.3 Social competences across life-span stages
- 5.4 Individual and group – social and recreational skills
- 5.5 Adapted physical education

Recommended materials:

1. Myreddy V, Narayan J (1998) Functional Academics for Students with Mental Retardation, Secunderabad: NIMH.
2. Myreddy V, Narayan J (1998) Functional Literacy & Numeracy Series, Secunderabad, NIMH.
3. NIMH (2002) Software packages on Literacy Series 1 to 3, Numeracy Series 1 to 3, My country, Living and Non-living, Health & Safety, Community utilization.
4. NIMH (2002) Films: 1. Make It Easy. 2.Help Them Learn.
5. Narayan J (1993) Towards Independence Series – Secunderabad: NIMH
6. Narayan J (1993) Skill Training Booklets – Secunderabad: NIMH
7. NIMH (2002) Training films - “Help Them Learn” and “Make it Easy”
8. THPI Skill Development Packag

Theory-Semester II: Common Paper
PAPER-V: EDUCATIONAL PSYCHOLOGY

Total Marks: 75
Total Hours: 90

Objectives: After completion of this paper, the students are expected to:

1. Clearly delineate the nature of child development including delayed development.
2. Gain insights into various aspects of growth and development including personality development.
3. Acquire and apply knowledge about cognition and intelligence.
4. Demonstrate clear comprehension of different perspectives of learning.
5. Acquire knowledge of different behavior problems among children and their management.

Unit I: Psychology and Theories of Learning (15 Hours)

- 1.1 Educational Psychology – Nature, Importance and Scope.
- 1.2 Individual differences and methods of dealing with the differences
- 1.3 Importance of principles of psychology for the educators of children with disabilities.
- 1.4 Theories of Learning: Behaviorist (Classical & Operant), Social Learning (Bandura), Cognitive Learning (Information Processing).
- 1.5 Role of teacher and learner in different teaching-learning situations- Learning Styles and Learning in Constructivist Perspective

Unit II: Nature of Child Development (15 hours)

- 2.1 Child Development: meaning and nature
- 2.2 Principles of growth and development
- 2.3 Significance of child development for special educators in understanding the learner with disability
- 2.4 Concept of developmental delay and / differences
- 2.5 Factors influencing development: heredity and environmental

Unit III: Major Aspects of Development (20 hours)

- 3.1 Physical and Motor Development: meaning, growth and maturation, gross and fine motor development skills in infancy and pre-school children
- 3.2 Social Development: meaning, significance, stages, psycho-social development
- 3.3 Emotional Development: meaning, development of emotions at different stages
- 3.4 Personality Development: meaning, definition and factors affecting
- 3.5 Language Development: meaning and significance, bilingual and multilingual language situations, implications for teachers

Unit IV: Cognition and Intelligence (15 hours)

- 4.1 Cognitive Development: Concept, Piaget's stages of cognitive development
- 4.2 Understanding socio-cultural difficulties and factors influencing cognition
- 4.3 Role of cognition in learning
- 4.4 Intelligence: meaning, definition and measurement of IQ.
- 4.5 Howard Gardner's theory of Multiple Intelligence

Unit V: Behaviour Problems and Management

(10 hours)

- 5.1 Common behaviour problems in children
- 5.2 Assessment of problem behaviour
- 5.3 Functional analysis
- 5.4 Behaviour management techniques
- 5.5 Planning, Implementation and Evaluation of Behavioural Management Programme

Experiential Learning (15 Hours)

The student learner is expected to observe problem behaviour of two children with disability and write a report.

Reference material:

1. Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
2. Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists,
3. Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT
4. Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyani Publishers.
5. Sharma, P (1995) Basics on Development and Growth of a Child. New Delhi: Reliance Publishing House.
6. Sharma, R and Sharma, R (2002) Child Psychology Atlantic: New Delhi.
7. Mohan Mathew (1972) Child Psychology in Indian Perspective
8. Jan Borms (1984) Human Growth and Development
9. Madhavan, T. Kayla, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists
10. Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown and Benchmark Publishing
11. Lindgren H (1988) Educational Psychology in the Classroom, Harper and Raw
12. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
13. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
14. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children

Theory Semester - II
PAPER VI - Therapeutics

Total Marks: 75
Total hours: 90

Objective: On completion of this paper, the trainee shall:

Show competency in identifying and understanding problems related to occupational therapy, physiotherapy and speech therapy, yoga and play therapy.

Unit 1: Occupational Therapy (18 hours)

- 1.1 Concept of Occupational Therapy – definition, aims, scope
- 1.2 Modalities of Occupational Therapy in classroom setting
- 1.3 Hand Functions – types of grasps, grip, development, and eye-hand coordination
- 1.4 Sensory – perceptual motor skills – nature, development, importance
- 1.5 Sensory Integration

Unit 2: Physiotherapy (18 hours)

- 2.1 Physiotherapy – definition, aims, scope
- 2.2 Modalities used in physiotherapy for persons with mental retardation
- 2.3 Movements and postures of human body
- 2.4 Specific conditions and physiotherapy management – cerebral palsy, spinabifida, muscular dystrophy and poliomyelitis
- 2.5 Integrating Physiotherapy into classroom context

Unit 3: Introduction to Speech and Language Therapy (18 hours)

- 3.1 Importance of Speech and Language Therapy
- 3.2 Functional assessment – phonology, syntax, semantics and pragmatics
- 3.3 Meaningful acquisition of Speech & Language
- 3.4 Types of speech and language disorders
- 3.5 Enhancing and integrating speech and language into classroom context modes of communication

Unit.4: Speech Therapy (18 hours)

- 4.1 Speech and Language intervention in class
- 4.2 Facilitation of speech and language training – Receptive skills
- 4.3 Facilitation of speech and language training – Expressive skills
- 4.4 Concept, meaning, definition and utility of Augmentative & Alternative Communication
- 4.5 Developing Teaching Learning aids for facilitating communication

Unit 5: Yoga and Play therapy for children with mental retardation (18 hours)

- 5.1 Aim, scope and importance of yoga and play therapy
- 5.2 Strategies for adapting Yoga in classroom
- 5.3 Understanding and application of Play

- 5.4 Therapeutic application of Music, Movement and Dance
- 5.5 Therapeutic application of co-curricular activities like group games and Special Olympic events

Recommended materials:

1. Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
2. Jacobs, K (1990). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.
3. Shesborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
4. Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.
5. Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
6. Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
7. Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, IMH, Secunderabad.
8. Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall
9. Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.
10. Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally retarded children. A Manual for teachers. Secunderabad: National Institute for the Mentally Handicapped.

Semester III :(Common Paper)

THEORY PAPER VII: EDUCATION IN THE EMERGING INDIAN SOCIETY AND SCHOOL ADMINISTRATION

Total Marks: 75

Total Hours: 90

Objectives: After completion of this paper, the students are expected to:

1. Understand the different facets of education in India.
2. Describe various philosophies and their educational implications.
3. Appreciate the role of various agencies of education.
4. Know various significant legal policies initiative concerning education of children with disabilities.
5. Acquire proficiency in school-administration and documentation matters.

