



Goa University
P.O. Goa University, Taleigao Plateau, Goa 403 206, India

Syllabus of B.Ed. (SPECIAL EDUCATION) Programme
Approved by the Board of Studies in April 2008

Goa University Programmes List Code: 134

Conducted by the **Nirmala Institute of Education**, Altinho, Panaji, Goa 403 001 India
Email: niegoa@gmail.com; Office Phone: (0832) 2225633; Fax: (0832) 2420186

A brief description of the Programme:

To train and equip teacher-trainees with knowledge and skills to teach the differently abled in Special Schools or Resource Rooms attached to regular mainstream schools where inclusive education is encouraged.

• ***Prerequisites:***

- ✓ A graduate degree in any stream.
- ✓ Post-graduates too can apply.
- ✓ A minimum of 45% at the graduate level.

Admission Forms are available in the month of March. Applicants who fulfill the prerequisite criteria are called to the Interview and Written Test. The selected candidates' list is put on the Institute Notice Board. Selected candidates pay their programme fee by April end to assure their seat. The programme commences in June and concludes in April of the following year.

• ***Credits (theory, tutorials, practicals):*** Theory: 36 credits Practicum: 36 credits

- Theory Courses carry a weightage of 70 marks each which are externally assessed through a written University exam.
- Each Theory course is also internally assessed for 70 marks each through assignments, group work, peer presentations, discussions, seminar, and computer assisted presentations.
- The Practicum components are internally assessed for 1100 marks.

• ***Number of semesters, how the courses are distributed:***

Semester I – June to October/November;
Semester I Exam before the term closes for Term-end vacation

Semester II – November to April;
Semester II Exam in April

• **Field work:**

- 1) Practice Teaching Lessons (50 lessons).
- 2) Internship of two weeks in a Resource Room or Special School comprising of lessons, assessment of students, designing of instructional aids, sensitization.
- 3) Two Case Studies.
- 4) Development of a non-verbal instructional tool.
- 5) Computer Assisted Presentation of Lessons.
- 6) One Workshop conducted for Faculty and Peers on campus.
- 7) Visits to Special Schools and Resource Rooms.
- 8) Home based programmes.
- 9) Diagnostic Testing.
- 10) Community Work.

B.ED. SPECIAL EDUCATION PROGRAMME

In the following tables, L refers to lectures, T to tutorials and P to practicals. Description of a course appears on the page number listed in the tables.

COMPULSORY THEORY COURSES (PART A)

COURSE NO. AND TITLE	L--T—P Hours/week	CREDITS	PAGE NO
<u>01— Educational Psychology and Persons with Disabilities.</u>	60 lecture hours	4 (Two credits each for External Exam and Internal Assessment)	5-6
<u>02— Identification and Assessment of persons with Mental Retardation</u>	60 lecture hours	4 (Two credits each for External Exam and Internal Assessment)	7-8
<u>03— Curriculum and Teaching Strategies</u>	60 lecture hours	4 (Two credits each for External Exam and Internal Assessment)	9-11
<u>04—Methodology of Teaching Children with Learning Difficulties in an Inclusive Set-up.</u>	60 lecture hours	4 (Two credits each for External Exam and Internal Assessment)	12-13
<u>05—Mental Retardation- Its Multidisciplinary Aspect.</u>	60 lecture hours	4 (Four credits for Internal Assessment)	14-15
<u>06— Nature and Needs of Various Disabilities – An Introduction.</u>	60 lecture hours	4 (Two credits each for External Exam and Internal Assessment)	16-17
<u>07—Education in India—A Global Perspective.</u>	60 lecture hours	4 (Two credits each for External Exam and Internal Assessment)	18-19
<u>08—Educational Planning and Management, Curriculum Designing and Research.</u>	60 lecture hours	4 (Two credits each for External Exam and Internal Assessment)	20-21
<u>09—Autism</u>	60 lecture hours	4 (Four credits for Internal Assessment)	22
TOTAL	540	36 credits	

COMPULSORY PRACTICUM (PART B)

