

SOLAPUR UNIVERSITY SOLAPUR

SYLLABUS FOR JUNE 2015-16

**BACHELOR OF EDUCATION – SPECIAL EDUCATION**

**(MENTAL RETARDATION)**

**(B.Ed.Spl.Edn.(MR))**

(Introduction from June 2015-16 Onwards)

**SOJAR TEACHER TRAINING CENTER (B.Ed.M.R.)**

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# **Curriculum Framework**

## **Bachelor of Education - Special Education B.Ed.Spl.Ed.**

### **Norms, Regulations & Course Content**

**May, 2015**

**Effective from Academic Session 2015-16  
Two Years Duration**



**आरक्षित पुनर्वास परिषद**

**Rehabilitation Council of India  
B-22, Qutab Institutional Area,  
New Delhi - 110 016**

**Email: [rehabstd@nde.vsnl.net.in](mailto:rehabstd@nde.vsnl.net.in), [rehcouncil delhi@bol.net.in](mailto:rehcouncil_delhi@bol.net.in)  
[www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in)**

# **Disability Specialization**

**MENTAL RETARDATION  
/ INTELLECTUAL  
DISABILITY**

# ASSESSMENT AND IDENTIFICATION OF NEEDS

Course code: C 12

Credits: 04

Contact Hours: 60

Marks: 100

## Objectives

After completing the course student-teachers will be able to

- *Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.*
- *Understand various procedures, areas and approaches of assessment and their relevance.*
- *Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at pre school level.*
- *Get familiarized assessment tools for independent living, provisions and schemes for vocational skills development and implication of assessment.*
- *Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.*

## Unit 1: Intellectual Disability - Nature and Needs

- 1.1 Historical Perspective of Intellectual Disability (ID)
- 1.2 Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995, RPD bill (Proposed), DSM (Latest)
- 1.3 Etiology Causes and Prevention
- 1.4 Classification – Medical, Psychological, Educational (Recent) and ICF
- 1.5 Screening, Identification, Characteristics and Needs of PwID

## Unit 2: Assessment

- 2.1 Concept, Meaning, Definition and urpose of Educational assessment
- 2.2 Methods of Assessment - Observation, Interview and Rating Scale
- 2.3 Types and Approaches - NRT, CRT, CBA & Teacher Made Tests
- 2.4 Areas of Assessment - Medical, Psychological, Educational, Behavioural & – Ecological
- 2.5 Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion

## Unit 3: Assessment at Pre-School and School levels

- 3.1 Importance of Assessment at Pre- School and School level
  - 3.2 Developmental and Adaptive Behaviour Assessment
  - 3.3 Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP
  - 3.4 Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale
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3.5 Documentation of assessment, Result interpretation & Report writing– Implication of class level assessment & its relation to Inclusion with resource support

#### **Unit 4: Assessment at Adult and Vocational levels**

- 4.1 Significance of Assessment for Independent living of PwIDs
- 4.2 Assessment for Transition from School to Work
- 4.3 Assessment Tools for Independent Living –BASAL-MR, VAPS
- 4.4 Provisions & Schemes of MoSJE for Vocational Skill Development
- 4.5 Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living

#### **Unit 5: Assessment of Family Needs**

- 5.1 Significance of psychosocial needs and its assessment in family
- 5.2 Assessment of parental needs and its implication in planning IFSP
- 5.3 Assessment of siblings and its implication in planning IFSP
- 5.4 Assessment of extended families needs and its implication in planning IFSP
- 5.5 Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

#### **Course Work/ Practical/ Field Engagement (Any one)**

##### **Camp/ Community Mode**

- To conduct awareness programs on MR/ID in urban/ rural areas
- To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers
- To conduct advocacy program for PwIDs

##### **School Mode**

- To organise workshops for Parents, Siblings, Peer Group.
- To conduct awareness program on Skill Development for PwID
- To organize skill development program for PwID in a project mode
- To organize events for co-curricular activities
- To organise exhibition on subject TLMs related to maths, language, science, etc.

