

**D.ED. SPECIAL EDUCATION
(MENTAL RETARDATION)**

NORMS

&

GUIDELINES

REHABILITATION COUNCIL OF INDIA

(Statutory Body Under Ministry of Social Justice & Empowerment)

B-22, Qutab Institutional Area

New Delhi – 110 075

2008

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D.ED. SPECIAL EDUCATION (MENTAL RETARDATION)

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 by a voluntary agency, which offered a diploma in teaching persons with mental retardation. Two more centers, one each at Madras, 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. By 1986, there were only six training centers and the remaining centers had been closed down. In 1995, the number of centers offering training was 40. Out of these, 27 were recognized and approved by Rehabilitation Council of India. At present (2008), there are 64 recognized centres in the country offering training in D.Ed. S.E. (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 objectives of RCI encompass constant revision and updating of courses. In this context, the DSE (MR) course, which was revised in 2003, needs a fresh look on the basis of opinions and suggestions received from various organizations. The RCI has, therefore, constituted a Core Group to go through the course structure, content, duration and all other allied issues. The present document is the outcome of an exercise that has gone into the process of updating it. Keeping in view the recent trend of education, the nomenclature of this course has been changed to D.Ed. S.E. (MR).

General Objectives

The Diploma Course in Special Education aims to develop professionals for special education within a broad framework of education in the current millennium. The course will enable pre-service teachers to acquire knowledge, develop competencies and practice skills to impart education to children with special needs.

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

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

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

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

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.

Duration of the Course

The duration of the course will be 220 days consisting of 1320 hours each year thus having a total of 2640 hours for theory and practicum.

Eligibility

Students who have passed Plus 2 examination / Junior College are eligible for the course.

Medium of Instruction

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

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 and internship in the disability intervention programmes at grassroots level.

Course Pattern

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

Staff Requirements

The course should have 2 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 4. In addition to this core faculty, guest lecturers may be invited to handle specific topics.

Qualifications of the teaching staff

The lecturers should have Post Graduate degree with M.Ed. (Special Education) / B.Ed (Special Education) / Diploma in Special Education (now D.Ed. Special Education) in the specialized area with minimum two years of experience in teaching children with disabilities in that specific disability specialization.

Intake capacity

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

Minimum Attendance

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

Examination Scheme

As per RCI's Scheme of Examination.

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.

Teaching Faculty

It is a fact that no other single group of persons with handicap demands the services of so many different professionals in the habilitation process. Hence an inter-disciplinary team of professions is required to train the special teacher to handle the person with retardation as a “whole person”.

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) Diploma in Special Education (M.R.) or B.Ed. in Special Education (M.R).
- c) Minimum Two years experience of teaching in special schools for persons with mental retardation (Post Qualification Experience).
- d) The Candidate should be registered with RCI

Position 2: Faculty for Psychology (Full-time)

Essential qualifications:

- a) Masters in Psychology with M.Phil. in Medical and Social Psychology OR
- b) Masters in Psychology with special paper on Clinical Psychology / Educational Psychology, with two years experience in working with persons having mental retardation.
- c) The Candidate should be registered with RCI

NOTE:

Whosoever from the full-time faculty position is the senior most by appointment will function as the Coordinator.

Instructor (Technical)

Visiting Faculty

Essential

Occupational Therapist
Speech Therapist
Physiotherapist
Psychiatrist
Paediatrician
Social Worker

The respective experts working in hospitals and institutions would be requested to give lectures, demonstrations and to conduct practicals

Desirable

Nutrition Specialist
Vocational Guidance Specialist
Yoga Therapist
Neurologist
Health Care Nurse
Dentist
Orthopaedic Surgeon

The respective experts working in hospitals and institutions would be requested to give lectures, demonstrations and to conduct practicals

Requirements of Location, Staff, Space and Materials

Location:

A Centre where an inter-disciplinary team of experts to do teaching and special school for persons with mental retardation to do the practicals are available.

