

Diploma in Early Childhood Special Education (DECSE)

(Mental Retardation)

Syllabus

Norms, Regulations & Course Content



REHABILITATION COUNCIL OF INDIA

(Statutory Body Under Ministry of Social Justice & Empowerment)

B-22, Qutab Institutional Area

New Delhi – 110 016

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DIPLOMA IN EARLY CHILDHOOD SPECIAL EDUCATION (MENTAL RETARDATION)

1.0 Preamble

The training programmes in India, currently focuses on persons with mental retardation 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 Mental Retardation (MR) 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 mould their attitude positively towards management of the child with DD/MR.

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, centre 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/centre 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 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 Nomenclature of the Course

Diploma in Early Childhood Special Education (MR) - DECSE (MR).

4.0 Eligibility/Entry Requirements

The minimum qualification for admission is successful completion of 10+2 or Higher Secondary Examination or equivalent with 50% marks.

5.0 ADMISSION PROCEDURE

Merit for admission to this course will be prepared from 100 marks. The division of the marks is as follows:

i.	50% weightage to 10+2 marks	(50 marks)
ii.	10% to parents and siblings of the persons with disabilities	(10 marks)
iii.	10% to additional higher qualifications	(10 marks)
iv.	10% to written examination	(10 marks)
v.	20% to the interview	(20 marks)
	Total	100 marks

Note: Each training centre will evolve admission criteria and publish the same in its prospectus. The guidelines regarding reservation of SC/ST/OBC as per the Government of India /State Govt. will be applicable for admission.

6.0 Number of seats: The number of seats at each training centre will be 25 to 30.

7.0 Duration of the course: One academic year i.e., ten calendar months comprising of 220 working days, 8 hours per day, 5 days a week.

8.0 Attendance: Eighty per cent minimum attendance is required both in theory and practical to be eligible to appear in the term end examination.

9.0 Faculty requirement

Position 1: Faculty for Special Education (Full-time)

Essential Qualifications: (a) Master in Social Sciences, Humanities and Sciences
(b) DECSE (MR) with 5 years experience or
D.Ed. Spl.Ed (MR) with 5 years experience or
B.Ed. Spl.Ed (MR) with 2 years experience or
M.Ed. Spl.Ed (MR)
(c) Having valid registration of RCI

Position 2: Faculty for Psychology (Full-time)

Essential qualifications:

a) Masters in Psychology with M.Phil. in Clinical Psychology or M.Phil. in Rehabilitation Psychology

Or

Masters in Psychology with special paper on Clinical Psychology/Educational Psychology with two years post qualification experience of working with persons having mental retardation.

b. The candidate must have valid registration certificate with RCI

Position 3: Special Educator (Part-time/Full-time)

Qualifications: Bachelors degree in any subject with DECSE (MR) with RCI registration.

Note: Whoever from the two full time faculty positions is the senior by appointment will function as the Course Coordinator for the said Diploma Course.

9.1 Visiting Faculty

Essential

1. Occupational Therapist
2. Speech Therapist
3. Physiotherapist
4. Psychiatrist/Pediatrician/Medical Professionals possessing at least MBBS
5. Social Worker

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

Desirable

1. Nutrition Specialist
2. Vocational Guidance Specialist
3. Yoga Therapist
4. Neurologist
5. Health Care Nurse
6. Dentist
7. Orthopaedic Surgeon

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

9.2 Staff (Non teaching)

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

10.0 Library

The training centre 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.

11.0 Building / Space Required

• Space For Conducting The Course

Sl.No.	Type of Facilities	Area	Remarks
1.	Class Room – 1	40 sq. m.	
2.	Class Room – 1	25 sq. m.	
3.	Multipurpose Room/Hall -1	60 sq. m.	
4.	Library-1	60 sq. m.	2 Computers & Internet

5.	Toilet (Male-1, Female-1)	04 sq.m. each	
7.	Resource Room- 1	60 sq. m.	
8.	Staff Room-1	40 sq. m.	
9.	Office Room-1	25 sq. m.	
10.	Store Room-1	25 sq. m.	
11.	Lab. for Psychology/ICT-1	60 sq. m.	
12.	Hostel for Boys and Girls (Separately)	-	Optional
13.	Playground for Outdoor games like football, cricket, etc. If not available, then collaboration with nearby Institute/ University	500 sq. m.	