##### **Clinical Mode**

- Presentation of Case Study on Behaviour Modification
- To organize workshops for preparing Teacher Made Tests, Identification tools, TLM Kits, Report Writing, Schedules for parental and service user feedback.
- To present Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related to disability

## Essential Readings

- Baine, D. (1988). *Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction*. University of Alberta, Alberta,
- Evans, P. & Verma, V. (Eds.) (1990). *Special Education. Past Present and Future*.
- *Improving instruction*. Allyn & Bacon, Boston.
- Longone, (1990). *Teaching Retarded learners Curriculum and Methods for Mental retardation*, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). *Functional Academics for students with Mild*
- Myreddi, V., & Narayan, J. (2004). *FACP – PMR*, NIMH, Secunderabad.
- Narayan, J. (1990). *Towards independence series 1 to 9*. NIMH, Secunderabad
- Narayan, J. (2003) *Educating children with learning problems in regular schools*
- Narayan, J. (2003) *Grade Level Assessment Device for Children with Learning Problems in Regular Schools*, NIMH, Secunderabad
- Narayan, J., Myreddi, V. Rao, S. (2002) *Functional Assessment Checklist for NIMH*, Secunderabad.
- Overton, T. (1992). *Assessment in Special Education: An Applied Approach*. New Jersey
- Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi, Vikas
- Repp, A.C. (1983) *Teaching the Mentally Retarded*, New Jersey, Prentice Hall The Faimmer Press. York McMillan.

## Suggested Readings

- Myreddi, V., & Narayan, J. (1998). *Functional Academics for students with mental retardation - A guide for teachers*. Secunderabad: NIMH.
- Narayan, & Kutty, A.T.T. (1989). *Handbook for Trainers of the Mentally Retarded persons Pre-primary level*. NIMH, Secunderabad.
- Narayan, J. (Ed.) (1999). *School readiness for children with special needs*. Secunderabad, NIMH.
- Peshwaria, R., & Venkatesan. (1992). *Behavioural approach for teaching mentally retarded children :A manual for teachers*, NIMH, Secunderabad
- Polloway, E.A., & Patton, J.R. (1993). *Strategies for teaching learners with special needs*. New York: Macmillan Publishing Company.
- Pun, M. & Sen A.K. (1989) *Mentally Retarded Children in India*.
- Romila, S. (1997). *School Readiness programme*. New Delhi: NCERT
- Sharma, P. (1995). *Basics on Development and Growth of a child*, New Delhi
- Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Retarded Children*

- Taylor, R.L. (1993). **Assessment of Exceptional Students Educational and**
- Van Riper, C.A. and Emerick. L. (1990). **Speech Correction-An introduction to speech**
- Video Films. (2002). **Help them learn make it easy, NIMH, Secunderabad.**

#### **Unit 4: Curriculum Adaptations**

- 4.1 Need for Curricular Adaptation, Accommodation and Modification
- 4.2 Adaptation, Accommodation and Modification for Pre-academic Curriculum
- 4.3 Adaptation, Accommodation and Modification for Academics Curriculum
- 4.4 Adaptation, Accommodation and Modification for Co-Curriculum
- 4.5 Adaptation, Accommodation and Modification for School Subjects

#### **Unit 5: Curriculum Evaluation**

- 5.1 Concept, Meaning, Definition of Curriculum Evaluation
- 5.2 Types and Approaches of Evaluation
- 5.3 Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System
- 5.4 Differential evaluation of PwID in inclusive setup
- 5.5 Implications of evaluation for inclusion

#### **Course Work/ Practical/ Field Engagement (Any One)**

##### **Special/ Inclusive schools**

To prepare need based curriculum for training in

- ADL Skills
- School Readiness
- Transition from School to Work
- Movement/Dance/Yoga/Sports skills
- Computer usage
- House Keeping/ Laundry
- Gardening / Horticulture
- Creative / Performing Arts

##### **Essential Readings**

- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
  - Bos, C.S. & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Boston: Allyn and Bacon.
  - Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System.
  - Luftig, R.L. (1949). Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies. Library of Congress Cataloging-in-publications data.
  - Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
  - Myreddi, V. & Narayan, J. (2005) FACP – PMR, NIMH, Secunderabad.
  - Narayan, J. (1996). Towards independence series 1 to 9. NIMH, Secunderabad.
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- Narayan, J. (2003) .Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V.,& Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New York McMillan.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall

### **Suggested Readings**

- King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
- Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- Peshwaria, R. and Venkatesan. (1992) Behavioural retarded children A manual for teachers. NIMH, Secunderabad.
- Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication.
- Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall
- Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

