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Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25)
Syllabus with effect from the Academic Year 2022-2023

M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (I)

Course Code	PE01CMES01	Title of the Course	**DEVELOPMENTS IN EDUCATION AND SPECIAL EDUCATION**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Trace development of general and special education system (PwDs) in India.
	2. Appreciate implications of recommendations made by the various Committees and Commissions for Educational (General and Special) developments in India.
	3. Develop insight into the issues and challenges of present day education system.
	4. Understand important quality related issues which need to be taken into account for revision/ development of new education policy.

Course Content

Unit	Description	Weightage* (%)
1.	**An Overview of Development of Education System** 1.1 Shaping of Education in Pre-Independence India 1.2 Shaping of Education in Post-Independence India 1.3 Emerging Education in India and in the Global Context 1.4 Perspectives of Education for the Persons with Disabilities 1.5 Constitutional Provisions and Directive Principles Related to Education and Special Education	20
2.	**Issues in Indian Education with Special Reference to Persons with Disabilities** 2.1 Accessibility to School, Curriculum & Learning Resources and Attitudinal Barriers 2.2 Analysis of the Status of Elementary & Secondary Education for All. (SSA, RMSA,) and Issues for Bridging Gaps 2.3 Ensuring Equity Principles across Disabilities, Gender, Caste, Socially Disadvantaged Groups, Marginalized and their Specific Educational Problems 2.4 Challenges of Special Education, Inclusion, Systemic Reforms, Provisions and Support System, Public Private Partnership & NGO Initiatives 2.5 Support Systems to Meet Diverse Learning Needs- Family, Community, School, Peer, Administrative and Resource Support	20
3.	**Policies and Legislations for Education & Special Education Development of Special Education in India** 3.1 National Legislations (RCI Act 1992, PWD Act 1995, National	20

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	Trust Act, Biwako Millennium Framework) 3.2 International Legislations for Special Education and International Organisations (UNESCAP, UNCRPD, WHO, UNICEF, NESCO, UNDP, Action Aid, CBM) 3.3 National Policies (POA 1992, SSA, RMSA and RUSA) & Government Schemes and Provisions for Persons with Disabilities 3.4 Role of Governmental and non-governmental agencies in general and special education 3.5 Current issues– Identifications, Labelling, cultural and linguistic diversity & advocacy	
4.	**Quality Issues in Education** 4.1 Indicators of quality related to teaching - learning strategies, classroom environment, and Student Assessment 4.2 Linking pedagogy with curriculum, contextual constructivism 4.3 Ensuring standards in Open & Distance Learning system – Non-formal education, face-to-face vs. Distance mode 4.4 Special and Inclusive education - Adopting flexible strategies for the acquisition and use of inputs and monitoring performance in inclusive set up 4.5 Quality enhancement in service delivery and community rehabilitation	20
5.	**Current Trends and Future Perspective** 5.1 Education as a development indicator, and enhancer of development indicators 5.2 Education for sustainable development & Right based approach 5.3 International curriculum framework in the light of changing priorities and international perspectives 5.4 Education for conservation of environment and social change 5.5 Education for individual and national development	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Trace development of education in India during pre-Independence
2.	Identify Constitutional provisions ensuring equity and protection of human rights as well as non discrimination
3.	Study factors influencing special education as a discipline in India
4.	Identify quality related issues of your State and suggest strategies to address them

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Evaluation Pattern		
Sr. No.	**Details of the Evaluation**	**Weightage**
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The learners will enable to explore education both general and special from historical perspective leading to contemporary India.
2.	The learners will enable to explore various commissions and policies and issues and trends in the field of education in the national and international contexts covering all aspects of quantity and quality.
3.	The learners will enable to explore various commissions and policies and issues and trends in the field of special education in the national and international contexts covering all aspects of quantity and quality.
4.	The learners will enable to explore various commissions and policies and issues and trends in the field of inclusive education in the national and international contexts covering all aspects of quantity and quality.