12.0 Material

12.1 Furniture for Staff:

1. Full time and Visiting staff	Tables	-	4
	Chairs	-	4
	Cupboards (steel)		4
2. Computer Typist-cum-Accountant	Table	-	1
	Chair	-	1
3. Librarian	Table	-	1
	Chair	-	1
4. Peon	Chair	-	1
	Stool	-	1

12.2 Furniture and Equipment for the Office

1. Cupboards (Steel)	02
2. Filing Cabinet	01
3. Computer with Printer	01
4. Phone	01
5. Xerox Machine	01
6 .Wall Clock	one each in every room
7. Fans	two each in every room
8. Electrical fittings (lights etc)	two each in every room

12.3 Furniture and Equipment for Classroom

1. Tables (for students)	25	
2. Chairs (for students)	25	
3. Audio Visual equipments	02	
4. Black Board	02	
5. Teaching material (Demonstration)	- Montessori set	01
	- Kindergarten set	01
	- Nursery set	01

13.0 Minimum Requirements of Practice Teaching Schools:

School should have minimum of 40 children with Developmental Delay/ Mental Retardation below 6 years old with five classrooms.

14.0 Examination

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

14.1 Periodic Evaluations (Internal Assessment)

The Course Coordinator shall conduct minimum of two terminal examinations during the training course in all theory paper. Internal practical examination will be held by the end of the term. It is essential to pass (minimum 50%) to internal examination in order to appear in final examination.

15.0 Course Structure

Paper	Subject	Hours	Internal Marks	External Marks	Total
Theory					
I	Introduction to Early Childhood Special Education	80	20	60	80
II	Child Development and Learning	80	20	60	80
III	Organization of Early Childhood Special Education Programme	80	20	60	80
IV	Curriculum and Teaching Strategies	80	20	60	80
V	Interdisciplinary – aspects in ECSE	80	20	60	80
TOTAL					400
Practical					
I	Individualized Family Service Programme	200	80	120	200
II	Group Teaching	200	80	120	200
III	Therapeutic Intervention				
	a. Physical therapy (Physiotherapy & Occupation Therapy)	40	40	25	65
	b. Yoga and Play Therapy	90	40	25	65
	c. Speech & Language Therapy	70	45	25	70
TOTAL					600

CURRICULUM FOR THEORY PAPERS

Paper-I: Introduction to Early Childhood Special Education

Total Marks: 80

Total hours: 80

Objectives

On completion of this paper, the trainee is expected to

1. Narrate and explain the definition of mental retardation, developmental delay and at risk, classification and prevention.
2. Demonstrate understanding of the basis nervous system.
3. Demonstrate the current state of early childhood special education and related issues and trends.
4. Aware of the early childhood programmes in the country.

Content

Unit I: Overview of Disability- Definition, prevalence, types and characteristics (20hrs)

- 1.1 Hearing Impairment
- 1.2 Visual Impairment & Low Vision
- 1.3 Cerebral Palsy & Multiple Disabilities
- 1.4 Neuro-muscular and Locomotor Disabilities
- 1.5 Autism Spectrum Disorders

Unit II: Understanding Mental Retardation (20hrs)

- 2.1 Definition - mental retardation, developmental delay, at risk, multiple disabilities (AAMR/AAIDD, WHO, PwD Act, ICD-10, DSM-V)
- 2.2 Classification - Educational, psychological and medical
- 2.3 Basics of nervous system - brain development, structure and function
- 2.4 Types -Down syndrome, hydrocephaly, microcephaly, metabolic disorders

Unit III: Causes and Associated Conditions (20hrs)

- 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 (20hrs)

- 4.1 Early childhood special education – significance, nature and status
- 4.2 Early childhood special education - problems and issues.
- 4.3 Emerging trends - various programmes
- 4.4 Concept of inclusion
- 4.5 Existing programmes and agencies involved in early childhood special education
- 4.6 Process of promoting early childhood special education