# INTERVENTION AND TEACHING STRATEGIES

Course code: C 14

Credits: 04

Contact Hours: 60

Marks: 100

## Objectives

After completing the course student-teachers will be able to

- *Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.*
- *Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.*
- *Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.*
- *Understand nature and identification maladaptive behaviour and develop insight into various modes of its management.*
- *Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.*

## Unit 1: Intervention

- 1.1 Concept, Significance, Rationale, Scope, Advantages of Early Intervention
- 1.2 Types of Early Intervention
- 1.3 Intervention Techniques
- 1.4 Record Maintenance and Documentation
- 1.5 Implication of Early Intervention for pre-school Inclusion

## Unit 2: Individualised Education Programme

- 2.1 Need, Importance and Historical Perspective of IEP
- 2.2 Steps and Components of IEP
- 2.3 Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
- 2.4 IFSP – Planning and writing
- 2.5 Application of IEP for Inclusion

## Unit 3: Teaching Strategies and TLM

- 3.1 Stages of Learning
  - 3.2 Principles of Teaching
  - 3.3 Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
  - 3.4 Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method
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### 3.5 Development and Use of TLM for ID

#### **Unit 4: Intervention for Mal-adaptive Behaviour**

- 4.1 Definition and types of Mal-adaptive behaviour
- 4.2 Identification of Mal-adaptive behaviour
- 4.3 Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour - Techniques (CBT)
- 4.4 Management of Mal-adaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community
- 4.5 Ethical Issues in behaviour management and implications for Inclusion

#### **Unit 5: Therapeutic Intervention**

- 5.1 Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention
- 5.2 Physiotherapy – Definition, Objective, Scope, Modalities and Intervention
- 5.3 Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
- 5.4 Yoga and Play therapy – Definition, Objective, Scope and Intervention
- 5.5 Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

#### **Course Work/ Practical/ Field Engagement (Any One)**

##### **Special/ Inclusive Schools/ Institute**

- To deliver Modular/ Thematic lecture on relevant topic
- To organise competitions for co-curricular activities at Local, District and State level
- To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

#### **Essential Readings**

- Alberto, P.A. & Trontman, A.C. (1995). Applied Behaviour Analysis for Teachers (4th edition). London: Merrill Publishing Company.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future.
- Gardner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & Distributors.
- Jacobs, K (1996). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.

- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
- Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for programming
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall King-
- Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
- Shesborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.
- Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
- Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

### Suggested Readings

- A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
- David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.

- Jackman H.L. (1999). *Sing Me a Story: Tell Me a Song*. California: Crown Press, Inc.
- Mastropieri S. (1987). *Effective Instruction for Special Education*, Little, Brown and Company, Inc.
- Narayan, & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level*. NIMH, Secunderabad.
- Peshwaria, R. and Venkatesan. 5. (1992) *Behavioural retarded children A manual for Publication*.
- Pun, M. & Sen A.K. (1989) *Mentally Retarded Children in India*. New Delhi.
- Robert A. Gable and Steven F.W. (1993). *Strategies for Teaching Students with Mild to Severe Mental Retardation*, London and Philadelphia: Jessica Kingsley Publisers.
- Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Teachers*. NIMH, Secunderabad.
- Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edition, Prentice Hall.

# TECHNOLOGY AND DISABILITY

Course code: C 15

Credits: 04

Contact Hours: 60

Marks: 100

## Objectives

After completing the course student-teachers will be able to

- *Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.*
- *Understand nature of ICT, its basis, development and use.*
- *Use computer programme and software for the benefit of children with ID.*
- *Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.*
- *Apply technology for developing lesson plan and adapted assistive devices.*

## Unit 1: Technology in Education and Instruction

- 1.1 Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
- 1.2 Educational Technology and Instructional Technology – Role and Recent Trends.
- 1.3 Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.
- 1.4 Differential Instruction, Universal Design of learning and Individualised Instruction.
- 1.5 Implication of the above for inclusion.

## Unit 2: ICT

- 2.1 ICT – Meaning, Definition, Scope and Significance
- 2.2 Psychological bases for ICT among teachers and learners
- 2.3 Development of ICT – Stages, Requirement and Process
- 2.4 Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference
- 2.5 Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

## Unit 3: Use of Multimedia in Education

- 3.1 Multi Media - Meaning, Nature, Scope, Definition and Approches.
- 3.2 Types of Instructional Aids: Projected & non-projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys
- 3.3 Advantages, Limitations and Challenges of Using Multi media in Education
- 3.4 Recent Trends in Multimedia
- 3.5 Implication of Multimedia in teaching learning.

