

**B.Ed. SPECIAL EDUCATION
(MENTAL RETARDATION) PROGRAMME**

**REGULATIONS, SCHEME, AND SYLLABUS UNDER
CREDIT AND SEMESTER SYSTEM WITH GRADING**

(With effect from 2012 admission)

**MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM**

**Core Committee for B.Ed. Special Education
(Mental Retardation)**

- 1. Dr.P.S.Sukumaran** **Convenor**
Professor in Special Education (Mental Retardation)
School of Behavioural Sciences
Mahatma Gandhi University
Priyadarsini Hills
Kottayam.

- 2. Dr.Sr.Glory** **Member**
Principal
Nirmalasadana Training College for Special Education
Muvattupuzha.

- 3. Sr.Jeesa Grace** **Member**
Principal
Snehasadan College of Special Education
Ankamali.

- 4. Fr.Johnson Mathew** **Member**
Principal
St.John The Baptist's College of Special Education
Nedumkunnam.

MAHATMA GANDHI UNIVERSITY

B.Ed. SPECIAL EDUCATION (MENTAL RETARDATION) PROGRAMME

CREDIT AND SEMESTER SYSTEM WITH GRADING

(With effect from 2012 admission)

REGULATIONS FOR B.Ed. SPECIAL EDUCATION (MENTAL RETARDATION) PROGRAMME

UNDER CREDIT AND SEMESTER SYSTEM WITH GRADING

1. Title

These regulations shall be called Regulations for B.Ed. Special Education (Mental Retardation) Programme conducted by the University with effect from 2012 admission.

2. Scope

- 2.1 Applicable to B.Ed. Special Education (Mental Retardation) Programme conducted by the University with effect from 2012 admission.
- 2.2 The provisions herein supercede all the existing regulations for the B.Ed. Special education Programme (M.R.) to the extent prescribed.

3. Preliminaries

The four major aspects of the newly implemented B.Ed. Special Education degree programme are

- **Semesterisation**
- **Credit system**
- **Continuous evaluation**
- **Grading**

4. Definitions

- 4.1 Programme means a one year course of study and examinations spread over two semesters, the successful completion of which would lead to the award of a degree in Special Education.
- 4.2 Course means a segment of subject matter to be covered in a semester
- 4.3 Common course means a course that comes under the category of courses which are compulsory for all students undergoing the B.Ed. Special Education programme.

- 4.4 Specialisation course means a course that consists of some important aspects of mental retardation other than teaching.
- 4.5 Methodology course means a course that consists of the aspects related to the curriculum and teaching methods.
- 4.6 Semester system means, the B.Ed. programme will have two semesters, with a semester break of one month in between two semesters. There shall be a minimum of 540 hours distributed over 90 working days in each semester spread over 18 five day working weeks.
- 4.7 Credit is the measure to assess the value of a course in terms of the weekly contact hours assigned to a course in a semester.
- 4.8 Grade means a letter symbol (e.g., A, B, C, etc.) which indicates the broad level of performance of a student in an answer/course/semester/programme.
- 4.9 Weightage is a numerical measure quantifying the comparative range of an answer or the comparative importance assigned to different components like theory and practical, internal and external examinations, Common, Specialisation, Methodology, etc.
- 4.10 Grade point (G) is an integer indicating the numerical equivalent of the letter grade.
- 4.11 Credit point (C) is the assigned credit of the course.
- 4.12 Weighted credit point (P) is the value obtained by multiplying the grade point (G) by the credit(C), i.e., $P=G \times C$
- 4.13 Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of credit points in all the courses taken by the student for the entire programme by the total number of credits. CGPA indicates the broad level of academic performance of a student in a programme and is the index for ranking students. The grading system followed is that of relative grading on a 7 point scale depending on a student's CGPA. The CGPA shall be rounded off to two decimal places.
- 4.14 Semester Grade Point Average (SGPA) is the value obtained by dividing the sum of the weighted credit points (P) obtained by a student in various courses taken in a semester by the total number of credits taken by him/her in that semester. The grade point shall be rounded off to two decimal places.
- 4.15 Grade Point Average (GPA) is the value obtained by dividing the sum of the weighted grade points obtained by a student in an examination of a course in a semester by the total weightages taken in that examination. The grade point average shall be rounded off to two decimal places.
- 4.16 Weighted Grade Point is the sum of grade point multiplied by weightage.
- 4.17 Academic week is a unit of five working days in which distribution of work is organized from day one to day five, with six contact periods of one hour duration on each day.
- 4.18 College coordinator is a teacher nominated by the college council to co-ordinate the continuous evaluation undertaken by various subjects within the college.

5. Eligibility for admission and reservation of seats

Candidates who have passed any graduate level degree examination which is recognized by Mahatma Gandhi University with 45% aggregate marks or equivalent grade are eligible for admission. SC/ST candidates need only a minimum pass in the qualifying examination. Candidates belonging to Socially and Educationally Backward Communities (SEBC) will be given 3% concession in aggregate marks. Candidates belonging to Other Eligible Communities (OEC) will be given 5% concession in aggregate marks. Candidates who are parents or siblings of children with mental retardation will be given 3% concession in aggregate marks. The reservation of seats for the programme shall be according to the rules. Candidates with a Bachelor's degree in any branch of Disability Studies (BMR/BRS/BRSC, etc.) and a Masters' degree in Disability studies with Mental Retardation as elective subject are eligible for a weightage of 5% marks.

6. Duration

- 6.1 The duration of B.Ed. Special Education programme shall be 2 semesters
- 6.2 The duration of each semester shall be 90 days spread over 18 working weeks.
- 6.3 A student may be permitted to complete the programme, on valid reasons, within a period of 6 semesters from the date of commencement of the first semester of the programme.

7. Medium of instruction and examination

The medium of instruction and examination of the course shall be English.

8. Scheme of the programme

The B.Ed. Special Education (Mental Retardation) programme shall include

- a) Common courses
- b) Specialisation courses
- c) Methodology courses
- d) Practical courses

8.1 Structure of the programme

Programme Duration	2 Semesters
Minimum credits required for successful completion of the programme	48
Minimum credits required from Common courses	16
Minimum credits required from Specialization courses	8
Minimum credits required from Methodology courses	8
Minimum credits required from Practical courses	16
Minimum attendance required	75%

Consolidated Structure of B.Ed. Special Education Programme

Semester I				Semester II			
Code	Course name	Credits	Hours	Code	Course name	Credits	Hours
Common Course				Common Course			
SEM 101	Nature and Needs of Various Disabilities – an Introduction	3	4 x 15 =60	SEM 108	Education in India – A Global Perspective	3	4 x15 =60
SEM 102	Educational Psychology and Persons with Disabilities	3	4 x 15 =60	SEM109	Educational Planning and Management, Curriculum Designing and Research	3	4 x15 =60
	Total	6	120			6	120
Specialisation Course				Specialisation Course			
SEM 103	Identification and Assessment of Persons with Mental Retardation	3	4 x 15 =60	SEM 110	Multidisciplinary Aspects of Mental Retardation	3	4 x15 =60
	Total	3	60			3	60
Methodology Course				Methodology Course			
SEM 104	Curriculum and Teaching Strategies	3	4 x 15 =60	SEM 111	Methodology of Teaching Children with Learning Difficulties in an Inclusive set up	3	4 x15 =60
	Total	3	60			3	60
	Theory total	12	240			12	240
Practical Courses				Practical Courses			
SEM 105	Individualised Educational Programme	5	120	SEM 112	Resource Room Teaching in Regular Schools	3	75
SEM 106	Behaviour Modification	1	30	SEM 113	Teaching in Inclusive set up	3	75
SEM 107	Group Teaching In Special School (curricular & co-curricular)	6	150	SEM 114	Teaching of General Subjects	4	100
				SEM 115	Work Education and Programming for Transition	2	50
	Practical total	12	300			12	300
	Grand total	24	540			24	540

8.2 Programme structure

8.2.1 Common courses

SEM 101 Nature and Needs of Various Disabilities

SEM 102 Educational Psychology and Persons with Disabilities

SEM 108 Education in India – A Global Perspective

SEM 109 Educational Planning and Management, Curriculum Designing and Research

8.2.2 Specialisation courses

SEM 103 Identification and Assessment of Persons with Mental Retardation

SEM 110 Multidisciplinary Aspects of Mental Retardation

8.2.3 Methodology courses

SEM 104 Curriculum and Teaching Strategies

SEM 111 Methodology of Teaching Children with Learning Difficulties in an Inclusive set up