Staff (Non teaching)

1. Computer Typist-cum-accountant
2. Peon
3. Librarian (Minimum Part-time)
4. Watchman (Desirable)

Space

Office room, 2 classrooms, library, staff room, toilets and accommodation for trainee teacher.

Material

Furniture for Staff:

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

Furniture and Equipment for the Office

Cupboards (Steel)	4
Filing Cabinet	1
Typewriter	1
Phone	1
Duplicating Machine	1
Wall Clock	1
Fans	1
Electrical fittings (lights etc)	6

Furniture and Equipment for Classroom

Tables (for students)	20		
Chairs (for students)	20		
Slide Projector with screen	1		
Cassette Recorder	1		
Cassettes (Audio)	20		
Black Board	1		
Teaching material (Demonstration)	-	Montessori set	1
	-	Kindergarten set	1
	-	Nursery set	1
	-	Misc. material set	1
Psychological test material set (for demonstration)			1
Slides set (for all subjects)			1

Play therapy equipment set (for demonstration) 1

Furniture for Library

Library cupboards	6
Library tables (large)	2
Library chairs	12

Furniture for demonstration class (to teach 6 children)

Tables
Chairs
Teaching Material
Programme plan material

Desirable

VCR with TV set
Film Projector set
Video cassettes
*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.

Library Material

Books (initially 200 titles)
Periodicals / Journals (initially 5 publications) minimum 5 periodicals including 2 journals on disability.

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 (Core)	90	30	45	75
II	Human Growth development & life span approach	90	30	45	75
III	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 (Core)	90	30	45	75
VI	Therapeutics	90	30	45	75
		180	60	90	150
Semester –III					
VII	Education in emerging Indian society (Core)	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	Planning and management of education for children with disabilities (Core)	90	30	45	75
XII	Programming for transition prevocational /life skills.	90	30	45	75
		180	60	90	150
	Total	1080	360	540	900

PRACTICALS

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 (15 lesson plans)	170	87	58	145
III (a)	Group Teaching Co-curricular Activities (8 lesson plans)	50	48	32	80
IV (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)	Behaviour Modification (BM)	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)	Group Teaching curricular activities for associated disabilities Autism, CP, Multiple Disability (8 lesson plans)	90	48	32	80
III (c)	Group teaching co-curricular activities for associated disabilities (15 lesson plans)	110	87	58	145
	Total	300	195	130	325
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 curricular activities for associated disabilities Autism, CP, Multiple Disability (7 lesson plans)	80	45	30	75
V(c)	Preparation of Project	250	150	100	250

VI	Work education and programming for transition (1)	100	60	40	100
	Total	480	285	190	475

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	300	660	180	480	660	2640
Marks	300	325	625	150	475	625	300	325	625	150	475	625	2500

**D.Ed S.E. (MR)
THEORY SEMESTER - I**

PAPER I - Introduction to Disabilities (core)

Total Marks: 75

Total hours: 90

Objectives:

After studying this paper, the learner is expected to

1. Understand the differences between impairment, disability, and handicap.
2. Enumerate the educational needs of various categories of persons with disabilities.
3. Know the common causes and preventive aspects of the common causes for different kinds of disabilities
4. Describe the general methods to be adopted for early identification and intervention strategies in the case of children with disabilities
5. Understand the importance of human resource development in the disability sector and list the stakeholders in the field.

Unit I:

Understanding the Disabilities (15 Hours)

- 1.1 Concept and Definition of Impairment, Disability and Handicap.
- 1.2 Historical and National developments and Constitutional obligations for children with disabilities.
- 1.3 Categories of Disability as per the PWD Act 1995.
- 1.4 Prevalence and Incidence in India.
- 1.5 Social and Educational needs of children with disability.

Unit II:

Definition, Types and Characteristics (15 Hours)

- 2.1 Hearing Impairment: Definition, types and characteristics.
- 2.2 Visual Impairment: Definition, types and characteristics.
- 2.3 Mental Retardation: Definition, types and characteristics.
- 2.4 Neuro-muscular and Locomotor Disabilities (CP): Definition, types and characteristics.
- 2.5 Autism, Mental Illness and Multiple Disabilities: Definition, types and characteristics.