Suggested Readings

1. Arora, K., Dave, P. And Sinclair, S. (1987) Detection and prevention of mental handicap. New Delhi: NCERT.
2. Baroff, G.S. (1986) Mental Retardation - Nature, causes and management (2nd edition). Washington: Hemisphere Publishing Corporation.
3. Kaul, V. (1993). Early Childhood Education Programme. New Delhi: NCERT.
4. Madhavan, T. & Kalyan, M. (1988) Mental Retardation - A Manual for multi rehabilitation workers. Secunderabad: NIMH.
5. Madhavan, T., Kalyan, M., Narayan, J. & Peshawaria, R. (1988) Mental Retardation - A manual for guidance counsellors. Secunderabad: NIMH.
6. Madhavan, T., Menon, O.K., Kalyan, M., Narayan, J. & Subba Rao, T.A. (1988) Mental Retardation -: A manual for village rehabilitation workers. Secunderabad: NIMH.
7. Narayan, J. (Ed.) (1999) School Readiness for children with special needs. Secunderabad: NIMH.
8. Panda, K.C. (1999) Education of Exceptional Children. New Delhi: Vikas Publicaitons.
9. Rapid NIMH
10. Early Intervention Series – NIMH
11. School Readiness-NIMH

Paper-II: Child Development and Learning

Total Marks: 80

Total hours: 80

Objectives

On completion of this paper, the trainee is expected to

1. Demonstrate the knowledge of child development including, physical, social, emotional, cognitive areas.
2. Have competencies in providing experiences through activities that promote overall development in the child.
3. Identify children at risk/development delay.
4. Create learning readiness among children with special needs.

Unit1: Concept of Growth and Development

20 Hours

- 1.1 Principles of Growth and Development
- 1.2 Growth and Development – Typical and Atypical (Physical/Individual difference)
- 1.3 Development and deviations (Educational – Lifespan Phase)
 - a) Pre-natal stage
 - b) Preschool stage
 - c) School stage
 - d) Pre-vocational stage

Unit 2: Areas of Development

20 Hours

- 2.1 Areas of development and deviations: physical, social, emotional, cognitive, language, moral development
- 2.2 Development of self concept, 'striving for achievement' implications of deviation.
- 2.3 Role of environment in promoting development of children with development delay/mental retardation.

Unit-III Concept, definition and types of learning

20 Hours

- 3.1. Concept & definition of learning as distinguished from maturational changes.
- 3.2. Principles of learning - practice, reinforcement, understanding, retention.
- 3.3. Types of learning, skill and verbal:- process.
- 3.1. Methods of learning - part vs whole, distributed practice, experiential learning through concrete (enactive), pictorial (iconic) and symbolic

Unit –IV- Approaches and Methods of Learning

20 Hours

- 4.1. Multisensory approaches - observational learning, VAKT, montessori,
- 4.2 Project method
- 4.3 Learning through play, music, creative stories and arts
- 4.4 Traditional positive child rearing practices in India

Suggested Readings

1. Kaul, V. (1993) Early childhood education programme. New Delhi: NCERT.
2. Madhavan, T., Kalyan, M., Naidu, S., Peshawaria, R. & Narayan, J. (1989) Mental Retardation - A manual for psychologists. Secunderabad: NIMH.
3. Muralidharan, R. (1990). Early stimulation activities for young children. New Delhi: NCERT.
4. Panda, K.C.(1999) Elements of child development (Sixth Revised Edition).Ludhiana: Kalyani Publishers.
5. Sharma, P. (1995) Basics on development and growth of a child. New Delhi: Reliance Publishing House.
6. Shrivastava, P. (1991) Education nutrition and child development. Allahabad: Chugh Publications.

Paper-III: Organization of Early Childhood Special Education Programme

Total Marks: 80

Total hours: 80

Objectives

On completion of this paper, the trainee is expected to

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

Content

Unit –I Introduction to Assessment

20 Hours

- 1.1. Definition and purpose of assessment.
- 1.2. Methods of data collection, techniques of observation and interview.
- 1.3 Approaches to assessment - NRTs, CRTs, functional, ecological and curriculum based.

Unit –II – Assessment Tools

20 Hours

- 2.1. Developmental assessment - tools, scoring and interpretation, report writing and communicating to parents and family.
- 2.2. Educational assessment - tools, scoring and interpretation, report writing and communicating to parents and family.
- 2.3. Assessment tool – DST, FACP-Pre Primary, PORTAGE, Upanayan etc Referral for certification and therapeutic/medical management.

Unit –III- Education Services

20 Hours

- 3.3.1. Various special educational service provisions:- Deno's cascade - relevance to ECSE.
- 3.3.2. Home bound programmes - centre based and home based - need, types and strategies in various setting s-rural urban.
- 3.3.3. Use of family and community resources in planning and implementation of ECSE programme.