8.2.4 Practical courses

SEM 105 Individualised Educational Programme

SEM 106 Behaviour Modification

SEM 107 Group Teaching in Special School (Curricular and Co-curricular)

SEM 112 Resource Room Teaching in Regular Schools

SEM 113 Teaching in Inclusive set up

SEM 114 Teaching of General Subjects

SEM 115 Work Education and Programming for Transition

8.3 Course Summary of the B.Ed. Special Education (Mental Retardation) programme

Semester I

Course code	Common Courses	Credit	Hours
SEM 101	Nature and Needs of Various Disabilities- an Introduction	3	60
SEM 102	Educational Psychology and Persons with Disabilities	3	60
Specialisation Course			
SEM 103	Identification and Assessment of Persons with Mental Retardation	3	60
Methodology Course			
SEM 104	Curriculum and Teaching Strategies	3	60
Practical Courses			
SEM 105	Individualised Educational Programme	5	120
SEM 106	Behaviour Modification	1	30
SEM 107	Group Teaching in Special School (Curricular and Co-curricular)	6	150

Semester II

Course code	Common Courses	Credit	Hours
SEM 108	Education in India – A Global Perspective	3	60
SEM 109	Educational Planning and Management, Curriculum Designing and Research	3	60
Specialisation Course			
SEM 110	Multidisciplinary Aspects of Mental Retardation	3	60
Methodology Course			
SEM 111	Methodology of Teaching Children with Learning Difficulties in an Inclusive set up	3	60
Practical Courses			
SEM 112	Resource Room Teaching in Regular Schools	3	75
SEM 113	Teaching in Inclusive set up	3	75
SEM 114	Teaching in General Subjects	4	100
SEM 115	Work Education and Programming for Transition	2	50

9. Scheme of Evaluation

The academic growth of the student is evaluated through continuous internal assessment and end semester examination. The external practical examinations will be conducted for group teaching, teaching in inclusive set up, resource room teaching in regular school and teaching of general subjects. The practical examination will be done by the board of practical examination constituted by the University. All students should appear before the Board of Practical Examination for external evaluation.

9.1 Internal Examination

Components of the internal evaluation and their weight are shown below.

9.1.1 Theory

Component	Weight	Percentage
Attendance	1	10
Assignment	2	20
Seminar	2	20
Test paper	5	50

i). Attendance

Those students who have a minimum of 75% attendance can register for the examination. Condonation of shortage of attendance up to 10 days in a semester during the whole period of the programme may be granted by the University on valid grounds. Students who are not eligible for condonation of attendance shall repeat the course along with the next batch.

Benefit of attendance may be granted to students attending University/College union activities, participation in co-curricular activities by treating them as present for the days of absence, by the Head of the institution. This is limited to a maximum of 10 days and this benefit shall be considered for internal assessment also.

Percentage of attendance	Grade
90 or more	A
Between 85 and 90	B
Between 80 and 85	C
Between 75 and 80	D
Up to 75	E

ii) The student has to submit a minimum of three assignments per course.

iii) A minimum of three internal class tests are to be attended by the student per theory course.

iv) Each student has to conduct at least one seminar per course.

9.1.2 Practical

All students are to undergo the practical courses as per the schedule. The concerned faculty shall evaluate the teaching competence of those student-teachers who have successfully completed the required days of teaching practice and other related practical work.

The results of the evaluation of all components are to be published and to be acknowledged by the candidate. All documents of internal assessment are to be kept in the

college for two years and shall be made available for verification by the University. The responsibility of internal evaluation is vested on the teachers who teach the course.

9.2 External examination

9.2.1 Theory

The external examination of all semesters shall be conducted by the university at the end of each semester.

9.2.2 Practical

Practical examination shall be conducted by an external examination board constituted by the University. The external board shall observe and evaluate the teaching competency of all candidates. The practical board shall conduct viva voce for each candidate and award grades on the basis of the performance of the candidates and the quality of practical works.

9.3 There will be no supplementary examinations. For appearance/improvement, student can appear along with the next batch.

9.4 Student who registers his/her name for the external examination for a semester will be eligible for promotion to the next semester.

10. Pattern of questions

Questions shall be set to assess how far the objectives of the course have been achieved by the student. The question setter shall ensure that questions covering all domains are set. He/she shall also submit a detailed scheme of evaluation along with the question paper. A question paper shall contain long essay type, short essay type, short answer type and objective type questions.

10.1 Different types of questions shall be given different weightages to quantify their range as follows.

Sl.No.	Type of questions	Weightage	Number of questions to be answered
1	Two bunches of 4 objective type questions	1	2 bunches (no choice)
2	Short answer type	1	5 out of 8
3	Short essay	2	5 out of 8
4	Essay type	4	2 out of 4

11. Grading

11.1 The Internal and External examinations shall be evaluated using Direct Grading system based on 5-point scale as given below.

Letter Grade	Performance	Grade Point (G)	Grade Range
A	Excellent	4	3.50 to 4.00
B	Very Good	3	2.50 to 3.49
C	Good	2	1.50 to 2.49
D	Average	1	0.50 to 1.49
E	Poor	0	0.00 to 0.49

11.2 The overall grade for a programme for certification shall be based on CGPA with a 7-point scale given below.

CGPA	Grade
3.80 to 4.00	A+
3.50 to 3.79	A
3.00 to 3.49	B+
2.50 to 2.99	B
2.00 to 2.49	C+
1.50 to 1.99	C
1.00 to 1.49	D

A separate minimum of D grade for internal and external are required for a pass for a course. For a pass in the B.Ed. Special Education (Mental Retardation) programme a separate minimum of Grade D is required for all the courses, and must score a minimum CGPA of 2.00 or an overall grade of C+ and above. However, candidates who scored a separate minimum of D grade in all courses but failed to score an overall grade of C+ shall be given two chances for improving their grades in two theory courses per semester along with the end semester examination of the next batch. The chance for improvement shall be given only to students for getting an overall minimum of C+ grade. No provision shall be there to improve grades received in internal and practical examinations.

$$11.3 \text{ Overall grade (calculation)} = \frac{\text{Sum of weighted grade points}}{\text{Sum of the weightage}}$$

12. Grievance Redressal Mechanism

The internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the grade. In order to address the grievance of students, a four level Grievance Redressal mechanism is envisaged. A student can go to the upper level only if the grievance is not addressed by the lower level.

Level I Teacher level: The teacher concerned.

Level II College level committee with the principal as Chairman, and the Co-ordinator, a teacher nominated by the College council as member.

Level III University level: Committee constituted by the Vice-Chancellor.

13. Grade Card

The University under its seal shall issue to the students a grade card on completion of each semester, which shall contain the following information.

- a) Name of the University
- b) Name of the College
- c) Title of B.Ed. Special Education Programme.
- d) Name of Semester
- e) Name and Register number of student
- f) Code number, Title and Credits of each course opted in the semester.
- g) Internal, External and Total Grade, Grade point (G), Letter grade and Credit point (P) in each course opted in the semester.

h) Institutional average of the internal examination and University average of the external examination in each course.

i) The total credits, total credit points and SGPA in the semester.

13.1. The final Grade Card issued at the end of the final semester shall contain the details of all courses taken during the entire programme including those taken over and above the prescribed minimum credits for obtaining the degree.

13.2 In the final grade card, the details of the courses taken over and above the minimum prescribed credits, which shall not be counted for computing CGPA, shall be shown separately along with the grade points and letter grades obtained.

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.

Annexure I

The following gives an illustration of evaluation with grading.

A. Consolidation of Grade for Internal Evaluation.

If B, C, B and A grades are scored by a student for attendance, assignment, seminar and test paper respectively for a particular course, then his/her CE grade for that course shall be consolidated as follows:

Component	Weight (W)	Grade	Grade points	Weighted Grade Points
Attendance	1	B	3	3
Assignment	2	C	2	4
Seminar	2	B	3	6
Test Paper	5	A	4	20
Total	10			33
Grade	Total Weighted Grade points/Total weights $33/10 = 3.30 = \text{Grade B}$			

B. Consolidation of Grades for External Practical Examination

The grade of an End Semester Practical examination answer paper shall be consolidated by similar procedure discussed above by assigning weights for the various components (e.g. for

Group Teaching, components such as Lesson plan, Motivation, Teacher’s activity, Learner’s activity, Teaching aid, General performance and Viva may be considered. Similarly, for IEP Records, components such as Assessment, Intervention, Record maintenance, Teaching aids and Viva may be considered).