Unit I: Nature and Emerging Priorities of Education (15 Hours)

- 1.1. Meaning, Definition and Scope of Education
- 1.2. Aims and objectives of general education and special education with reference to pre-primary and elementary level(Primary and upper primary)
- 1.3. Value education
- 1.4. Gender-equity (women's education) with particular reference to special education
- 1.5. Prevocational education

Unit II: Philosophies and Educational Implications (15 Hours)

- 2.1. Idealism
- 2.2. Naturalism
- 2.3. Pragmatism
- 2.4. Humanism
- 2.5. Implications of Educational Philosophies in special education

Unit III: Agencies of Education (15 Hours)

- 3.1. Formal – special and regular schools
- 3.2. Informal – family, community and mass media
- 3.3. Open and distance education with reference to special education
- 3.4. Roles of governmental and non-governmental agencies in general and special education
- 3.5. Equalization of educational opportunities

Unit IV: Significant Legal/Policy Initiatives Concerning Education of Children with Disabilities (15 Hours)

- 4.1. United Nations Convention on the rights of Persons with Disabilities (UNCRPD) and Incheon Strategy
- 4.2. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995/ Replacement Legislation

- 4.3. National Trust Act for Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (1999)
- 4.4. National Policy for Persons with Disabilities (2006)
- 4.5. The Right of Children to Free and Compulsory Education Act (RTE) (2009) along with Amendment

Unit V: Introduction to School Administration and Documentation: (15 Hours)

- 5.1. Definition and principles of school organization and administration
- 5.2. Organization of Special School and Inclusive School
- 5.3. Duties and responsibilities of the head of school
- 5.4. Annual school plan and Preparation of time-table
- 5.5. Maintenance of school-record--progress report, cumulative record, case histories, Continuous and Comprehensive Evaluation (CCE)

Experiential Learning

(15 Hours)

The student is expected to take up one of the important facets of education such as gender-equity, value education, prevocational education or any of the legal initiatives and develop a review of literature.

Reference material:

1. Ashok Kumar (1991) Current Trends in Indian Education. New Delhi: Ashish Pub. House
2. Garg, V.P. (1990) Development of Perspectives in India education. New Delhi: Metropolitan Pub.
3. Agrawal, S.P. and J.C. (1994) Third Historical Survey of Educational Development of India. New Delhi: Concept Pub. Co.
4. Sharma, S.N. (1995) Philosophical and Sociological Foundation of Education. New Delhi: Kanishka.
5. Smt, D.D. and Luckasson (1992) Introduction to Special Education. Boston: Allyn and Bacon.
6. Nanda, V.K Education Emerging Indian Society
7. B.N. Dash (2004) Theories of Education and Education in the Emerging Indian Society

Theory Semester - III
PAPER VIII - Persons with MR and associated disabilities

Total marks: 75
Total hours: 90

Objectives: On completion of this paper, the trainee shall:

1. Demonstrate an understanding of concept, etiology and nature of Mental Retardation and associated disabilities.
2. Demonstrate an understanding of screening and management of children with Mental Retardation and associated disabilities.

Unit1: Autism (18 hours)

- 1.1 Concept and definition of Autism
- 1.2 Assessment, teaching and curriculum for children and Adolescents with autism
- 1.3 Structured Teaching techniques
- 1.4 Skill training and Communication skills
- 1.5 Behavioural Problems, Intervention.

Unit2: Cerebral Palsy (18 hours)

- 2.1 Concept and definition of Cerebral Palsy and Multi-sensory impairment
- 2.2 Assessment, Curriculum and teaching techniques- positioning, lifting and carrying, balance voluntary control, communication
- 2.3 Sensory impairments –curriculum and teaching techniques – ADL, orientation and mobility, communication, safety and security
- 2.4 Sensory motor stimulation
- 2.5 Adaptive and Assistive devices.

Unit3: Multiple Disabilities (18 hours)

- 3.1 Concept and definition of multiple disability (MD)
- 3.2 Assessment, teaching and curriculum for children with multiple disabilities.
- 3.3 Communication Training
- 3.4 Services and Educational Placement options
- 3.5 Behaviour Problems and interventions.

Unit4: Epilepsy and ADHD (18 hours)

- 4.1 Concept and definition of Epilepsy.
- 4.2 Concept and definition of ADHD
- 4.3 Management Strategies for persons with Epilepsy.
- 4.4 Assessment and management of persons with ADHD
- 4.5 Hyperactivity – Emotional disorders, concept, characteristics, Classroom management

Unit 5: Mental Retardation with Associated Conditions

(18 hours)

- 5.1 Fragile X Syndrome
- 5.2 Downs Syndrome
- 5.3 Hydro cephaly
- 5.4 Cretinism
- 5.5 Progressive Metabolic Disorders

Recommended Materials:

1. Baroff G.S. (1986) Mental Retardation : Nature, Causes and Management (2nd Edition, Washington; Hemisphere Publishing Corporation
2. Puri, M & Sen AK (1989) Mentally Retarded Children in India; New Delhi, Mittal Publications
3. Arora, K. Dave, P & Sinclar S (1987) Detection and Prevention of Mentally Handicapped; New Delhi NCERT
4. Madhavan, T. Kalyan, M, Narayan, J & Peshwaria, R (1988) Mental Retaradation – A manual for guidance counseling. Secunderabad NIMH
5. Panda, KC (1999) Education of Exceptional Children, New Delhi; Vikas Publications
6. RCI, Status of Disability – 2002, New Delhi.
7. Uta Frith – Autism – Explaining the Enigma.
8. Powers, M.D. Children with Autism
9. Stuart P and Jordan, R – Understanding and teaching children with autism
10. Wing Lorna – Autistic Children
11. Powers Michael – Children with Autism

Theory Semester - III
PAPER IX -Curricular Strategies

Total marks: 75
Total hours: 90

Objectives: On completion of this paper the trainee shall:

1. Demonstrate competence in transacting of curriculum for various levels.
2. Adapt strategies to suit the needs of personal, social, academic, occupational and recreational from pre-primary to vocational levels.

Unit1: Curriculum Planning (18 hours)

- 1.1 Principles and approaches to curriculum development
- 1.2 Types of curriculum- developmental, functional, ecological and eclectic
- 1.3 Approaches to curricular transaction - child centred, activity centred and holistic.
- 1.4 Role of Teacher in Curriculum planning
- 1.5 Curricular models – Home based, Center-based, Inter-disciplinary, Multi-disciplinary, Trans-disciplinary.

