

**B.ED. SPECIAL EDUCATION**  
**(Mental Retardation)**

**Syllabus**

2014 -15

**Affiliated to**  
**West Bengal State University, Barasat**

**&**

**Approved by**  
**Rehabilitation Council of India**



**NIMH Regional Center**

B.T.Road, Bonhooghly

Kolkata 700090

**B.Ed Special Education (Mental Retardation)  
(One Year Course)**

**STRUCTURE OF THE COURSE**

**THEORY**

Common	Paper - I	:	Education in India - A Global Perspective
Common	Paper - II	:	Educational Psychology and Persons with Disabilities
Common	Paper - III	:	Educational Planning Management Curriculum Designing and Research
Specialization	Paper - I	:	Identification and Assessment of Persons With Mental Retardation
Specialization	Paper - II	:	Mental Retardation - Its Multidisciplinary Aspect.
Specialization	Paper - III	:	Curriculum and Teaching Strategies.
Specialization	Paper - IV	:	Methodology of Teaching Children with Learning Difficulties in an Inclusive set up.
Methodology	Paper- I	:	Teaching of English / Bengali
Methodology	Paper – II	:	Teaching of Mathematics/ Social Science / LifeScience

**PRACTICUM**

Paper - I	:	Individualized Education Programme (IEP) - 1
Paper – II	:	Individualized Education Programme (IEP) - 2
Paper- III	:	Group Teaching in Special School
Paper - IV	:	Group Teaching in Resource room
Paper - V	:	Preparation of Teaching Learning Material and Technology Integrated Lessons
Paper VI	:	Practice Teaching in English/ Bengali
Paper VII	:	Practice Teaching in Mathematics/ Social Science/ Life Science

**B.Ed Special Education (Mental Retardation)**

**Scheme of Examination**

Papers Title		Hours	Marks			Total Marks
			Internal	External	Total	
<b>Common Papers</b>						300
1	Education in India - A Global Perspective	90	20	80	100	
2	Educational Psychology and Persons with Disabilities	90	20	80	100	
3	Educational Planning Management, Curriculum Designing and Research	90	20	80	100	
<b>Total</b>		<b>270</b>				
<b>Specialization papers</b>						400
4	Identification and Assessment of persons with Mental Retardation	90	20	80	100	
5	Mental Retardation - Its Multidisciplinary Aspect.	90	20	80	100	
6	Curriculum and Teaching Strategies.	90	20	80	100	
7	Methodology of Teaching children with learning difficulties in an inclusive set up.	90	20	80	100	
<b>Total</b>		<b>360</b>				
<b>Theory Total</b>		<b>630</b>				<b>700</b>
<b>Practical Papers</b>						
1	Individualized Education Programme (IEP) - 1	200	120	80	200	
2	Individualized Education Programme (IEP) - 2	200	100	50	150	
3	Group Teaching in Special School	100	120	80	200	
4	Group teaching in resource room	100	120	80	200	
5	Preparation of Teaching Learning Material (TLM) and Technology Integrated lessons	100	50	-	50	
<b>Total Hours</b>		<b>700</b>				
<b>Total Practicum</b>						<b>800</b>
<b>Grand Total</b>						<b>1500</b>

**COMMON PAPER - I**  
**EDUCATION IN INDIA: A GLOBAL PERSPECTIVE**

**Objectives**

After studying this paper, the student teachers are expected to acquire basic knowledge on the following

1. The history, nature, process and philosophy of education.
2. The aims and functions of education in general and special education in particular.
3. Various systems of education with reference to general and special education.
4. Various roles of educational agencies in India.
5. 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 and special education.**

- 1.1 Definition of Education
- 1.2 Aims and Functions of Education
- 1.3 Educational implications of Idealism, Naturalism, Pragmatism and Humanism
- 1.4 Constructivism in Education
- 1.5 Concept, nature and functions of Special Education and Inclusive Education.

**Unit 2: Commissions Acts and Policies**

- 2.1 Over view of commissions, Acts and Policies - National Policy on Education 1986, and 1992 Programme of Action SSA, Right to Education Act
- 2.2 Rehabilitation Council of India (RCI) Act, Integrated Education for Disabled Persons (IEDS), Persons with Disability Act 1995, National Trust Act 1999, Biwako Millennium-Framework and their implications to Special education
- 2.3 IYDP, UNCRPD- Framework and implications to Special Education

### **Unit 3: Education in the Social Context and Modern Ethos**

- 3.1 Meaning of the concepts: Formal, Informal and Non-formal Education, Functional Literacy, continuous and Life Long Education, Open learning and distance education.
- 3.2 Values and Ethics in education- Democracy, socialism and secularism.
- 3.3 Human rights and its constitutional provisions.