Essential & Suggested References:	
S. No.	*References*
1.	Anand, C.L. et.al. (1993). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
2.	National Policy on Education (1986). Ministry of Human Resource Development. Govt. of India, New Delhi.
3.	National University of Educational Planning and Administration (2014). Education for All Towards Quality with Equity: INDIA. NUEPA, New Delhi.
4.	Ozial, A.O. (1977). Hand Book of School Administration and Management. Macmillan, London

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5.	Programme of Action (1992). Ministry of Human Resource Development. Govt. of India, New Delhi
6.	Report of Core group on value orientation to education (1992). Planning commission, Govt of India.
7.	Salamatullah, (1979). Education in Social context, NCERT, New Delhi. School Education in India – Present Status and Future Needs (1986). NCERT, New Delhi
8.	Seventh All India School Education Survey (2002). NCERT, New Delhi.
9.	UNDP (1996). Human Development Reports. Oxford University Press. New York.
10.	UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report. Paris.
11.	UNESCO (2009). Report on Education for sustainable development.
12.	Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
13.	Compendium of Schemes (2014). Department of Empowerment of Persons with Disabilities, Ministry of Social Justice and Empowerment, Govt. of India.
14.	Education Commission. (1964-1966). Ministry of Education, Government of India, New Delhi.
15.	Julka, A. (2014). Evaluation of the Implementation of the Scheme IEDSS in India. Department of Education of Groups with Special Needs. NCERT, New Delhi.
16.	Julka, A., Mukhopadhyay, S., Vyas, S., Sharma, M, Anupriya, C., & Salin, D. (2014). Including Children with Special Needs: Primary Stage. NCERT, New Delhi.
17.	Kumar, A. (2003). Environmental challenges of the 21st century, APH Publishing Corporation, New Delhi.
18.	Mohanty, J., (1986). School Education in Emerging Society, sterling Publishers. MacMillan, New Delhi.

On-line resources to be used if available as reference material
On-line Resources

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M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (I)

Course Code	PE01CMES02	Title of the Course	**PSYCHOLOGY OF DEVELOPMENT AND LEARNING**
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Explain the psychological principles and their application in specific context of education and special education. 2. Explain the principles and their implication for growth and development. 3. Critically analyse the process from the point of view of cognitive psychology. 4. Explain role of motivation in learning, learning processes and theories of personality. 5. Apply psychological aspects to teaching - learning situations.

Course Content		
Unit	**Description**	**Weightage* (%)**

1.	**An Overview of Educational Psychology**
	 1.1 Nature and scope of educational psychology
	 1.2 Principles of educational psychology
	 1.3 Methods of Educational Psychology
	      1.3.1 Observation
	      1.3.2 Experimental method
	      1.3.3 Correlational
	      1.3.4 Clinical
	      1.3.5 Case Study
	 1.4 Applications of educational psychology to person with disabilities
	 1.5 Contemporary trends
		20

2.	**Understanding the Development of the Learner** 2.1 Concept of Growth and Development 2.2 Methods of studying development: Longitudinal, Cross-sectional, Cohort sequence 2.3 Physical, social, emotional, moral development, play and language development 2.4 Cognitive Development: Piaget, Vygotsky and Kohlberg 2.5 Factors affecting Growth and Development	20
3.	**Cognition and Information Processing** 3.1 Sensation, Perception and Attention 3.2 Memory - Nature and types, factors affecting memory 3.3 Thinking: Concept Formation, Reasoning, Problem solving 3.4 Intelligence: Nature, types, theories and assessment 3.4.1 Creativity	20

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	3.5 Individual differences and its educational implications for children with disabilities	

4.	**Motivation, Learning and Personality**
	4.1 Concept, definition and theories of Motivation
	4.2 Classical and Contemporary Learning Theories: Behavioural, Cognitive and Social
	4.3 Concept, definition and principles of personality development
	4.4 Personality Theories-
	    4.4.1 Psychoanalytic-Freud & Neo-Freudians, Trait, Humanistic
	    4.4.2 Assessment of Personality
	4.5 Implications in teaching-learning with reference to children with disabilities
		20

5.	**Psychological Aspects of Teaching** 5.1 Individual differences in cognitive and affective areas and its educational Implications 5.2 Classroom climate, group dynamics 5.3 Peer tutoring, co-operative learning, self-regulated learning 5.4 Teacher effectiveness and competence 5.5 Guiding children with disabilities	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	Plan and conduct a survey about attitudes/ practices regarding one or more of the following: children with disabilities, prenatal development, prenatal hazards, school drop-out, motivation of children
2.	Conduct an experiment with Piagetian methods of evaluating cognitive development and submit a report
3.	Analyze any autobiography to explain human development
4.	Design a behaviour modification plan for a specific child
5.	Present information on cognitive styles and their effects on learning

Evaluation Pattern		
Sr. No.	**Details of the Evaluation**	**Weightage**

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1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The learners will be able to critical understanding of theoretical perspectives of development and implications for in teaching learning process.
2.	The learners will enable to close observation of children in their natural environments would situate the theoretical knowledge within realistic frames.
3.	This course would also be able to equip them to reflect and critique the cognitive and information processing.
4.	The learners will be able to apply psychological aspects to teaching - learning situations.