ITEM	HOURS	CREDITS
20 Practice Teaching Lessons in Mental Retardation 10 Lessons Learning Disability 20 Practice Teaching Lessons in Autism	180	5 credits for MR lessons 2 credits for LD lessons 5 credits for Autism lessons
Internship	60	4
Case Study I	60	4
Case Study II	60	4
Development of Non-Verbal Communication Tool	15	1
Computer Assisted Presentations	15	1
Visits to Schools	30	2
Home Based Programme I	15	1
Home Based Programme II	15	1
Diagnostic Testing	15	1
Workshop	45	3
Community Work	30	2
TOTAL	540	36 credits

Distribution of Courses Semester- wise:

Part A

Compulsory Theory Courses for Semester 1	Compulsory Theory Courses for Semester II
Papers I to IV--- External written exam	Papers VI to VIII ---- External written exam
Paper V --- Internally Assessed	Paper IX ---- Internally Assessed

Part B

Compulsory Practicum for Semester I	Compulsory Practicum for Semester II
30 Practice Teaching Lessons	20 Practice Teaching Lessons
Community Work	Diagnostic Testing
Visits to Resource Rooms and Special Schools	Internship
Case Study I	Case Study II
Home Based Programme I	Home Based Programme II
Computer Assisted Presentations	Development of a Non-verbal Communication Tool
	Workshop

**BACHELOR OF EDUCATION
(SPECIAL EDUCATION)**

B.Ed. (Sp.Ed.)



**SYLLABUS
GOA UNIVERSITY**

NIRMALA INSTITUTE OF EDUCATION

Altinho, Panaji, Goa - 403001

2013 - 2014

PAPER - I

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

60 Hrs.

Objectives

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

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

Course Content

Unit 1: Introduction to Psychology

10 hrs.

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

Unit 2: Growth and Development

10 hrs.

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

Unit 3 Learning

10 hrs.

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

Unit 4: Intelligence, Aptitude and Creativity

10 hrs.

- 4.1 Meaning and definition of intelligence and aptitude.
- 4.2 Theories of intelligence

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

Unit 5: Personality

10 hrs.

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

Unit 6: Guidance and Counselling

10 hrs.

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

Reference books

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

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PAPER - II
IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL
RETARDATION

60 Hrs.

Objectives:

After completing the paper the Teacher Trainees will:

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

Course Content

Unit 1: Mental Retardation - Nature, needs and Identification 10 hrs.

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

Unit 2: Additional impairments 10 hrs.

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

Unit 3: Assessment and Evaluation 10 hrs.

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

- Unit 4: Assessment of Adaptive Behaviour** **10 hrs.**
- 4.1 Tools for assessment of Adaptive Behaviour
 - 4.2 Assessment tools with reference to Indian context
 - 4.3 Documentation and recording
 - 4.4 Assessment and interpretation of results in order to formulate a functional plan
 - 4.5 Evaluation and Follow up
- Unit 5: Mental Retardation - Social Perspective** **10 hrs.**
- 5.1 Mental Retardation and Mental Illness - Differences
 - 5.2 Mental retardation and its Psycho-Social aspects - exploitation, delinquency, Child Labour, child abuse
 - 5.3 Rights and advocacy
 - 5.4 Misconceptions and social practice
 - 5.5 Sex Education and Marriage
- Unit 6: Transitional and Vocational Assessment** **10 hrs.**
- 6.1 Support Intensity Scale
 - 6.2 Vocational assessment
 - 6.3 Transition from School to Work
 - 6.4 Vocational training
 - 6.5 Employment Models: Supported, Sheltered, Home - Based, Self - Employment, Inclusive)

