

# **SYLLABUS**

## **B.Ed. Special Education (MR)** **Norms, Regulations & Course Content**

### **REHABILITATION COUNCIL OF INDIA**

(Statutory Body under the Ministry of Social Justice and Empowerment)

**B-22, Qutab Institutional Area , New Delhi – 110 016**

*e-mail* [rehabstd@nde.vsnl.net.in](mailto:rehabstd@nde.vsnl.net.in) ; [rheabstd@ndc.vsnl.net.in](mailto:rheabstd@ndc.vsnl.net.in)

*website* : [www.rehabcouncil.org](http://www.rehabcouncil.org)

**2010**

# GENERAL REGULATIONS OF B.ED SPECIAL EDUCATION COURSES

## 1. Preamble

In the Foreword to the National Policy For Persons With Disabilities (2006), Smt. Meira Kumar, the then Minister for Social Justice and Empowerment, rightly observes: "The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities."

Indeed, it is universally recognized now that persons with disabilities constitute valuable human resources for societies. Meaningful education alone can enable them to face the challenges of life effectively, participate actively in community activities and thus become useful assets.

It is in this background that Section 26 of our Persons with Disabilities Act –1995, enjoins upon all the appropriate Governments and the local authorities to "Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years."

The UN Convention on the Rights of Persons With Disabilities which our Government has already ratified in October 2007, recognizes through Article 24, the right of persons with disabilities to education. For realizing this right, the Convention calls upon Member-States, inter-alia, to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, on the basis of disability and that they receive 'effective individualized support measures in environments that maximize academic and social development, consistent with the goal of full inclusion'.

In this important context, our country's "The Right of Children to Free and Compulsory Education Act, 2009 "assumes special significance. It provides for quality educational opportunities to be made available to children with disabilities as well, along with necessary infrastructural facilities and support services including trained teachers.

It is, therefore, incumbent upon us all to redouble our efforts with utmost vigour and sincerity to create educationally conducive environments for our disabled children. We have, of course, a long way to traverse. The literacy rate among persons with disabilities is reported to be just about 49 percent. Only about 9 percent of disabled youngsters manage to complete secondary education.

Para 48 of the National Policy for Persons with Disabilities, seeks to ensure "that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020." In order to work towards realizing this huge target, we need a large cadre of appropriately and adequately trained teachers, apart from other requisite support services and technologies.

Our teachers have to play a decisive role in bringing about a qualitative change in the lives

of persons with disabilities. They have to imbibe the desired positive attitudes towards disability, viewing it as a special challenge to human ingenuity and resourcefulness and not a terrible affliction or obstruction. They have to understand the real meaning of inclusion--a basic mindset, a philosophy of life and not just a matter of rhetoric or a cliché. And, of course, they have to acquire all necessary knowledge and skills for successful and efficient discharge of their onerous responsibilities.

The proposed Special Education B.Ed. course seeks to fulfill this important goal--preparing competent, creative, committed and confident teachers of children with disabilities.

## **2. Objectives of the Course**

The B.Ed. (Special Education) programme aims to develop teachers for children with disabilities for various settings. The B.Ed. (Special Education) course will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs.

The B.Ed. (Special Education) programme aims to prepare the students for the following:

- (i) To acquire knowledge about change in the prevailing and emerging Indian society in view of recent trends in education and national development.
- (ii) To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.
- (iii) To develop skills and competencies to cater to the needs of children with disabilities in general, and special class settings in particular, in cognitive, affective and skill domains.
- (iv) To equip in various techniques of teaching and evaluation in special and inclusive set up.

## **3. General Framework of the Course:**

The B.Ed special education course consists of theory papers as per the following scheme:

i.	Common Papers	:	4
ii.	Specialization Papers	:	3
iii.	Methodology Papers or methods related to specialization	:	2

Universities follow RCI prescribed syllabi. In case of difficulty in deciding the number of

papers including the practicum, the course content provided in the RCI syllabi need to be incorporated. If needed, some units may be added or combined to satisfy the University requirements. Additionally, content areas to suit local / regional needs may be included without compromising with the minimum contents approved by RCI. The Universities may be permitted to offer specific core papers with the thrust on disability. The weightage for special education component (both theory and practical) in such a deviation from the RCI suggested model should be adequate as per the guidelines of RCI.

#### **4. List of Specialization Areas**

The following specialization areas are prescribed in the course

- (i) Hearing Impairment
- (ii) Learning Disability
- (iii) Mental Retardation
- (iv) Visual Impairment

#### **5. Adequacy of the Special Education Syllabi**

The syllabus prescribed at the B.Ed level is on the basis of minimum requirements and therefore, Universities and Colleges of Education implementing the B.Ed course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

#### **6. Duration of the Course**

The duration of the course is one academic year.

#### **7. Distribution of Time for Theory and Practical Work**

The course should be spread over a period of 220 days (minimum) with 1320 working hours in addition to the examination and admission days. The distribution of working hours for the theory and practical is suggested as follows:

S.No	Area	Hours	Marks
1	Common	18%	18%
2	Specialization	14%	13%
3	Methodology	09%	09%
4	Practicum	59%	60%
	TOTAL	100%	100%

In the case of institutions offering specialization model only, the percentage of hours and marks allotted to methodology will be incorporated under specialization areas.

