



सत्यमेव जयते



भारतीय पुनर्वास परिषद्

Diploma in Early Childhood Special Education (Intellectual Disability)

D.E.C.S.E.(ID)

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(w.e.f. 2023-24)

REHABILITATION COUNCIL OF INDIA

(Statutory Body of the Ministry of Social Justice & Empowerment)

Department of Empowerment of Persons with Disabilities (Divyangjan)

Government of India

B-22, Qutab Institutional Area

New Delhi – 110 016

www.rehabcouncil.nic.in

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1.0 Preamble

The training programs in India, currently focuses on persons with Intellectual Disability in the school going age and vocational age. The importance of early detection and suitable training and management is well known. As observed, a trend in the general education, the early childhood education has emerged as an important area of focus. The children with developmental delay (DD) or at risk for Intellectual Disability (ID) certainly need supportive education. Worldwide currently, there is a trend towards enhancing early childhood special education. This being the critical period, appropriate intervention at the right time arrests further damage and helps parents mold their attitude positively towards management of the child with DD/ID.

The early childhood special education focuses on children below 6 years of age and has various modes and avenues of imparting training based on the ability of the target group children. This could be home based training, center-based training, regular pre-schools or Anganwadis or balawadis. This requires training of manpower to be versatile in terms of reaching out to the families by being an itinerant teacher, management of home/center-based training programme and management of children with disabilities in regular or special pre- schools in groups. The early childhood special educator also is expected to work as a member along with inter-disciplinary team for management of such children. While designing the curriculum, legislative measures have kept in view along with inclusion of the disabled children alongside the community. To provide all of these competencies, a programme leading to Diploma in Early Childhood Special Education is planned.

2.0 Nomenclature of the Course: Diploma in Early Childhood Special Education (ID) – D.E.C.S.E.(ID).

Objectives

The overall objectives of the course include:

1. To provide competencies to the trainees in early detection and assessment for programming.
2. To train them to work as a member of inter-disciplinary team.
3. To provide strategies teaching for early childhood special education in various settings.
4. To be a link between home and the school.
5. To prepare the children for primary schools.
6. To equip the trainees with competencies in planning and management of early childhood special education programme.

3.0 Scope of the Programme

The D.Ed. in Special Education (ECSE) program will especially help the student trainees develop following competencies:

Knowledge based competencies:

- About various disabilities and their associated conditions
- Differential needs of learners with disabilities in ECSE
- Various areas of child development and the relevant mental processes

- Legislative provisions & policy guidelines for education and rehabilitation aspects
- Educational needs of the children with disability and their management
- Planning and execution of curricular and co-curricular activities
- Methods and techniques of teaching

Skill based competencies:

- Assessment and identification of needs of children with ECSE (ID) using inter-disciplinary approach
- Interventional strategies of addressing learning needs
- Use of curricular strategies, methods, and techniques of teaching
- Promotion of inclusive practices and involvement of family and community
- Development of specialized skills in planning and providing services to children in ECSE
- Development of competencies to teach in varied settings including special school, inclusive schools, home based education and technology-based home learning environments

Value or Behavior based competencies:

- Empowerment of families for equal partnership and advocacy of children;
- Involvement of community for resource mobilization and support;
- Acceptance of every student with the belief and conviction that every child will learn.

Employment opportunities

It is envisaged that such a programme would widen the horizon for the teacher trainee on completion of the course, to teach in special schools, work in early intervention and preschool set up, anganwadis, or undertake home based teaching to support those with ID in ECSE groups.

4.0 General Framework of the course

It is comprised of theory and practical courses. The Diploma in Education- Early Childhood Special Education (ECSE)- ID programme consists of 6 courses and 6 practical courses pertaining to the education of children with intellectual disabilities between the ages 3 years to 6. The programme is organized in such a manner that the content in this programme is spirally integrated in all courses as per requirement to prepare a cadre of special educators who develop competencies to meet their educational needs.

Of the total weightage for each course in terms of marks, the weightage will be 40 percent internal and 60 percent external. In terms of credit, the entire program is prepared for 40 credits divided into two parts; theory- 24 credits and practical- 36 credits. For curriculum transaction, each credit will be equal to 30 hours each for theory and practical.

5.0 Duration of the programme: One academic year

The duration of the programme will be of 1 year comprising of 1200 hours leading to 40 credits (30 hours = 1 credit). The weightage to the programme will be 60% practical and 40% theory. The course work will comprise of 720 hours of practical and 480 hours of theory. The theory hours will also include 60 hours of Employability skills. The resources for the module are freely downloadable at www.employabilityskills.net. This module will enable and empower the trainees

with readiness skills for applying, preparing for interviews and developing soft skills for working as professionals in supporting diverse clients across different setups. The module will comprise of practicals and theory and will be assessed formatively for internal marks and summatively with a final exam.

6.0 Eligibility

Students who have passed 10+2 or equivalent with 50% of marks in any stream are eligible for the course.

7.0 Medium of instruction

The medium of instruction will be English / Hindi / Regional or state specific language.

8.0 Methodology

The methodology of the courses includes lectures, demonstration, project work, discussions, exposure visits to different schools / rehabilitation projects, practice teaching, participation in community meetings, camps and community development programmes.

9.0 Intake capacity: The number of seats at each training center will be as per RCI norms.

10.0 Minimum attendance/ working days: Eighty per cent minimum attendance is required both in theory and 100% practical to be eligible to appear in the term end examination.