Reference books

- ◆ 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.
- ◆ Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Retarded Persons*, NIMH, Secunderabad.
- ◆ Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edition, Prentice Hall.
- ◆ Taylor, R.L. (1993). *Assessment of Exceptional Students Educational and Psychological Procedures*. Boston : Allyn & Bacon.
- ◆ Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction*. University of Alberta, Alberta,
- ◆ Longone, 3. (1990). *Teaching Retarded learners Curriculum and Methods for improving instruction*. Boston : Allyn & Bacon
- ◆ Narayan, 3. & 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 Teachers*. NIMH, Secunderabad.
- ◆ Evans, P and Verma, V. (Eds.) (1990) *Special Education. Past Present and Future*. The Faimer Press.
- ◆ 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.
- ◆ 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.
- ◆ Narayan, J. Myreddi, V. Rao, S. (2002). *Functional Assessment Checklist for Programming*, NIMH, Secunderabad.
- ◆ Jeyachandaran, P. Vimala, V. (2000). *Madras Developmental Programming System*
- ◆ Myreddi, V. & Narayan, J. *FACP – PMR*, NIMH, Secunderabad.
- ◆ Narayan, J. *Graduate Level Assessment Device for Children with Learning Problems in Regular Schools*, NIMH, Secunderabad.
- ◆ 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.
- ◆ Video Films. (2002). *Help them learn make it easy*, NIMH, Secunderabad.

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PAPER III
CURRICULUM AND TEACHING STRATEGIES

60 Hrs.

Objectives:

After completing of the paper the Teacher Trainees will:

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

Course Content

Unit 1: Curriculum Development

10 hrs.

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

Unit 2: Development of Educational program

10 hrs.

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

Unit 3: Curriculum Content - Various Stages

10 hrs.

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

Unit 4: Teaching Strategies**10 hrs.**

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

Unit 5: Co-Curricular Activities**10 hrs.**

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

Unit 6: Educational Provisions**10 hrs.**

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

Reference books

- ◆ 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.
- ◆ Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Retarded Persons*, NIMH, Secunderabad.
- ◆ Van Riper, C.A. and Emerick, L. (1990), *Speech Correction-An introduction to speech pathology and audiology*. Eighth Edition, Prentice Hall.
- ◆ Taylor, R.L. (1993). *Assessment of Exceptional Students Educational and Psychological Procedures*. Boston : Allyn & Bacon.
- ◆ Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction*. University of Alberta, Alberta.
- ◆ Longone, J. (1990). *Teaching Retarded learners Curriculum and Methods for improving instruction*. Boston : Allyn & Bacon.
- ◆ Narayan, J. & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons*. Pre-primary level. NIMH, Secunderabad.
- ◆ Peshwaria, R. and Venkatesan. S. (1992) *Behaviour of retarded children: A manual for Teachers*. NIMH, Secunderabad.
- ◆ Evans, P and Verma, V. (Eds.) (1990) *Special Education. Past Present and Future*. The Faimer Press.
- ◆ 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.

- ◆ 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.
- ◆ Narayan, J. (1999). *Skill Training Series 1-9*. NIMH, Secunderabad,
- ◆ Myreddi, V. & Narayan, J. (2000). *Functional Academics for Students with Mental Retardation*, NIMH, Secunderabad.
- ◆ Myreddi V. & Narayan J. (1998). *Functional Academics for students with mild mental retardation*, NIMH, Secunderabad.
- ◆ Narayan J. (1990). *Towards independence series 1 to 9*. Secunderabad : NIMH, Secunderabad.
- ◆ Narayan J. (2003) *Educating children with learning problems in regular schools*. NIMH, Secunderabad.
- ◆ Video Films. (2002). *Help them learn make it easy*. NIMH, Secunderabad.

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

60 Hrs.

Objectives:

After completing the paper the students will:

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

Course Content

Unit 1: Identification of children with Learning Problems **10 hrs.**

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

Unit 2: Organization of Resource Room **10 hrs.**

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

Unit 3: Organization and Development of an Inclusive Education Program **10 hrs.**