Unit III:

Causes and Prevention (15 Hours)

- 3.1 Causes: Pre-natal, Natal, Post-natal.
- 3.2 Prevention: Primary, Secondary, Tertiary.
- 3.3 Immunization, Nursing care and First aid.
- 3.4 Hygiene, Nutrition, Diet and Childhood diseases.
- 3.5 Genetic Counselling.

Unit IV:

Identification and Early Intervention (15 Hours)

- 4.1 Need for early Identification and Intervention.
- 4.2 Tools for Screening and assessment procedures for educational placement.
- 4.3 Intervention of late identified children.
- 4.4 Early Intervention strategies.
- 4.5 Differential Diagnosis and Referrals.

Unit V:

Human Resource in Disability Sector (15 Hours)

- 5.1 Concept of Human Resource in disability – Global and national perspectives
- 5.2 Policies and programme for development and training of human resource
- 5.3 Meaning, need and scope of quality education in HRD
- 5.4 Age – linked care and health services in India
 - Changing health services and geriatric rehabilitation
 - Impact of health services on disability
- 5.5 Stakeholders and Schemes in disability services
 - Information in brief (4 to 5 lines) on what the following are and their main functions:
 - AAW – Aanganwadi Workers
 - DSNPA – National Disabled Services Plan of Action
 - FCS – Family Care Services
 - IEDC – Integrated Education of the Disabled Children
 - MSJE – Ministry of Social Justice and Empowerment
 - MOH – Ministry of Health
 - MHRD – Ministry of Human Resource Development
 - NCERT – National Council of Educational Research and Training
 - NPPA – National Policy and Plan of Action
 - NSSO – National Sample Survey Organization
 - PHC – Primary Health Centre
 - RCI – Rehabilitation Council of India
 - VRC – Village Rehabilitation Committee
 - WHO – World Health Organization
 - AYJNIHH – Ali Yavar Jung National Institute for the Hearing Handicapped
 - NIVH – National Institute for Visually Handicapped
 - NIMH – National Institute for the Mentally Handicapped
 - NIOH – National Institute for the Orthopaedically Handicapped
 - NIEPMD - National Institute For The Empowerment of Persons with Multiple Disabilities

Experiential Learning (15 Hours)

The 15 hours earmarked for each paper may be used for providing hands on practical experiences to the students to enrich their learning.

(e.g.. The students are expected to visit at least 2 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 & Narayan, J (1989) Mental Retardation – A Manual for Psychologists
2. Wallace, P.M. & Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown & Benchmark Publishing
3. Lindgren H (1988) Educational Psychology in the Classroom, Harper & 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

**D.Ed S.E. (MR)
THEORY SEMESTER - I**

Paper II - Human Growth and Development life span approach

Total Marks: 75

Total hours: 90

Objectives: On completion of this topic the trainee shall:

1. Demonstrate an understanding of the nature and patterns of normal growth and development.
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)
 - a) Pre-natal stage
 - b) Preschool stage
 - c) School stage
 - d) Pre-vocational stage
- 1.4 Early Identification and Educational Assessment
 - a) Pre-School – Upanayan, Aarambh, FACP, Portage & MDPS
 - b) School Stage – FACP, MDPS, BASIC –MR, CAP
 - c) Pre-Vocational Stage – FACP, MDPS, BASIC-MR, VAPS
- 1.5 Intelligence & Developmental Assessment

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 Cognition
- 3.2. Learning
- 3.3 Intelligence
- 3.4 Language
- 3.5 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 its impact

18 hours

- Prevention & Immunization
- Infection and Intoxication
- Epilepsy
- Accidents & First Aid
- Genetics

Books Recommended

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. RCI, Status of Disability – 2002, 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)
12. Mental Retardation – A Manual for Psychologists,
13. Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT
14. Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyani Publishers
15. Sharma, P (1995) Basics on Development & Growth of a Child. New Delhi: Reliance Publishing House.
16. Sharma, R and Sharma, R (2002) Child Psychology Atlantic: New Delhi.
17. Hurlock, Child Development.
18. Helen Bee, Child Development
19. Hughes & Noppe, Child Development.