Weightage for marks will be as per the guidelines of the implementing Universities. Weightage in terms of hours suggested by RCI is as follows:

### **Theory Papers**

1.	Common Papers	..	4x60 Hours	..	240 Hours
2.	*Specialization	..	3x60 Hours	..	180 Hours
3.	Methodology or methods related to specialization	..	2x60 Hours	..	120 Hours

For specialization in Mental Retardation, one more paper has been included bringing the total to 4 specialization papers.

### **Practical Work**

780 Hours

In the case of institutes following the prescribed pattern, there is no change in the weightage. However, in the case of Universities / Colleges offering non-semester system, the weightage for theory and practicum may be re-appropriated accordingly with the approval of RCI.

## **8. Eligibility for Admission**

The eligibility for this B.Ed. course is B.A./B.Sc. or an equivalent degree at graduate level depending on the requirements for the particular course. The eligibility for admission is 45% aggregate in the qualifying degree examination. The regulations prescribed by the State Governments concerned with regard to minimum eligibility criteria and reservation policies may be taken into consideration. Admission procedure can be decided by respective university.

## **9. Course Pattern (Semester/Non-Semester)**

The decision on Semester or non-semester nature of the course depends upon the pattern followed in the University concerned to which the College is affiliated.

## **10. Passing Minimum**

The minimum marks for passing in the theory papers is 40% in each theory paper, 50% in practical and 50% in aggregate.

## **11. Nature of Evaluation**

The institute implementing the course may decide on the internal or external or both the system of evaluation subject to the approval of the University concerned.

**12. Reappearing facility**

The student who fails in any paper may be allowed to appear in that particular paper only for a maximum of 3 times within three years. If the student fails to pass the examination after three appearances, he/she will be expected to undergo the course again.

**13. Improvement of Marks**

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. The examination pattern of the special education programmes may be as per the regulations of the implementing Universities/Colleges of Education. However, the guidelines pertaining to the examination procedure prescribed by the Rehabilitation Council of India may also be adopted.

**14. Transitory Regulations**

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus / regulations.

**15. Teacher-Student Ratio**

The staff-student ratio in the area of B.Ed special education may be 1:8, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 25 students may be admitted for the B.Ed Special Education course inclusive of 3 seats for foreign students. Additional intake should be approved by RCI. Qualifications required for teaching faculty are given on RCI website under the 'Norms for Appointment of Faculty for B.Ed. & M.Ed. Special Education'.

**16. Infrastructural Facilities**

Institutions / Colleges of Education / University Departments offering B.Ed Special Education course should have necessary infrastructural facilities such as the psychology laboratory, science laboratory, language laboratory, work experience laboratory, computer room, etc. In addition to the infrastructural facilities, aids and appliances necessary for the specialization concerned should also be available. The institution should have a model school for children with respective disabilities so that the student teachers can have practice teaching during the course. Until such a facility is made available in the premises of the institution, a model school in the locality can be adopted.

**17. Certification as a Registered Professional**

It is mandatory for every teacher of special education to obtain a “Registered 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 teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

**18. Award of Degree:**

The affiliating Universities will award degree in B.Ed (Special Education) specialising in Hearing Impairment / Learning Disability / Mental Retardation / Visual Impairment. While issuing degree certificate, the Universities should clearly spell out the area of specialization.

# **COMMON PAPERS**



**PAPER - 1**  
**NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION**

**60 Hrs.**

**Objectives**

The student teacher is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as

1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness
4. Locomotor, Neurological and Leprosy Cured
5. Neuro-developmental Disorders
6. Multiple Disabilities, Deafblindness

**Course Content**

**Unit 1: Blindness and Low Vision**

**09 Hrs.**

- 1.1 Definition and Identification
- 1.2 Incidence and Prevalence
- 1.3 Characteristics
- 1.4 Causes and Prevention
- 1.5 Intervention and Educational Programmes

**Unit 2: Hearing Impairment**

**09 Hrs.**

- 2.1 Definition and Identification
- 2.2 Incidence and Prevalence
- 2.3 Causes and Prevention
- 2.4 Types of Hearing Loss and Characteristics
- 2.5 Modes of Linguistic Communication and Educational Programmes

**Unit 3: Mental Retardation**

**09 Hrs.**

- 3.1 Definition and Identification of Mental Retardation and Mental Illness
- 3.2 Incidence and Prevalence, Causes and Prevention
- 3.3 Characteristics -Mild, Moderate, Severe, Profound
- 3.4 Types and Classification of Mental Retardation and Mental Illness
- 3.5 Intervention and Educational Programmes

**Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities**

**07 Hrs.**

- 4.1 Definition and Classification
- 4.2 Incidence and Prevalence
- 4.3 Causes and Prevention
- 4.4 Types, Classification and Characteristics
- 4.5 Intervention and Educational programmes

**Unit 5: Learning Disabilities**

**08 Hrs.**

- 5.1 Concept and Definition of Learning Disabilities. .