Unit 2: Pre-Primary level (18 hours)

- 2.1 Curricular domains relevant for pre-primary services – Home based to school and community based models.
- 2.2 Curricular adaptation – disability specific and associated conditions
- 2.3 Curricular planning for individual needs
- 2.4 Curricular planning for group teaching
- 2.5 Curricular planning for urban /rural models, (curricular domains like personal, social, communication and self - expression skills).

Unit 3: Primary Level (18 hours)

- 3.1 Curriculum domains relevant for primary level - Curriculum transaction - personal, social, academic, occupational and recreational at primary levels
- 3.2 Curricular adaptation in integrated and inclusive settings for functional academic concepts.
- 3.3 Curricular planning for group learning with peer influence
- 3.4 Curricular planning for models – cooperative learning, peer tutoring etc
- 3.5 Evaluating curricular outcomes

Unit 4: Secondary Level and Pre-vocational (18 hours)

- 4.1 Curriculum domains relevant for secondary level - Curriculum transaction – personal, social, academic, occupational and recreational at secondary and at pre-vocational level
- 4.2 Curriculum domains relevant for pre-vocational level - Curriculum transaction – personal, social, academic, occupational and recreational at secondary and at pre-vocational level
- 4.3 Community based curriculum.
- 4.4 Curriculum adaptation to inclusive settings
- 4.5 Evaluating curricular outcomes

Unit 5: Vocational Level

(18 hours)

- 5.1 Curriculum domains on daily living skills – routine, travel, creative, appropriate interpersonal relation– employer/co-worker. Job related behaviour– punctuality, regularity, suitable behaviour
- 5.2 Curriculum domains on Occupational skills – related to the job chosen (inclusive of functional academics). Health/safety skills – understanding danger – uses sharp objects, safety, uses household electrical items – First Aid.
- 5.3 Vocational habilitation of persons with mental retardation – Transition from school to work, types of employment opportunities
- 5.4 Social skills required at various developmental stages, suited to occasions – social competencies required for independent living in persons with mental retardation.
- 5.5 Recreation and leisure– need–age appropriate activities – individuals and group situations for persons with mental retardation.

Recommended materials:

1. Baine D (1988) Handicapped Children in Developing Countries: Assessment, Curriculum & Instruction – Edmonton (Alberta), University of Alberta
2. Smith D.D. (2002) Introduction to Special Education: Teaching in an age of challenge, Boston, Allyn & Bacon
3. Romila S (1997) School Readiness Programme, New Delhi; NCERT
4. Narayan, J (Ed) (1999) School Readiness for Children with Special Needs, Secunderabad, NIMH
5. Myreddi, V, Narayan, J (1998) Functional Academics for Students with mental retardation – A Guide for teachers, Secunderabad NIMH.
6. Thomas, C.C (1976) – The Teaching Reserch Curriculum for Moderately and Severely Handicapped Self – Help and Cognitive, Springfiled, U.S.A: Charles C. Thomas Publishers.

Theory: Semester - III
PAPER X - Family and community

Total marks: 75
Total hours: 90

Objectives: On completion of this paper, the trainee shall:

1. Provide information and support to families and communities towards acceptance of persons with mental retardation and associated disabilities.
2. Select organize and/or develop linkages to provide suitable services to persons with mental retardation and associated disabilities.

Unit 1:Family (18 hours)

- 1.1 Concept, definition and characteristics
- 1.2 Types of family
- 1.3 Effect of disability on family
- 1.4 Impact of family on rehabilitation process of children with mental retardation,
- 1.5 Assessing family needs, Counselling Skills, Disability stress on the child and family, stress management and coping behaviour

Unit2: Working with families (18 hours)

- 2.1 NIMH Family need scale, family efficacy scale, family support scale
- 2.2 Needs and methods of family intervention, Child rearing practices, parenting skills
- 2.3 Disabled child versus non-disabled siblings,
- 2.4 Case history taking, home visits.
- 2.5 Sexuality, marriage and related issues.

Unit 3:Involving Families (18 hours)

- 3.1 Training and involving families in the rehabilitation process
- 3.2 Parent professional relationship
- 3.3 Formation of parent self-help group
- 3.4 Parent associations
- 3.5 Empowering families

Unit 4:Role of community (18 hours)

- 4.1 Creation of awareness
- 4.2 Resource mobilization
- 4.3 Community participatory rehabilitation
- 4.4 Self-advocacy
- 4.5 Community based rehabilitation (CBR)

Unit5: Role of Government and NGOs (18 hours)

- 5.1 Rural and urban needs
- 5.2 Family and community
- 5.3 Concessions and benefits

5.4 Legislations

5.5 Various schemes and benefits available for children with mental retardation

Recommended materials:

1. Desai, AN (1990) *Helping the Handicapped: Problems & prospects*, New Delhi, Ashish Publishing House.
2. Dyson (1987) *Mental Handicap: Dilemmas of Parent-Professional Relations*, London, Croon Helm.
3. Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) *Understanding Indian families having persons with Mental Retardation*, Secunderabad NIMH.
4. Webster, E. J. Vikas Publishing House (1993) *Working with parents of young children with disabilities*, California. Singular Publishing Group.
5. Mann, P.H. Suiter P.A. & Mc Laughlin R.M. (1992) *A Guide for educating mainstreamed students*, Boston: Allyn & Bacon
6. Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) *Developing Individual and Family Support Plans – A Training Manual*, Cambridge M.A. Brookline Books.

D.Ed.Spl.Ed. (MR)

2nd Year—Semester IV (Common Paper)

THEORY PAPER XI: Inclusive Education for Children with Disabilities

Total Marks: 75

Total Hours: 90

Objectives:

On completion of this paper, the student-teachers will be able to:

1. Define inclusion
2. Relate inclusion to all aspects of life and service delivery
3. Discuss the advantages and potential challenges of inclusion
4. Understand and use the methods and strategies of enhancing/promoting inclusion
5. Describe the roles of the community and society in general for successful inclusion

Unit I: Introduction to Inclusive Education (15 hours)

- 1.1. Understanding Inclusive Education: Meaning and Definition
- 1.2. Benefits of Inclusion
- 1.3. Difference between special, integrated and inclusive education
- 1.4. SSA, IEDSS and RMSA
- 1.5. Barriers to Inclusion: Systemic barriers, Societal barriers and Pedagogical barriers

Unit II: Accessing Inclusive Education (15 hours)

- 2.1. Fundamental elements of inclusive school
- 2.2. Strategies for making schools inclusive
- 2.3. Need for Curriculum differentiations and assessment
- 2.4. Classroom Management and Teaching Strategies – Cooperative Learning and Peer Tutoring
- 2.5. Physical accessibility of schools and Universal Design Model

Unit III: Including Children with Disabilities in Education (15 hours)

- 3.1. Edgar Dale's Model of Services
- 3.2. Identifying special needs of children with disabilities
- 3.3. Curriculum Adaptations, Use of Technology, TLM and Educational Aids
- 3.4. Continuous and Comprehensive Evaluation in Disabilities
- 3.5. Developing and organizing resource room in regular/inclusive schools

Unit IV: Networking for Inclusive Education (10 hours)

- 4.1. Developing partnerships with family
- 4.2. Developing partnership with school functionaries and peer group
- 4.3. Collaborative Teaching and team work
- 4.4. Mobilizing support for learners-role of voluntary organizations, community,

special school, Health care professional and local bodies

4.5. Understanding the role of BRCs, CRCs and school management committees

Unit V: Major components of successful change toward Inclusion (10 hours)

5.1 Communication

5.2 Interpersonal skills

5.3 Positive attitudes

5.4 Flexibility

5.5 Success Stories, Financial Resources and Infrastructure.

Experiential Learning (15 Hours)

(The students are expected to visit one inclusive setting and observe classroom teaching and prepare case studies of students with disabilities in this school.)