### **Unit 4: Educational Agencies for the National Development**

- 4.1 Globalization and Educational challenges.
- 4.2 Role of home, community school, society, and mass media.
- 4.3 Role of Governmental agencies in general and special education: NCERT, SCERT, RCI, NCTE.
- 4.4 National and International organizations: UNICEF, UNESCO, WHO, UNDP and National Institutes.

### **Unit 5: Introduction to Various disabilities**

- 5.1 Concept of impairment, disability and participation restrictions and their implications
- 5.2 Blindness and Low vision – definition, prevalence, causes and prevention, Characteristics and classification, referral.
- 5.3 Hearing Impairment - definition, prevalence, causes and prevention, Characteristics and classification, referral.
- 5.4 Loco motor disabilities- definition, prevalence, causes and prevention, Characteristics and classification, referral.
- 5.5 Mental Retardation and Mental Illness- definition, prevalence, causes and prevention, Characteristics and classification, referral.

### **Unit 6: Emerging trends in Special and Inclusive Education**

- 6.1 Concepts and principles of inclusion.
- 6.2 Inclusive Education: A right based model
- 6.4 Role of special schools and special teachers/educators in facilitating inclusive education and special 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.

## COMMON: PAPER - II

### EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

#### Objectives

After studying this paper, the student teachers are expected to acquire basic knowledge on the following

1. Concepts and principles of growth and development.
2. Various theories of learning and their implications to the disabled.
3. Concepts of intelligence and aptitude in general and with specific reference to the PWDs.
4. Concept of personality and mental health and their implications to the PWDs
5. Meaning and techniques of guidance and counseling in general and with special reference to the PWDs

#### Course Content

##### Unit 1: Introduction to Psychology

- 1.1 Definition, Nature and Scope of Psychology.
- 1.2 Educational psychology: scope, role and relevance for teachers.
- 1.3 Role of educational psychology in general and special education.

##### Unit 2: Growth and Development

- 2.1 Definition and Principles of Growth and Development.
- 2.2 Role of Heredity and Environment on growth and Development
- 2.3 Developmental Areas- Physical, Social, Cognitive, language and moral.
- 2.4 Areas of development- cognitive, moral, psychosocial

##### Unit 3: Cognitive Aspect

- 3.1. Attention, Sensation and Perception and its implications to education.
- 3.2. Memory and Forgetting strategies for enhancing memory.
- 3.3. Motivation: Definition and Theories (Maslow and Mccellard theory).

##### Unit 4: Learning

- 4.1 Definition of Learning.

- 4.2 Domains and factors affecting learning.
- 4.3 Theories of learning - classical conditioning,
  - Trial and error learning,
  - Operant conditioning
  - Insight learning and
  - Social learningAnd their implications to special education.
- 4.4 Concept formation.

### **Unit 5: Intelligence, Aptitude and Creativity**

- 5.1 Definition of intelligence and Theories of intelligence –One, two, multi factor theories.
- 5.2 Concept of multiple intelligence and Emotional intelligence.
- 5.4 Concept of Creativity, its process, characteristics of creative people, and teacher's role in stimulating creativity.
- 5.4 Introduction to Psychological testing – objectives, principles and tests of Intelligence, Aptitude and creativity (SFB., WISC-R, CPM/SPM, DAT, DST,)
- 5.5 Implications of the above with regard to various disabilities.

### **Unit 6: Personality**

- 6.1 Meaning and Definition of personality.
- 6.2 Theories of personality – Type Theory, Trait Theory and Psychoanalysis
- 6.3 Frustration and conflict, defense mechanisms and behavior deviations,

### **Unit 7: Guidance and Counseling**

- 7.1 Meaning nature and scope of guidance and counseling and Difference between guidance & counseling.
- 7.2 Approaches and techniques of guidance and counseling with reference to various disabilities.
- 7.3 Areas of Counseling- School counseling/ vocational counseling/Parental and Family counseling



## 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

**COMMON: PAPER - III**

**EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH**

**Objectives:**

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

1. Meaning need and scope of educational management.
2. Concept and meaning of curriculum and instructional strategies.
3. Concept, meaning, scope and types of educational technology.
- 4 Need and scope of educational research.
5. Meaning, scope and types of educational evaluation.