11.0 Annual programme structure with the breakup of hours and credits (theory and practicals)

| Paper | Subject | Hours / Credits | Internal Marks | External Marks | Total |
|------------------|---|-----------------|----------------|----------------|------------|
| Theory | | | | | |
| I | Introduction to Early Childhood Special Education | 90 (03) | 30 | 60 | 90 |
| II | Child Development and Approaches to Learning | 90 (03) | 30 | 60 | 90 |
| III | Assessment of children in Early Childhood Special Education | 90 (03) | 30 | 60 | 90 |
| IV | Curriculum Development and Teaching Strategies | 90 (03) | 30 | 60 | 90 |
| V | Interdisciplinary aspects in ECSE | 60 (02) | 20 | 40 | 60 |
| VI | Employability skills | 60 (02) | 20 | 40 | 60 |
| TOTAL | | | | | 480 |
| Practical | | | | | |
| I | Preparation of TLM and adaptive devices | 90 (03) | 36 | 54 | 90 |

| | | | | | |
|--------------|--|----------|----|-----|-------------|
| II | Individualized Education Programme | 180 (06) | 72 | 108 | 180 |
| III | Group Teaching | 120 (04) | 48 | 72 | 120 |
| IV | Therapeutics | 120 (04) | 48 | 72 | 120 |
| | a. physio therapy, occupational therapy and speech therapy and behavioural support | 60 (02) | 24 | 36 | 60 |
| | b. dance, drama, music, sports activities in the teaching contexts | 60 (02) | 24 | 36 | 60 |
| V | Individualized Family Service Programme | 180 (06) | 72 | 108 | 180 |
| VI | Field visit and observation reports | 30 (01) | 30 | 0 | 30 |
| TOTAL | | | | | 640 |
| | | | | | 1200 |

12.0 Examination Scheme

The programme shall follow the Scheme of NBER - Examination conducted from time to time.

13.0 Criteria for passing

Examination will be conducted in English/Regional language. Minimum passing marks will be 40% in each theory (internal – 40%, external – 40%) and 50% in each practical paper. RCI Scheme of Examination will be followed for conducting the examination.

14.0 Award of diploma

Diploma in Early Childhood Special Education (ID) certificate will be issued by NBER-RCI.

15.0 Certification as Registered Personnel

It is mandatory for every rehabilitation professional / personnel to obtain a “Registered Personnel/ Professional Certificate” from the Rehabilitation Council of India to work in the field of disability rehabilitation and special education in India. A Student who has attended the training and completed the requirements for all modules successfully will be qualified as a **Special Educator - Personnel** and be eligible to work in the field of Rehabilitation in India as a **Special Educator Early Childhood (Intellectual Disabilities)**. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge. Each registered professional/personnel will be required to get himself /herself renew his registration periodically. The periodicity will be decided by the council from time to time. The activities for enrichment training programmes in the form of Continuous Rehabilitation Education (CRE) is decided by the RCI.

16.0 Infrastructure requirements for starting the programme

a) Human Resource Requirements

Position 1: Faculty for special education (Full time)

Essential Qualifications:

- Master in Social Sciences, Humanities, and Sciences.
- DECSE (MR/ID) with five-year experience (or)

- DED SE (MR/ID) with five years' experience (or)
- BED SE (MR/ID) with two years' experience (or)
- MED SE (MR/ID)

c) Having valid CRR number

Position 2: Faculty for Psychology (Full Time)

Essential Qualifications

a. Master in Psychology with M.Phil. in Clinical Psychology or M.Phil. in Rehabilitation Psychology (or)

Or

Masters in Psychology with special paper on Clinical Psychology/Educational Psychology with two years post qualification experience of working with persons ID or teaching in RCI approved long term programmes.

b. The candidate must have valid registration certificate with RCI

Position 3: Special Educator (Part Time/ Full Time)

Qualification: Bachelor degree in any subjects with DECSE (MR/ID) with registration of RCI

Note: The programme should have two faculty at least at the level of lecturer/assistant professor (as mentioned under teaching faculty) of the programme and one will assume the charge of coordinator / head, thus requiring a total teaching staff of three. In addition to this, guest faculty may be invited to teach specific topics.

a. Visiting Faculty

Essential

| | |
|--|---|
| <ol style="list-style-type: none"> 1. Occupational Therapist 2. Speech Therapist 3. Physiotherapist 4. Pediatrician/Medical Professionals possessing at least MBBS 5. Social Worker 6. Yoga Teacher 7. Drama/Dance/Music Teacher 8. Physical Education Teacher | <p>The respective experts having Diploma with five years' experience or Degree in their respective specialization and working in hospitals or institutions would be requested to deliver lectures, demonstrations and to conduct practicals</p> |
|--|---|

b. Staff (Non-teaching)

1. Librarian
2. Computer Operator-cum-Clerk
3. Peon
4. Chowkidar

b) Library

The training center should have a minimum of 10 books per paper as prescribed in the syllabus and a minimum of 2 journals in related to disability rehabilitation.

Physical Infrastructure

1. An Institution having inter-disciplinary team of experts and a school for children with ID with a minimum of 50 children to conduct the practice teaching and practical.
2. Inclusive ECE school/ remedial clinic for carrying out the practice teaching and other practical.