**D.Ed S.E. (MR)
THEORY SEMESTER - I**

PAPER III- Teaching strategies and material development

Total Marks: 75

Total hours: 90

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

1. 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: Teaching Techniques

18 hours

- 1.1 Stages of learning – Acquisition, Maintenance, Fluency. & Generalisation
- 1.2 Principles of teaching – Concrete, Iconic, Symbolic
- 1.3 Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining,
- 1.4 Teaching Approaches – Multi-Sensory, Montessori, Project Method, Play-Way
- 1.5 Reinforcement – Principles, Types, Rules for application

Unit 2: Individualized Education Program (IEP)

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)

Unit 3: Group Teaching

18 hours

- 3.1 Grouping Criteria
- 3.2 Grouping Classification
- 3.3 Organization of classroom
- 3.4 Lesson Plan Writing & Time Table Planning
- 3.5 Types of Group Teaching –. Individual Instruction in Group Teaching, Small & Large

Unit 4: Teaching Learning Materials

18 hours

- 4.1 Adaptation of Daily Living material
- 4.2 Principles of adaptation
- 4.3 Concept and type of Teaching materials and Learning materials
- 4.4 Functional Aids
- 4.5 Criteria for selecting appropriate TLM's

Unit 5: Evaluation

18 hours

- 5.1 Importance and type - Record Maintenance
- 5.2 Error Analysis & Error Correction
- 5.3 Formative and Summative Evaluation
- 5.4 Program Monitoring
- 5.5 Communication & Reporting Feedback to the Parents

BOOKS RECOMMENDED

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.

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THEORY SEMESTER - I**

PAPER IV- Training in Adaptive Skills and Functional Academics

Total Marks: 75

Total hours: 90

Objectives: On completion of this topic, 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 numeracy skills across ages, levels of children with new 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

18hours

- 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:

Unit 2:Pre-academics

18hours

- 2.1 Pre reading - picture reading, Matching colors and shapes, Phonetics.
- 2.2 Pre writing — controlled use of writing implements (columning, 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 – Maths

18hours

- 3.1 Role of Maths in day-to-day living
- 3.2 Objectives in teaching Maths
- 3.3 Preparation of Lesson Plans

3.4 Number concept -

Development of basic concepts like quantity, size, shape, time, money and measurement

3.5 Basic math calculations, addition, subtraction, place value, multiplication, division and fractions

Unit 4: Functional Academics – Science & Social Science

18hours

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

18hours

5.1 Role of social and recreational skills

5.2 Difference between socially acceptable and non-acceptable behaviour

5.3 Social competences across life-span stages

5.4 Age-appropriate social and recreational skills

5.5 Individual and group – social and recreational skills

References Recommended

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

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THEORY SEMESTER - II

PAPER V - Educational Psychology (core)

Total Marks: 75

Total hours: 90

Objectives

After studying this paper, the students are expected to

1. Describe the meaning of educational psychology and its applications in special education.
2. Understand the process of human growth and explain its impact on various disability conditions.
3. Know the biological and environmental influences on child growth and learning process.
4. Enumerate the factors contributing to the personality development of individuals.
5. Know the techniques of behaviour modification and its application in the field of disability.

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: Association, Social Learning, Cognitive Learning.
- 1.5 Impact of information processing on learning patterns: Planning, Attention, Successive Processing, Simultaneous Processing, Application.

Unit II:

Nature and Patterns of Human Growth and Development (15 Hours)

- 2.1 Concept of Growth and Development.
- 2.2 Theories of Development – Jean Piaget and Erickson.
- 2.3 Concept of Developmental Delay.
- 2.4 Characteristic of Developmental tasks and Deviations.
- 2.5 Role of Heredity and Environment.

