

**Effectiveness of the Curriculum Taught in Government  
Institutions for Mentally Challenged Children in Lahore**



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**A THESIS SUBMITTED TO THE UNIVERSITY OF MANAGEMENT AND  
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## Certificate of Approval

This thesis is accepted by the Department of Education, School of Social Sciences and Humanities, University of Management and Technology, Lahore in the partial fulfillment of the requirements for the degree of M Phil of Arts in Special Education (M Phil-SE).

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## **Abstract**

The goal of special education in the current era is more towards effectiveness rather than access. The analysis of the effectiveness of curriculum and other procedures employed for teaching is of paramount importance. The research conducted currently was aimed to find the effectiveness of curriculum for mentally challenged children in government schools. The objectives of the study included the intended to investigate the effectiveness of mentally challenged children in government schools of Lahore. The study will also explore and compare the perception of parents and teachers about the effectiveness of curriculum. Furthermore, the study will highlight the gaps in implementation of curriculum and lastly, the differences in curriculum effectiveness on the basis of school years, the children have attended, will also be underlined. Case study design was triangulation method research. Fifteen cases were selected, and data was collected by using a checklist filled by their teachers, parents and after that the observations of MCC were recorded to compare the responses of parents and teachers and to pinpoint the gaps in implementation of curriculum effectively. The data was analyzed qualitatively by using thematic analysis. The frequencies were also calculated to report the results of checklist. The data analysis is comprised in two sections. First section is explaining the descriptive information about the sample of the study. The second section will answer the research questions one by one. According to the checklist's results there was no significance difference between the opinions of parents and teachers. According to qualitative results, teaching method, teacher's behaviour, & poor interaction with their students are the main gaps in implementation of curriculum goals. The researcher suggested the use of technology, alternate teaching strategies, increased maturity level of teachers, interaction with students needs further improvement, and a solid monitoring techniques for this system.

## **Dedication**

I dedicate my research to my mother and children who supported me and helped me to achieve what seemed difficult in the beginning. My mother took care of me and my children while I invested myself in research work. My children supported me throughout this phase by understanding my situation and never pushing me for extra attention.

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## **ABBREVIATIONS AND ACRONYMS**

ADA:	Americans with Disabilities Act
EFA:	Education for All
IDEA:	Individuals with Disabilities Education Act
IEP:	Individualized Education Programme
MC:	Mentally Challenged
MCC:	Mentally Challenged Children
MH:	Mentally Handicapped
MoE:	Ministry of Education
NCLB:	No Child Left Behind
OT:	Occupational Therapist
SHS:	Self-help Skills
SNE:	Special Needs Education

## CHAPTER I

### INTRODUCTION

#### **Background to the Study**

All through the beginning of the twentieth century, minute attention was paid to the advancement of educational facilities for the people having general learning disabilities; then termed as the mental handicap. The initiative for developing educational facilities for these students was then taken up in the middle of the nineteenth century by some religious organizations and volunteer foundations. The department of education consequently adopted these schools under their umbrella of official recognition as special national schools. The period of nineteen-fifties and sixties served as the growth time for the establishment of many such schools in numerous countries.

Over 200 years ago, the search for modes of teaching to be used for the students with mental retardation started to gain momentum. Heward (2006) discussed the ideas of Jean Mark Itard, referring to the use of Intensive systematic intervention for the learning advances of students identified as inept of learning. The concept of intensive systematic learning by Itard was applied to a student named Victor identified with MR, indicating that MR students are adept at learning no matter how little success is recorded.

During the early process, disabled children were not children to be friends with. Whenever, accidentally, they happened to be around they were targets of jokes, objectives of curiosity and pity, and provokers of fear for the 'unfortunate tricks that life can play'. In such a system disabled student simply had no place (Frankenstein, 1980). A disabled writer and advocate of an alternative approach to the issue of disability stressed that the perceptions of society are responsible for disabling the physically impaired individuals. Needless isolation