Reference material:

1. Fernandez, G., Koenig, C., Mani M.N.G., and Tensi, S. (1999). See with the Blind. Bangalore : Books for Change and CBM International.
2. ICEVI (1995). Proceedings of the Asia Regional Conference on “Reaching the Unreached”. Organized by the International Council for Education of People with Visual Impairment at Ahmedabad, India.
3. Jangira, N.K. and Mani, M.N.G. (1990). Integrated Education for the Visually Handicapped: Management Perspective. Gurgaon: Academic Press Rehabilitation Council of India (2000). Status Report on disability 2000.
4. Mani, M.N.G. (2001). Inclusive Education in Indian Context. Coimbatore, IHRDC
5. Murickan S.J.J, and Kareparampil, G. (1995). Persons with Disabilities in Society. Trivandrum: Kerala Federation of the Blind.
6. Mukhopadhyay, S. and Mani. M.N.G. (1999). Education of Children with Special Needs, Country Report, New Delhi : National Institute of Educational Planning and Administration.
7. Punani, B., and Rawal, N. (1993). Handbook : Visual Impairment. New Delhi : Asish Publishing House.
8. Awareness Package for Upper Primary teachers : NCERT, New Delhi, 2003
9. Inclusive Education : An Orientation Package for Teacher Educators. Department of Education of Groups with Special Needs, NCERT, New Delhi, 2002 (both in Hindi & English).
10. Planning and Managing Inclusive Education in the Indian Context. Department of Education of Groups with Special Needs, NCERT and UNESCO, 2004.
11. Assessment of Needs for Inclusive Education : Report of the First Regional Workshop of NCERT and UNESCO, 2000.

Theory: Semester – IV
PAPER XII – Teaching Methodology Subjects

Total marks: 75
Total hours: 90

Objectives: On completion of this paper the trainee shall be able to:

1. Explain aims and objectives of teaching methods
2. Explain various aspects of planning and evaluation of Science and Math lessons
3. Understand various maxims and methods used for teaching Social science
4. Understand various maxims and methods used for teaching English and Hindi/ Regional Language
5. Understand and implement various co-curricular activities in teaching Science, Math and Social Science

Unit I: Teaching Methods (18 hours)

- 1.1 Managing Content and Selecting Instructional Techniques and TLM
- 1.2 Managing the Classroom Environment
- 1.3 Establishing and maintaining a positive communication climate in the classroom
- 1.4 Micro Teaching
- 1.5 Macro Teaching

Unit II: Teaching of Mathematics and Science (18 hours)

- 2.1 Role of Mathematics & Science in day to day living.
- 2.2 Objectives of teaching Mathematics & Science
- 2.3 Different approaches and techniques of teaching mathematics & Science.
- 2.4 Number concept: Teaching of basic concepts like quantity, shape, size, money and measurement.
- 2.5 Number system & basic Mathematics calculations, addition, subtraction, place value, multiplication, divisions and fractions.
- 2.6 Teaching environment, health, nutrition, living and non living

Unit III: Teaching of Social Science (18 hours)

- 3.1 Role of Social Science in day to day living.
- 3.2 Objective of teaching social science.
- 3.3 Different approaches and techniques of teaching social science.
- 3.4 India's physical features, natural resources, national symbols, festivals, states and their capitals, languages.
- 3.5 India's constitution, fundamental rights and duties of citizens and national integration.

Unit IV: Teaching of English (18 hours)

- 4.1 Role of English in day to day life.
- 4.2 Objectives of teaching English.
- 4.3 Different approaches and techniques of teaching English.
- 4.4 Basic skills for learning English: Listening, Speaking, Reading & Writing skills.
- 4.5 Teaching vocabulary & Grammar.

Unit V: *fgUnh dk f'k{k.k /Teaching of Regional Language*

(18 hours)

- 5.1 *gekjs nSfud thou esa fgUnh Hkk''kk dh HkwfedkA* (Role of Hindi/Regional language in day to day life).
- 5.2 *fgUnh f'k{k.k dk m^s';A* (Objectives of teaching Hindi/Regional language).
- 5.3 *fgUnh f'k{k.k ds fofHkUUk mikxe ,oa fof/k;kaA* (Different approaches and techniques of teaching Hindi/Regional language).
- 5.4 *Hkk''kk dkS'ky f'k{k.k% cksyuk] lquuk] i<+uk ,oa fy[kukA* (Basic skills for learning Hindi/Regional language: Listening, Speaking, Reading & Writing skills).
- 5.5 *O;kdj.k dkS'ky f'k{k.kA* (Teaching vocabulary & Grammar).

Recommended materials:

1. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
2. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT
3. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
4. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
5. Kumar, Sudhir and Ratan, P.N. (2003). Teaching of Mathematics. New Delhi: Anmol Publication Pvt. Ltd.
6. Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
7. Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
8. Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.
9. Kochhar, S.K. (2001). Teaching of Social Studies. New Delhi: Sterling Publications.
10. Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
11. Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
12. Sahu, B.K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
13. Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.
- 14 *mek, eaxy. fgUnh f'k{k.k. ubZ fnYyh : vk;Z cqd fMiks A*
- 15 *[kUuk] T;ksfr (2006). fgUnh f'k{k.k. ubZ fnYyh : /kuirjk; ,.M dEiuh A*

PRACTICALS: Semester – I

PAPER I (a) : Assessment and Individualized Education Programme (1 IEP – mild case)

Total Marks: 50

Total Hours: 50

Objectives: On completion of these practical, the trainee shall be able to:

1. Conduct special educational assessment for students with mental retardation including collection of background. Information, plan and implement I.E.P. using appropriate T.L.M.
2. Coordinate with other professionals for intervention as required and prepare a report.

Procedure : During I semester, the trainee is expected to develop under supervision I.E.P for 1 student having mild mental retardation, implement and report.

Unit1: Collect background information including family background, birth and developmental history, school history and any other significant information from parents.

Unit2: Relate other reports, if any, such as that of psychologist, therapist, and medical professionals for planning.