- 5.2 characteristics of LD
- 5.3 Etiological Factors
- 5.4 Types and Associated Conditions
- 5.5 Intervention and Educational Programmes

**Unit 6: Autism Spectrum Disorders**

**09 Hrs.**

- 6.1 Concept and Definition of Autism.
- 6.2 Characteristics of Autism
- 6.3 Etiological Factors
- 6.4 Types and Associated Conditions
- 6.5 Intervention and Educational Programmes

**Unit 7: Multiple Disabilities and Various Combinations**

**09 Hrs.**

- 7.1 Definition and Identification
- 7.2 Incidence and Prevalence
- 7.3 Causes and Prevention
- 7.4 Characteristics
- 7.5 Intervention and Educational Programmes

## Reference books

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
4. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
6. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
7. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
8. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
9. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
13. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
14. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
15. Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.

16. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
17. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
18. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
19. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

**PAPER - 2**  
**EDUCATION IN INDIA: A GLOBAL PERSPECTIVE**

**60 Hrs**

**Objectives**

After studying this paper, the student teachers are expected to realize the following

1. Explain the history, nature, process and philosophy of education.
2. Spell out the aims and functions of education in general and special education in particular.
3. Describe the various systems of education with reference to general and special education.
4. Discuss the various roles of educational agencies in India.
5. Analyze the role of educational system in the context of Modern Ethos like democracy, socialism and secularism.

**Course Content**

**Unit 1: Definition, process and philosophy of education** **10 Hrs.**

- 1.1 Definition and Meaning of Education
- 1.2 Aims of Education
- 1.3 Functions of Education
- 1.4 Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism
- 1.5 Historical perspective of Education in India and Abroad

**Unit 2: Education and Various Commissions** **10 Hrs.**

- 2.1 Principles of education and special education and Inclusive Education
- 2.2 Aims, objectives and functions of special education and inclusive education
- 2.3 Direction and priorities of general and special education and inclusive education
- 2.4 Recent trends in Indian Education and special education and inclusive education
- 2.5 Education For All movement, Education through 21st Century, Various Commissions.

**Unit 3: Education in the Social Context** **10 Hrs.**

- 3.1 Formal, Informal and Non-formal Education.
- 3.2 Functional literacy, continuous and Life Long Education.
- 3.3 Community Based Rehabilitation including education.
- 3.4 Open Learning, Distance Education with reference to General and Special Education and inclusive education
- 3.5 Value -Oriented Education.

**Unit 4: Educational Agencies for the National Development** **10 Hrs.**

- 4.1 Educational challenges for economic and socio-political development.
- 4.2 Role of home, community school, society, and mass media.
- 4.3 Role of Governmental and non-governmental agencies in general and special education. Such as -NCERT, SCERT, RCI, NCTE.
- (a) Resource mobilization through funding agencies and concessions/facilities for the disabled. Education

- (b) Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.
- (c) International Legislation for Special Education

Unit 4.4 International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM

Unit 4.5 International and national legislation including UNCRPD

**Unit 5: Education and the Modern Ethos** **10 hrs.**

- 5.1 Democracy, socialism and secularism.
- 5.2 Constitutional provisions in human rights.
- 5.3 Equalization of educational opportunities.
- 5.4 Education and human resource development.
- 5.5 Planning and management of human resource development.
- 5.6 Environmental Education

**Unit 6: Emerging trends in Special and Inclusive Education** **10 Hrs.**

- 6.1 Concept of impairment, disability (activity limitation) and participation restrictions and their implications
- 6.2 Concepts and principles of inclusion.
- 6.3 Inclusive Education a rights based model
- 6.4 Community linkages and partnership of inclusion
- 6.5 Role of special schools and special teachers/educators in facilitating inclusive education

## Reference books

1. Anand. (1993). *The Teacher & Education in Emerging Indian Society*. New Delhi NCERT.
2. Saraswathi. T.S. (1999). *Culture, Socialization and Human Development*. Sage Publications.
3. Steven. B. (1998). *School and Society*. Sage Publications.
4. Suresh. D. (1998). *Curriculum and child development*. Bhargava.
5. Taneja. V.R. (1998). *Educational Thoughts and Practice*. Delhi University Publications.
6. Weber. O.C. (1990). *Basic Philosophies of Education*. New York Holt, Rinehart and Winston.
7. Aggarwal. J.C. (1992). *Development and planning of Modern Education*. New Delhi Vikas Publishing House Pvt. Ltd.
8. Biswas. A. and Aggarwal, J.C. (1992). *Education in India*. New Delhi Arya Book Depot.
9. Bhat. B.D. (1996). *Educational Documents in India*. New Delhi Arya Book Depot.
10. Bhatia, Kamala and Bhatia, Balder. (1997). *The Philosophical and Sociological Foundations*. New Delhi Doaba House.
11. Biswas. A. (1992). *Education in India*. New Delhi Arya Book Depot.
12. Mohanty, Jagannath. (1993). *Indian Education in the Emerging Society*. New Delhi Sterling publishers Pvt. Ltd.
13. Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). *Education in India Some critical Issues*. New Delhi National Book Organisation.
14. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). *Total literacy by 2000..* New Delhi IAE Association.