**Course Content**

**Unit 1: Educational Management**

- 1.1 Definition, Need, Scope of Educational Management.
- 1.2 Concept and Principles of Institutional Planning and Management,
- 1.3 Inspection, supervision and monitoring.
- 1.5 Institutional Organization, Administration and Evaluation.
- 1.6 Types of Leadership and Organizational Climate

**Unit 2: Curriculum and Instruction**

- 2.1 Definition, Meaning and Factors affecting Curriculum,
- 2.2 Principles of curriculum development.
- 2.3 Curriculum Development and role of teacher.
- 2.4 Theories of instruction – Bruner and Gagne.
- 2.5 Approaches to instruction -cognitive, behavioral, and eclectic

**Unit 3: Co-curricular Activities and Instructional Strategies 15 Hrs.**

- 3.1 Types and importance of co-curricular activities and disability wise curricular and co-curricular adaptations
- 3.2 Instructional Designs – Micro and Macro design.
- 3.3 Organizing individual, peer, small group, large group instructions.
- 3.4 Development of teaching materials -aids and appliances and other equipment

#### **Unit 4: Educational Technology**

- 4.1 Definition, meaning and scope of educational technology and information and Communication Technology (ICT).
- 4.2 Significance and classification of audio-visual aids in teaching and Multi media Approach 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.
- 4.5 TLM: Importance, need and guidelines on use of TLM with reference to various Disabilities.

#### **Unit 5: Educational Research**

- 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- Observation, interview and questionnaire
- 5.5 Thrust areas of research in Special education.

#### **Unit 6: Educational Evaluation and Statistics**

- 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 Representation of data – Tables, graphs (polygon and histogram), 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.
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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.
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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.
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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 - I**  
**IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL**  
**RETARDATION**

**Objectives:**

After studying this paper, the student teachers are expected to acquire basic knowledge on the following

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

**Course Content**

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

- 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**

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

### **Unit 3: Assessment and Evaluation**

- 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 Approaches of Evaluation – formative and summative
- 3.5 Interpretation of assessment results and program, reporting.

### **Unit 4: Assessment of Adaptive Behavior**

- 4.1 Tools for assessment of Adaptive Behavior
- 4.2 Indigenous tools for assessment
- 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**

- 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 practices
- 5.5 Sex Education and Marriage

### **Unit 6: Transitional and Vocational Assessment**

- 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.

**SPECIALIZATION: PAPER - II**  
**MENTAL RETARDATION - ITS MULTIDISCIPLINARY ASPECT**

**Objectives:**

After studying this paper, the student teachers are expected to acquire basic knowledge on the following

1. Physiological aspect of Mental Retardation
2. Motor Developmental aspects in Mental Retardation
3. Develop competency in enhancing communication skills among children with Mental Retardation
4. Demonstrate competency in working with multi-disciplinary team
5. Narrate the procedure to provide reflection, networking as well services to MR children

**Course Content:**

**Unit 1: Physiological Aspects**

- 1.1 Neurological aspects — Autonomous Nervous System, Central Nervous System, Peripheral Nervous System.
- 1.2 Genetic aspects
- 1.3 Endocrinal influences
- 1.4 Preventive measures



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

- 2.1 Developmental delays and their implications in the life cycle
- 2.2 Adaptive deficits - self-help areas, emotional, social cognitive and language areas
- 2.3 Concept of Common Behaviour Problems in children, Maladaptive Behaviour  
Functional Analyses; Behaviour Management Program (Punishment and Non –  
Punishment Techniques); Evaluation of Behaviour Management Programme
- 2.4 Management of behavior problems in the home and classroom situation. Ethical  
Issues in Behavior management.

## **Unit 3: Communication Aspects**

- 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**

- 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**

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

## **Unit 6: Community Based Rehabilitation (CBR)**

- 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.
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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.
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17. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
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**SPECIALIZATION: PAPER - III  
CURRICULUM AND TEACHING STRATEGIES**

**Objectives:**

After studying this paper, the student teachers are expected to acquire basic knowledge on the following

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

**Course Content**

**Unit 1: Curriculum Development 15 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**

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**

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, possibility of academic integration, functional communication, pre-vocation skills, social competency skills, pre- employment and occupational skills, domestic skills.