#### **Unit 4: Technology Based Instructions**

- 4.1 Enhancing Technology Friendly Practices among Teachers.
- 4.2 Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites
- 4.3 Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC
- 4.4 Developing Technology Integrated Lessons – Individual and Group
- 4.5 Implications of Technology based instruction in Inclusion

#### **Unit 5: Application of Technology**

- 5.1 Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- 5.2 Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers
- 5.3 Application of Technology in Instruction – Individual, small group and large group
- 5.4 Advantages, merits and demerits
- 5.5 Implications for inclusion

#### **Course Work/ Practical/ Field Engagement (Any One)**

##### **Special/ Inclusive School/ Institute**

- To organize workshops for use ICT for disability friendly activities
- To develop technology supported lesson plans for PwID
- To use mass media/multi media for creating awareness on disability in rural areas

#### **Essential Readings**

- Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
  - Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
  - McMillan, J.H. & Schumarcher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
  - Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
  - Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
  - Mukhopadhaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
  - R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge.
  - Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
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- Richmond, W. R. (ed.) (1900). *The Concept of Education Technology: A Dialogue with Yourself*, London: Weidenfield and Nicolson.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). *Introduction to Educational Technology*, New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). *Learning to Learn with Love: Theory and Practice of Co-operative Learning*, New Delhi: Gagandeep Publications Sutherland,

### **Suggested Readings**

- Cima M Yeole. (1991). *Educational Technology*. CimaMyeole.
- D.ES, (1982). *Handicapped Pupil and Special schools, Regulations*. London HMSO.
- Dipika Bhadresh Shah, (1991). *Educational Technology for developing teaching competency* GavendraPrakashan
- JaganathMohanty. (1998). *Studies in Educational Broadcasting*. San subscription agency.
- Mangal K. (1990). *Fundamentals of Educational technology*. Prakash Brothers
- Ruhela Satyapal. (1991). *Educational Technology, A systematic Text Book* Associated Publishers
- Tara Chand. (1992). *Educational Technology*. Anmol Publication



# PSYCHO-SOCIAL AND FAMILY ISSUES

Course code: C 16

Credits: 02

Contact Hours: 30

Marks: 50

## Objectives

After completing the course student-teachers will be able to

- Realise importance and role of family in rehabilitation of children with ID.
- Develop insight into various Psycho-social issues and their impact on rehabilitation on PwID, misconception and social practices and develop based approach.
- To realize importance of family involvement in rehabilitation process by forming parents self help group and parent association.
- Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.
- Comprehend role of community and community participation and models, advantages / disadvantages of CBR programme for PwIDs.

## Unit 1: Family

- 1.1 Family – Concept, Definition and Characteristics
- 1.2 Types of family
- 1.3 Reaction and Impact of disability on family
- 1.4 Needs of family and counselling
- 1.5 Role of family in rehabilitation of PWID

## Unit 2: Psycho-Social Issues

- 2.1 Attitude of family, Community, Peer Group, Teachers, Co-workers
- 2.2 Myths, misconception and social practices
- 2.3 Difference between Intellectual Disability and Mental Illness
- 2.4 Psycho-Social Issues – Exploitation, Delinquency, child labour and child Abuse
- 2.5 Rights and Advocacy

## Unit 3: Involving Families

- 3.1 Training and involving families in the rehabilitation process
- 3.2 Parent professional relationship
- 3.3 Formation of Parent Self-Help Group
- 3.4 Parent Associations
- 3.5 Empowering Families

## Unit 4: Adolescent Issues

- 4.1 Physiological Changes, Implication in Emotional and Social Development

- 4.2 Interpersonal relationship – Parents, Siblings, Extended family, Single child, Peer group
- 4.3 Employment, Sexuality, Marriage, Alternative options, Pre-marital counselling
- 4.4 Ethical Issues
- 4.5 Challenges and Implications