## **PAPER - 3**

### **EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES**

**60 Hrs.**

#### **Objectives**

After studying this paper, the student trainees are expected to realize the following objectives:

1. Explain the Concepts and principles of growth and development.
2. Describe the various theories of learning and their implications to the disabled.
3. Explain the concepts of intelligence and aptitude in general and with specific reference to the PWDs.
4. Explain the concept of personality and mental health and their implications to the PWDs
5. Define the meaning and techniques of guidance and counselling in general and with special reference to the PWDs

#### **Course Content**

##### **Unit 1: Introduction to Psychology** **10 Hrs.**

- 1.1 Definition, Nature and Scope of Psychology.
- 1.2 Educational psychology: scope and relevance to general education.
- 1.3 Role of educational psychology in special education.
- 1.4 Theories of motivation, attention and perception and its application in education.
- 1.5 Implications of the above with regard to specific disabilities.

##### **Unit 2: Growth and Development** **10 Hrs.**

- 2.1 Meaning, Definitions and Principles of Growth and Development.
- 2.2 Influences of heredity and environment.
- 2.3 Stages of Development with reference to children with disabilities.
- 2.4 Developmental needs from infancy through adolescents
- 2.5 Developmental delay and deviancies

##### **Unit 3 Learning** **10 Hrs.**

- 3.1 Definition, Meaning of Learning and Concept formation.
- 3.2 Learning -Domains and factors affecting learning.
- 3.3 Theories of learning (behavioural, cognitive and social) , and their application to special education
- 3.4 Memory and strategies for enhancing memory
- 3.5 Implications of the above with regard to various disabilities.

##### **Unit 4: Intelligence, Aptitude and Creativity** **10 Hrs.**

- 4.1 Meaning and definition of intelligence and aptitude.
- 4.2 Theories of intelligence
- 4.3 Concept of Creativity, its process, characteristics of creative people, and teachers role in stimulating creativity.
- 4.4 Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT/BLAT, DST)
- 4.5 Implications of the above with regard to various disabilities.



**Unit 5: Personality****10 Hrs.**

- 5.1 Meaning and Definition of personality.
- 5.2 Theories of personality
- 5.3 Frustration and conflict, defence mechanisms and behaviour deviations,
- 5.4 Mental health and signs and symptoms of maladjustment
- 5.5 Implications of disabilities in personality assessment.

**Unit 6: Guidance and Counselling****10 Hrs.**

- 6.1 Meaning nature and scope of guidance and counselling and role of home. .
- 6.2 Approaches and techniques of guidance and counselling with reference to various disabilities.
- 6.4 Vocational guidance, assessment, training, avenues and perspectives
- 6.3 Discipline and management of class room behaviour problems.
- 6.5 Yoga and other adjunctive aids.

## Reference books

1. Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
2. Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York : Academic Press,
3. Butcher. H.]. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
4. Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
5. Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
6. Hunter, Ian. M.R. (1994). Memory, London : Penguin Books.
7. Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century.
8. Munn. N.L. (1997). Introduction to Psychology. Delhi.
9. Petri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth.
10. Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.
11. Simth, MDaniel. (1998). Educational Psychology. New York : Allyn & Bacon.
12. Skinner. B.F. (1997). verbal Behaviour. New York : Appleton century Crofts.
13. Travers. R.M. (1993). Educational Psychology. New York: Macmillan,
14. Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev., Vol. 20.
15. Woodworth. R.S. (1994). Experimental Psychology, New York: Hot
16. Barciey. J.R. (1993). Counselling and Philosophy. San Francisco.
17. Floelick. C.P. (1988). Guidance Services in Schools. New York : Allynn & Bacon.
18. Jones. A.P. (1994). Principles of Guidance. New York: Holt.
19. Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India.

**PAPER - 4**  
**EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH**

**60 Hrs.**

**Objectives**

1. After studying this paper, the student teachers are expected to realize the following objectives:
2. Discuss the meaning, need and scope of educational management.
3. Define the concept and meaning of curriculum and instructional strategies.
4. Explain the concept, meaning, scope and types of educational technology.
5. Describe the need and scope of educational research.
6. Discuss the meaning, scope and types of educational evaluation.

**Course Content**

**Unit 1: Educational Management**

**10 Hrs.**

- 1.1 Definition, Meaning, Need, Scope of Educational Management.
- 1.2 Concept and Principles of Institutional Planning and Management, Admission with focus on zero rejection
- 1.3 Inspection, supervision and mentoring.
- 1.4 Institutional Organization, Administration and Evaluation.
- 1.5 Types of Leadership and Organizational Climate

**Unit 2: Curriculum**

**10 Hrs.**

- 2.1 Definition, Meaning and Principles of Curriculum,
- 2.2 Principles of curriculum development and disability wise curricular adaptations.
- 2.3 Curriculum planning, implementation and evaluation – implications for disabilities and role of teacher.
- 2.4 Types and importance of co-curricular activities
- 2.5 Adaptations of co-curricular activities.