Unit III:

Types of Growth and Development (15 Hours)

- 3.1 Physical and Motor.
- 3.2 Cognitive, Language and Communication.
- 3.3 Social and Emotional.
- 3.4 Factors influencing all aspect of growth and development – Biological, Environmental, Parenting and Family.
- 3.5 Challenges of Adolescence.

Unit IV:

Personality and Intelligence (15 Hours)

- 4.1 Personality – Meaning and Definition.
- 4.2 Intelligence – Meaning and Definition.
- 4.3 Theories of Personality – Trait and Type.
- 4.4 Theories of Intelligence – One factor, Two factor, Multi – factor.
- 4.5 Intelligence and Assessment of Personality.

Unit V:

Behaviour Problems and Management (15 Hours)

- 5.1 Definition of Common Behaviour Problems in children
- 5.2 Maladaptive Behaviour
- 5.3 Functional Analyses
- 5.4 Behaviour Management Program (Punishment and Non – punishment Techniques)
- 5.5 Evaluation of Behaviour Management Programme

Experiential Learning (15 Hours)

The student learner is expected to apply behaviour modification technique with a child with disability and write a report on the process.

Books Recommended

1. Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
2. Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R & 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 & 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 & Narayan, J (1989) Mental Retardation – A Manual for Psychologists
10. Wallace, P.M. & Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown & Benchmark Publishing
11. Lindgren H (1988) Educational Psychology in the Classroom, Harper & 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

D.Ed. S.E. (MR)
THEORY SEMESTER - II

PAPER VI - Therapeutics

Total Marks: 75

Total hours: 90

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

Show competency in identifying and understanding problems related to occupational therapy, physiotherapy and speech 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 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 Enhancing and integrating speech and language into classroom context modes of communication

Unit.4: Speech Therapy **18hours**

- 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 Augmentative & Alternative Communication
- 4.5 Developing Teaching Learning aids for facilitating communication

Unit 5: Yoga and Play therapy

18 hours

Aim, scope and importance for persons with Mental Retardation

Strategies for adapting Yoga Training for persons with Mental Retardation in classroom setting.

Therapeutic application of Play for children with special education needs.

Therapeutic application of Music, Movement and Dance for children with special education needs.

Therapeutic application of co-curricular activities like group games and Special Olympic events training for persons with special needs

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. 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.

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THEORY SEMESTER - III

PAPER VII - Education In The Emerging Indian Society (core)

Total marks: 75

Total hours: 90

Objectives

After studying this paper, the students are expected to

1. Understand the different facets of education in India.
2. Describe various schools of thoughts in India and its implications.
3. Enumerate the sociological aspects of education in India and its impact on the normalization process in the lives of persons with disabilities.
4. Describe the needs for special initiatives in education to address human rights and gender equity.
5. Knowing the changing trends in special education services.

Unit I:

Nature and Scope of Education (15 Hours)

- 1.1 Meaning, Definition and Scope of Education.
- 1.2 Aims and Objectives of General Education and Special Education.
- 1.3 Aims and Objectives of Pre-primary and Primary Education.
- 1.4 Priorities of General and Special Education.
- 1.5 Existing Scenario of Special Education.

Unit II:

Philosophies and Educational Implications (15 Hours)

- 2.1 Idealism
- 2.2 Naturalism
- 2.3 Pragmatism
- 2.4 Humanism
- 2.5 Educational Philosophies of Gandhi and Tagore

Unit III:

Agencies of Education (15 Hours)

- 3.1 Formal – Special and Regular Schools.
- 3.2 Informal – Family, Community, Mass Media.
- 3.3 Open and Distance Education with reference to Special Education.
- 3.4 Role of Governmental and Non-Governmental Agencies in General and Special Education.
- 3.5 Equalization of Educational Opportunities.