#### **Unit 5: CBR and CPP (Community People Participation)**

- 5.1 Concept, Definition and Scope of CBR
- 5.2 Models of CBR – Advantages and Disadvantages
- 5.3 Types of Community Resources and their mobilization
- 5.4 Organizing services for PwID in the community
- 5.5 Role of Special Educator, Family, Community and PwID in CBR

#### **Course Work/ Practical/ Field Engagement (Any One)**

##### **Special/ Inclusive School/ Institute**

- To conduct workshops on formation of Parent Self Help Group, Sibling SHG
- To prepare and present a report on assessment of family needs
- To conduct survey on awareness of families about Govt. Schemes for PwID
- To study and submit a report on attitude of neighbours, teachers and non-teaching staff

##### **Essential Readings**

- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Indian Journal of Gerontology, 17 (3 & 4), 75 – 81.
- Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlendio: Academic Press Inc.
- Cramer, H., Carlin, J. (2008) Family Based Short Breaks (Respite) for Disabled Children: Results from the Fourth National Survey, British Journal of Social Work, Vol. 38 (6), Sept. 2008, pp 1060 - 1075
- Dale, N. (2000) Working with families of Children with Special Needs: Partnership and Practice, East Sussex: Brunner- Routledge.
- Fewell, R. and Vadasy, P. (Eds.) (1986) Families of Handicapped Children: Needs and Supports across the Life-span. Texas: Ro-ed Inc.
- Findler, S. (2000) The Role of Grandparents in the Social Support System of Mothers of Children with a Physical Disability, Families in Society, Vol. 81 (4), July – Aug. 2000, pp 70 - 381
- Gargnolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Boston: Houghton-Mifflin.
- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.

- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

### **Suggested Readings**

- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
- Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
- Dunst, C., Trivette~ C. & Deal, A. (1988) Enabling and empowering families. Cambridge, MA: Brookline Books.
- Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.
- Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
- Mann, P.H. Suiter P.A. & Mc Laughlin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allyn & Bacon
- Waugh, A. (1976) Working with parents and community. New Delhi: NCERT.
- Webster, E. J. Vikas Publishing House (1993) Working with parents of young children with disabilities, California. Singular Publishing Group.

# PRACTICUM: MR

## Semester - I

**E 1: Cross disability & inclusion**

**Hours: 10**

**Credits: 02**

**Marks: 50**

Disability Focus	Educational Setting	Hrs (60)	Tasks for the Student-teachers	Description
ID	Special school of PwID	40 hrs	Classroom Observation, Assessment and IEP a. ECSE, b. Pre-Primary c. Primary d. Secondary e. Prevocational	Minimum 10 school Periods  Develop IEP for 1 student with ID at ECSE and Pre-Primary level.
HI, VI, LV CP, ASD or Multiple Disabilities	Minimum 3 Special schools for HI, VI, LV CP, Autism or Multiple Disabilities	15 hrs (5 Hrs each in each disability)	Classroom Observation and Report	Minimum 30 school Periods  10 school Periods in each Special school
Any Disability	Inclusive School available in the neighbourhood	5 hrs	Classroom Observation and Report	Minimum 10 school Periods

*Schedule for practical for E-1 shall be included in the time table (ten working days may be allocated).*

*Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/ services being provided in the Resource room/ Home based education or vice versa with other disability.*

**Semester - II****E 2: Disability Specialisation****Hours: 60****Credits: 02****Marks: 50**

SL No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs (60)	Description
1.1	IEP	ID	Special School	20	Develop IEP for 1 Student with ID at Primary level.
1.2	Lesson Planning and Teaching	ID	Special School	15	15 lessons
1.3	a. Micro teaching & simulated teaching on selected skills	General	Institute	05	5 lessons (Demonstration of Micro teaching Skills)
1.4	<b>Macro Teaching</b> A. Lesson planning and Teaching for subjects selected a. Languages b. Non Languages	General	General	10	10 lessons (5 in each Subject)
	B. Lesson planning and Teaching focussing on adaptation, evaluation a. Languages b. Non Languages	General	General	10	10 lessons (5 in each Subject)

*Note: Schedule for practical for E-1 shall be included in the time table (minimum eleven working days may be allocated). Skill for micro teaching shall be selected with reference to Major Disability.*