3.4 Prevocational (15- 18) years - Prevocational skills

3.5 Severe and Profound Retardation: Self help Mobility, Communication, Leisure and Recreational, Prevocational/Vocational

## **Unit 4: Teaching Strategies**

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 15 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**

- 6.1 Concept of normalization, integration, mainstreaming and inclusive education - their Implications in educational program
- 6.2 Denos cascade for educational placement Options. Special schools, Residential schools, Special class in mainstream Settings, Itinerant teacher and Resource Room
- 6.3 Vocational Training and Rehabilitation
- 6.4 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.

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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
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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.
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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.

**SPECIALIZATION: PAPER - IV**  
**METHODOLOGY OF TEACHING CHILDREN WITH LEARNING DIFFICULTIES IN AN**  
**INCLUSIVE SET UP**

**Objectives:**

After studying this paper, the student teachers are expected to acquire basic knowledge on the following

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

**Unit 1: Identification of children with Learning Problems**

- 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**

- 2.1 Orientation to regular school administration - relevance and importance.
- 2.2 Training and coordination with regular education system
- 2.3 Organizing resource rooms methods and material
- 2.4 Coordination with families, evaluation provisions
- 2.5 Record maintenance

### **Unit 3: Organization and Development of an Inclusive Education Program**

- 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**

- 4.1 Assessment- formal, informal methods
- 4.2 Modification of the curriculum
- 4.3 Planning a program
- 4.4 Instructional strategies / resources
- 4.5 Evaluation
- 4.6 Similarities and differences among English and Indian Language (Bengali / Hindi)

### **Unit 5: Methodology of Teaching Mathematics and concepts (15 hrs)**

- 5.1 Assessment- formal, informal methods
- 5.2 modification of the curriculum
- 5.3 Planning a program
- 5.4 Instructional strategies / resources
- 5.5 Evaluation

### **Unit 6: Organization of a Resource Room**

- 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

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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.
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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.

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## **B.Ed Special Education (MR) Practical**

### **Practical Paper-I Individualized Education Programme (IEP) - 1**

#### **OBJECTIVES**

On completion of this practical paper, the trainee will be able to

- Conduct special education assessment using appropriate assessment tools and plan individualized educational program (IEP)
- Develop appropriate teaching learning materials
- Implement, and evaluate and record the performance level of the students.

#### **Procedure**

Each student trainee will be allotted 2 cases with mental retardation varying in severity levels (one mild/moderate, one severe/profound). The cases may belong to pre-primary to pre-vocational level. Before starting the practical the concerned coordinator will give theoretical input on various types of assessment tools used in education and training of children with mental retardation. In addition theoretical input is given on IEP, development of teaching learning material and teaching strategies. Before the allotment of the cases the coordinator will demonstrate the assessment procedures of assessing the children with mental retardation. The IEP's prepared by the students' trainee should be corrected by the supervisor before teaching the skills.

The student trainees will prepare the assessment kit and will assess the allotted cases and submit the assessment report in consultation with the respective class teacher and the coordinator, the student trainee will select the tasks for planning IEP. The students are expected to give Behavior and therapeutic management for the cases.

After completion of the case study the student is expected to submit an IEP record which will have details such as – case history, assessment, programme planning (IEP's), implementation, evaluation, conclusion and suggestion.

## **Practical Paper-II Individualized Education Programme (IEP) - 2**

### **OBJECTIVES**

On completion of this practical paper, the trainee will be able to

- Conduct special education assessment using appropriate assessment tools and plan individualized educational program (IEP) for children having associated disability.
- Develop appropriate teaching learning materials
- Implement, and evaluate and record the performance level of the students.

### **Procedure**

Each student trainee will be allotted 01 case with mental retardation varying in severity levels (one mild/moderate, one severe/profound) and having associated disability. The cases may belong to pre-primary to pre-vocational level. Before starting the practical the concerned coordinator will give theoretical input on various types of assessment tools used in education and training of children with mental retardation. In addition theoretical input is given on IEP, development of teaching learning material and teaching strategies. Before the allotment of the cases the coordinator will demonstrate the assessment procedures of assessing the children with mental retardation. The IEP's prepared by the students' trainee should be corrected by the supervisor before teaching the skills.

. The student trainees will prepare the assessment kit and will assess the allotted cases and submit the assessment report in consultation with the respective class teacher and the coordinator, the student trainee will select the tasks for planning IEP. The students are expected to give Behavior and therapeutic management for the cases.