**Unit 3: Instructional Strategies**

**10 Hrs.**

- 3.1 Theories of instruction – Bruner and Gagne .
- 3.2 Approaches to instruction -cognitive, behavioural, and eclectic.
- 3.3 Design instruction -macro design.
- 3.4 Organizing individual, peer, small group, large group instructions.
- 3.5 Teaching materials -aids and appliances, other equipment -development.

**Unit 4: Educational Technology**

**10 Hrs.**

- 4.1 Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
- 4.2 Role and types of audio-visual aids in teaching and application of multi media in teaching and learning
- 4.3 Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.

- 4.4 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.
- 4.5 TLM: Importance, need and guidelines on use of TLM with reference to various disabilities.

**Unit 5: Educational Research**

**10 Hrs.**

- 5.1 Definition, Need and scope of educational research
- 5.2 Principles of Research in Education.
- 5.3 Types of research - fundamental, applied and action
- 5.4 Tools of research.
- 5.5 Overview of research studies in special education in India.

**Unit 6: Educational Evaluation**

**10 Hrs.**

- 6.1 Definition, Meaning, scope and types of evaluation.
- 6.2 Various types of tests.
- 6.3 Characteristics of a good test
- 6.4 Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.
- 6.5 Presentation of data - graphs, tables and diagrams.

## Reference books

1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
2. Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
3. Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
4. Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
5. Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
6. Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of Educational Technology. Anmol Publications.
7. Tara Chand. (1992). Educational Technology. Anmol Publication.
8. Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
9. Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
10. Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
11. Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
12. Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
13. Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.
14. Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
16. D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
17. Govt. of India, Persons with Disability Act, 1995.
18. Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
19. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada.

# **SPECIALIZATION**

**PAPER - 1**  
**IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL  
RETARDATION**

**60 Hrs**

**Objectives:**

After completing the paper the Teacher Trainees will:

- Comprehend historical perspective, nature and needs and characteristics of Persons with Mental Retardation
- Describe classification and other associated conditions with Mental Retardation
- Describe various assessment tools, procedures and evaluation techniques
- Develop competence for assessment of adaptive behavior among children with Mental Retardation
- Understand psycho-social implications of Mental Retardation.

**Course Content**

**Unit 1: Mental Retardation - Nature, needs and Identification** **10 Hrs**

- 1.1 Historical perspective of the concept of mental retardation. Updating nomenclature regarding terminology in Mental Retardation
- 1.2 Definition of mental retardation - ICD - 10, AAIDD, WHO, Legal definition (PWD Act) in India used for certification; incidence and prevalence.
- 1.3 Classification of MR (medical, educational, psychological).
- 1.4 Characteristics of People with mild, moderate, severe and profound MR
- 1.5 Screening and identification of mental retardation in pre-school, school, adolescence and adulthood.

**Unit 2: Additional impairments** **10 Hrs**

- 2.1 Introduction to associated conditions and educational implications
- 2.2 Sensory impairments - vision, hearing
- 2.3 Motor impairments - cerebral palsy, congenital deformities, muscular dysfunction
- 2.4 Epilepsy
- 2.5 Emotional disorders and Autism

**Unit 3: Assessment and Evaluation** **10 Hrs**

- 3.1 Assessment: concept and definition, purpose
- 3.2 Tools of assessment: tests (NRT, CRT, teacher made) observation and interview
- 3.3 Areas of Assessment – psychological, educational, behavioral ecological and clinical assessment for varied ages and severity levels (Pre-School, School Level & Vocational).
- 3.4 Evaluation methods – formative and summative
- 3.5 Interpretation of assessment results and program, reporting.

**Unit 4: Assessment of Adaptive Behaviour****10 Hrs**

- 4.1 Tools for assessment of Adaptive Behaviour
- 4.2 Assessment tools with reference to Indian context
- 4.3 Documentation and recording
- 4.4 Assessment and interpretation of results in order to formulate a functional plan
- 4.5 Evaluation and Follow up

**Unit 5: Mental Retardation - Social Perspective****10 Hrs**

- 5.1 Mental Retardation and Mental Illness - Differences
- 5.2 Mental retardation and its Psycho-Social aspects - exploitation, delinquency, Child Labour, child abuse
- 5.3 Rights and advocacy
- 5.4 Misconceptions and social practice
- 5.5 Sex Education and Marriage

**Unit 6: Transitional and Vocational Assessment****10 Hrs**

- 6.1 Support Intensity Scale
- 6.2 Vocational assessment
- 6.3 Transition from School to Work
- 6.4 Vocational training
- 6.5 Employment Models: Supported, Sheltered, Home - Based, Self - Employment, Inclusive)

**Reference books**

1. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
2. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
3. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
5. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston : Allyn & Bacon.
6. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,



7. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Boston : Allyn & Bacon
8. Narayan, 3. & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
9. Peshwaria, R. and Venkatesan. 5. (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
10. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
11. Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication.
14. Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
15. Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
16. Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
17. Myreddi, V. & Narayan, J. FACP – PMR, NIMH, Secunderabad.
18. Narayan, J. Graduate Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
19. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
20. Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
21. Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
22. Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