Unit –IV- Organization of Programmes

20 Hours

- 4.1. Organization of ECSE programmes.
- 4.2. Application of ARAMBH in ECSE Programme
- 4.3. Qualities of a special teacher in ECSE programme
- 4.4 Administration and record keeping and documentation of ECSE programme

Suggested Readings

1. Baine, D. (1988) Handicapped children in developing countries: Assessment, curriculum and instruction. Edmonton (Alberta): University of Alberta.
2. Bonnet 1., Lingerfelt, V. & Nelson, D.E. (1990) Developing individualized family support plans - A training manual. Cambridge, MA: Brookline Books.
3. Kind-Sears, M.E. (1994) Curriculum-based assessment in special education. San Diego: Singular Publishing Group, Inc.
4. Narayan, J. & Kutty, A.T.T. (1989) Handbook for trainers of the mentally retarded persons - Pre-primary level. Secunderabad: NIMH.
5. Narayan, J. & Menon, O. f<' (1989) Organization of special class in a regular school. Secunderabad: NIMH.
6. Narayan, J. & Menon, O.K. (1989) Organization of special school for mentally retarded children. Secunderabad: NIMH.
7. Overton, T. (1992) Assessm~nt in Special Education: an applied approach. New York: Macmillan Publishing Company.
8. Seth, K. (1996) Minimum specifications for pre-school. New Delhi: NCERT.
9. ARAMBH Package developed by NIMH, Secunderabad

Paper-IV: Curriculum and Teaching Strategies Objectives

Total Marks: 80

Total hours: 80

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/mental retardation.
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/mental retardation.

Content

Unit – I- Definition types and approaches

20 Hours

- 1.1. Principles and purposes of curricular adaptation
- 1.2 Types of curriculum - developmental, functional and ecological.
- 1.3 Approaches to curricular transaction - child centred, activity centred and holistic.

Unit- II Curricular Areas

20 Hours

- 2.1. Content decision - daily living skills - feeding, toileting, bathing, brushing, dressing, grooming and sleeping.
- 2.2. Content decisions: mobility and hand function skills, social and communication skills - self awareness, self expression, participation in groups.
- 2.3. Content decision concept formation - family, immediate environment, safety, pre-academics - pre-reading, pre writing, pre-numbers, building school readiness.

Unit –III- Programme, Planning and 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.
- 3.3. Behavioural approaches - reinforcement, shaping, cueing, fading, chaining, modelling, prompting
- 3.4 Developing IFSP and IEP
- 3.5 Methods and materials - teaching selection of appropriate teaching, learning materials, preparation of teaching aids indigenous and need based.
- 3.6 Use of technology in early childhood special education augmentative, assistive devices, computer based education.

Unit-IV- Management of Problem Behaviour

20 Hours

- 4.1. Concept and types of problem behaviour
- 4.2 Assessment of problem behaviour
- 4.3 Planning and Management o f problem behavioural

Suggested Readings:

1. Bos, C.S. & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Boston: Allyn and Bacon.
2. Myreddi, V. & Narayan, J. (1998) Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
3. Narayan, J. & Kutty, A.T./ (1989) Handbook for trainers of the mentally retarded persons - Pre-primary level. Secunderabad: NIMH.
4. Narayan, J. (Ed.) (1999) School readiness for children with special needs. Secunderabad: NIMH.
5. Polloway, E.A. & Patton, J.R. (1993) Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
6. Romila, S. (1997) School Readiness programme. New Delhi: NCERT.

Paper-V: Inter-disciplinary aspects in ECSE

Total Marks: 80

Total hours: 80

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/mental retardation.
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/mental retardation in different settings

Content

Unit –I- Physical Therapy

20 Hours

- 1.1 Physiotherapy - aims and scope for persons with developmental delay and mental retardation, movement and postures - activities for developing and enhancing independent need based motor skills.
- 1.2 Occupational Therapy - aims and scope for persons with developmental delay and mental retardation, movement and postures - activities for developing and enhancing independent need based motor skills.
- 1.3 Using exercise as a therapeutic technique for improving psychomotor skills, coordination, control, precision and automation of movement.

Unit –II –Speech Therapy

20 Hours

- 2.1 Practicing speech sound production, linguistic aspects of sound production and its implication for children having developmental delay.
- 2.2 Speech and language intervention- active interaction with children to facilitate language and communication skills using group activities to develop language and communication, correcting phonetic errors through modeling.
- 2.3 Language and speech therapy - aims, scope and communication skills for persons with developmental delay and mental retardation, strategies for developing communication skills.