B.i. Components and relative Weight for IEP/BM Records

Component	Weight
Assessment	3
Intervention	5
Record maintenance	2
Teaching aids	3
Viva	2
Total	15

B.ii. Components and relative Weight for Group Teaching in Special school/Inclusive set up/Regular school

Component	Weight
Lesson plan	4
Motivation	2
Teacher’s activity	5
Learner’s activity	2
Teaching aids	3
General performance	2
Viva	2
Total	20

C. Consolidation of Grades for External Theory Examination

The Grade for a Theory course is consolidated by combining the End Semester examination and Continuous Internal Evaluation grades taking care of their weights. For a particular course, if the grades scored by a student are C and B respectively for the External and Continuous Evaluation, then, the Grade for the course shall be consolidated as follows.

Type of question	Question number	Grade awarded	Grade points	Weight	Weighted Grade point
Essay	1	B	3	4	12
	2	A	4	4	16
	3	-	-	-	-
	4	-	-	-	-
Short essay	5	-	-	-	-
	6	A	4	2	8
	7	C	2	2	4
	8	D	4	2	8
	9	B	3	2	6
	10	E	0	2	0
	11	C	-	-	-
	12	-	-	-	-
Short answer	13	A	4	1	4
	14	B	3	1	3
	15	B	-	-	-
	16	A	4	1	4
	17	C	2	1	2
	18	A	-	-	-
	19	D	1	1	1
	20	-	-	-	-
Objective	21 - 24	C	2	1	2
	25 - 28	E	0	1	0
			Total	25	70
Calculation: Overall grade of an answer paper is Sum of weighted grade points/Sum of the weightage, $70/25 = 2.80 = \text{Grade B}$					

D. Consolidation for a Course

Examination	Weight (W)	Grade awarded	Grade Points (G)	Weighted grade points (W x G)
External	3	B	3	9
Internal	1	B	3	3
Total	4			12
Grade of Course (GPA)	Total weighted grade points/Total weights, $12/4 = 3$, Grade B			

Separate minimum of D grade is required for Internal and External for passing a course.

E. Consolidation of SGPA

SGPA is obtained by dividing the sum of credit points (P) obtained in a semester by the sum of credits (C) taken in that semester. After the successful completion of a semester, Semester Grade Point Average (SGPA) of a student in that semester shall be calculated using the formula given. Suppose the student has taken 4 courses each of 3 credits, one course of one credit and one another course of 6 credits in a particular semester. After consolidating the grade for each course as demonstrated above, SGPA has to be consolidated as shown below.

Course code	Title of Course	Credits (C)	Grade awarded	Grade Points (G)	Credit points (C x G)
SEM 101	Nature and Needs of ----- -	3	A	4	12
SEM 102	Educational Psychology ----- -	3	C	2	6
SEM 103	Identification and Assessment	3	B	3	9
SEM 104	Curriculum and Teaching Strategies	3	C	2	6
SEM 105	IEP	5	B	3	15
SEM 106	Behaviour Modification	1	B	3	3
SEM 107	Group Teaching	6	A	4	24
Total		24			75
SGPA	Total credit points/Total credits, $75/24 = 3.13$				

F. Consolidation of CGPA

CGPA is calculated by computing the average of SGPA of two semesters because the total credits for each semester is 24.

Semester I SGPA = 3.13

Semester II SGPA = 2.81

$$\begin{aligned}
 \text{CGPA} &= \frac{3.13 + 2.81}{2} \\
 &= \frac{5.94}{2} \\
 \text{CGPA} &= 2.97
 \end{aligned}$$

Annexure II

MODEL GRADE CARD – SEMESTER I

Name of Candidate -----

Register Number -----

Name of the College -----

Name of Examination -----Semester ----- Degree examination -----

Branch ----- Programme -----

Course code	Title of course & Type	Credit	Institutional average	University average	Letter Grade Awarded			Grade point	Credit point
					Internal (Weight:1)	External (Weight:3)	Combined		
SEM 101		3			A	A	A	4	12
SEM 102		3			B	C	C	2	6
SEM 103		3			A	B	B	3	9
SEM 104		3			C	C	C	2	6
SEM 105		5			B	B	B	3	15
SEM 106		1			C	B	B	3	3
SEM 107		6			A	A	A	4	24
Total		24							75

SGPA : 3.13 (Grade : B)

Prepared by :

Compared by :

Section Officer :

Assistant Registrar :

Controller of Examinations

MODEL GRADE CARD – SEMESTER II

Name of Candidate -----

Register Number -----

Name of the College -----

Name of Examination -----Semester ----- Degree examination -----

Branch ----- Programme -----

Course code	Title of course & Type	Credit	Institutional average	University average	Letter Grade Awarded			Grade point	Credit point
					Internal (Weight:1)	External (Weight:3)	Combined		
SEM 108		3			A	B	B	3	9
SEM 109		3			B	C	C	2	6
SEM 110		3			A	B	B	3	9
SEM 111		3			C	C	C	2	6
SEM 112		3			B	B	B	3	9
SEM 113		3			C	B	B	3	9
SEM 114		3			A	A	A	4	12
SEM 115		2			A	A	A	4	8
Total		24							68

SGPA : 2.83 (Grade: B)

Prepared by :

Compared by :

Section Officer :

Assistant Registrar :

Controller of Examinations

**B.Ed. SPECIAL EDUCATION
(MENTAL RETARDATION)
PROGRAMME**

SYLLABUS

(With effect from 2012 admissions)

**MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM**

SEMESTER I

**COURSE I, COMMON COURSE, 3 CREDITS, CONTACT HOURS:
60**

SEM 101, NATURE AND NEEDS OF VARIOUS DISABILITIES – AN INTRODUCTION

Objectives:

On completion of the course the student teacher is expected to develop

1. Understanding on the concept, definition, and causes of various disabilities.
2. Understanding on the intervention and educational programmes for children with various disabilities.
3. The ability to apply various methods of identification of disabilities.
4. Awareness on various methods of prevention of disabilities.

Course Content

Unit 1: Mental Retardation 09 Hrs.

- 1.1 Concept of impairment, disability, handicap and their educational implications.
- 1.2 Definition and identification.
- 1.3 Incidence, prevalence, causes, prevention and classification.
- 1.4 Characteristics – mild, moderate, severe, profound.
- 1.5 Intervention and educational programmes.

Unit 2: Blindness and Low vision 09 Hrs.

- 2.1 Definition and identification.
- 2.2 Incidence and prevalence.
- 2.3 Characteristics.
- 2.4 Causes, prevention and classification.
- 2.5 Intervention and educational programmes.

Unit 3: Hearing Impairment **09 Hrs.**

- 3.1 Definition and identification.
- 3.2 Incidence and prevalence.
- 3.3 Causes and prevention.
- 3.4 Classification and characteristics.
- 3.5 Modes of linguistic communication and educational programmes.

Unit 4: Leprosy Cured, Neurological and Loco motor Disabilities **07 Hrs.**

- 4.1 Concepts, definitions and identification.
- 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, definition and identification.
- 5.2 Incidence and prevalence.
- 5.3 Causes and prevention.
- 5.4 Classification and characteristics.
- 5.5 Intervention and educational programmes.

Unit 6: Emotional Disorders and Autism Spectrum Disorders **12 Hrs.**

- 6.1 Concept, definition and identification.
- 6.2 Incidence and prevalence.
- 6.3 Causes and prevention.
- 6.4 Classification and characteristics.
- 6.5 Intervention and educational programmes.

Unit 7: Multiple Disabilities and Deaf Blindness **06 Hrs.**

- 7.1 Concept, definition and identification.
- 7.2 Incidence and prevalence.
- 7.3 Causes and prevention.

- 7.4 Classification and characteristics.
- 7.5 Intervention and educational programmes.