Unit3: Choose the suitable educational assessment tool and conduct current level of assessment.

Unit4: Select primary goals and specific objective for teaching (4 skills)

Unit5: Plan and implement I.E.P. for a specific duration, evaluation and report.

Note:

1. The master trainer is expected to seek permission for doing I.E.P. from the parents of the cases and only on consent from the parents should be introduced to the trainee teachers.
2. List of materials for special educational assessment which the trainee teachers may use shall include:
 - a) Upanayan Scale (Early Intervention)
 - b) Portage Checklist (Preschool)
 - c) Madras Developmental Programming System (School)
 - d) Functional Assessment Checklist (School)
 - e) B.A.S.I.C. – M.R. (School)

Note: 50 hours of instructions and activity will be devoted for each student of IEP. The students can be undertaken simultaneously as indicated in the paper.

Recommended materials:

1. Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin : Portage project.
2. Department of Special Education (1994). Functional assessment checklist for Programming: (guidelines for using the checklist). Secunderabad: NIPM.
3. Jayachandran, P & Vimla, V (1983) Madras developmental programming system. Madras: Vijay human service.
4. Peshawaria, R & Venkatesan, S (1992). Behavioural assessment scales for Indian children with mental retardation. Secunderabad: NIPM.
5. Turnball, A.P. Srickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

PRACTICAL: Semester – I

PAPER II (A) - Group Teaching – Curricular Activities (8 Lesson Plans)

Total Marks : 80

Total hours : 90

Objectives: On completion of these practical, the trainee shall:

1. Plan a lesson (i.e., select aim, objective, strategies, teaching aids, time and place) and convert the planned lesson into an instruction class for imparting knowledge to and / or develop skills in persons with mental retardation.
2. Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the programme.

Procedure: The trainee is expected under supervision to develop 8 curricular lessons taking into account the varying current levels of the class, and convey all curricular areas and all levels of mental retardation.

1. Collect background information through educational assessment on all students of the class.
2. Select primary goals and specific objective.
3. Develop and implement the Lesson Plan with appropriate TLM
4. Evaluate the effect of teaching on the student and prepare correct measures.

Note : Besides classrooms practice teaching, each trainee has to observe the teaching of the special educator for 10 lessons and submit a report of observation.

RECOMMENDATIONS

1. The trainee shall observe a minimum of five demonstration lessons covering different classes and levels.
2. The eight lessons of the trainee must cover different domains.
3. The trainee may consult the special teacher (in that special school) of the group of students for which a lesson is to be planned.
4. Each lesson plan is to be submitted before implementation for approval. The trainee will not be allowed to conduct the instruction class unless the lesson plan is approved by the master trainer.

Recommended materials:

1. Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin: Portage project.
2. Department of Special Education (1994). Functional assessment checklist for Programming: (guidelines for using the checklist). Secunderabad: NIMH.
3. Jayachandran, P & Vimla, V (1983) Madras developmental programming system. Madras: Vijay human service.
4. Peshawaria, R & Venkatesan, S (1992). Behavioural assessment scales for Indian children with mental retardation. Secunderabad: NIMH.
5. Turnball, A.P. Srickland, B.B. & Brantley, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill
6. Prof. Jeyachandran; Yoga for the Mentally Retarded, Vijay Human Service Centre, Chennai.

PRACTICAL: SEMESTER – I

PAPER III (a) - Group Teaching – Co-curricular Activities

(8 lesson plans)

Total Marks: 80

Total hours: 50

Objectives: On completion of these practical, the trainee shall:

1. Plan lesson (i.e. select aim, objective, strategies, teaching aids, time and place) in yogasana, physical training, music, drama, dance and movement arts and crafts and games and convert the planned lesson into an instruction class for developing appropriate skills used to enhance the adaptive repertoire of the child.
2. Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the effectiveness of the programme.

Procedure & Recommendations:

1. The trainee must be first trained in each of the co-curricular areas by an expert in yogasana. The expert must teach the following asanas: Tadasana, Trikonasana, Uttanasana; a, Utkatasana, Parsva Uttanasana, Dvipa dapitham, Apanasana, Chakravakasana, Vajrasana, Adhomukha Svanavasana, Janusirasana, Panchi matanasana, Salabhasana, Bhujangasana.
2. Trainee teacher must be first trained in physical training by an instructor in physical training. The instructor must train the following workouts: Walking boards, tyres and hoops, ball, ropes, mats drills and suitable games and sports.
3. Trainee teacher must be first trained in music by a music teacher. The teacher must teach the following aspects:
4. Rhythm, Body orchestra, (e.g. whistling, snapping, clapping, stamping), songs with actions, simple musical instruments.
5. Trainee teacher must be first trained in arts and crafts by an art teacher. The teacher must teach the following aspects: Papers, colour, pencils, drawing, colouring, paper folding, cutting and pasting, clay work, simple stitches.
6. The teacher trainee will take 8 lessons, which will cover each of the co-curricular areas for teaching mentally handicapped children.
7. The trainee may consult the special teacher (in that special school) of the group of students for which a lesson is to be planned.
8. Each lesson plan is to be submitted to the master trainer for approval. The trainee teacher will not be allowed to conduct the instruction class unless the lesson plan is approved by the master trainer. After completion the trainee will submit the lesson plan file for evaluation.

Recommended materials:

1. Prof. Jeyachandran; Yoga for the Mentally Retarded, Vijay Human Service Centre, Chennai.
2. Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin : Portage project.
3. Department of Special Education (1994). Functional assessment checklist for Programming: (guidelines for using the checklist). Secunderabad: NIMH.
4. Jayachandran, P & Vimla, V (1983) Madras developmental programming system. Madras: Vijay human service.
5. Peshawaria, R & Venkatesan, S (1992). Behavioural assessment scales for Indian children with mental retardation. Secunderabad: NIMH.
6. Turnball, A.P. Srickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

PRACTICAL: SEMESTER – I
PAPER IV (a) – Therapeutics & Behaviour Modification (BM)

Total marks: 65
Total Hours: 80

Objectives: On completion of these practicals, the trainee shall:

1. Assess the behaviour problem of children with mental retardation; manage problem behaviour of children with mental retardation.
2. Plan the management program and implement the same with the children having mental retardation.

Behaviour Modification:

Procedure: The trainee may select the students taken for IEP if the students have problem behaviour. A minimum of 2 students should be taken from the MR group for this practical.

The trainee should under the supervision:

1. Conduct functional analysis and select target behaviours for correction.
2. Apply suitable management procedures to reduce inappropriate behaviour
3. Maintain records of each session
4. Incorporate the management principles in classroom situation
5. Submit final report of the total intervention, which should include target behaviour, intervention, evaluation and critical remarks.
6. Trainee is expected to submit a case study report on each of the target groups and submit the report.