Unit- III- Yoga and Play Therapy

20 Hours

- 3.1 Yoga therapy - aim, scope and importance for persons with developmental delay and mental retardation, strategies for adaptation.
- 3.2 Play therapy – definition, function of play, types of play, assessment of play and play and games activities for teaching pre academic concepts.

- 4.1 Family - definition, impact of having a child with developmental delay/mental retardation, role of family in the care and management process.
- 4.2 Working with families with developmental delay/mental retardation, techniques, family intervention, rapport building, home visit, case history taking, parental empowerment.
- 4.3 Role of community in the care and management process, self-advocacy, forming of parent self-help groups, group dynamics, assisting and counselling parents.
- 4.4 Involving family in the adjustment process of children with developmental delay. Siblings and neighborhood influence on adjustability of children with developmental delay.
- 4.5 Agencies working for persons with developmental delay/mental retardation, basic skills in sharing assessment findings, information about various schemes beneficial to parents of children with developmental delay/mental retardation.
- 4.6 Legislation and governmental efforts, benefits, concessions

Suggested Readings:

1. Jayachandra, P. (2001) *Teaching yogasanas for persons with mental retardation*, Chennai: Vijay Human Services.
2. Muralidharan, R. *Play for pre-schools*. New Delhi: NCERT.
3. Peshawaria, R., Menon, .D.K., Ganguly, R., Roy, S., Pillary, R.P.R.S. & Gupta, A. (1995) *Understanding Indian families having persons with mental retardation*. Secunderabad: NIMH.
4. Swaminathan, M. (1990) *Play activity for young children*. India: UNICEF.
5. Waugh, A. (1976) *Working with parents and community*. New Delhi: NCERT.
6. Dunst, C., Trivette~ C. & Deal, A. (1988)' *Enabling and empowering families*. Cambridge, MA: Brookline Books.

PRACTICALS

Paper-I: Individualized Family Service Programme & Individualized Education Programme (200 Hours)

Objective:

On completion *of* this practical paper, the trainee is expected to:

- Conduct special education assessment, select objectives, plan, implement and evaluate I.F.S.P. & I.E.P. using appropriate tools and teaching learning material.

Course Content

The student trainee will be allotted 3 cases with Developmental delay/mental retardation, preferably of different type and severity levels, below 6 years. Of the three, two can be for home based training and one attending pre-school. Suitably, IFSP/IEP will be planned by the student trainee after detailed functional assessment. The programme will be implemented for a minimum of 12 sessions with each session not less than 40 minutes, after programme planning with suitable progress monitoring systems, error analysis and error correction. At the end of the training, evaluation will be conducted and report will be written for each of the cases.

For annual examination, the student trainee will submit the records of IEP/IFSP and appear for viva

Paper-II: Group Teaching (200 Hours)

Objective:

On completion of this practical paper, the trainee is expected to:

- Plan lessons, teach/train children with developmental delay/mental retardation in classroom setting in special pre-schools and/or anganwadis or balwadis or regular pre-schools, keeping in mind the individual differences.

Course Content

The student teacher 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/mental retardation 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.

Note: During teaching the regular pre-school with integration should have a ratio of one child with developmental delay/mental retardation for 8 non disabled children (1:8). The special pre-school class size should be minimum 8 children with developmental delay/mental retardation in one class.

For annual examination, the student trainee will teach a group of students on the given topic.

Paper-III: Therapeutic Intervention

(200 Hours)

Objectives:

On completion of this practical paper, the trainee is expected to:

- Demonstrate insight into motor and communication difficulties of children with developmental delay/mental retardation.
- Select and use suitable play activities and yoga asana for enhancing overall development of children with developmental delay/mental retardation.
- Select and use suitable dance/drama/music/sports activities for enhancing overall development of children with developmental delay/mental retardation.

Course Content

Physical Therapy

(40 Hours)

The student trainee will assess and plan a programme for at least 3 cases under the guidance of OT and PT. The three cases can be the ones taken for practical Paper-I.

Speech and Language Therapy

(70 Hours)

The student trainee will assess and plan under supervision speech and language therapy for at least 3 cases. The three cases can be the ones taken for practical Paper-I.

Yoga Therapy and Play Therapy

(90 Hours)

The student trainee will plan and teach at least 10 lessons of play activities /dance/ drama/ music/ sports activities to a group of children with developmental delay/mental retardation. This can be the same group taken for Practical paper-II.