References

1. Baine,D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
2. Byrne, M., and Shervanian,C. (1977). Introduction to Communicative Disorders. Harper & Row, New York.
3. Dash,M. (2007). Education of Exceptional Children. Nice Printing Press, Delhi.
4. Davis. (Ed.). (1977). Our Forgotten Children - Hard-of Hearing Pupils in the Schools. Minneapolis National Support Systems project.
5. Evans, P., and Varma, V. (Eds.). (1990). Special Education- Past, Present, and Future. The Falmer Press.
6. Harely, R.K., and Lawrence, G.A., Visual impairment in the Schools. Springfield, IL Charles
7. Jangira, N.K. & Mani, M.N.G., Integrated Education of the Visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
8. Langone, J. (1990). Teaching Retarded Learners- Curriculum and Methods for Improving Instruction. Boston: Allyn & Bacon.
9. Mani, M.N.G. (1992). Techniques of teaching blind children. New Delhi: Sterling Publishers.
10. Muricken, J. S.J., and Kareparampil, G. (1995). Persons with Disabilities in Society. Trivandrum: Kerala Federation of the Blind.
11. Narayan, J. (2003). Educating Children with Learning Problems in Regular Schools. Secunderabad: NIMH.
12. Narayan, J., & Kutty, A.T.T. (1989). Handbook for Trainers of the Mentally Retarded persons- Pre-primary Level . Secunderabad: NIMH.
13. Overton, T. (1992). Assessment in Special Education- An Applied Approach. New York: McMillan.
14. Panda, K.C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
15. Peshwaria, R., and Venkatesan, S.(1992). Behavioural Approach in

- Teaching Mentally Retarded Children: A manual for Teachers. Secunderabad: NIMH.
16. Sharma, R.A. (2009). Fundamentals of Special Education: Integrated Teaching for Mainstreaming. Meerut: Surya Publishers.
 17. Subha Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons. NIMH: Secunderabad.
 18. Taylor, R.L. (1993). Assessment of Exceptional Students: Educational and Psychological Procedures. Boston: Allyn & Bacon.
 19. Van Riper, C.A., and Emerick, L. (1990). Speech Correction-An Introduction to Speech Pathology and Audiology (8th Edition). New York: Prentice -Hall.

SEMESTER I

COURSE II, COMMON COURSE, 3 CREDITS, CONTACT HOURS: 60

SEM 102, EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Objectives:

On completion of the course, the student teacher is expected to develop

1. Understanding on the growth and development of learner.
2. Awareness on factors affecting learning.
3. Understanding on the concepts of intelligence, aptitude and creativity in general and with specific reference to children with special needs.
4. Acquaintance with various aspects of personality and its development and their implications to children with special needs.
5. Understanding on the techniques of behavior modification.
6. The ability to apply the methods and techniques of psychology in teaching, evaluation, dealing with parents and problem behavior management.

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 Attention and perception. Theories of motivation- achievement motivation – David C. McClelland. Need theory – Abraham Maslow.
- 1.5 Implications of the above with regard to specific disabilities.

Unit 2: Growth and Development

10 Hrs.

- 2.1 Meaning, definition 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 Meaning, nature and definition.
- 3.2 Domains and factors affecting learning.
- 3.3 Theories of learning –
Behavioural approach (Thorndike, Pavlov, and Skinner); Cognitive approach (Lewin and Gestalt); Social approach (Bruner and Jean Piaget) and Hierarchy of learning (Gagne).
- 3.4 Memory- remembering, forgetting and transfer of learning.
- 3.5 Implications of the above with regard to various disabilities.

Unit 4 : Intelligence, Aptitude and Creativity.

10 Hrs.

- 4.1 Meaning, definition, nature and types of intelligence - emotional, and multiple. Concept of IQ and EQ.
- 4.2 Theories of intelligence –
Two factor theory (Spearman); Primary mental abilities (Thurstone); Structure of intellect (Guilford); Multiple intelligence theory (Gardner).
- 4.3 Aptitude and creativity – concept, process, and characteristics.
Role of teachers in stimulating aptitude and creativity.
- 4.4 Introduction to psychological testing – tests of intelligence, aptitude and creativity (SFB, DMT, WISC – R, MISIC, CPM/SPM, DAT/ BLAT, DST).
- 4.5 Individual difference. 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
Psycho – analytical theory (Frued); Self theory (Carl Rogers) and Transactional analysis (Eric Berne).
- 5.3 Conflict, adjustment, defence mechanisms and behavior deviations.
- 5.4 Mental health and mental hygiene.
- 5.5 Implications of disabilities in personality assessment.

Unit 6: Behaviour Modification

10 Hrs.

- 6.1 Concept, definition and purpose.
- 6.2 Behaviour problems – concept, type and reasons.
- 6.3 Functional analysis.
- 6.4 Techniques for increasing desirable behaviour.
- 6.5 Techniques for decreasing undesirable behaviour.

References

1. Adams, J.A. (1992). *Learning and Memory - An Introduction*. Homewood: Illinois Dorsey Press.
2. Alberto, P.A., & Troutman, A.C. (1982). *Applied Behaviour Analysis for Teachers*. Ohio: Charles E Merrill Publishing.
3. Brody, E.B., and Brody, N. (1996). *Intelligence - Nature, Determinants and Consequences*. New York: Academic Press.
4. Butcher, H.J. (1993). *Human intelligence: Its Nature and Assessment*. London : Merhuen.
5. Gottfried, A.V.V. (1995). *Home Environment and Early Cognitive Development*. San Francisco.
6. Guilford, J.B. (1996). *Fields of Psychology (ed.)*. New York: Van Nostrand.
7. Hunter Jan, M.R. (1994). *Memory*. London: Penguin Books.
8. Keller, F.S. (1997). *The Definitions of Psychology (Ed.,)* New York: Appleton century.
9. Munn, N.L. (1997). *Introduction to Psychology*. Delhi: Oxford and IBH.
10. Petri, H.L. (1995). *Motivation: Theory and Research (2nd ed.)*. Belmont: Cawadsworth.
11. Sawrey, J.H., and Telford, C. (1998). *Educational Psychology (2nd ed.)*. New Delhi: Prentice Hall of India.
12. Simth, M. D. (1998). *Educational Psychology* . New York: Allyn & Bacon.
13. Skinner, B.F. (1997). *Verbal Behaviour*. New York: Appleton century Crofts.

14. Travers, R.M. (1993). Educational Psychology. New York: McMillan.
15. Watson, L.B. (1993). Psychology as a Behaviourist Views. Psycho. Rev. Vol. 20.
16. Woodworth, R.S. (1994). Experimental Psychology. New York: Holt.
17. Madhavan,T., Kalyan,M., Naidu,S., Peshawaria,R. and Narayan,J. (1989). Mental Retardation - Manual for Psychologists. Secunderabad: NIMH.

EMESTER I

COURSE III, SPECIALISATION COURSE, 3 CREDITS, CONTACT HOURS: 60

SEM 103, IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL RETARDATION

Objectives

On completion of the course the student teacher is expected to develop

1. Understanding on the nature, needs, historical perspectives, screening and identification of persons with mental retardation.
2. Understanding on the various assessment procedures, assessment tools, and evaluation techniques.
3. The skills of adaptive behaviour assessment among children with mental retardation.
4. The ability to analyze the psycho-social implications of mental retardation and issues pertaining to family and community.
5. The skills of vocational assessment and plan a transition for adults with mental retardation.

Course Content

Unit1: Mental Retardation – An overview 15 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.
- 1.3. Classification of mental retardation (medical, educational, psychological and need based).

- 1.4. Screening and early identification.
- 1.5. Identification in various stages: pre-school, adolescence and adulthood.

Unit 2: Assessment and evaluation **10 Hrs.**

- 2.1 Assessment: concept, definition and purpose.
- 2.2 Tools of assessment : tests (NRT, CRT, teacher made) observation and interview.
- 2.3 Areas of assessment – psychological, educational, behavioural, ecological and clinical assessment for varied ages and severity levels (pre- school, school and vocational).
- 2.4 Evaluation – formative and summative.
- 2.5 Interpretation of assessment results and report writing.

Unit 3: Assessment of Adaptive Behaviour **15 Hrs.**

- 3.1 Tools for assessment of adaptive behaviour – AAMR
Adaptive Behaviour Scale and Vineland Social Maturity Scale (VSMS).
- 3.2 Assessment tools with reference to Indian context –
functional assessment for programming and teaching –
MDPS, FACP, BASIC MR, Upanayan, and GLAD.
- 3.3 Assessment of adaptive and mal adaptive behavior.
- 3.4 Documentation and recording.
- 3.5 Evaluation.

Unit 4: Mental Retardation : Social Perspective **10 Hrs.**

- 4.1 Mental retardation and mental illness – differences.

- 4.2 Mental retardation and its psycho - social aspects :
exploitation, delinquency, child labour, child abuse.
- 4.3 Rights and advocacy.
- 4.4 Misconceptions and social practices.
- 4.5 Sex education and marriage.

Unit 5: Working with parents, family and community

10Hrs.

- 5.1 Impact on parents, parental reactions and attitudes.
- 5.2 Guidance and counseling for parents and family
members and family intervention.
- 5.3 Role of parents in education and training.
- 5.4 Empowering families – mobilizing resources and
supports, formation of Self Help Groups (SHG).
- 5.5 Community awareness and cooperation.

Unit 6: Transitional and vocational Assessment

15Hrs.

- 6.1 Concept and importance of vocational training.
- 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, and inclusive.