Books Recommended:

1. Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
2. Jacobs, K (1990) Occupational therapy: Work related programmes and assessment, Boston: Little Brown.
3. Sherborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
4. Pandit, A & Grover U (2001), Self Instructional modules on occupational therapy/physiotherapy, BED (MR) SPDE, Bhoj University, Bhopal.
5. Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
6. Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
7. Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally retarded children. A Manual for teachers. Secunderabad: National Institute for the Mentally Handicapped.

PRACTICALS Semester – I
PAPER V (a) – Information and Communication Technology

Total Marks: 50
Total Hours : 30

Objectives

At the end of the course, the learners will be able to

1. Understand the difference between educational technology and technology in education
2. Define the uses of information and communication technology with examples
3. Demonstrate skills in the basic operations of MS Office
4. Use internet for basic teaching and learning purposes
5. Use E-mail for exchange of information

Unit 1: Nature of Information and Communication Technology (6 Hours)

- 1.1 Meaning of information and communication technology
- 1.2 Educational technology and technology in education
- 1.3 Enabling technologies – Need and nature
- 1.4 Technological inputs to reduce handicapping conditions
- 1.5 Technological devices enhancing cognitive abilities

Unit 2: Basic Computer applications (6 Hours)

- 2.1 Keyboard operations
- 2.2 Using application software – MS Office, Windows
- 2.3 Preparing word documents
- 2.4 Preparing powerpoint files
- 2.5 Creating spread sheets

Unit 3: Internet applications (6 Hours)

- 3.1 Google search operations
- 3.2 E-mail
- 3.3 Use of speech synthesizers
- 3.4 Adaptive devices for persons with disabilities
- 3.5 Using internet for learning and teaching purposes

Unit 4: Hands on Practical experience for unit 2 (6 Hours)

Unit 5: Hands on Practical experience for unit 3 (6 Hours)

PRACTICAL: SEMESTER – II

PAPER I (b) - Assessment and Individualized Education Programme (2 IEPs – moderate and severe case)

Total Marks: 100

Total Hours : 100

Objectives: On completion of these practicals, the trainee shall:

1. Conduct special educational assessment for students with mental retardation including collection of background information, plan and implement I.E.P. using appropriate T.L.M.
2. Coordinate with other professionals for intervention as required and prepare a report.

Procedure : During this semester, the trainee is expected to develop under supervision I.E.P for 2 students having moderate and severe mental retardation, implement and report.

Unit1: Collect background information including family background, birth and developmental history, school history and any other significant information from parents.

Unit2: Relate other reports, if any, such as that of psychologist, therapist, and medical professionals for planning.

Unit3: Choose the suitable educational assessment tool and conduct current level of assessment.

Unit4: Select primary goals and specific objective for teaching (5 skills)

Unit5: Plan and implement I.E.P. for a specific duration, evaluation and report.

Note:

1. The master trainer is expected to seek permission for doing I.E.P. from the parents of the cases and only on consent from the parents should be introduced to the trainee teachers.
2. List of materials for special educational assessment which the trainee teachers may use shall include:
 - a. Upanayan Scale (Early Intervention)
 - b. Portage Checklist (Preschool)
 - c. Madras Developmental Programming System (School)
 - d. Functional Assessment Checklist (School)
 - e. B.A.S.I.C. – M.R. (School)

Note: 50 hours of instructions and activity will be devoted for each student of IEP. The students can be undertaken simultaneously as indicated in the paper.

Recommended materials:

1. Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin : Portage project.
2. Department of Special Education (1994). Functional assessment checklist for Programming: (guidelines for using the checklist). Secunderabad: NIPM.
3. Jayachandran, P & Vimla, V (1983) Madras developmental programming system. Madras: Vijay human service.
4. Peshawaria, R & Venkatesan, S (1992). Behavioural assessment scales for Indian children with mental retardation. Secunderabad: NIPM.
5. Turnbull, A.P. Srickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

PRACTICALS SEMESTER – II
PAPER II (B) - Group Teaching – Curricular Activities

(7 Lesson Plans)

Total Marks: 70

Total hours: 80

Objectives: On completion of these practical, the trainee shall:

1. Plan a lesson (i.e., select aim, objective, strategies, teaching aids, time and place) and convert the planned lesson into an instruction class for imparting knowledge to and / or develop skills in persons with mental retardation.
2. Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the programme.

Procedure: The trainee is expected under supervision to develop 7 curricular lessons taking into account the varying current levels of the class, and convey all curricular areas and all levels of mental retardation.

1. Collect background information through educational assessment on all students of the class.
2. Select primary goals and specific objective.
3. Develop and implement the Lesson Plan with appropriate TLM
4. Evaluate the effect of teaching on the student and prepare correct measures.

Recommended materials:

1. Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin : Portage project.
2. Department of Special Education (1994). Functional assessment checklist for Programming: (guidelines for using the checklist). Secunderabad: NIMH.
3. Jayachandran, P & Vimla, V (1983) Madras developmental programming system. Madras: Vijay human service.
4. Peshawaria, R & Venkatesan, S (1992). Behavioural assessment scales for Indian children with mental retardation. Secunderabad: NIMH.
5. Turnbull, A.P. Srickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill
6. Prof. Jeyachandran; Yoga for the Mentally Retarded, Vijay Human Service Centre, Chennai.

PRACTICALS Semester – II
PAPER III (b) - Group Teaching – Co-curricular Activities

(7 lesson plans)
Total Marks: 70
Total hours: 50

Objectives: On completion of these practicals, the trainee shall:

1. Plan lesson (i.e. select aim, objective, strategies, teaching aids, time and place) in yogasana, physical training, music, drama, dance and movement arts and crafts and games and convert the planned lesson into an instruction class for developing appropriate skills used to enhance the adaptive repertoire of the child.
2. Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the effectiveness of the programme.

Procedure & Recommendations:

1. The trainee must be first trained in each of the co-curricular areas by an expert in yogasana. The expert must teach the following asanas: Tadasana, Trikonasana, Uttanasana, Utkatasana, Parsva Uttanasana, Dvipa dapitham, Apanasana, Chakravakasana, Vajrasana, Adhomukha Svanavasana, Janusirasana, Panchi matanasana, Salabhasana, Bhujangasana.
2. Trainee teacher must be first trained in physical training by an instructor in physical training. The instructor must train the following workouts: Walking boards, tyres and hoops, ball, ropes, mats drills and suitable games and sports.
3. Trainee teacher must be first trained in music by a music teacher. The teacher must teach the following aspects: Rhythm, Body orchestra, (e.g. whistling, snapping, clapping, stamping), songs with actions, simple musical instruments.
4. Trainee teacher must be first trained in arts and crafts by an art teacher. The teacher must teach the following aspects: Papers, colour, pencils, drawing, colouring, paper folding, cutting and pasting, clay work, simple stitches.
5. The teacher trainee will take 7 lessons, which will cover each of the co-curricular areas for teaching mentally handicapped children.
6. The trainee may consult the special teacher (in that special school) of the group of students for which a lesson is to be planned.
7. Each lesson plan is to be submitted to the master trainer for approval. The trainee teacher will not be allowed to conduct the instruction class unless the lesson plan is approved by the master trainer. After completion the trainee will submit the lesson plan file for evaluation.