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

Unit 4: Methodology of teaching Language **10 hrs.**

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

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

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

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

Unit 6: Organization of a Resource Room **10 hrs.**

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

Reference books

- ◆ Cark, G.M. & Kostoe, O.P. (1995) *Career development and transition education for adolescents with disabilities* (2nd edition). Boston : Allyn & Bacon
- ◆ Eaves, R.C. & Mc Laughlin, P.J. (1993) *Recent advances in special education and rehabilitation*. Boston : Andover Medical Publishers.
- ◆ King - Sears, M.E. (1994) *Curriculum based assessment in special education*. San Diego: Singular Publishing Group, Inc.
- ◆ Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992) *A guide for educating mainstreamed students*. Boston : Allyn & Bacon.
- ◆ Narayan, J & Kutty, A.T.T. (1989) *Handbook for trainers of the mentally retarded persons- Pre-primary level*. NIMH, Secunderabad.
- ◆ Shell, M.E.(1993). *Instruction of students with severe disabilities* (4th edition). Toronto : Maxwell Macmillan Canada.
- ◆ West, C.K., Farmer, J.A. & Wolff, P.M. (1991). *Instructional design. Implications from cognitive science*. Englewood Cliffs (New Jersey) : Prentice Hall.
- ◆ Longhorn, F. (1988) *A sensory curriculum for very special people. A practical approach to curriculum planning*. Souvenir Press (Educational and Academic) Ltd.
- ◆ Carr, J & Collin, S (1992). *Working towards independence – A practical guide to teaching people with learning disabilities*. London : Jessica Kingsley.
- ◆ Hulme, C. (1992). *Working memory and severe learning difficulties*. Hove, Lawrence. Erlbawn.
- ◆ Hogg, J. (1994). *Making leisure provision for people with profound learning and multiple disabilities*. London : Lhapman, California.
- ◆ Farmer, R. (1994) *changing services for people with learning disabilities*. California Singular Pub. Group Allied, Hyderabad.
- ◆ Smith, C.R. (1994). *Learning Disabilities : The interaction of learner task & setting* (3rd edition). Boston : Allyn & Bacon
- ◆ Michales, C.A (1994). *Transition strategies for persons with learning disabilities*. California, Singular Pub. Group.
- ◆ Sinha. B.L. (2001). *Teaching learning & human behaviour*. Anmol, New Delhi.
- ◆ Hoover, J.J. (1995). *Teaching students with learning problems to use study skills - A teachers guide*.
- ◆ Lokananda Reddy, G. et. al. (2000). *Learning disabilities: A practical guide to Practitioners*. Discovery Pub House, New Delhi.
- ◆ Rourke, B.P. and Del Dotto, J.E. (1994). *Learning Disabilities : A Neuro-Psychological Perspective*. Sage Pub, New Delhi.
- ◆ Myreddi V. & Narayan J. (1998). *Functional Academics for students with mild mental retardation*, NIMH, Secunderabad.
- ◆ Narayan J. (1990). *Towards independence series 1 to 9*. Secunderabad : NIMH, Secunderabad.
- ◆ Narayan J. (2003) *Educating children with learning problems in regular schools* NIMH, Secunderabad.
- ◆ Video Films. (2002). *Help them learn make it easy*. NIMH, Secunderabad.

[BACK](#)

PAPER V
MENTAL RETARDATION - ITS MULTIDISCIPLINARY ASPECT

60 Hrs.

Objectives:

After completing the paper the Teacher Trainee will:

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

Course Content:

Unit 1: Physiological Aspects

10 hrs.

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

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

10 hrs.

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

Unit 3: Communication Aspects

10 hrs.

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

Unit 4: Motor Aspects

10 hrs.

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

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

Unit 5: Working with multi-Disciplinary Team

10 hrs.

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

Unit 6: Community Based Rehabilitation

10 hrs.

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

Reference books

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- ◆ Narayan J. (2003) *Educating children with learning problems in regular schools* NIMH, Secunderabad.
- ◆ Video Films. (2002). *Help them learn make it easy*. NIMH, Secunderabad

[**BACK**](#)

PAPER - VI
NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION
60 Hrs.