**Semester - III**

**E 2: Disability Specialisation**

**Hours: 120**

**Credits: 04**

**Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	Description
1.1	IEP	ID	Special School	30 hrs	Develop IEP for 1 student with ID at Secondary/Pre Vocational Level
1.2	a. Lesson planning and execution on different levels for all subjects	ID	Resource Room/ Inclusive school	40 hrs	20 lessons
	b. Lesson planning and execution on different levels for selected subjects a. Languages b. Non languages	ID	Resource Room/Inclusive school	30 hrs	20 lessons
1.3	School Sensitisation on Disabilities for regular staff, Peer group and Parents	ID	Regular School	10 hrs	-----
1.4	Observation of support services	Major Disability	Institute/ Clinic	10 hrs	Depending on the specialization

**A suggestive framework is given below:**

Areas	Disability Specialization (E-2)
Pedagogy Subject 1	Semester -III (8 days- 40 Hrs)
Pedagogy Subject 2	Semester-III ( 30 Hrs spread across 5 days)
School Sensitisation	Semester-III ( 2 days-10 Hrs)
Observation of support services	Semester-III ( 2 days-10 Hrs)

**F1: Main Disability Special School**

**Hours: 120**

**Credits: 04**

**Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons

1	<b>Classroom Teaching</b>  <b>Across all class levels and Curricular Domains</b>  <b>Class Levels</b> <i>a. ECSE,</i> <i>b. Pre-Primary</i> <i>c. Primary</i> <i>d. Secondary</i> <i>e. Prevocational</i>	ID	<b>Special schools for ID</b>	<b>Minimum 60 lessons</b>  <b>(15 Personal/ Social, 25 – Functional Academics, 10-Occupational, 10- Recreational)</b>
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*Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under F1 with sufficient time for teaching to acquire competence to deal with students with ID across different severity/ class levels and Curricular domains for whole class. A suggestive framework is given below:*

Micro Teaching	Semester- II (1 day- 5 Hrs)
Macro Teaching	Semester- II (20 hrs – Spread across 5 days)
Lesson Planning & Teaching in Special School	Semester- II (20 hrs – Spread across 5 days)
F-1 School Attachment/ Internship (Special School)	Semester- II (24 days-120 Hrs)

*Note: Certificate from School Head/In charge regarding the performance of the student trainee placed should be submitted in the format given by the college.*

**Semester - IV**

**E 1: Cross disability & inclusion**

**Hours: 20**

**Credits: 04**

**Marks: 10**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Educational Setting	Hrs.	No. of Lessons
1.1	Classroom Observation	Other than ID	Special schools for other disabilities	05	Observation of all subjects at different level, minimum 10 school Periods
		Any Disability	Inclusive Schools	05	Observation of all subject at different level, minimum 10 school Periods
1.2	a. Lesson planning and execution on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities/ Resource Room	30	20 lessons (10 Language & 10 Non-language)
			Inclusive Schools	30	20 lessons (10 Language & 10 Non-language)
1.3	a. Individualised Teaching lessons on different levels for selected subjects a. Languages b. Non Languages	Any Disability Other than ID	Special schools for other disabilities	25	20 lessons (10 Language & 10 Non-language)
	b. Individualised Teaching lessons a. Languages b. Non Languages		Resource Room /Inclusive Schools	25	20 lessons (10 Language & 10 Non-language)

**F 2: Other Disability Special School**

**Hours: 18**

**Credits: 04**

**Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability	Special schools for	Minimum 30



	Other than ID	other disabilities	Lessons
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**F 3: Inclusive School**

**Hours: 120**

**Credits: 04**

**Marks: 100**

Sl. No.	Tasks for the Student-teachers	Disability Focus	Set up	No. of Lessons
1	Classroom Teaching	Any Disability Other than ID	Inclusive School	Minimum 30 Lessons

*Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified under E-1, F-2 and F-3 with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings. A suggestive framework is given below:*

Areas	Disability Specialisation and No. of Days
Classroom Observation	Semester-IV (2 days- 10Hrs)
Pedagogy Subject 1&2	Semester-IV ( 60 Hrs spread across 12 days)
Individualised Teaching Lessons	Semester-IV ( 50 hrs spread across 10 days)
Observation of support services	Semester-IV ( 2days-10 Hrs)
F2- Attachment/Internship	Semester-IV (24 days)
F3- Attachment/Internship	Semester-IV (24 days)