Unit IV:**Significant Educational Initiatives (15 Hours)**

- 4.1 Human Rights Education.
- 4.2 Value Education.
- 4.3 Inclusive Education.
- 4.4 Work and Education, Community Based Education.
- 4.5 Gender Equity (Women Education).

Unit V:**Contemporary Trends in Special Education (15 Hours)**

- 5.1 Technology advancement and its application in the field of special education.
- 5.2 Use of innovative and improvised aids in classroom teaching.
- 5.3 Basic elements relevant to special education – Computer, Internet literacy and Programmed learning.
- 5.4 Changing role of special schools and school readiness.
- 5.5 Changing trends in identification, assessment, education and vocational placement.

Experiential Learning (15 Hours)

eg.

The student is expected to take up one of the special initiatives such as gender equity, human rights, community based education, etc., and develop a review of literature.

Books Recommended:

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. & 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. & Luckasson (1992) Introduction to Special Education. Boston: Allyn & Bacon.
6. Nanda, V.K Education Emerging Indian Society
7. B.N. Dash (2004) Theories of Education and Education in the Emerging Indian Society

**D.Ed. S.E. (MR)
THEORY SEMESTER - III**

PAPER VIII - Persons with MR and associated disabilities

Total marks: 75

Total hours: 90

Objectives: On completion of this topic 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 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 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 DISABILITY –

18 hours

- 3.1 Concept of MD, Deafblind
- 3.2 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 Management of persons with ADHD

4.5 Hyperactivity – Emotional disorders, concept, characteristics, Classroom management

Unit 5 MENTAL RETARDATION WITH ASSOCIATED DISABILITIES 18 hours

Fragile X Syndrome

Downs Syndrome

Hydro cephaly

Cretinism

Progressive Metabolic Disorders-Muscular Dystrophy.

Books Recommended

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

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THEORY SEMESTER - III

PAPER IX -Curricular Strategies

Total marks: 75

Total hours: 90

Objectives: On completion of this topic 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 pre-vocational levels.

Unit1: Curriculum Planning

- 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.
- 18 hours**

Unit 2: Pre-Primary level

- 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).

18 hours

Unit 3: Primary Level

- 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

18 hours

Unit 4: Secondary Level

- 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 Community based curriculum.
- 4.3 Curriculum adaptation to inclusive settings

4.4 Functional academics

4.5 Evaluating curricular outcomes

18 hours

Unit5:Pre-Vocational Level

5.1 Curriculum domains relevant for Pre-vocational level - Curriculum transaction – personal, social, academic, occupational and recreational at secondary and at pre-vocational level

5.2 Curriculum Planning for Transition from school to work.

5.3 Gender specific management

5.4 Use of Community Resources

5.5 Evaluation of curriculum

18 hours

Books Recommended

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.

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THEORY SEMESTER - III

PAPER X - Family and community

Total marks: 75

Total hours: 90

Objectives: On completion of this topic 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

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

18 hours

Unit2: Working with families

- 2.1 Needs and methods of family intervention
- 2.2 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.

18 hours

Unit 3: Involving Families

- 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 Training and families.

18 hours

Unit4: Role of community

- 4.1 Creation of awareness
- 4.2 Resource mobilization
- 4.3 Community participatory rehabilitation
- 4.4 Self-advocacy.

18 hours

Unit5: Role of Government and NGOs

5.1 Rural and urban needs

5.2 Family and community

5.3 Concessions and benefits

5.4 Legislations.

18 hours

Books Recommended:

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 Laughhin 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.

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Theory Semester – IV

PAPER XI - Planning And Management of Education For Children With Disabilities (core)

Total Marks: 75

Total hours: 90

Objectives

After studying this paper, the students are expected to

1. Understand various approaches to school management and institutional planning.
2. Describe the different service delivery options available for persons with disabilities in India.
3. Define the roles and responsibilities of different functionaries of disability related services.
4. List the process of effective documentation in educational programmes dealing with disabled children.
5. Enumerate the policies and welfare programmes available for persons with disabilities in India.