Space

| Sl.No. | Type of Facilities (Essential) | Area | Remarks |
|--------|--------------------------------|---------------|------------------------|
| 1. | Class Room – 2 -3 | | |
| 2. | Class Room – 2 | | |
| 3. | Multipurpose Room/Hall -1 | 60 sq. m. | |
| 4. | Library-1 | 60 sq. m. | 5 Computers & Internet |
| 5. | Toilet (Male-1, Female-1) | 04 sq.m. each | |
| 6. | Principal's Room -1 | 15 sq. m. | |
| 7. | Resource Room- 1 | 30 sq. m. | |
| 8. | Faculty Room-1 | 40 sq. m. | |
| 9. | Office Room-1 | 25 sq. m. | |
| 10. | Lab. for Psychology/ICT-1 | 30 sq. m. | |

| Sl.No. | Type of Facilities (Desirable) | Area | Remarks |
|--------|---------------------------------|--------------|--|
| 12. | Hostel for Trainees | -As per need | |
| 13. | Space for Recreation and Sports | | If not available, then collaboration with nearby Institute/ University |
| 14. | Staff Quarters | As per need | |

Material Furniture for Staff:

| | | |
|------------------------------------|-------------------------------|-------------|
| 1. Full time staff | Tables Chairs Cupboards | - - - |
| 2. Visiting Faculty (as per need). | Tables Chairs | - - |
| 3. multi-task staff-cum-Accountant | Table Chair | - - |

| | | |
|--------------------------------|----------------|-----------------------------|
| 4. Librarian/Library Assistant | Table Chair | - - |
| 5. Peon | Chair Stool | - - (suitable furniture) |

Furniture and Equipment for the Office

1. Cupboards (Steel)
2. Filing Cabinet
3. Computer with Printer
4. Phone
5. Photocopying Machine/Printer
6. Any context specific requirement

Furniture and Equipment for Classroom

1. Tables (for students)
2. Chairs (for students)
3. Audio Visual equipment (LCD)
4. Black Board

Teaching material (Demonstration)

- All the test material as in the syllabus for ID
- Disability specific teaching material for ID
- TLM suitable for ID
- TLM suitable for ID
- TLM suitable for ID

Technology related relevant

- hardware and 5 computers with active internet
- software with internet connection (Wi-Fi/ suitable internet connection)

Psychological test material set (for demonstration) as in the syllabus - 01

(e.g., VSMS, Bhatia Battery, BKT, SFB, MISIC, RPM, and WISC, The UPANAYAN early intervention programme, Madras Developmental Programming System. Madras: Vijay Human services, Functional assessment checklist for Programming, Grade Level Assessment device for Children with Learning Problems in Schools, ARAMBH)

Play therapy equipment set (for demonstration) - 01 Furniture for Library (minimum)

1. Library cupboard
2. Library tables (large)
3. Library chairs

CURRICULUM FOR THEORY PAPERS

PAPER-I:

INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION

Total Marks: 90

Total hours: 90

Objectives

On completion of this paper, the trainee is expected to

- i. Narrate and explain the definition of Intellectual Disability, developmental delay and at risk, classification and prevention.
- ii. Demonstrate understanding of the basic nervous system.
- iii. Demonstrate the current state of early childhood special education and related issues and trends.
- iv. Aware of the early childhood programme in the country.

Content

Unit I: Overview of Disability- Definition, prevalence, types and characteristics (24hrs)

- 1.1 Disabilities overview: RPwD Act 2016; WHO; International Classification of Functioning, Disability and Health (ICF)
- 1.2 Hearing Impairment & Speech and Language Disability
- 1.3 Visual Impairment & Low Vision
- 1.4 Cerebral Palsy, Deaf blindness, & Multiple Disabilities
- 1.5 Neuro-muscular and Locomotor Disabilities
- 1.6 Autism Spectrum Disorders, Intellectual Disability, & Specific Learning Disability

Unit II: Understanding Intellectual Disability (22hrs)

- 2.1 Definition – Intellectual Disability Intellectual Disability, developmental delay, at risk, multiple disabilities(American Association of Intellectual and Developmental Disabilities RPwD Act, ICD-10, DSM-5 -TR)
- 2.2 Classification - Educational, Psychological and Medical
- 2.3 Basics of nervous system - brain development, structure and functions
- 2.4 Different forms of ID -Down syndrome, hydrocephaly, microcephaly, metabolic disorders

Unit III: Causes, Prevention, and Associated Conditions (22hrs)

- 3.1 Causes - pre-natal, natal, post-natal,
- 3.2 Prevention - immunization, infant care, health care
- 3.3 Nutrition and diet, health and hygiene

3.4 Associated conditions - Epilepsy, Attention Deficit Hyperactive Hyperactivity (ADHD), Autism, Speech and Language Impairment, Fragile X Syndrome

Unit-IV – Understanding Early Childhood Special Education (22hrs)

- 4.1 Early childhood special education – significance, nature and scope
- 4.2 Early childhood special education – concerns and challenges in the sector
- 4.3 Emerging trends, programmes, and agencies (ICDS) in early childhood special education
- 4.4 Inclusion – concept and need

Suggested Readings

- Agrawal, A., Shukla, D. (2006). Handbook of Neuro-Rehabilitation., (1st Ed.). Hyderabad, Paras Medical Publication.
- Ashman, A. & Elkins, J. Eds. (2009). Education for Inclusion and Diversity. French's Forest: Pearson Education Australia
- Banerjee, G. (2004). Legal rights of persons with disabilities. New Delhi, India: Rehabilitation Council of India
- Dunn, L.M., (1963). Exceptional children in the school special: Education in transition. Holt Rinehart and Winston, USA.
- Fox, A. M. (2005). An introduction to neuro-developmental disorders of children. New Delhi: The National Trust
- Gense, M. & Gense, D. (2005). Autism spectrum disorders and visual impairment. New York: AFB Press
- GOI.(2016). The Rights of persons with Disabilities Act, 2016. New Delhi: Commercial Law Publishers (India Pvt. Ltd)
- Kaul, V. (1993). Early Childhood Education Programme. New Delhi: NCERT
- Kusuma, A., Reddy, L., Ramar, R., (2000). Education of Children with Special Needs, (1st Ed.). New Delhi, Discovery Publishing House.
- Lim, Levan & Quah, M.M. (2004). Educating Learners with diverse abilities. Singapore: McGraw-Hill Education Asia
- Menon, S & Feroze, V.R. (2014). Gifted: Inspiring Stories of people with disabilities. India: Random House publishers.
- Miles, B., & Riggio, M. (Eds.). (1999). Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind. Watertown, MA: Perkins School for the Blind
- Narayan, J. (Ed.) (1999) School Readiness for children with special needs. Secunderabad: NIMH.
- Narsimhan, M.C. & Mukherjee, A. K. (1986). Disability: A continuing Challenge, New Delhi: Willy Eastern Limited
- Rao, D.B., Kumari, A.R., Sundari, S.R., (2004) Deaf Education, (1st ed.). New Delhi, Sonali Publication.
- Rozario, J., Karanth, P., (2003). Learning Disability in India: Willing the Mind to Learn, (1st ed.). New Delhi, Saga Publications India Pvt. Ltd.
- Sharma, H. & Sobti, T (2018). An Introduction to Sustainable Development Goals. Asia: PEP