## PAPER - 2

### MENTAL RETARDATION - ITS MULTIDISCIPLINARY ASPECT

60 Hrs

#### Objectives:

#### After completing the paper the Teacher Trainee will:

- Comprehend the Physiological aspect of Mental Retardation
- Comprehend Motor Developmental aspects in Mental Retardation
- Develop competency in enhancing communication skills among children with Mental Retardation
- Demonstrate competency in working with multi-disciplinary team
- Narrate the procedure to provide refl, networking as well services to MR children

#### Course Content:

#### Unit 1: Physiological Aspects

10 Hrs

- 1.1 Neurological aspects — Autonomous Nervous System, Central Nervous System, Peripheral Nervous System.
- 1.2 Associated Impairments — Cerebral Palsy, Epilepsy, ADD, ADDH, Autism.
- 1.3 Genetic aspects
- 1.4 Endocrinal influences
- 1.5 Preventive measures

#### Unit 2: Developmental and Behavioural Aspects in Relation to Mental Retardation

10 Hrs

- 2.1 Developmental stages - Physical, social, cognitive, language, emotional and moral.
- 2.2 Developmental delays and their implications in the life cycle
- 2.3 Adaptive deficits - self-help areas, emotional, social cognitive and language areas
- 2.4 Behaviour Management: Functional analysis and strategies for intervention
- 2.5 Management of behaviour problems in the home. Ethical Issues in behaviour management

#### Unit 3: Communication Aspects

10 Hrs

- 3.1 Language, Speech and Communication: Concept and Definition
- 3.2 Speech Disorders: Types and Intervention
- 3.3 Language: Components Disorders and Intervention
- 3.4 Communication: Prerequisite skills, process, and disorders and intervention
- 3.5 Modes of communication: Alternative and Augmentative

#### Unit 4: Motor Aspects

10 Hrs

- 4.1 Gross motor and fine motor development and impairments
- 4.2 Neuromotor, eye-hand, sensory motor, perceptual motor difficulties
- 4.3 Locomotor/mobility related problems

- 4.4 Physiotherapy, occupational therapy - their implications and adaptations in classroom management
- 4.5 Activities to enhance motor functions in children with mental retardation

**Unit 5: Working with multi-Disciplinary Team**

**10 Hrs**

- 5.1 Personnel and parents involved in multi-disciplinary team
- 5.2 Nature of coordination with multi-disciplinary team
- 5.3 Referral agencies, linkages, networking and follow-up
- 5.4 Empowerment of families and mobilization of support
- 5.5 Need for inter-departmental linkages at State and national levels in the services for mentally retarded children

**Unit 6: Community Based Rehabilitation**

**10 Hrs**

- 6.1 CBR: concept and Definition
- 6.2 Scope of CBR
- 6.3 Models of CBR
- 6.4 Role of special educator/ family / community /person with disability/ in CBR
- 6.5 Challenges and implications

**Reference books**

1. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
2. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
3. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
5. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston : Allyn & Bacon
6. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
7. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Boston : Allyn & Bacon
8. Narayan, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.

9. Peshwaria, R. and Venkatesan. 5. (1992) Behavioural retarded children: A manual for Teachers. NIMH, Secunderabad.
10. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
11. Repp. A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego: Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi : Mittal Publication.
14. Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi, Reliance.
15. Narayan, J. (1999). Skill Training Series 1-9, NIMH Secunderabad.
16. Myreddi, V. & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, NIMH Secunderabad.
17. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
18. Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
19. Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
20. Video Films. (2002). Help them learn make it easy. NIMH, Secunderabad

**PAPER - 3**  
**CURRICULUM AND TEACHING STRATEGIES**

**60 Hrs**

**Objectives:**

After completing of the paper the Teacher Trainees will:

- Develop curricular guidance and instructional methods for children with MR
- Select the appropriate content area for various age level and severity levels
- Formulate the IEP and apply suitable strategy for the given group of children with Mental Retardation
- Demonstrate competency to train children with Mental Retardation in different co-curricular activity
- Describe various educational provision available for Mental Retardation children

**Course Content**

**Unit 1: Curriculum Development**

**10 Hrs.**

- 1.1 Curriculum: Concept, Definition, and aims
- 1.2 Principles of Curriculum Development
- 1.3 Approaches to Curriculum: Developmental, Ecological and Functional
- 1.4 Adaptation of curriculum
- 1.5 Emerging trends in Curriculum Development.