References

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. Taylor, R.L. (1993). *Assessment of Exceptional Students -Educational and Psychological Procedures*. Boston: Allyn and Bacon.
4. Baine, D. (1998). *Handicapped Children in Developing Countries- Assessment, Curriculum and Instruction*. Alberta: University of Alberta.
5. Langone, J. (1990). *Teaching Retarded Learners -Curriculum and Methods for Improving Instruction*. Boston: Allyn and Bacon.
6. Narayan, J., and Thressia Kutty, A, T. (1989). *Handbook for Trainers of the Mentally Retarded Persons- Pre Primary level*. Secunderabad: NIMH.
7. Evans, P., and Verma, V. (Eds.). (1990). *Special Education- Past, Present and Future*. New York: The Falmer Press.
8. Repp, A.C. (1983). *Teaching the Mentally Retarded*. New Jersey: Prentice Hall.
9. King – sears, H.E. (1994). *Curriculum Based Assessment in Special Education*. San Diego: Singular Publishing group.
10. Puri, M., and Sen, A.K. (1989). *Mentally Retarded Children in India*. New Delhi: Mittal Publications.
11. Sharma, P. (1995). *Basics on Development and Growth of a Child*. New Delhi: Reliance.
12. Narayan, J., Myreddi, V. and Rao, S. (2002). *Functional Assessment Checklist for Programming*. Secunderabad: NIMH.

13. Jayachandran, P., and Vimala, V. (2000), Madras Developmental Programming System. Vijay Human Services, Chennai.
14. Myreddi, V., and Narayan, J. (2004). FACP – PMR. Secunderabad: NIMH.
15. Narayan, J. (1997). Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH: Secunderabad.
16. Myreddi, V., and Narayan, J. (1998). Functional Academics for Students with Mild Mental Retardation. Secunderabad: NIMH.
17. Narayan, J. (1990). Towards Independence Series 1 to 9. Secunderabad: NIMH.
18. Narayan, J. (2003). Educating Children with Learning Problems in Regular Schools. Secunderabad: NIMH.
19. Narayan, J. (2000). Vocational Training and Employment of Persons with Mental Retardation. Secunderabad: NIMH.
20. Thressia Kutty, A.T.T., and Rao, L.G. (2003). Hope Beyond Hope. Secunderabad: NIMH.
21. Thressia Kutty, A.T., and Rao, L. G. (2003). Curriculum for Vocational Education, Series 1, 2, 3. Secunderabad: NIMH.
22. Thressia Kutty, A.T., and Rao, L. G. (2001). Transition of Persons with Mental Retardation from School to Work – A guide. Secunderabad: NIMH.
23. NIMH. (2000). Help them to learn-Make it easy. Care ‘N’ Cure, Video Films. Secunderabad: NIMH.

SEMESTER I

COURSE IV, METHODOLOGY COURSE, 3 CREDITS, CONTACT HOURS: 60

SEM 104, CURRICULUM AND TEACHING STRATEGIES

Objectives:

On completion of the course the student teacher is expected to develop

1. Understanding on curricular guidance and instructional methods for children with mental retardation.
2. The ability to select the appropriate content area for various age level and severity levels.
3. The ability to formulate the IEP and apply suitable strategy for the given group of children with mental retardation.
4. The ability to plan co-curricular activities for children with mental retardation.
5. Awareness on various educational provisions available for children with mental retardation.

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: child centered, activity centered and holistic;
Types - developmental, functional and ecological.
- 1.4 Adaptation of curriculum
- 1.5 Emerging trends in curriculum development.

Unit 2: Development of Educational Programme

10 Hrs.

- 2.1 Instructional design- individual and group teaching, small group and large group instruction.
- 2.2 Individualized educational plan: needs 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 Individualized Family Support Plan (IFSP)

Unit 3: Curriculum Content – Various Stages

10 hrs.

- 3.1 Infancy (0-3 years) - early intervention.
- 3.2 Preschool (3-6 years) - sensory motor, self help skills, motor training, communication and socialization, pre-academic skills.
- 3.3 School level (6-15 years) - self help skills, communication, gross and fine motor skills, functional academics, possibility of academic integration, functional communication, pre-vocational skills, social competency skills, and domestic skills.
- 3.4 Prevocational (15-18) years – work related skills, pre employment, and behavioural 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, methods of teaching: Montessori method, project method and play – way method.
- 4.2 Stages in Learning: acquisition ,maintenance ,fluency and Generalization. Concept Learning – matching, identification and naming.
- 4.3 Teaching approaches: multi-sensory approach – VAKT, Computer Assisted Instruction (CAI) and Diagnostic Prescriptive Teaching (DPT); Cognitive approach – cognitive behaviour modification.
- 4.4 Teaching strategies– task analysis, chaining, modeling, shaping, prompting and fading, reinforcement.

Organizing physical setting, seating arrangement handling teaching materials and teaching aids, managing time, teacher student interaction.

- 4.5. Teaching strategies for children with severe and profound mental retardation: 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, role play, 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, VSA (Vision, Strength and Artistic Expression), special youth festivals, special national and international days.

Unit 6: Educational Provisions

10 Hrs.

- 6.1 Concept of normalization, integration, mainstreaming and inclusion – their implications in educational programme.
6.2 Placement options: special schools, residential schools, special class in mainstream settings, itinerant teacher and resource room.
6.3 Vocational training and rehabilitation.
6.4 Inclusive model: SSA/ RMSA and National Institute of Open Schooling (NIOS).
6.5 Educational provisions and examination of children with mental retardation.

References

1. Bailey, D.B., and Wolery, M. (1992). Teaching Infants and Preschoolers with Disabilities(5th ed.). New York: Merrill.
2. Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
3. Bos, C. S. and Vaughn,S. (2002) Strategies for Teaching Students with Learning and Behaviour Problems. United states : Allyn and Bacon.
4. Evans, P. and Varma, V. (Eds.). (1990). Special Education. Past Present and Future. New York: The Falmer Press.
5. King–Sears, H.E. (1994). Curriculum Based Assessment in Special Education. San Diego: Singular Publishing Group.
6. Langone, J. (1990). Teaching Retarded Learners - Curriculum and Methods for Improving Instruction. Boston: Allyn and Bacon.
7. Myreddi, V.,and Narayan , J. (1998). Functional Academics for Students with Mild Mental Retardation. Secunderabad: NIMH.
8. Narayan, J. (1990). Towards Independence Series 1 to 9. Secunderabad: NIMH.
9. Narayan, J. (1999). Skill Training Series 1-9. Secunderabad: NIMH.
10. Narayan, J. (2003). Educating Children with Learning Problems in Rregular Schools. Secunderabad: NIMH.
11. Narayan, J., and Thressia Kutty, A.T.(1989). Handbook for Trainers of the Mentally Retarded Persons- Pre-primary level. Secunderabad: NIMH.
12. Overton, T. (1992). Assessment in Special Education – An Applied Approach. New York: McMillan.
13. Panda, K.C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
14. Peshwaria, R. and Venkatesan,S. (1992). Behaviour of Retarded Children: A Manual for Teachers. Secunderabad: NIMH.
15. Puri, M., and Sen, A.K. (1989). Mentally Retarded Children in India. New Delhi : Mittal Publication.
16. Repp, A.C. (1983). Teaching the Mentally Retarded. New Jersey: Prentice Hall.
17. Sharma, P. (1995). Basics on Development and Growth of a Child. New Delhi : Reliance.

18. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons. Secunderabad: NIMH.
19. Taylor, R.L. (1993). Assessment of Exceptional Students- Educational and Psychological Procedures. Boston: Allyn and Bacon.
20. Tompkins, G.E. (1994). Teaching Writing Balancing Process and Product. (2nd Ed.). New York: Merrill.
21. Van Riper, C.A., and Emerick, L. (1990). Speech Correction-An Introduction to Speech Pathology and Audiology (Eighth Edition). New York: Prentice Hall.
22. Video Films. (2002). Help Them Learn - Make it Easy. Secunderabad: NIMH.

B.ED SPECIAL EDUCATION (MR)

Course Content for Practicum

SEMESTER I

Total Hrs. 300

Objectives:

On completion of the practical courses, student teacher is expected to develop

1. The ability to conduct individual assessment and programme planning for children with mental retardation at any level.
2. The ability to assess, identify and manage problem behaviour of children with mental retardation.
3. The competency for teaching children with mental retardation in special class with appropriate development of content, methods and materials.
4. The necessary skills for organising curricular and co-curricular activities.