- Sharma, M.C. & Sharma, A.K. Eds (2004). Discrimination based on sex, caste, religion and Disability: Addressing through educational challenges. New Delhi: NCTE
- Singh, D., (2014). Disability and Special Needs-Dimensions and Perspectives (1st Ed.). New Delhi: Kanishka Publication.
- Singh, J.P., Dash, M.K. (2006). Disability Development of India Rehabilitation Council of India, (2nd Ed.). New Delhi: Kanishka Publication.
- United Nations Educational, Scientific, and Cultural Organization. (n.d.). It's about ability: An explanation of the Convention on the Rights of Persons with Disabilities. Geneva, Switzerland: UNESCO

Paper-II:
CHILD DEVELOPMENT AND APPROACHES TO LEARNING

Total Marks: 75

Total hours: 75

Objectives

On completion of this paper, the trainee is expected to

- Describe the developmental milestones and identify variations among children.
- Explain the process of development in infancy and childhood.
- Apply the knowledge of theories and factors affecting learning.
- Transfer the knowledge of psychological processes in class while working with a child with special needs.
- Demonstrate skills of classroom managing skills and behavior problems.

Unit 1: Growth and Development across lifespan (24 hours)

- 1.1 Concept of growth and development
- 1.2 Principles and factors affecting development
- 1.3 Domains of development: Physical, social, emotional, cognitive, play, moral, and communication
- 1.4 Developmental milestones and identifying deviations and giftedness

Unit 2: Ages and stages of development (Birth to Childhood) (22 hours)

- 2.1 Prenatal (conception to birth)
- 2.2 Infancy (Birth to 2 year)
- 2.3 Toddler (2 to 4 years)
- 2.4 Early childhood (Up to 7 years)
- 2.5 Late childhood (7 to 14 years)

Unit-3 Principles of Learning (22 hours)

- 3.1 Concept, definition and stages of learning
- 3.2 Varied types of learners – e.g., visual learners, auditory learners, Tactile/kinesthetic Learners
- 3.3 Basic principles of learning given by Thorndike, Pavlov, Skinner, Bandura, Piaget and Vygotsky
- 3.4 Learning processes – attention, perception, memory, motivation, and emotion

Unit –4 - Methods of Learning and Teaching

(22 Hours)

- 4.1. Modes of teaching – Multisensory, play way, Montessori, Project-based, Experiential, part vs whole, distributed practice, experiential learning through concrete (enactive), pictorial (iconic) and symbolic
- 4.2 Teaching strategies – Principles of reinforcement, task analysis, prompting, fading, shaping chaining
- 4.2 Learning through play, creative stories and performing arts (drama, art, music, dance)
- 4.3 Traditional positive teaching practices in India

Suggested Readings

Arthur E. Dell Orto, Paul W. Power (2007) *The Psychological and Social Impact of Illness and Disability*

Bhan S. (2014) *Understanding Learners, A Handbook for Teachers*, publishers; Prasad Publications, N. Delhi, ISBN 978-93-84764-01-2

Grover, U (2004), *Play, fun and learn*, Secunderabad: NIMH publications

Panda, KC (2001) *Elements of Child Development (Sixth Revised Edition)*, Ludhiana Kalyanam Publishers.

Sharma, R and Sharma, R (2002) *Child Psychology Atlantic: New Delhi*.

Paper-III:
**ASSESSMENT OF CHILDREN IN EARLY CHILDHOOD SPECIAL
EDUCATION**

Total Marks: 90

Total hours: 90

Objectives

On completion of this paper, the trainee is expected to

1. Identify children with developmental delay/Intellectual Disability and make suitable referrals.
2. Demonstrate knowledge of assessment of the child with developmental delay/Intellectual Disability for suitable individualized programme planning.
3. Plan and execute suitable ECSE programme.

Content

Unit 1: Concept of assessment

(24 hours)

- 1.1. Definition and meaning of screening, assessment, evaluation, testing and measurement.
- 1.2. Assessment for diagnosis and certification – intellectual assessment, achievement, aptitude and other psychological assessments.
- 1.3. Developmental assessment and educational assessment – entry level, formative and summative assessments.
- 1.4. Formal and informal assessment – concept, meaning and role in educational settings. Standardized/Norm referenced tests (NRT) and teacher made/informal Criterion referenced testing (CRT).
- 1.5. Points to consider while assessing students with developmental disabilities.

Unit 2: Role of special educator in assessment

(22 hours)

- 2.1. Screening tools – scope and importance in educational settings and tools used
- 2.2. Formal assessments carried out by special educator - curriculum based assessments, educational evaluations, term end evaluations.
- 2.3. Informal assessment carried out by the teachers – Assessment for planning Individualized educational Programmes (IEPs), Teacher made and criterion referenced tests in different curricular domains.
- 2.4. Assessment of students who need high supports/having severe disabilities.
- 2.5. Teacher competencies and role of special education teacher in assessment in different settings.