**Unit 2: Development of Educational program**

**10 Hrs.**

- 2.1 Instructional Design
- 2.2 Individualized educational Plan: Need and components
- 2.3 Development of goals: Long term, short term and specific objectives
- 2.4 Evaluation of Goals and Maintenance of Records
- 2.5 Conducting an IEP meeting

**Unit 3: Curriculum Content - Various Stages**

**10 Hrs**

- 3.1 Infancy (0-3years) Early intervention Preschool (3-6years) Sensory motor, Self help skills, Motor training, Communication and Socialization, Pre-academic skills
- 3.2 Functional Academics
- 3.3 School Level( 6-15years) Self help skills, Communication, Gross and fine motor skills, Functional academics, possibility of academic integration, concept of National Open School, functional communication, pre-vocation skills, social competency skills, pre-employment and occupational skills, domestic skills –
- 3.4 Prevocational (15- 18)years National Institute of Open School, Prevocational skills
- 3.5 Severe and Profound Retardation: Self help, Mobility, Communication, Leisure and Recreational, Prevocational/Vocational

#### **Unit 4: Teaching Strategies**

**10 Hrs**

- 4.1 Principles of Teaching in Special Education
- 4.2 Stages: in Learning: Acquisition Maintenance and Generalization, Concept Learning – Matching, Identification and Generalization
- 4.3 Teaching Approaches: Multi - Sensory Approach – VAKT, Behavioral Approach –Task Analysis, Chaining, Modeling, Shaping, Prompting and fading Reinforcement, Cognitive Approach - Cognitive Behavior Modification
- 4.4 Other Instructional Methods: Role play, Music, Art, Drama, Field trips
- 4.5 Teaching strategies for Severe and Profound Mentally Retarded: Task analysis, Positioning and handling, Adaptation of teaching learning materials, Re-structuring of the learning environment, use of Alternative and Augmentative devices

#### **Unit 5: Co-Curricular Activities**

**10 Hrs**

- 5.1 Relevance and Importance of co – curricular skills
- 5.2 Visual Arts (arts and crafts) and stimulation material
- 5.3 Performing Arts (dance, music, drama, mimicry, **puppetry**)
- 5.4 Physical education, yoga, play, sports and games, Leisure skills and recreational activities
- 5.5 Emerging trends and activities - Special Olympics, very special arts, special youth festivals, special national and international days

#### **Unit 6: Educational Provisions**

**10 Hrs**

- 6.1 Concept of normalization, integration, mainstreaming and inclusive education - their implications in educational program
- 6.2 Placement Options: Special schools, Residential schools, Special class in mainstream Settings, Itinerant and Resource Room
- 6.3 Vocational Training and Rehabilitation
- 6.4 Inclusive Model: SSA and NIOS
- 6.5 Social benefits and Schemes - State and Central governments, NGOs.

#### **Reference books**

1. Overton, T. (1992). Assessment in Special Education - An Applied Approach. New York McMillan.
2. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
3. Subba Rao, T.A, (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick, L. (1990), Speech Correction-An introduction to speech pathology and audiology. Eighth Edition, Prentice Hall.
5. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston : Allyn & Bacon.

6. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
7. Longone, J. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Boston : Allyn & Bacon.
8. Narayan, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
9. Peshwaria, R. and Venkatesan. S. (1992) Behaviour of retarded children: A manual for Teachers. NIMH, Secunderabad.
10. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
11. Repp. A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication
14. Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
15. Narayan, J. (1999). Skill Training Series 1-9. NIMH, Secunderabad,
16. Myreddi, V. & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, NIMH, Secunderabad.
17. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
18. Narayan J. (1990). Towards independence series 1 to 9. Secunderabad : NIMH, Secunderabad.
19. Narayan J. (2003) Educating children with learning problems in regular schools. NIMH, Secunderabad.
20. Video Films. (2002). Help them learn make it easy. NIMH, Secunderabad.

## **PAPER - 4**

### **METHODOLOGY OF TEACHING CHILDREN WITH LEARNING DIFFICULTIES IN AN INCLUSIVE SET UP**

**60 Hrs**

#### **Objectives:**

After completing the paper the students will:

- Develop competency to screen, Assessment of students with learning difficulties
- Develop competency in planning and implementing special education methodology and training for students with learning difficulties
- Develop competency in curriculum adaptations and implementing remedial education methodology for students with learning difficulties
- Organize Resource Rooms for students with learning difficulties

#### **Unit 1: Identification of children with Learning Problems (10 hrs)**

- 1.1 Educational challenges faced by children with MR, SLD, Emotional disturbances, ADHD/ADD, Autism, Sensory Disabilities and Locomotor Disabilities in the regular classroom
- 1.2 Process of Learning: Analyzing and locating areas of difficulty in the process of learning
- 1.3 Gathering Information: Teachers, Parents, Notebooks, Exam results
- 1.4 Screening and Assessment: Formal and Informal
- 1.5 Preparing a Report

#### **Unit 2: Organization of Resource Room (10 hrs)**

- 5.1 Orientation to regular school administration - relevance and importance.
- 5.2 Training and coordination with regular education system
- 5.3 Organizing resource rooms methods and material
- 5.4 Coordination with families, evaluation provisions
- 5.5 Record maintenance

#### **Unit 3: Organization and Development of an Inclusive Education Program (10 hrs)**

- 3.1 Sensitization of school staff at different levels
- 3.2 Sensitization of parents and community
- 3.3 Sensitization of regular students
- 3.4 Creating a barrier free environment (provisions for students with visual and hearing impairments)
- 3.5 Strategies to facilitate inclusion between regular and special needs students.