Recommended materials:

1. Prof. Jeyachandran; Yoga for the Mentally Retarded, Vijay Human Service Centre, Chennai.
2. Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin : Portage project.
3. Department of Special Education (1994). Functional assessment checklist for Programming: (guidelines for using the checklist). Secunderabad: NIMH.
4. Jayachandran, P & Vimla, V (1983) Madras developmental programming system. Madras: Vijay human service.
5. Peshawaria, R & Venkatesan, S (1992). Behavioural assessment scales for Indian children with mental retardation. Secunderabad: NIMH.
6. Turnball, A.P. Srickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

PRACTICALS Semester – II
PAPER IV (b) –Therapeutics (OT, PT & ST)

Total marks: 195
Hours: 210

Objectives: On completion of these practical, the trainee shall:

1. Plan and implement classroom activity relating to occupational therapy by selecting appropriate modalities.
2. Plan and implement classroom activity relating to physiotherapy by selecting appropriate modalities.
3. Plan and implement classroom activities relating to speech and communication by selecting appropriate modalities.

Therapeutics:

Procedure:

1. The trainee may select 2 students from each of the therapeutic areas (OT, PT and speech) and conduct the following under supervision.
 - a) Observation of the child
 - b) Assessment of the child using appropriate tools
 - c) Analysis of deficit behaviour
 - d) Evolving intervention programmes
 - e) Evaluation
2. Observe 2 students in each area of therapeutics using the standard schedule given by the centre, record, analyze and submit the report for each case, with critical observation wherever necessary.
3. Make a case study of the above in the family setting for any one of the therapeutic areas.

Books Recommended:

1. Berkell, D.E.1 & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
2. Jacobs, K (1990) Occupational therapy: Work related programmes and assessment, Boston: Little Brown.
3. Sherborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
4. Pandit, A & Grover U (2001), Self Instructional modules on occupational therapy/physiotherapy, BED (MR) SPDE, Bhoj University, Bhopal.
5. Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
6. Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
7. Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally retarded children. A Manual for teachers. Secunderabad: National Institute for the Mentally Handicapped.

PRACTICAL: SEMESTER – II
PAPER V (b) – Teaching Learning Material

Total Marks: 40
Hours : 40

Objectives: On completion of this topic, the trainee shall:

1. To prepare or select appropriate TLM for IEP, Group Lesson both curricular and co-curriculum.
2. To develop methods of including music, dance, drama as part of curricular and co-curricular activities.

Procedure:

The trainee is expected to submit all TLM – selected for IEP – Group Teaching Curricular activities for evaluation.

During the final examination all the teaching aids, and teaching learning material will be displayed by each trainee, which will be evaluated by the external examination.

PRACTICAL: Semester – III

PAPER I (c) -Assessment and Individualized Education Programme for Associated Disabilities (Autistic and CP- 2 IEPs)

Total Marks: 100

Total Hours: 100

Objectives: On completion of these practical, the trainee shall:

1. Conduct special educational assessment for students with mental retardation including collection of background. Information, plan and implement I.E.P. using appropriate T.L.M.
2. Coordinate with other professionals for intervention as required and prepare a report.

Procedure: During this semester, the trainee is expected to develop under supervision I.E.P for 2 students having autism, and cerebral palsy, implement and report.

Unit1: Collect background information including family background, birth and developmental history, school history and any other significant information from parents.

Unit2: Relate other reports, if any, such as that of psychologist, therapist, and medical professionals for planning.

Unit3: Choose the suitable educational assessment tool and conduct current level of assessment.

Unit4: Select primary goals and specific objective for teaching.

Unit5: Plan and implement I.E.P. for a specific duration, evaluation and report.

Note : For special education assessment, the scales developed by NIMH for children having Autism, may be used.

Books Recommended

1. Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin : Portage project.
2. Department of Special Education (1994). Functional assessment checklist for Programming: (guidelines for using the checklist). Secunderabad: NIPM.
3. Jayachandran, P & Vimla, V (1983) Madras developmental programming system. Madras: Vijay human service.
4. Peshawaria, R & Venkatesan, S (1992). Behavioural assessment scales for Indian children with mental retardation. Secunderabad: NIPM.
5. Turnball, A.P. Srickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

PRACTICAL: Semester – III
PAPER II(C) : Work Education and Programming for Transition.

Total marks: 100
Total Hours: 100

Objectives: On completion of this topic the trainee shall:

1. Demonstrate competency in planning and programming for transition from school to work.
1. Programme for transition from school to work.
2. Implement and evaluate the programme.

Procedure: The student trainee will carry out the following with three students of varied degrees at pre-vocational level.

- (a) Assessment for current level of functioning,
- (b) Identify at least four suitable occupations based on the assessment
- (c) Develop a transition plan,
- (d) Implement the programme,
- (e) Evaluate the programme and
- (f) Submit a detailed report for each case.

During the second year, the above procedures and activities will be repeated.

Recommended materials:

1. International Labour Organisation (1985) Vocational rehabilitation of the mentally restored (second edition) Geneva, ILO Publishing Co.
2. Moon, M.S. et.al (1990) Helping persons with severe mental retardation get and keep employment, Baltimore, Brookes Publishing Co.
3. National Institute for the Mentally Handicapped (1990) Vocational Training and Employment for persons with mental retardation, Secunderabad – NIMH Publication.
4. National Handicapped Finance & Development Corporation (1997) Ministry of Social Justice and Empowerment, Govt. of India.
5. Identification of Jobs Suitable for persons with Disabilities – Ministry of Social Justice and Empowerment, Govt. of India.
6. A.T. Thressiakutty and L.Govinda Rao; Transition of Persons with Mental Retardation from School to Work – A Guide; National Institute for the Mentally Handicapped, Secunderabad. (2001)

PRACTICALS Semester – III

PAPER III (c) : Group Teaching – Curricular and Co-curricular Activities for Associated Disabilities (11 lesson plans)

Total Marks : 145

Hours: 110

Objectives: On completion of these practicals, the trainee shall:

1. Plan a lesson (i.e., select aim, objective, strategies, teaching aids, time and place) and convert the planned lesson into an instruction class for imparting knowledge to and / or develop skills in persons with CP, Autism and multiple disabilities.
2. Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the programme.
3. Plan lesson (i.e. select aim, objective, strategies, teaching aids, time and place) in yogasana, physical training, music, drama, dance and movement arts and crafts and games and convert the planned lesson into an instruction class for developing appropriate skills used to enhance the adaptive repertoire of the child with CP, Autism and Multiple Disabilities.
4. Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the effectiveness of the programme.