Unit 3: Assessment of students with ID

(22 hours)

- 3.1 Purpose and significance of assessment for students with Intellectual disability
- 3.2 Assessment tools at Pre-school level: (e.g., Upanayan, Portage Guide to early Education, and Aarambh, FACP – Pre-primary checklist, MDPS)
- 3.3 Preparation of material for assessment of various skills.

3.5 Documentation of Assessment Result, Interpretation, Report Writing.

Unit 4 - Development of service programmes across settings

(22 Hours)

- 4.1 Various special educational service provisions - Deno's cascade - relevance to ECSE.
- 4.2 Centre based and home based - need, types and strategies in various settings-rural urban.
- 4.3 Role of Family and community resources in planning and implementation of ECSE programme.
- 4.4 Quality indicators for Early childhood programs - Initiatives taken by the central and state government e.g., PEHAL and NIPUN

Suggested Reading :

- Baine, D. (1988) Handicapped children in developing countries: Assessment, curriculum and instruction. Edmonton (Alberta): University of Alberta.
- Brue, A. W, Wilmschurst, L(2016). Essentials of Intellectual Disabilities, Assessment and Identification. Boston: Wiley publishers
- Ekstrom, R.B. & Smith, D. (Eds.), Assessing individuals with disabilities in educational, employment, and counseling settings. *Washington, DC: American Psychological Association.*
- Overton, T. (2011). Assessing learners with special needs: An Applied Approach. New Jersey: Prentice Hall
- Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to 3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India.(ISBN) 978-81-962808-0-2

Assessment tools:

- J. Krishnaswamy. (1992). The UPANAYAN early intervention programme. Madras: MNC.
 - Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System. Madras: Vijay Human services
 - Narayan, J.Rao, S, Myreddi V (2000) Functional assessment checklist for Programming, Secunderabad: NIMH
 - Narayan, J. (2008). Grade Level Assessment device for Children with Learning Problems in Schools, Secunderabad: NIMH
 - All the tools mentioned in the course content.
1. Narayan, J. & Kutty, A.T.T. (1989) Handbook for trainers of the mentally retarded persons - Pre-primary level. Secunderabad: NIMH.
 2. Narayan, J. & Menon, O.K. (1989) Organization of special class in a regular school. Secunderabad: NIMH.
 3. Seth, K. (1996) Minimum specifications for pre-school. New Delhi: NCERT.
 4. ARAMBH Package developed by NIMH, Secunderabad
 5. Gathoo, V., Palkar, G., Mathur, D., Mhatre, P., Kapoor, D., & Veling, S. (2023). Curricular Framework for Cross Disability Early Intervention and School Readiness: PEHAL (Birth to

3 years) and NIPUN Inclusive (3 to 6 years) (1st ed.). Rehabilitation Council of India.(ISBN) 978-81-962808-0-2

Web resources:

<https://open.umn.edu/opentextbooks/textbooks/early-childhood-literacy-engaging-and-empowering-emergent-readers-and-writers-birth-age-5>

www.niepmid.tn.nic.in/publication.php

https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf

https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf

Paper-IV:

CURRICULUM DEVELOPMENT AND TEACHING STRATEGIES

Total Marks 90

Total Hours 90

Objectives

On completion of this paper, the trainee is expected to

1. Demonstrate knowledge on curriculum development instructional methods and materials.
2. Demonstrate skills in adapting curriculum and instructional methods for children with developmental delay/Intellectual Disability.
3. Demonstrate knowledge in strategies teaching personal, social, pre-academic and recreational activities in various settings for children below 6 years.
4. Evaluate learning outcomes.
5. Combine and adapt various approaches to suit for the children with developmental delay/Intellectual Disability.

Content

Unit 1: Definition, Meaning and Approaches to Curriculum Development

- 1.1. Curriculum – definition, concept, and types (developmental, functional, ecological and eclectic)
- 1.2. Approaches to curriculum transaction – child centered, activity centered, holistic
- 1.3. Curricular adaptation to meet the educational needs in different settings – special schools, home based settings, inclusive schools, home learning context such as during pandemics and other disasters
- 1.4. Universal Design for Learning and Differentiated Instruction
- 1.5. Selection and use of TLM, and Information and communication technology (ICT) for teaching.

Unit- 2 Curricular Areas

20 Hours

- 2.1. Daily living skills – Eating, toileting, bathing, brushing, dressing, grooming and bed-time routine
- 2.2. Motor, Sensory, Social Emotional, Language and communication, Recreational, leisure, and life skills.
- 2.3. Pre-academics, Foundational Literacy and Numeracy: Reading, Writing, Maths, Spelling, building school readiness and environmental awareness
- 2.4. Curriculum development for preschool (foundation & preparatory).
- 2.5. Child protection and safety across all settings

Unit –III- Programme development, Planning and Implementation of Teaching Strategies
20 Hours

- 3.1. Organization of physical setting in the classroom for teaching – seating arrangements, teaching aids, preparation of time management schedule, individualized attention.
- 3.2. Using the resources of the inter-disciplinary team of experts – in small groups.
- 3.4 Developing Individual Family Support Plan (IFSP) and IEP
- 3.5 Use of technology in early childhood special education augmentative, assistive devices, computer-based education.

Unit-IV- Management of Challenging Behavior **20 Hours**

- 4.1. Concept and types of challenging behavior
- 4.2 Functional Assessment of challenging behavior
- 4.3 Management of challenging behavior namely Token economy, Response cost, and Differential Reinforcement. and other behavioural strategies.
- 4.3 Use of Positive Behaviour Supports – visual activity schedules, self-regulation cards, transition cards etc.