Unit I:

Organization of Special Education and Administration (15 Hours)

- 1.1 UN Convention on the Rights of Persons with Disabilities.
- 1.2 National Policy for PWD(2006)
- 1.3 Principles of School Management.
- 1.4 Planning Institutional Environment.
- 1.5 Creation of rights based, barrier free and inclusive society.

Unit II:

Service Delivery Models in Special Education (15 Hours)

- 2.1 Role and relevance of Special schools.
- 2.2 Integrated education – Nature and models – resource plan, itinerant plan, cooperative plan, combined plan, and context specific integrated model, Roles of corresponding teaches.
- 2.3 Inclusive education – Need, nature and models.
- 2.4 Education For All – SSA – Its components.
- 2.5 Partnership with other Educational Agencies, Community Resource Mobilization.

Unit III:

Roles and Responsibilities of Different Functionaries (15 Hours)

- 3.1 Role and Responsibilities of Head of the Institution.
- 3.2 Special Teacher
- 3.3 Resource Teacher, Itinerant Teacher.
- 3.4 Regular School Teacher.
- 3.5 Aanganwadi/ Balwadi Workers/ Pre-School Teachers.

Unit IV:

Schedule and Record Keeping (15 Hours)

- 4.1 Types of Schedules – Yearly, Monthly, Weekly, Daily.
- 4.2 Factors affecting preparation of timetable.
- 4.3 Planning of Curricular and Co-curricular Activities.
- 4.4 Educational Record – Progress Report and Cumulative Record.
- 4.5 Other Records – Case Histories, Medical and Attendance Records.

Unit V:

Welfare Programmes and Policies in Special Education (15 Hours)

- 5.1 Parent Teacher Association, Special Teachers Association, self-help movements of PWDs.
- 5.2 National Policy on Education (1986), Programme of Action (1992), Integrated Education of Disabled (IED), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA).
- 5.3 Provisions of RCI Act, PWD Act, National Trust Act, National Policy of Disabilities 2006.
- 5.4 Plan of Action for Education as per 11th Five Year Plan.
- 5.5 Concessions and Facilities for the Disabled by Central and State Governments concerned

Experiential Learning (15 Hours)

(eg. The students are expected to visit one special school and one integrated / inclusive education settings and observe the education planning of these settings, and submit a visit report.)

Books Recommended

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. Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allyn & Bacon
4. Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
5. Panda, K.C (1997) Education of Exceptional Children, Vikas Publishing House, New Delhi.
6. Jone, V.F. and Jones, L.S.(1981) Comprehensive Classroom Management, Allyn and Bacon Boston.
7. Madhumita Puri, George Abraham (2004) Handbook of Inclusive Education for Educators, Administrators and Planners
8. Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From Segregation to Inclusion
9. S.S. Chauhan (2002) Education of Exceptional Children

D.Ed S.E. (MR)
THEORY SEMESTER – IV

PAPER XII -Programming for Transition Pre-vocational/Life Skills

Total marks: 75

Total hours: 90

Objectives: On completion of this topic the trainee shall:

1. Show competency in identifying strength and limitation of students with MR and additional disabilities and prepare a programme to enhance the skills to be used for employment.
2. Demonstrate understanding of the various social skills appropriate to age, time and place and its relevance to teaching children with mental retardation and additional disabilities.
3. Narrate the suitable leisure and recreational skills suitable for persons with mental retardation and additional disabilities.

Unit1: Daily living skills – routine, travel, creative, appropriate interpersonal relation – employer/co-worker. Job related Behaviour – punctuality, regularity, suitable behaviour

18 hours

Unit2: 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.

18 hours

Unit3: Vocational habilitation of persons with mental retardation – prevocational training and types of employment opportunities with reference to persons with mental retardation.

18 hours

Unit4: Social skills required at various developmental stages, suited to occasions – social competencies required for independent living in persons with mental retardation.

18 hours

Unit5: Recreation and leisure – need – age appropriate activities – individuals and group Situations for persons with mental retardation.