Objectives

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

- ✓ Blindness and Low Vision
- ✓ Hearing Impairment
- ✓ Mental Retardation and Mental Illness
- ✓ Locomotor, Neurological and Leprosy Cured
- ✓ Neuro-developmental Disorders
- ✓ Multiple Disabilities, Deaf blindness

Course Content

Unit 1: Blindness and Low Vision **09 hrs.**

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

Unit 2: Hearing Impairment **09 hrs.**

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

Unit 3: Mental Retardation **09 hrs.**

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

Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities **07 hrs.**

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

Unit 5: Learning Disabilities **08 hrs.**

- 5.1 Concept and Definition of Learning Disabilities.
- 5.2 Characteristics of LD
- 5.3 Etiological Factors
- 5.4 Types and Associated Conditions
- 5.5 Intervention and Educational Programmes

Unit 6: Autism Spectrum Disorders **09 hrs.**

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

Unit 7: Multiple Disabilities and Various Combinations **09 hrs.**

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

Reference books

- ◆ Poremba, C. *The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth.* Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
- ◆ Byrne, M., Shervanian, C., *Introduction to Communicative Disorders.* New York Harper & Row, 1977.
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- ◆ Narayan, J. *Educating Children with Learning Problems in Regular Schools,* Secunderabad, NIMH

[**BACK**](#)

PAPER - VII
EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

60 Hrs.

Objectives

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

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

Course Content

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

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

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

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

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

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

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

- 4.1 Educational challenges for economic and socio-political development.
- 4.2 Role of home, community school, society, and mass media.

- 4.3 Role of Governmental and non-governmental agencies in general and special education. Such as -NCERT, SCERT, RCI, NCTE.
 - (a) Resource mobilization through funding agencies and concessions/facilities for the disabled. Education
 - (b) Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.
 - (c) International Legislation for Special Education
- 4.4 International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM
- 4.5 International and national legislation including UNCRPD

Unit 5: Education and the Modern Ethos

10 hrs.

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

Unit 6: Emerging trends in Special and Inclusive Education

10 hrs.

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

Reference books

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- ◆ Saraswathi. T.S. (1999). *Culture, Socialization and Human Development*. Sage Publications.
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[BACK](#)

PAPER - VIII
EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM
DESIGNING AND RESEARCH

60 Hrs.

Objectives

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

Course Content

Unit 1: Educational Management

10 hrs.

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

Unit 2: Curriculum

10 hrs.

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

Unit 3: Instructional Strategies

10 hrs.

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

Unit 4: Educational Technology

10 hrs.

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

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

Unit 5: Educational Research

10 hrs.

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

Unit 6: Educational Evaluation

10 hrs.

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

Reference books

- ◆ Cima M Yeole. (1991). *Educational Technology*. Cima Myeole.
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PAPER IX
AUTISM

60 Hrs.

Objectives

After going through the course the teacher trainee will:

- ✓ acquire knowledge about autism
- ✓ develop an understanding of autistic children and the problems they face
- ✓ be able to use different intervention strategies and classroom strategies to provide a suitable environment for autistic children

Course Content

Unit 1: Understanding Autism **10 hrs.**

- 1.1 The autism spectrum
- 1.2 Characteristics of autism
- 1.3 Core Deficits

Unit 2: Curriculum and Assessment of the Child with Autism **10 hrs.**

- 2.1 Need for assessment
- 2.2 Kinds of curriculum
- 2.3 Curriculum based assessment
- 2.4 Understanding the assessment results
- 2.5 Drawing up the goals
- 2.6 Implementing the IEP
- 2.7 Evaluating the goals

Unit 3: Intervention Strategies **10 hrs.**

- 3.1 ABA – Applied Behaviour Analysis
- 3.2 TEACCH
- 3.3 PECS
- 3.4 VBA
- 3.5 Sensory Integration Therapy

Unit 4: Medical Issues in Autism **10 hrs.**

- 4.1 Understanding the role of the CNS in Autism
- 4.2 Current Genetic Research
- 4.3 Common medications

Unit 5: Classroom Strategies **10 hrs.**

- 5.1 Visual structure
- 5.2 Activity schedules
- 5.3 Reinforcements
- 5.4 Communication books
- 5.5 Inclusive education and the child with autism

Unit 6: Parent Education for Children with autism **10 hrs.**

- 6.1 Conducting parent meetings
- 6.2 Developing a functional home programme
- 6.3 Working with your child within your community
- 6.4 Counselling parents

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