#### **Unit 4: Methodology of teaching Language (10 hrs)**

- 2.1 Assessment- formal, informal methods
- 2.2 modification of the curriculum



- 2.3 Planning a program
- 2.4 Instructional strategies / resources
- 2.5 Evaluation

**Unit 5: Methodology of Teaching Maths and concepts (10 hrs)**

- 3.1 Assessment- formal, informal methods
- 2.2 modification of the curriculum
- 2.3 Planning a program
- 2.4 Instructional strategies / resources
- 2.5 Evaluation

**Unit 6: Organization of a Resource Room (10 hrs)**

- 6.1 Developing a functional curriculum
- 6.2 Designing IEP
- 6.3 Scheduling for individual and group instruction
- 6.4 Designing activities to enhance social inclusion
- 6.5 Parental Involvement in the program

**Reference books**

1. Cark, G.M. & Kostoe, O.P. (1995) Career development and transition education for adolescents with disabilities (2nd edition). Boston : Allyn & Bacon
2. Eaves, R.C. & Mc Laughin, P.J. (1993) Recent advances in special education and rehabilitation. Boston : Andover Medical Publishers.
3. King - Sears, M.E. (1994) Curriculum based assessment in special education. San Diego: Singular Publishing Group, Inc.
4. Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992) A guide for educating mainstreamed students. Boston : Allyn & Bacon.
5. Narayan, J & Kutty, A.T.T. (1989) Handbook for trainers of the mentally retarded persons- Pre-primary level. NIMH, Secunderabad.
6. Shell, M.E.(1993). Instruction of students with severe disabilities (4th edition). Toronto : Maxwell Macmillan Canada.
7. West, C.K., Farmer, J.A. & Wolff, P.M. (1991). Instructional design. Implications from cognitive science. Englewood Cliffs (New Jersey) : Prentice Hall.

8. Longhorn, F. (1988) A sensory curriculum for very special people. A practical approach to curriculum planning. Souvenir Press (Educational and Academic) Ltd.
9. Carr, J & Collin, S (1992). Working towards independence – A practical guide to teaching people with learning disabilities. London : Jessica Kingsley.
10. Hulme, C. (1992). Working memory and severe learning difficulties. Hove, Lawrence. Erlbawn.
11. Hogg, J. (1994). Making leisure provision for people with profound learning and multiple disabilities. London : Lhapman, California.
12. Farmer, R. (1994) changing services for people with learning disabilities. California Singular Pub. Group Allied, Hyderabad.
13. Smith, C.R. (1994). Learning Disabilities : The interaction of learner task & setting (3rd edition). Boston : Allyn & Bacon
14. Michales, C.A (1994). Transition strategies for persons with learning disabilities. California, Singular Pub. Group.
15. Sinha. B.L. (2001). Teaching learning & human behaviour. Anmol, New Delhi.
16. Hoover, J.J. (1995). Teaching students with learning problems to use study skills - A teachers guide.
17. Lokananda Reddy, G. et. al. (2000). Learning disabilities: A practical guide to Practitioners. Discovery Pub House, New Delhi.
18. Rourke, B.P. and Del Dotto, J.E. (1994). Learning Disabilities : A Neuro-Psychological Perspective. Sage Pub, New Delhi.
19. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
20. Narayan J. (1990). Towards independence series 1 to 9. Secunderabad : NIMH, Secunderabad.
21. Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
22. Video Films. (2002). Help them learn make it easy. NIMH, Secunderabad.

## COURSE CONTENT FOR PRACTICUM

1.	Educational assessment and program planning (IEP) for at least 2 children with MR	<b>(120 Hrs.)</b>
2.	a) 18 observations each for children in special schools & 18 observations for children in an inclusive set up b) Classroom teaching of children with mental retardation at various levels from preprimary, primary, secondary, prevocational levels. A total of 30 lessons should be taught including 12 curricular and 8 co-curricular lessons, using suitable methods and materials.	<b>(150 Hrs.)</b>
3.	Practical training in co-curricular activities (participatory learning) yoga, visual arts or performing arts (music, dance, drama), sports and games, art and craft recreation and leisure activities.	<b>(100 Hrs.)</b>
4.	Preparation of learning aids	<b>(40 Hrs.)</b>
5.	Skill training in Mental Retardation and additional disability areas such as Autism, Cerebral Palsy and sensory impairments (HI & VI).	<b>(50 Hrs.)</b>
6.	(a) Organization of Resource room (b) Resource room teaching of children with learning problems in regular schools. A minimum of 30 lessons (10 Maths, 10 English, 10 Regional Language/Hindi) must be taught, following educational assessment and suitable programming – methods and materials.	<b>(120 Hrs.)</b>
7	a) Organization of Resource room b) Resource room teaching of children with learning problems in regular schools or inclusive schools. A minimum of 15 lessons must be taught, following educational assessment and suitable programming - methods and materials.	<b>(100 Hrs.)</b>
8.	a) Observation in regular classrooms for language teaching b) Teaching language to regular primary classes (choice of language left to the students - English/Hindi/Telugu). A minimum of 10 lessons with suitable teaching learning materials. c) Teaching of 10 subject classes opted at graduation level.	<b>(100 Hrs.)</b>

\*\*\*\*\*