Essential & Suggested References:	
S. No.	*References*
1.	Agarwal, I.J.C (1994). Essentials of Educational Psychology. Vikas Publishing House, Pvt.Ltd., New Delhi.
2.	Chatterjee, S.K. (2000). Advanced Educational Psychology. Arunabhasen Books and ALLIED(P) Ltd.,
3.	Freud, S (1935). A general Introduction to psychoanalysis. Live right, New York.
4.	Mangal, S.K. (1997). Advanced Educational Psychology. Prentice Hall of India Pvt., Ltd., New Delhi.
5.	Maslow, A.M. (1954). Motivation and Personality. Harper Press, New York
6.	Morgan, C.T. (1961). Introduction to Psychology. McGraw Hill, New York.

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7.	Mussen, P.H., Conger, J.J., & Kagan, J.(1969). Child development and personality. Harper & Row, New York.
8.	Bernard, H.W. (1972). Psychology of Learning and Teaching. Mc Grow Hill, New York.
9.	Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House, New Delhi.
10.	DeCecco, J.P., & Crawford, W. (1977). Psychology of Learning and Instruction. Prentice Hall, New Delhi.
11.	Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon, Boston.
12.	Hurlick, E.B. (1992). Child Development. Mc Grow Hill, New York.
13.	Joyce, M., & Others (1992). Models of Teaching. Holt Rinehart and Winston, New York. Bruce R. Joyce (Author), Marsha Weil (Author), Emily Calhoun
14.	Lindgren, H.C. (1976) Educational Psychology in the Classroom. John Wiley, New York.
15.	Mildred, C.R.F. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
16.	Panda, K.C. (1997). Elements of Child Development. Kalyani Publishers, New Delhi.
17.	Sharma, P. (1995). Basics on Development and Growth of a Child. Reliance Publication, New Delhi.
18.	Slavin, E.R. (2003). Educational Psychology: Theory and Practice (7th ed.). Allyn & Becon, Boston.
19.	Wilson, A.R., Rockbeck, M.C., & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. Mc Grand Hill, New York.

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M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education) Semester (I)

Area E 1: Teaching Practice

Course Code: PE01PMES01

Total Credits: 04   Hours: 120   Marks: 100

Each Teacher Educators is expected to prepare 8 lesson plans for classroom teaching at Diploma (4) and Graduate (4) courses, out of them 2 will be ICT based one at Diploma and one at Graduate All the lessons will be supervised by the concerned practical coordinator. Each student trainee will be allotted 2 classes for peer observation. Out of 8 lessons at least one lesson with innovative methods and one lesson with integration of technology should be considered while selecting the lessons. Out of total 8 lessons, 6 will be guided and 2 will be submitted independently by the trainees for evaluation. Trainees have to submit Teaching practice record along with the approved lesson plans with evaluation remarks signed by the practical supervisor and course coordinator of the class taught. Final lesson plan will jointly be evaluated by the external and internal examiners followed by viva-voce.

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M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (I)

Course Code	PE01SMES01	Title of the Course	IDENTIFICATION, ASSESSMENT AND NEEDS OF CHILDREN WITH INTELLECTUAL DISABILITY
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Understand the concept, etiology and characteristics of Persons with Intellectual Disability (PwID). 2. Use appropriate instruments for assessment of PwID. 3. Describe the programming needs across different age levels of PwID. 4. Utilize assessment information for educational programming, referral services and placement. 5. Comprehend the emerging future needs of PwID.

Course Content

Unit	Description	Weightage* (%)

1.	**Overview of Intellectual Disability**
	 1.1 Definition, historical review, Prevalence of Intellectual Disability
	 1.2 Etiological factors of Intellectual Disability
	     1.2.1 Biological, environmental factors
	     1.2.2 Pre-natal, natal, post-natal causes
	 1.3 Classification of Intellectual Disability - Medical, Educational, Psychological criteria for classification and issues and current practices in certification of Intellectual Disability
	 1.4 Characteristics of Intellectual Disability
	 1.5 Intellectual Disability and Associated Conditions – Cerebral palsy, Autism, Sensory impairments, ADD, ADHD, Epilepsy
		20