SEMESTER I

COURSE V, PRACTICAL COURSE, 5 CREDITS, CONTACT HOURS: 120

SEM 105, INDIVIDUALISED EDUCATIOAL PROGRAMME

Course content

(a). Educational assessment and programme planning (IEP) for 2
children with mental retardation preferably each child of a

different age/ severity level.

(b). Skill training for one child with additional disability areas

such as autism, cerebral palsy and sensory impairments

(HI & VI).

COURSE VI, PRACTICAL COURSE, 1 CREDIT, CONTACT HOURS: 30

SEM 106, BEHAVIOUR MODIFICATION

Course content

Conduct the assessment, identification, and development of management
programme and the intervention of behaviour problems of at least one
case with mental retardation.

COURSE VII, PRACTICAL COURSE, 6 CREDITS, CONTACT HOURS: 150

**SEM 107, GROUP TEACHING IN SPECIAL SCHOOL
(CURRICULAR AND CO-CURRICULAR)**

Course content

- (a). Observation of five different classes in special school.
- (b). Class room teaching in children with mental retardation at various levels from pre primary, primary, secondary and pre vocational levels. A total of 30 lessons should be taught including curricular (18 lessons) and co curricular (12) lessons using suitable methods and materials. 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.

SEMESTER II

COURSE I, COMMON COURSE, 3 CREDITS, CONTACT HOURS: 60

SEM 108, EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

Objectives

On completion of the course, the student teacher is expected to develop

1. Awareness on the history, meaning, nature, process, aims and functions of education.
2. Understanding on the nature and scope of philosophical and sociological foundations of education.
3. Familiarization of different types of education and reports of various education commissions.
4. The ability to analyse the nature and functions of various national and international agencies of education and special education.
5. Favourable attitude towards education of children with special needs in the context of modern ethos.
6. The ability to critically analyse the emerging trends in education of children with special needs.

Course Content

Unit1. Education: Definition, Functions and Foundations **12 Hrs.**

- 1.1 Definition and meaning of education.
- 1.2 Aims and functions of education.
- 1.3 Educational philosophy: meaning and significance, relation between Philosophy and Education. Sociological foundations of education.
- 1.4 Idealism, naturalism, pragmatism and existentialism with reference to aims, curriculum, method of teaching, role of teacher and discipline: eclectic tendency in education.
- 1.5 Historical perspective of general education and special education in India and abroad: origin, development and current trends.

Unit 2. Types of Education and Various Commissions **12 Hrs.**

- 2.1 Concept and principles of general, special, integrated and inclusive education.
- 2.2 Aims, objectives and functions of special education and inclusive education.

- 2.3 Recent trends in education, special education and inclusive education in India.
- 2.4 Education For All movement, and education through 21st century.
- 2.5 Educational Committees and Commissions. [Indian Education Commission (1964-66), NPE (1986), Revised NPE (1992), and NCF (2007)].

Unit 3. Educational Systems in the Social Context

8 Hrs.

- 3.1 Formal and informal education: different forms, role of family, peer group, and community.
- 3.2 Non-formal education. (Distance education, extension education, adult education, literacy programmes and continuing education).
- 3.3 Community based rehabilitation (CBR).
- 3.4 Open learning with reference to general, special and inclusive education.
- 3.5 Value -oriented education- with reference to special education.

Unit 4. Educational Agencies and Legislations

12 Hrs.

- 4.1 Educational challenges of economic and socio-political development.
- 4.2 Role of home, community, school, society, and mass media.
- 4.3 International and national legislations for special education: PL 94-142, IDEA, Biwako Millennium Framework, UNCRPD, NPE 1986, POA 1992, RCI Act 1992, IEDSS, SSA1992, PD Act 1995, National Trust Act 1999, RTE act and its implications.
- 4.4 Role of governmental and non-governmental agencies in general and special education – NCERT, SCERT, RCI, NCTE, NGOs, etc.
Resource mobilization through funding agencies, social benefits, concessions and provisions.
- 4.5 International and national organizations: UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM; NIMH, NIVH, NIH, NIOH, NIEPMD, NIMHANS, NIRTAR, AIISH, ALIMCO, etc.

Unit 5. Education and the Modern Ethos

8Hrs.

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

Unit 6. Emerging Trends in Special and Inclusive Education 8 Hrs.

- 6.1 Challenges of special and inclusive education.
- 6.2 Inclusive education- a rights based model.
- 6.3 Community linkages and partnership of inclusion.
- 6.4 Relevance of special schools and inclusive schools in modern scenario.
- 6.5 Role of teacher in inclusive set up.

References

1. Anand. (1993). The Teacher and 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, K., and Bhatia, B. (1997). The Philosophical and Sociological Foundations. New Delhi: Doaba House.
11. Biswas, A. (1992). Education in India. New Delhi: Arya Book Depot.
12. Mohanty, J. (1993). Indian Education in the Emerging Society. New Delhi : Sterling publishers Pvt. Ltd.
13. Sapra, C.L., and Aggarwal,A. (Eds.). (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.

SEMESTER II

COURSE II, COMMON COURSE, 3 CREDITS, CONTACT HOURS: 60

SEM 109, EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

Objectives

On completion of the course the student teacher is expected to develop

1. Understanding on the concept, principles and scope of educational management.
2. Understanding on the concept and principles of curriculum development and management.
3. Understanding on the concept, meaning, scope and types of educational technology.
4. The ability to apply the principles of educational evaluation.
5. Familiarization with the principles and approaches to research in education.

Course Content

Unit 1. Educational Management

8 Hrs.

- 1.1 Definition, meaning, need, scope of educational management.
- 1.2 Management: time and resources, principles of time table construction, importance of school assembly.
- 1.3 Concept and principles of institutional planning, organization, administration and evaluation; school plant: classroom, school library, school laboratory.
- 1.4 Organizations: school parliament, school PTA, staff council, grievance redressal cell.
- 1.5 Inspection and supervision. Qualities, duties and responsibilities of headmaster and teachers.

Unit 2. Curriculum

8 Hrs.

- 2.1 Definition, meaning, principles and scope of curriculum.
- 2.2 Principles of curriculum organization: logical and psychological, topical, spiral and concentric.
- 2.3 Principles of curriculum development: objective based, child centered, activity based, correlated. Overcoming individual difference, fulfilling the requirements of higher education, flexible, and practicable.

- 2.4 Curriculum: planning, implementation and evaluation; disability wise curricular and co-curricular adaptations.
- 2.5 Role of teacher in curriculum construction, planning, implementation and evaluation.

Unit 3. Educational Technology and Media

11Hrs.

- 3.1 Definition, meaning, principles and scope of educational technology.
- 3.2 Role and types of audio-visual aids in teaching and learning. Dales's cone of experience. Educational significance of OHP, LCD Projector, ETV, TV, Mobile phone, Radio, News paper, films, video, audio cassettes, etc. Audio-conferencing, tele- conferencing and video- conferencing.
- 3.3 Instructional resource centre for educational technology.
- 3.4 Environmental modifications and use of assistive technology for persons with disabilities and barrier free environment.
- 3.5 TLM: Importance, need and guidelines on use of TLM with reference to various disabilities.

Unit 4: Individualized Instructional Strategies and Classroom Interaction

13Hrs.

- 4.1 Computer fundamentals- hardware, software, internet, power point presentation, IT, ICT and its impact on education.
- 4.2 Individualized instruction - programmed instruction: types, principles, computer assisted instruction, PSI, instructional module.
- 4.3 Concept of communication - communication cycle - factors affecting communication.
- 4.4 Classroom interaction - Flanter's interaction analysis category system (FIACS).
- 4.5 Micro teaching - meaning, importance: micro teaching cycle - micro teaching skills.

Unit 5. Educational Research

6 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 Sources of research problem, tools of research and problems faced in educational research.
- 5.5 Need and scope of research in special education in India.

Unit 6. Educational Evaluation

14 Hrs.

- 6.1 Definition, meaning, scope, significance and functions of evaluation. Measurement and evaluation. Recent trends in evaluation - grading, internal assessment, and credit and semester system.
- 6.2 Types of evaluation - continuous and comprehensive, scholastic and co-scholastic, criterion- referenced and norm - referenced, objective and competency based, formative and summative.
- 6.3 Various types of tests - achievement test - construction of achievement test - preparation of blue print. Teacher made tests and standardised tests. Characteristics of a good test - objectivity, validity, reliability, practicability, etc.
- 6.4 Tools and techniques - test, questionnaire, interview, anecdotal record, cumulative record, rating scale, check list, inventories, attitude scale, etc.
- 6.5 Presentation of data – construction of graphs, tables and diagrams. Descriptive statistics - measures of central tendency (mean, median, and mode). Measures of variability (range, mean deviation, and standard deviation).