After completion of the case study the student is expected to submit an IEP record which will have details such as – case history, assessment, programme planning (IEP's), implementation, evaluation, conclusion and suggestion.

## **Practical Paper-III**

### **Group Teaching – Special School**

#### **OBJECTIVES**

On completion *of* this practical paper, the trainee will be able to

- Plan lessons based on individual child's performance.
- Organize the physical setup and manage children in the class room.
- Present the teaching learning material appropriately.

#### **Procedure**

Each student trainee is expected to plan and teach 20 lessons. Among them 12 curricular; reading (3), writing (3), number (2), time (2), money (2) and 8 co-curricular PT/ yoga (1), games (1), music (1) home management / occupational skills (3) art and craft (2). Before beginning of the practical the practical coordinator will conduct two demonstration classes.

Each student is given 20 topics as suggested above and will be asked to prepare the lesson plans. Each lesson plan will have the following details-name of the school, demographic detail, (name of the student, name of the class to be taught, number of students in class, date, and time),core area/domain, topic/task, skill/activity, current level/baseline, specific objective, classroom arrangement, materials used, motivation, teaching procedure, teacher's activity, learner's activity, self-evaluation, supervisors remarks. The planned lessons by the student trainee should be certified by the coordinator before teaching. Each lesson will be observed by the coordinator and also by two to three peer tutors. Feedback will be given by the peer tutors and the supervisor after completion of the teaching practice. Each student will be allotted 4 lessons for peer observation.

**Practical Paper- IV**  
**Group Teaching – Resource Room**

**OBJECTIVES**

On completion of this practical paper, the trainee will be able to

- Assess and identify the learning problems in reading, writing, and arithmetic.
- Plan lessons to remediate the problems faced by the students in regular class.

**Procedure:**

Each student trainee is expected to plan and teach 24 lessons (8 Math, 8 English and 8 Bengali/Hindi). Before beginning of the practical the practical coordinator will give theoretical input on use of Grade Level Assessment Tool (GLAD) and will also demonstrate the procedure of conducting the assessment, and diagnosis. A minimum of 4 to 5 students whose performance is below average in the subjects will be allotted to each student trainee. The students will assess the given students using GLAD and will prepare the report. Following this student's will prepare remedial lessons in consultation with the practical supervisor based on individual's students' performance. All the prepared lessons along with the teaching learning material should be certified by the practical coordinator before teaching practice by the students. All the lessons will be supervised by the practical coordinator and the feedback will be given after the teaching practice. All 30 lessons will be considered for marking the performance of the student trainee.

**Practical Paper-V**

**Preparation of Teaching Learning Material (TLM) and Technology Integrated lessons**

**100 Hours**

**OBJECTIVES**

On completion of this practical paper, the trainee will be able to:

- Preparation of Assessment Kit
- Select and prepare appropriate individualized TLM for children with mental retardation and also children having learning problems.
- Preparation of 5 innovative Teaching learning materials.

**Procedure:**

The student trainees are expected to prepare TLM for IEP, Group Teaching in Special School and Regular school, for teaching children individually and in groups and resource room teaching. The students are also expected to prepare 5 TLM individually and prepare a record. The TLM prepared by the students should be evaluated continuously. The respective supervisors of the practical will be marking separately for practical papers.

Every student is exposed to 30 hours of orientation on basics of computers. They are given 30 hours of instruction by the faculty on MS-office- (MS-Word, Power point, Excel, Access, and Publisher). And they are also exposed to Internet surfing and e-mail to down load internet resources to use in their lessons. The students are expected to prepare a PowerPoint presentation for children with mental retardation.

**Practical Paper-VI****Practice Teaching in English/ Bengali**

Each student trainee is expected to plan and teach 15 lessons in English/ Bengali with proper lesson plans and teaching learning materials. All the lessons will be supervised by the practical coordinator and the feedback will be given after the teaching practice. All 15 lessons will be considered for marking the performance of the student trainee.

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**Practical Paper-VII****Practice Teaching in Mathematics/Social Studies/ Life Science**

Each student trainee is expected to plan and teach 15 lessons with proper lesson plans and teaching learning materials. All the lessons will be supervised by the practical coordinator and the feedback will be given after the teaching practice. All 15 lessons will be considered for marking the performance of the student trainee.

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