2.	**Screening, Identification, Assessment and Diagnosis**
	 2.1 Introduction to existing screening, identification and assessment / techniques trends in the field of intellectual disability
	 2.2 Approaches in and types of assessment
	 2.3 Methods and tools of assessment
	     2.3.1 Screening tools
	     2.3.2 Early identification
	     2.3.3 Developmental assessment tools
	     2.3.4 Intellectual - various standardized assessment tools: Binet – WISC - VSMS - DST Indian adaptations and other Indian tools
	     2.3.5 Social, Behavioral, Language and Speech Assessment Tools and other Indian tools
	     2.3.6 Special educational – use of CRTs, construction, precautions to be taken for development with reference to programming
		20

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	2.4 Introduction to existing educational assessment tools – Upanayan (0 - 6 years), NIMH – Aarambh (Early Childhood Special Education Inclusive Package), Indian adaptation of portage guide, Madras Developmental Programming Systems NIMH Functional Assessment Checklists for Programming (FACP) and other relevant tools 2.5 Implications of the above for Inclusion	
3.	**Identification of Needs** 3.1 Infancy and Early Childhood; EI & Family involvement (NIMH – Family Based Program Plan) 3.2 School age; placement alternative (special school, Resource Room, inclusive classroom), Multidisciplinary team collaboration and role of special education teacher 3.3 Transition and career development – ITP (Individualized Transition Plan) 3.4 Vocational Development; Employment, Types; emerging Job opportunity, Placement & follow- up 3.5 Implications of the above for Inclusion	20
4.	**Use of Assessment Information** 4.1 Use of assessment information - Medical, Special Educational, Psychological, Therapeutic and Vocational 4.2 Interpretation of assessment information to develop training goals 4.3 Use of Support Needs Assessment for Person Centered Planning 4.4 Writing of assessment report: for administrative purpose, for educational Programming, for referral and for alternative placement 4.5 Implications of the above for Inclusion	20
5.	**Emerging and Future Issues** 5.1 Critical analysis of Human Rights and Legal Provision – International Instruments, Indian Legislations and Policies 5.2 Advocacy 5.3 Current Gender Issues - Socio Cultural and Economic 5.4 Advances in Technology 5.5 Implications of the above for Inclusion	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	To conduct assessment of PwID using appropriate assessment tools

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2.	To organize discussion program on role of a Special Educator in intervention from Infancy to Adulthood
3.	To presentation a seminar on Community Based services for ID
4.	To conduct orientation and sensitization program on disability issues for teachers, parents, and community members and present a report

Evaluation Pattern		
Sr. No.	**Details of the Evaluation**	**Weightage**
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to
1.	The learners will be able to understanding of concept, etiology and characteristics of Persons with Intellectual Disability (PwID).
2.	The course would also help learners to appreciate the role of professionals to address the needs of these children in a holistic manner using team approach.
3.	The learners will be able to utilize assessment information for educational programming, referral services and placement
4.	The learners will be able to Comprehend the emerging future needs of PwID.

Essential & Suggested References:
S. No.	**References**
1.	Baine, D. (1988). Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta.
2.	Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming

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	System. Vijay Human Services, Chennai.
3.	King-Sears, H.E. (1994). Curriculum Based Assessment in Special Education. Singular publishing Group, San Diego.
4.	Mittler, P. (1976). Psychological Assessment of Mental and Physical Handicaps. Tavistock, London.
5.	Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
6.	Narayan, J. (2003).Grade Level Assessment Device for Children with Learning Problems in Regular Schools. NIMH, Secunderabad.
7.	Panda, K.C. (1997) Education of Exceptional Children. Vikas, New Delhi.
8.	Overton, J. (1992) Assessment in Special Education. An Applied Approach. Macmillan, New York.
9.	Overton, T. (2000). Assessment in Special Education: An Applied Approach, 3rd Ed, Prentice Hall Inc. Merril.
10.	Pun, M., & Sen, A.K. (1989) Mentally Retarded Children in India. Mittal Publication. New Delhi
11.	Smith, D.D. (2004). Introduction to Special Education. Training in an Age of Opportunity, 3rd Ed. Allyn & Becon. Boston.
12.	Wehman.P., & Kuegel. J. (2004). Functional Curriculum, Pro-Ed. Austin.

On-line resources to be used if available as reference material
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M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)
Semester (I)

Course Code	PE01SMES02	Title of the Course	CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH INTELLECTUAL DISABILITY
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	1. Explain the principles and approaches to curriculum development and instructional program. 2. Describe the various approaches for teaching students with Intellectual Disability. 3. Develop Curriculum for Pre-Primary, Primary, Secondary, Pre-Vocational and Vocational Level. 4. Use Instructional Program and methods in Inclusive Set ups. 5. Use teaching strategies and TLMs for PwID.