References

1. Yeole, C.M. (1991). Educational Technology. Cima Myeole.
2. Shah, D.B. (1991). Educational Technology for Developing Teaching Competency. Gavendra Prakashan.
3. Mohanty, J. (1998). Studies in Educational Broadcasting. San subscription agency.
4. Mangal, K. (1990). Fundamentals of Educational Technology. Prakash Brothers.
5. Satyapal, R. (1991). Educational Technology- A Systematic Text Book. Associated Publishers.
6. Sharma, S.R., and Vohra, A.L. (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, M.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, H. (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, P.V. (1992). *Scientific Social Surveys and Research*. Bombay: Asia Publishing House.
16. D.E.S. (1982). *Handicapped Pupil and Special schools Regulations*. London: HMSO.
17. Govt. of India. *Persons with Disability Act, 1995*.
18. Evans, P., and Varma, V. (1990). *Special Education: Past, Present and Future*. New York: The Falmer Press.
19. Zirpoli, T.J., and Mellor, K.J. (1993). *Behaviour Management Application for Teachers and Parents*. Toronto: Maxwell McMillan.
20. Best, J.W., and Kahn, J.V. (1992). *Research in Education*. New Delhi: Prentice Hall of India.
21. Koul, L. (1999). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
22. Gupta, S. P. (1995). *Elementary Statistical Methods*. Sultan Chand & Sons, New Delhi.
23. Aggarwal, J.C. (1997). *Essentials of Educational Technology*. New Delhi : Vikas Publishing House.
24. Das, R.C. (1993). *Educational Technology- A Basic Text*. New Delhi : Sterling Publisher's Pvt.Ltd.
25. Srinivasan, T.M. (2002). *Use of Computers and Multimedia in Education*. Jaipur: Pointer Publishers.
26. Kumar, K.L. (1997). *Educational Technology*. New Delhi: New Age International Publishers.
27. Kumar, K.J. (1981). *Mass Communication in India*. Delhi: Jaico Publishing House.

**COURSE III, SPECIALISATION COURSE, 3 CREDITS, CONTACT
HOURS: 60**

**SEM 110, MULTIDISCIPLINARY ASPECTS OF MENTAL
RETARDATION**

Objectives

On completion of the course the student teacher is expected to develop

1. Understanding on the physiological aspects of mental retardation.
2. Understanding on the motor developmental aspects in mental retardation.
3. Familiarisation with the methods for enhancing communication skills of children with mental retardation.
4. Understanding on the nature, need and importance of working with multi-disciplinary team.
5. The ability to refer students with mental retardation to appropriate professionals.
6. The understanding on the concept, importance and need of CBR.

Course Content

Unit 1: Physiological Aspects 10Hrs.

- 1.1. Neurological aspects – autonomous nervous system, central nervous system and peripheral nervous system.
- 1.2. Associated impairments – sensory impairments, cerebral palsy, autism, epilepsy, ADD, ADHD.
- 1.3. Genetic aspects.
- 1.4. Endocrinal influences.
- 1.5. Preventive measures.

Unit 2: Developmental Aspects**15 Hrs.**

- 2.1. Developmental stages – physical, social, cognitive, language, emotional and moral.
- 2.2. Developmental delays and their implications in the cycle.
- 2.3. Adaptive deficits – self help areas, emotional, social, cognitive and language areas.
- 2.4. Gross motor and fine motor development and impairments, activities to enhance motor functions in children with mental retardation.
- 2.5. Loco-motor / mobility related problems.

Unit 3: Communication Aspects**15 Hrs.**

- 3.1. Normal development of speech, language and assessment of speech and language disorder in mental retardation.
- 3.2. Speech and language disorders. Scope and aims of speech therapy.
- 3.3. Communication: prerequisite skills, process, disorders and intervention.
- 3.4. Activities to enhance communicative skills of children with mental retardation.
- 3.5. Modes of communication: alternative and augmentative.

Unit 4: Motor Aspects - Therapeutic Intervention**15 Hrs.**

- 4.1. Physiotherapy – scope, aims and modalities used in physiotherapy for persons with MR.
- 4.2. Movements and postures of human body – Joints, Muscles, and disorders
- 4.3. Neuro-motor, eye – hand, sensory motor perceptual motor difficulties.
- 4.4. Occupational therapy – scope, aims and modalities used in occupational therapy for persons with MR.

- 4.5. Occupational therapy – their implication and adaptations in class room management Work placement methods used in occupational therapy.

Unit 5: Working with Multi – Disciplinary Team 10 Hrs.

- 5.1. Personnel 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. Assessment of the abilities of mentally retarded children.
- 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. Definition and scope.
- 6.2. Education for independent living.
- 6.3. Strength and limitation of CBR.
- 6.4. Role of Special Educator in CBR.
- 6.5. Challenges and implications.

References:

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. Secunderabad: NIMH.
4. Van Riper, C.A., and Emrick, L. (1990). Speech Correction – An Introduction to Speech Pathology and Audiology (8th edn). New York: Prentice Hall.

5. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn and Bacon.
6. Baine, D. (1998). Handicapped Children in Developing Countries- Assessment, Curriculum and Instruction. Alberta: University of Alberta.
7. Langone, J. (1990). Teaching Retarded Learners - Curriculum and Methods for Improving Instruction. Boston: Allyn and Bacon.
8. Narayan, J., & ThressiaKutty, A. T. (1989). Handbook for Trainers of the Mentally Retarded Persons- Pre Primary level. Secunderabad: NIMH.
9. Evans, P., and Varma, V. (Eds.). (1990). Special Education- Past, Present and Future. New York: The Falmer Press.
- 10.Repp, A.C. (1983). Teaching the Mentally Retarded. New Jersey: Prentice Hall.
- 11.King – sears, H.E. (1994). Curriculum Based Assessment in Special Education. San Diego: Singular Publishing group.
- 12.Puri, M., and Sen, A.K. (1989).Mentally Retarded Children in India. New Delhi: Mittal Publications.
- 13.Sharma, P. (1995). Basics on Development and Growth of a Child. New Delhi: Reliance.
- 14.Narayan, J., Myreddi, V. and Rao, S. (2002). Functional Assessment Checklist for Programming. Secunderabad: NIMH.
- 15.Jayachandran, P., and Vimala, V. (2000). Madras Developmental Programming System. Vijay Human Services, Chennai.
- 16.Myreddi, V., and Narayan, J. (2004). FACP – PMR. Secunderabad: NIMH.
- 17.Narayan, J. (1998). Grade Level Assessment Device for Children with Learning Problems in Regular Schools. Secunderabad: NIMH.

18. Myreddi, V., and Narayan, J. (1998). Functional Academics for Students with Mild Mental Retardation. Secunderabad: NIMH.
19. Narayan, J. (1990). Towards Independence Series 1 to 9. Secunderabad: NIMH.
20. Narayan, J. (2003). Educating Children with Learning Problems in Regular Schools. Secunderabad: NIMH.
21. Pedretti, L.W. (1990). Occupational Therapy- Practice Skills for Physical Dysfunction.
22. Joshi, J., and Kotwal, P. (2004). Essentials of Orthopedics and Applied Physiotherapy.
23. Help them to Learn- Make it easy. (2000). Video Films. Care 'N' Cure. Secunderabad: NIMH.

SEMESTER II

COURSE IV, METHODOLOGY COURSE, 3 CREDITS, CONTACT HOURS: 60

SEM 111, METHODOLOGY OF TEACHING CHILDREN WITH LEARNING DIFFICULTIES IN AN INCLUSIVE SET UP

Objectives

On completion of the course the student teacher is expected to develop

1. Competency to screen, assess and identify students with learning difficulties.
2. The ability to plan and implement special education methodology and training for students with learning difficulties.
3. The ability to organize resource room and inclusive education programmes.
4. Understanding on the aims and objectives of teaching language, science, social science and mathematics.
5. Understanding on the methods, strategies and techniques of teaching language, science, social science and mathematics.

Course Content

Unit 1: Identification of Children with Learning Problems **14 Hrs.**

- 1.1 Process of learning and difficulties in the process of learning.
- 1.2 Children with mild mental retardation, borderline intelligence, specific learning disabilities, scholastic backwardness due to other reasons.
- 1.3 Screening and identification: formal and informal tools.
- 1.4 Improving study skills techniques- attention, memory, cognitive central therapy.
- 1.5 Programme planning and evaluation: lesson plan, progress monitoring, and report writing.