Suggested Readings:

- Baine, D. (2017). Developing community-referenced curricula for marginalized communities, Alberta. Canada: Vector International
- Bos, C.S. & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Boston: Allyn and Bacon.
- Berkowitz, S. (2018). Make the Connection: A Practical Guide to Parents and Practitioners for Teaching the Nonverbal Child to Communicate - with AAC. Herding Cats Press.
- Craven, R.G., Alexandra J.S., Tracey, M.D. (2015): Inclusive Education for Students with Intellectual Disabilities.
- Eredics, N, (2018) Inclusion in Action: Practical Strategies to modify Curriculum. New York: Paul. H. Brookes Publishing Company.
- Julka, A, (2014). Including children with special needs, Primary stage, New Delhi: NCERT <https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>
- Martin, N., Hacker., B.J., Attermeier, S.M., (2004). The Carolina Curriculum for Preschoolers with Special Needs, Baltimore: Paul.H. Brookes
- Myles, B.S., Trautman, M.L., Schelvan, R.L. (2004). The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations. AAPI, USA
- Myreddi, V. & Narayan, J. (1998) Functional Academics for students with Intellectual Disability - A guide for teachers. Secunderabad: NIMH.
- Narayan, J. & Kutty, A.T./ (1989) Handbook for trainers of the mentally retarded persons - Pre-primary level. Secunderabad: NIMH.
- Narayan, J. (Ed.) (1999) School readiness for children with special needs. Secunderabad: NIMH.
- NCERT (2020). Guidelines for Development of E Content for Children with Disabilities;

Developed by subcommittee of experts constituted by the Ministry of Education; Government of India: New Delhi, India.

NCERT (2012). Teaching English at Primary level.

https://ncert.nic.in/del/pdf/English_Primary_level.pdf

Romila, S. (1997) School Readiness programme. New Delhi: NCERT.

Sennott S. & Loman S. (2015). Comprehensive Individualized Curriculum and Instructional Design: Curriculum and Instruction for Students with Developmental Disabilities/Autism Spectrum Disorders. Portland State University Library. USA.

Tomlinson., (2014): The Differentiated classroom: Responding the needs of all learners. Alexandria, VA: ASCD

Wehmeyer, M.L, Brown, I., Percy, M., Shoegren, K.A., Fung, W.L.A. (2011). A comprehensive guide to intellectual and developmental disabilities, Baltimore: Paul.H. Brookes.

Wyse, D., Hayward.L., Pandya, J., (2015): Handbook of Curriculum, Pedagogy and Assessment. London: Sage Publication

Paper-V:
INTERDISCIPLINARY ASPECTS IN ECSE

Total Marks: 60

Total hours: 60

Objectives

On completion of this paper, the trainee is expected to

1. Aware of principles and strategies for assessment and management of difficulties in speech and language areas.
2. Screen problems relating to movement and posture in children with developmental delay/Intellectual Disability.
3. Aware of principles, practices and adaptations for play and yoga therapy.
4. Aware of and demonstrate competencies using them appropriately, in family and community resources for training, care and management of children with developmental delay/Intellectual Disability in different settings

Content

Unit –I- Therapeutics

20 Hours

- 1.1 Physiotherapy concept, aims and scope
- 1.2 Occupational Therapy and sensory integration therapy concept, aims and scope
- 1.3 Speech and language therapy - concept, aims and scope
- 1.4 Alternative and Augmentative Communication and use of Assistive Devices
- 1.5 Integrating activities across classroom, home and community

Unit- II- Yoga and Play

20 Hours

- 2.1 Yoga - concept, aims and scope
- 2.2 Play – concept, aims and scope
- 2.3 Adapted physical education, adapted sports and games
- 2.4 Integrating activities across classroom, home and community

Unit –III- Role of Family in Early Childhood Care and Education

20 Hours

- 3.1 Family - definition, impact of having a child with developmental delay/Intellectual Disability, role of family in the care and management process.
- 3.2 Working with families with developmental delay/Intellectual Disability, techniques, family intervention, rapport building, home visit, case history taking, parental empowerment.
- 3.3 Role of community in the care and management process, self-advocacy, forming of parent self-help groups, group dynamics, assisting and counselling parents.
- 3.4 Involving family in the adjustment process of children with developmental delay. Siblings and neighborhood influence on adjustability of children with developmental delay.
- 3.5 Agencies working for persons with developmental delay/Intellectual Disability,

basic skills in sharing assessment findings, information about various schemes beneficial to parents of children with developmental delay/Intellectual Disability.

Unit -IV- Multi-stakeholder collaboration to promote inclusion and diversity

- 4.1 Diversity – concept
- 4.2 Frameworks, acts, policies and other provisions for inclusive education
- 4.3 Barriers and facilitators to inclusion
- 4.4 Collaboration between school teachers and special educators
- 4.5 Collaboration between government and voluntary agencies

Suggested Readings:

- Carroll, J.M (2020). Art Therapy and Individuals with Developmental Disabilities, London: Jessica Kingsley Publishers
- Crenshaw, D.A, Stewart, A.L. (2014). Play therapy_ A comprehensive Guide to theory and Practice, New York: The Guilford Press
- Grover, U (2004), Play, fun and learn, Secunderabad: NIMH publications
- Jayachandran, P (1988). Teaching Yogacaras to mentally retarded persons, Madras: Vijay Human services
- Kranowitz, C. S. & Newman J. (2010). Growing an In-Sync Child: Simple, Fun Activities to Help Every Child Develop, Learn and Grow. Penguin, USA.
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally retarded children. A Manual for teachers. Secunderabad: National Institute for the Mentally Handicapped
- Peshawaria, R., Menon, .D.K., Ganguly, R., Roy, S., Pillary, R.P.R.S. & Gupta, A.(1995) Understanding Indian families having persons with Intellectual Disability. Secunderabad: NIMH.
- Rao, T.A.S. (1992) Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad
- Schaefer, C.E. Cangelosi, D.M. (2002). Play Therapy Techniques
- Sharma, P and Singh, R. (2007) Gearing up for inclusive Education, New Delhi: SCERT.
<http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>
- Special Olympics resources - <https://resources.specialolympics.org/health/funfitness>