Procedure & Recommendations:

1. The trainee is expected under supervision to develop 06 curricular lessons taking into account the varying current levels of the class, and teach all curricular areas to children with CP, Autism and multiple disabilities.

1. Collect background information through educational assessment on all students of the class.
2. Select primary goals and specific objective.
3. Develop and implement the Lesson Plan with appropriate TLM
4. Evaluate the effect of teaching on the student and prepare correct measures.

2. The trainee must be first trained in each of the co-curricular areas by an expert in yogasana. The expert must teach the following asanas: Tadasana, Trikonasana, Uttanasana; a, Utkatasana, Parsva Uttanasana, Dvipa dapitham, Apanasana, Chakravakasana, Vajrasana, Adhomukha Svanavasana, Janusirasana, Panchi matanasana, Salabhasana, Bhujangasana.

3. Trainee teacher must be first trained in physical training by an instructor in physical training. The instructor must train the following workouts: Walking boards, tyres and hoops, ball, ropes, mats drills and suitable games and sports.

4. Trainee teacher must be first trained in music by a music teacher. The teacher must teach the following aspects: Rhythm, Body orchestra, (e.g. whistling, snapping, clapping, stamping), songs with actions, simple musical instruments.

5. Trainee teacher must be first trained in arts and crafts by an art teacher. The teacher must teach the following aspects: Papers, colour, pencils, drawing, colouring, paper folding, cutting and pasting, clay work, simple stitches.

- a. The 05 lessons of the trainee teacher must cover each of the co-curricular areas for children with CP, Autism, and Multiple Disabilities.
- b. The trainee may consult the special teacher (in that special school) of the group of students for which a lesson is to be planned.
- c. Each lesson plan is to be submitted to the master trainer for approval. The trainee teacher will not be allowed to conduct the instruction class unless the lesson plan is approved by the master trainer.

Books Recommended:

1. Prof. Jeyachandran; Yoga for the Mentally Retarded, Vijay Human Service Centre, Chennai.
2. Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin : Portage project.
3. Department of Special Education (1994). Functional assessment checklist for Programming: (guidelines for using the checklist). Secunderabad: NIMH.
4. Jayachandran, P & Vimla, V (1983) Madras developmental programming system. Madras: Vijay human service.
5. Peshawaria, R & Venkatesan, S (1992). Behavioural assessment scales for Indian children with mental retardation. Secunderabad: NIMH.
6. Turnball, A.P. Srickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

PRACTICAL: Semester – IV

PAPER I (d): Assessment and Individualized Education Programme for Associated Disabilities (Multiple Disabled child - 1 IEP)

Total Marks: 50

Hours: 50

Objectives: On completion of these practical, the trainee shall:

1. Conduct special educational assessment for students with mental retardation including collection of background. Information, plan and implement I.E.P. using appropriate T.L.M.
2. Coordinate with other professionals for intervention as required and prepare a report.

Procedure: During this semester, the trainee is expected to develop under supervision I.E.P for 1 student having multiple disability, implement and report.

Unit1: Collect background information including family background, birth and developmental history, school history and any other significant information from parents.

Unit2: Relate other reports, if any, such as that of psychologist, therapist, and medical professionals for planning.

Unit3: Choose the suitable educational assessment tool and conduct current level of assessment.

Unit4: Select primary goals and specific objective for teaching.

Unit5: Plan and implement I.E.P. for a specific duration, evaluation and report.

Recommended materials:

1. Bluma, S.M. Shearer, M.S. Frohman, A.M. & Hilliard, J.M. (1976) Portage guide to early education (revised edition), Wisconsin : Portage project.
2. Department of Special Education (1994). Functional assessment checklist for Programming: (guidelines for using the checklist). Secunderabad: NIPM.
3. Jayachandran, P & Vimla, V (1983) Madras developmental programming system. Madras: Vijay human service.
4. Peshawaria, R & Venkatesan, S (1992). Behavioural assessment scales for Indian children with mental retardation. Secunderabad: NIPM.
5. Turnball, A.P. Srickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

PRACTICAL: Semester – IV

Paper II (d): Group Teaching of Math and Social Science (5 lesson plans on each subject)

Total Marks: 75

Total hours: 80

Objectives: On completion of this practical, the trainee shall:

1. Plan a lesson (i.e., select aim, objective, strategies, teaching aids, time and place) and convert the planned lesson into an instruction class for imparting knowledge to and / or develop skills in persons with mental retardation on Math and Social Science.
2. Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the programme.

Procedure: The trainee is expected under supervision to develop 10 lessons taking into account the varying current levels of the class, and teach Math and Social Science to children with mental retardation.

1. Collect background information through educational assessment on all students of the class.
2. Select primary goals and specific objective.
3. Develop and implement the Lesson Plan with appropriate TLM
4. Evaluate the effect of teaching on the student and prepare correct measures.

Recommended materials:

1. Taneja, V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
2. Kumar, Sudhir and Ratan, P.N. (2003). Teaching of Mathematics. New Delhi: Anmol Publication Pvt. Ltd.
3. Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
4. Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
5. Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.
6. Kochhar, S.K. (2001). Teaching of Social Studies. New Delhi: Sterling Publications.
7. Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.

PRACTICAL: Semester – IV
Paper V (c) - Preparation of Project

Total marks: 250
Total Hours: 250

Objectives: On completion of this topic, the trainee shall:

1. To select a topic and plan, the methodology for the chosen project.
2. To carry out a project on a selected topic under supervision.

Procedure:

The trainee will select a topic and implement the project after working out their details of the project under supervision of the course coordinator. The trainee will submit the report during the final examination for evaluation.

PRACTICALS SEMESTER – IV

PAPER VI- Group Teaching of Language (English/Hindi/Regional Language) (10 lesson plans)

Total Marks: 80
Total hours: 90

Objectives: On completion of this practical, the trainee shall:

1. Plan a lesson (i.e., select aim, objective, strategies, teaching aids, time and place) and convert the planned lesson into an instruction class for imparting knowledge to and / or develop skills in persons with mental retardation on English/Hindi/Regional Language.
2. Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the programme.

Procedure: The trainee is expected under supervision to develop 10 lessons taking into account the varying current levels of the class, and teach English/Hindi/Regional Language to children with mental retardation.

1. Collect background information through educational assessment on all students of the class.
2. Select primary goals and specific objective.
3. Develop and implement the Lesson Plan with appropriate TLM
4. Evaluate the effect of teaching on the student and prepare correct measures.

Recommended materials:

1. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
2. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT
3. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
4. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
5. Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
6. Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.
7. Sahu, B.K. (2004). Teaching of English. Ludhiana: Kalyani Publishers.
8. Sharma, P. (2011). Teaching of English: Skill and Methods. Delhi: Shipra Publication.
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