Unit 2: Organization of Resource Room and Inclusive Education Program **14 Hrs.**

- 2.1 Need and importance of resource rooms and inclusive education programmes.
- 2.2 Organizing inclusive education programmes: methods and materials - adaptations.

- 2.3 Organizing resource rooms: methods and materials- adaptations.
- 2.4 Creating a barrier free environment.
- 2.5 Strategies to facilitate inclusion of students with special needs. Coordination with other teachers, families and society (BRC, DRC, panchayath and other governmental agencies).

Unit 3: Methodology of Teaching Language **8 Hrs.**

- 3.1 Aims and objectives of teaching languages - meaning and significance.
- 3.2 Bloom's taxonomy of educational objectives – cognitive, affective and psychomotor domain.
- 3.3 Assessment and programme planning – formal and informal tools, lesson plan.
- 3.4 Implementing the programme – TLM.
- 3.5 Methods and strategies for teaching and evaluation of languages.

Unit 4: Methodology of Teaching Mathematics **8 Hrs.**

- 4.1 Aims and objectives of teaching mathematics - meaning and significance.
- 4.2 Bloom's taxonomy of educational objectives – cognitive, affective and psychomotor domain.
- 4.3 Methods, strategies and techniques for teaching and evaluation of mathematics.
- 4.4 Different mathematical skills – geometrical skills, computation skills, drawing and interpretation skills.
- 4.5 Mathematical teaching aids – improvised/adapted aids.

Unit 5: Methodology of Teaching Science **8 Hrs.**

- 5.1 Aims and objectives of teaching science- nature and significance.
- 5.2 Bloom's taxonomy of educational objectives – cognitive, affective and psychomotor domain.
- 5.3 Methods, strategies and techniques for teaching science.
- 5.4 Teaching aids and resource materials – text book, lab, museum, library, etc.
- 5.5 Evaluation - assessment of skills, interests and attitudes in science.

Unit 6: Methodology of Teaching Social Sciences **8 Hrs.**

- 6.1 Aims and Objectives of Teaching Social Science- nature and significance.
- 6.2 Bloom's taxonomy of educational objectives – cognitive, affective and psychomotor domain.
- 6.3 Methods, strategies and techniques for teaching social science.
- 6.4 Teaching aids and resource materials – text book, laboratory, library – adaptations.

6.5 Evaluation - assessment of skills, interests and attitudes in social science.

References

1. Lad, R. (). Language Teaching – A scientific approach. Mc Graw Hill Inc.
2. Eaves, R.C., and Mc Laughlin, 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., and Mc Clung, R.M. (1992). A guide for educating mainstreamed students. Boston : Allyn and Bacon.
5. Narayan, J., and Thressia Kutty, A.T. (1989). Handbook for trainers of the mentally retarded persons- Pre-primary level. Secunderabad: NIMH.
6. Shivaraj, K., and Sreeramanunni, P.C. (). 'Malayala bhashadhyapanam'.
7. West, C.K., Farmer, J.A., and 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., and Collin, S. (1992). Working towards independence – A practical guide to teaching people with learning disabilities. London : Jessica Kingsley.
10. Veenakumari, B., and Rao, D.B. (2006). Method of Teaching Social Studies. New Delhi :
11. Dubin, F., and Olshtain, E. (1986) .Course Design – developing programs and materials for language learning. Cambridge University Press.
12. Shivarajan, K., Ramakrishnan, T.V. and Mrudula, K. (2007). English Language Education – Methodology of Teaching and Pedagogical Analysis. Calicut University Centre Cooperative Stores.
13. Smith, C.R. (1994). Learning Disabilities : The interaction of learner task & setting (3rd edition). Boston : Allyn and Bacon.
14. Michales, C.A. (1994). Transition strategies for persons with learning disabilities. California, Singular Pub.Group.
15. Anice, (2007). Teaching of Mathematics.
16. Hoover, J.J. (1995). Teaching students with learning problems to use study skills - A teachers guide.
17. Reddy, G.L. et. al. (2000). Learning disabilities: A practical guide to Practitioners. Discovery Pub House, New Delhi.
18. Rourke, B.P. and Dotto, J.E.D. (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. Sindhu, K.S. (1984). The Teaching of Mathematics. New Delhi: Sterling Publications Pvt. Ltd.
21. Narayan, J. (2003). Educating children with learning problems in regular schools. NIMH, Secunderabad.
22. Sharma, R.C.(). Modern Science Teaching, Dhan Pat Rai and Sons, Delhi.
23. Patton, R.J. and Polloway, A.E. (1997). Strategies for teaching Learners with special needs (6th edition). Prentice Hall Inc. New Jercey.
24. Carpenter, D.C. and Schulz, B.J. (1995).Mainstreaming exceptional students. A guide for classroom teachers (4th edition). Allyn & Bacon.

B.ED SPECIAL EDUCATION (MR)

Course Content for Practicum

SEMESTER II

Total Hrs. 300

Objectives:

On completion of the practicals, student teacher is expected to develop

1. The ability to organize a resource room, conduct assessment for students with learning difficulties, prepare lesson plan and conduct resource room teaching.
2. The skills for teaching students with mild disabilities /learning problem in inclusive set up giving special attention to these students.
3. The skills for teaching students in regular class using appropriate teaching methods and materials.
4. Competency in planning and programming for transition from school to work.

SEMESTER II

COURSE V, PRACTICAL COURSE, 3 CREDITS, CONTACT HOURS : 75

SEM 112, RESOURCE ROOM TEACHING IN REGULAR SCHOOLS

- a) Organization of Resource Room
- b) Resource room teaching of children with learning problems in regular schools.

A minimum of 10 lessons (Mathematics, English and Malayalam) must be taught, following educational assessment and suitable programming (Teaching can be done in LP or UP classes).

SEMESTER II

COURSE VI, PRACTICAL COURSE, 3CREDITS, CONTACT HOURS: 75

SEM 113, TEACHING IN INCLUSIVE SET UP

A Minimum of 15 lessons (Mathematics, English, and Malayalam) must be taught, following educational assessment and suitable programming- where children with disability get special attention.

1. Teaching can be done in LP or UP classes.
2. Assess learning style of special children; apply peer tutoring, joint study, cooperative learning, and collaboration within class groups.
3. Help children in problem solving, accept abilities and differences.

SEMESTER II

COURSE VII, PRACTICAL COURSE, 4 CREDITS, CONTACT HOURS: 100

SEM 114, TEACHING OF GENERAL SUBJECTS

A Minimum of 10 classes (Mathematics, Arts, Science and Language) with suitable teaching learning materials. (Teaching can be done in LP or UP classes)

SEMESTER II

COURSE VIII, PRACTICAL COURSE, 2 CREDITS, CONTACT HOURS: 50

SEM 115, WORK EDUCATION AND PROGRAMMING FOR TRANSITION

The student trainee will carry out the following for a student with mental retardation

- a. Assessment of vocational potential.
- b. Identify and train at least two trades based on the assessment.
- c. Develop a transition plan.
- d. Implement the programme.
- e. Evaluate the programme.
- f. Submit a detailed report.

References

1. Thersiakutty, A.T., and Rao, L.G. (2001). Transition of Persons with mental retardation from school to work – A guide. National Institute for the Mentally Handicapped, Secunderabad.
2. Bradleq, D.F., King – sears, M.E., and Tessier – Switlick, D.M. (1997). Teaching students in Inclusive settings – from theory to practice. Allyn and Bacon, Needham Heights MA.
3. Clarke, G.M., and Kolstoe, O.P. (1995). Career Development and Transition Education for Adolescents with Disabilities – (2nd Edn). Allyn and Bacon, Needham Heights MA.
4. Friend, M., and Bursuck, W.D. (1999). Introducing students with special needs – A practical guide for classroom teachers. Allyn and Bacon, Needham Heights MA.
5. Gaylord, R. R. (1988). Vocational Education for persons with Handicaps. Mayfield publishing Company.
6. Lewis, R.B., and Doorring, D.H. (1995). Teaching Special Students in the Mainstream. Prentice – Hall Inc., Englewood Cliffs, New Jersey.

7. National Institute for the Mentally Handicapped. (1990). Vocational Training and Employment of Persons with Mental Retardation. NIMH, Secunderabad.
8. Schalz, J.B.,and Carpenter, C.D. (1995). Mainstreaming Exceptional Students – A guide for classroom teachers. Allyn and Bacon, Needham Heights, MA.

It is certified that this document contains 63 pages and are continuously numbered from 1 to 63.

Prof. P. S. Sukumaran
(Convenor)