Paper-VI.
EMPLOYABILITY SKILLS

Total Marks: 60

Total hours: 60

www.employabilityskills.net

PRACTICALS

Paper I:

PREPARATION OF TLM AND ADAPTIVE DEVICES

(90 hours)

On completion of this practical, the teacher trainees will be able to

- Select appropriate teaching learning material for implementing IEP and other teaching activities
- Task of the Student trainee:
 - For assessment and implementation of IEP, the student trainee shall select or prepare suitable TLM, assistive devices required for assessment activity or the lesson to be taught.
 - On completion of the assessment and teaching programme based on the IEP, the teachertrainee shall **submit the TLM used and also other innovative TLM if s/he has prepared.**

Shall provide access to the online material that was used during the assessment and teaching programme.

Paper-II:
INDIVIDUALIZED EDUCATIONAL PROGRAMME
(180 Hours)

On completion of this course, the teacher trainees will be able to

- Develop IEP based on the assessment details gathered.
- Select priority goals for teaching
- Derive specific objectives for the priority goals
- Write the IEP including the above details, teaching strategies and evaluation methods
- Implement the IEP as planned using appropriate teaching strategies and TLM
- Document progress

Task of the student Trainee:

- Based on the current level assessment data, the trainee shall select priority goals, develop an IEP for 3 students across domains
- Implement the IEP for a period of minimum 12 sessions (each session is minimum 40 minutes) for each student, using appropriate strategies and teaching learning material
- Monitor progress and maintain task analysis data/periodic/continuous evaluation data

Carry out the term end evaluation and submit report including all the details of planning, implementation and evaluation of IEP for all the 3 students and appear for a viva voce.

Paper-III:
GROUP TEACHING

Total hours 120

Total marks 120

Objective:

On the completion of this practical, the teacher trainees will be able to:

- Organize resource rooms for children attending ECSE programmes
- Equip the resource room with the required assessment, teaching learning material and technological support and create necessary support systems as required
- Coordinate with the class teacher in terms of the difficulty of the student in learning and design appropriate programme for the children in ECSE programmes
- Execute the learning programmes and maintain documents related to the programmes.
- Collaborate with the regular teacher and other support team

Task of the Student trainee:

- The teacher trainee is expected to teach a minimum of 20 lessons in the area of motor, communication, self-help', social, pre-academic and recreation skills in special pre-schools (10 lessons) and regular pre-schools (10 lessons) where children with developmental delay/Intellectual Disability and integrated.
- The student trainee will plan each lesson in the prescribed form; get it corrected by the faculty before imparting instruction.
- Suitable teaching learning materials may be obtained and/or developed for use.
 - The lessons must be corrected and approved by the supervisor
 - The student trainee is responsible for collecting background details from the regular classteacher, learning profile and the learning problem the student is facing
 - The student trainee should conduct the educational assessment, identify the areas to besupported and plan lessons in line with the needs expressed by the class teacher. Teach the lessons and share the details with that class teacher.

Paper-IV:
THERAPEUTIC INTERVENTION

(120 Hours)

Learning Outcomes:

On completion of this practical, the teacher trainees will be able to:

- Demonstrate insight into child's sensorial, behavioural, communication and motor and communication difficulties of children with developmental delay/Intellectual Disability.
- Select and use suitable activities(dance/drama/music/sports) for enhancing overall development of children with developmental delay/Intellectual Disability.

Tasks of the student trainee:

- The trainee should assess at least 6 children each for physio therapy, occupational therapy and speech therapy and behavioural support (120 hours)
- The student trainee will plan and teach at least 10 lessons incorporating dance, drama, music, sports activities in the teaching contexts to group of children in ECSE programme (80 hours)
- Develop the activity plans and implement in individual and group situations with children in ECSE programme

The trainee shall develop the report of the programme carried out and submit report with a self-evaluation

Paper-V:
INDIVIDUALIZED FAMILY SERVICE PROGRAMME
(180 Hours)

On completion of this course, the teacher trainees will be able to

- Develop IFSP based on the assessment details gathered.
- Select priority goals for teaching
- Derive specific objectives for the priority goals
- Write the IFSP including the above details, teaching strategies and evaluation methods
- Implement the IFSP as planned using appropriate teaching strategies and TLM
- Document progress

Task of the student Trainee:

- Based on the current level assessment data, the trainee shall select priority goals, develop an IFSP for 3 students across domains
- Implement the IFSP for a period of minimum 12 sessions (each session is minimum 40 minutes) for each student, using appropriate strategies and teaching learning material
- Monitor progress and maintain task analysis data/periodic/continuous evaluation data

Carry out the term end evaluation and submit report including all the details of planning, implementation and evaluation of IFSP for all the 3 students and appear for a viva voce.

Paper-VI.
FIELD VISIT AND OBSERVATION REPORTS

(30 Hours)

On completion of this course, the teacher trainees will be able to

- Observe children in the ECSE programme in different school settings
- Submit observation reports

Task of the student Trainee:

- Visit a ECSE school
- Observe children with ID in the ECSE programmes in different settings in the school viz. classroom, play area, assembly, lunch, and free time (25 hours Observation) using a format provided to them

Write a report on 10 observations (5 hours in reporting writing) highlighting the behavior of the children, their interaction with teachers and peers, the play patterns etc.