18 hours

Books Recommended:

1. A.T.Thressiakutty and L.Govinda Rao; Transition of Persons with Mental Retrdation from School to Work – A Guide; National Institute for the Mentally Handicapped, Secunderabad.A.P. India.

2. Jacob, K (1985) Occupational Therapy, Work related programmes and assessment, second edition, Boston, Little Brown and Co.
3. Keernam, W.E & Stark, J.A. (Eds) (1986) Pathway to employment for adults with developmental disabilities, Baltimore, Brooke Publishing Co.
4. National Handicapped Finance & Development Corporation (1997) Ministry of Social Justice & Empowerment, Govt. of India Publication.
5. Michael Bender and Peter J Valletuthi with Rosemary Bender (1978) Teaching the Moderately and Severely Handicapped, Volume II, University Park Press.
6. Jayanti Narayan Teaching Basic Social Skills.
7. Jayanti Narayan (1990), Social Skills
8. Reeta Peshawaria (1991). Play Activities for Young Children with Social Needs
9. Virginia M Axline (1985). Play Therapy, Ballantine Books.
10. Patricia H Berne (1991) Building Self-Esteem in Children

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PRACTICALS SEMESTER – I

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

Total Marks: 50

Hours: 50

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 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.

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

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PRACTICALS SEMESTER – I

PAPER II (a) - Group Teaching – Curricular Activities
(15 lesson plans)

Total Marks : 145

Total hours : 170

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 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 15 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.

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: 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. & 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.

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PRACTICALS SEMESTER – I

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

Total Marks: 80

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:
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.

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

D.Ed. S.E. (MR)
PRACTICALS SEMESTER – I

PAPER IV (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)

Meaning of information and communication technology
Educational technology and technology in education
Enabling technologies – Need and nature
Technological inputs to reduce handicapping conditions
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)

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PRACTICALS SEMESTER – II

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

Total Marks: 100

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.

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

D.Ed. S.E. (MR)
PRACTICALS SEMESTER – I

PAPER II (B) – Behaviour Modification (BM)

Total marks: 70

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.

D.Ed. S.E. (MR)
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.

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

D.Ed. S.E. (MR)
PRACTICALS SEMESTER – II

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

Total marks: 195

Hours: 210

Objectives: On completion of these practicals, 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.

D.Ed. S.E. (MR)
PRACTICALS 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.

D.Ed. S.E. (MR)
PRACTICALS 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 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 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

D.Ed. S.E. (MR)
PRACTICALS SEMESTER – III

PAPER II (c)- Group Teaching – Curricular Activities for Associated Disabilities – Autism, CP and multiple disability (8 lesson plans)

Total Marks: 80
Total hours: 90

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.

Procedure:

The trainee is expected under supervision to develop 8 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.

RECOMMENDATIONS

1. The trainee shall observe a minimum of five demonstration lessons covering different classes and levels.
2. The eighteen 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.

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: 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. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

D.Ed. S.E. (MR)
PRACTICALS SEMESTER – III

PAPER III (c) Group Teaching – Co-curricular Activities for Associated Disabilities (15 lesson plans)

Total Marks : 145

Hours: 110

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 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 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.
 - a. The 15 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. Strickland, B.B. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

D.Ed. S.E. (MR)
PRACTICALS 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 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 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.

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

D.Ed. S.E. (MR)
PRACTICALS SEMESTER – IV

**Paper II (d) Group Teaching – Curricular Activities for Associated Disabilities –
Autism, CP, Multiple Disability (7 lesson plans)**

Total Marks: 75

Total hours: 80

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.

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.

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: 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. & Brantlay, J.C. (1990). Developing and Implementing individualized education programme. London: Merrill

D.Ed. S.E. (MR)
PRACTICALS 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.

D.Ed. S.E. (MR)
PRACTICALS SEMESTER – IV

PAPER VI - 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.
2. Programme for transition from school to work.
3. 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.

Books Recommended:

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)