Course Content		
Unit	**Description**	**Weightage* (%)**
1.	**Curriculum Development** 1.1 Principles and Models of Curriculum development 1.2 Approaches to curriculum development– Developmental, Functional, Ecological, SOME approach, Systems, and Task Analytic Approach 1.3 Instructional design– Definition, Types, Merits and Demerits 1.4 Curricular Adaptation, Accommodation and Modification 1.5 Challenges and Implications for Inclusion	20
2.	**Teaching Approaches** 2.1 Developmental Approaches– Montessori, Floor time 2.2 Multi-sensory Approach– Fernald, Orton and Gillingham 2.3 Behavioral Approach– Applied Behavior Analysis (ABA), Discrete Trail Training 2.4 Cognitive Approach– Meta-cognitive Training, Cognitive Behavior Management 2.5 Integration of above in Inclusive Classroom Context	20
3.	**Curricular Domains & Levels** 3.1 Development of Curriculum at Pre-primary and Primary level– Personal, Social, Academic, Occupational and Recreational 3.2 Development of Curriculum at Secondary level– Personal, Social, Academic, Occupational and Recreational 3.3 Development of Curriculum at pre-vocational and transitional level– Personal, Social, Academic, Occupational and Recreational 3.4 Development of Curriculum at Vocational level– Generic Skills	20

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	and Work Related Skills, Personal skills related to routine, travel, Social Competencies, Job related behaviour– punctuality, regularity, Occupational skills– related to the job chosen (inclusive of functional academics), Health/safety skills, First Aid 3.5 Implications of above in Inclusion	
4.	**Instructional Programs and Methods** 4.1 Individualized Instruction – Concept, Types and Approaches 4.2 Collaborative Methods - Peer Tutoring, Co-operative Learning & Team teaching 4.3 Methods for social Inclusion, Social Skill Development & Self Regulation, Community Living, Life Skill Education 4.4. Universal design of Learning – Definition, Principles, Approaches & Strategies 4.5 Integration of above for Inclusion	20
5.	**Teaching Strategies & TLM** 5.1 Stages of learning, Principles of teaching, and Steps in teaching concepts 5.2 Teaching Strategies – Task Analysis, Prompting & Fading, Shaping, Chaining, Reinforcement, Play way method, Project method 5.3 Concept and type of Teaching materials and Learning materials, Functional Aids and Criteria for selecting appropriate TLM"s 5.4 Principles of adaptation, Adaptation of ADL material & functional academics 5.5 Integration of above for Inclusion	20

Teaching-Learning Methodology	Lecture- cum- discussion, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.

Sr. No.	*Course Work/ Practical/ Field Engagement*
1.	To present a report on adaption of curriculum for a student with Intellectual Disability in Inclusive setting
2.	To develop curriculum for independent living and present a report
3.	To present a Seminar on any of the teaching approaches.
4.	To develop need based learning and functional aids for PwID

Evaluation Pattern

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Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	The learners will be able to develop curriculum and instructional program.
2.	The learners will enable towards various approaches for teaching students with Intellectual Disability
3.	The learners will be able to use Instructional Program and methods in Inclusive Set ups
4.	The learners will be able to use teaching strategies and TLMs for PwID

Essential & Suggested References:	
S. No.	*References*
1.	Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instructor. University of Alberta, Alberta
2.	Das, J.P., & Baine, D. (1978) Intellectual Disability for Special Educators. Springfield: Charles C. Thomas.
3.	John, W., & Smith, R. (1971). An Introduction to Intellectual Disability. Mc Grawhill New York.
4.	Kauffman, J.M., & Paynes, J.S. (1960) Intellectual Disability: Introduction and Personal Perspectives. Charges & Merril, Columbus.
5.	Longone, J. (1990) Teaching Retarders Learners: Curriculum and Methods for Improving Instruction. Allyn and Bacon, Boston.
6.	Narayan, J., & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally

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	Retarded Persons. Pre-Primary Level. NIMH, Secunderabad.
7.	Panda, K.C. (1997). Education of Exceptional Children. Vikas Publishers, New Delhi.
8.	Pehwaria, R., & Venkatesan, S. (1992). Behavioural retarded Children: A Manual for Teachers. NIMH, Secunderabad.
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On-line resources to be used if available as reference material
On-line Resources

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