Suggestive Reading (Indian Authors)

Paper 1: Introduction to Early Childhood Special Education:

Karant, P., Roseberry-McKibbin, C., & James, P. (2017). *Intervention for toddlers with communication delays : practical strategies*. Plural Publishing.

Karant, P., Roseberry-McKibbin, C., & James, P. (2017). *Intervention for preschoolers with communication delays : practical strategies*. Plural Publishing.

V.P. Sah. Management of children with hearing loss.

S Deshprabhu. Diagnosis and treatment of deaf and hearing impaired: An overview.

M Balsara. Hearing impairment and deafness, symptoms, types & prevention strategies.

Mittal, S. K., & Sharma, U. (2015). *Disability: Issues and Challenges*. New Delhi: APH Publishing.

Mangal, S. K., & Mangal, U. (2019). *Special Education: A Practical Approach for Teacher Education Programs*. PHI Learning, New Delhi.

RCI (Rehabilitation Council of India). (2005). *Disabilities and Rights-Based Approach: A Training Manual*. New Delhi: RCI.

Paper 2: Child Development and Learning

. S. Shrimali. Child Development.

Dr.S. k. Mangal & Dr. Shubra Mangal. Child Development.

Rajammal, P. Devadas & N. Jaya. A Text book on Child Development.

Anju Bedi. Child Development.

Dr. Gajanafar Alam. Child Development.

Chitra Garg. Child Development.

B.Daksayani & M.R. Gangadhar. Child Development among the Schedule Tribes of India.

Dr.Sk. Mangal & Dr.Shubra Mangal. Childhood & Growing up.

J.C.Agarwal & S. Guptha. Early Childhood care & Education.

Anusri Mallik. Child Development.

Paper 3: Assessment of Children with Early Childhood Special Education

Tripathi, P. (2022). *Special education assessment and evaluation*. Pearson India.

Verma, S. K., & Pershad, D. (2020). *Measurement of intelligence and development*. National Psychological Corporation.

Thakur, A. (2021). *Prevention of intellectual disabilities in India*. Sage India.

Kumar, S. G., & Roy, G. (2019). *Epidemiology of intellectual disability in India*. Indian Journal of Psychiatry Publications.

Venkatesan, S. (2022). *Clinical child neurology: Indian perspective*. Springer India.

Kaur, R., & Singh, A. (2021). *Associated conditions in intellectual disability*. CBS Publishers.

Mishra, P. K. (2020). *Developmental disabilities in Indian children*. Jaypee Brothers.

Rao, L. G. (2019). *Perspectives on special education in India*. Discovery Publishing House.

Madhavan, T., & Narayan, J. (2020). *Family needs assessment in intellectual disability*. NIMH Publications.

Joshi, J. (2021). *Assessment tools for intellectual disability: Indian adaptations*. Psychological Corporation India.

Bharath Raj, J. (2019). *AIISH developmental screening checklist*. All India Institute of Speech and Hearing

Paper 4: Curriculum Development and Teaching Strategies

- Arora, G. L. (2019). *Curriculum development: A systematic approach*. NCERT.
- Batra, S. (2021). *Modern approaches to curriculum transaction*. Sage India.
- Bhat, B. D., & Sharma, S. R. (2019). *Educational evaluation: Process and practices*. Kanishka Publishers.
- Chakraborty, S. (2021). *Programme evaluation in education*. APH Publishing Corporation.
- Das, R. C. (2020). *Curriculum and evaluation*. NCERT.
- Dhand, H. (2019). *Techniques of teaching*. APH Publishing Corporation.
- Goel, D. R. (2020). *Curriculum development in Indian context*. Pearson India.
- Lal, R., & Sood, M. (2022). *Curriculum development and educational technology*. Vikas Publishing House.
- Venkatesh, K. (2020). *Universal design for learning in Indian classrooms*. Sage Publications India.
- Narang, R. (2023). *Curriculum planning and evaluation*. Bookman Publishers
- Pani, P. K. (2021). *Curriculum development and design*. APH Publishing.
- Ranganathan, V. (2021). *Curriculum evaluation: Theory and practice*. Neelkamal Publications.
- Thamarasseri, I. (2022). *Curriculum and evaluation*. Kanishka Publishers.
- Upadhyay, P. (2021). *Educational evaluation in Indian schools*. Orient BlackSwan.
- Vashist, R. P. (2019). *Curriculum development*. Commonwealth Publishers.

Paper 5: Interdisciplinary Aspects in ECSE

- Ahuja, N., & Sharma, P. (2023). *Positive behavior support in Indian schools*. Sterling Publishers.
- Anand, S., & Kumar, R. (2023). *Occupational therapy practice in India*. Wolters Kluwer India.
- Arora, M., & Gupta, S. (2023). *Physiotherapy for cerebral palsy: Indian approach*. Jaypee Brothers.

Banerjee, G. (1991). Psychopathology of mentally handicapped. Grune & Stratton India.

Basu, S. (2022). Assessment tools for developmental disabilities. Jaypee Brothers.

Bhandari, R. (2022). Classroom behavior management: Indian context and strategies. Rawat Publications.

Bharadwaj, S. (2023). Therapeutic interventions in special education. Shipra Publications.

Bhatia, M. (2022). Sensory integration therapy: Indian context. Scientific Publishers India.

Bhattacharya, S. (1991). Occupational therapy in mental retardation. NIMH Publications.

Chakravarty, A. (2023). Assistive technology in Indian classrooms. Sterling Publishers.