

**SCHEME OF EXAMINATION AND SYLLABUS FOR
B.ED SPECIAL EDUCATION- MENTAL RETARDATION (MR) COURSE**

PART I: THEORY (PAPERS I-IX)
(To be implemented from the Session 2013-14)

PAPER	NOMENCLATURE	EXTERNAL MARKS (THEORY)	INTERNAL MARKS (ASSESSMENT)	MAX. MARKS	TIME (EXAM HOURS)
I	NATURE AND NEEDS OF VARIOUS DISABILITIES – AN INTRODUCTION	80	20	100	3 HRS
II	EDUCATION IN INDIA : A GLOBAL PERSPECTIVE	80	20	100	3 HRS
III	EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES	80	20	100	3 HRS
IV	EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH	80	20	100	3 HRS
V	IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL RETARDATION	80	20	100	3 HRS
VI	MENTAL RETARDATION – ITS MULTIDISCIPLINARY ASPECT	80	20	100	3 HRS
VII	CURRICULUM AND TEACHING STRATEGIES	80	20	100	3 HRS

VIII & IX Teaching of School Subjects

Note: Candidate is required to opt two 'Teaching School Subjects' selecting one from each group.

GROUP-A					
Opt. – i	Teaching of English	80	20	100	3 HRS
Opt. – ii	Teaching of Hindi	80	20	100	3 HRS
GROUP-B					
Opt. – i	Teaching of Social Studies	80	20	100	3 HRS
Opt. – ii	Teaching of Mathematics	80	20	100	3 HRS

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PART II – PRACTICALS PAPERS (X-XI)**Max. Marks: 200**

B.Ed. Practical Exam will be conducted by an External Team consisting of three examiners i.e. one Coordinator and two Sub-Examiners in three days. Only working and duly approved teachers by the university having minimum five (5) years of teaching experience at B.Ed/ M.Ed level will be appointed as Sub-Examiners. Team will cover all the three teaching subjects i.e. Teaching of Languages, Teaching of Mathematics and Teaching of Social Sciences.

Practical Examinations Team will conduct practical papers for X and XI i.e. School Experience Programme.

X	<p>School Experience Programme (SEP) Teaching Practice: School Teaching Subject I (This Programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising one Coordinator and two Sub-Examiners. A. Following Five Micro- Teaching Skills with one lesson on each skill. Use of Chalk Board including Handwriting and Use of Teaching Aids (Compulsory) 1) Questioning 2) Introducing the Lesson 3) Use of Reinforcement 4) Stimulus Variation 5) Illustration with Examples Micro Lesson-5 Mega Lesson-5 Discussion Lesson-2 Real Teaching 20 Lessons Final Discussion Lesson-1 To be selected by the candidate out of two teaching subjects</p>	80	<p>20 CBW/Preparation of Printed teaching/learning material(for blind Students) will be evaluated at the time of skill-in-teaching examination.</p>
XI	<p>School Experience Programme (SEP) Teaching Practice: School Teaching Subject II (This Programme must help Pupil- teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising one Coordinator and two Sub-Examiners</p>	80	<p>20 CBW/Preparation of Printed teaching/learning material(for Blind Students) will be evaluated at the time of skill-in- teaching</p>

	<p>A) Following Five Micro- Teaching Skills with one lesson each skill. Use of Chalk Board including Handwriting (Compulsory). Use of Teaching Aids (Compulsory) 1) Questioning 2) Introducing the Lesson 3) Use of Reinforcement 4) Stimulus Variation 5) Illustration with examples Micro Lesson-5 Mega Lesson-5 Discussion Lesson-2 Real Teaching 20 Lessons Final Discussion Lesson -1 To be selected by the candidate out of two teaching subjects.</p>		examination.
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*Each student will attend supervised teaching for 45 days.

PART III-Special Education Practical Papers (XII-XIV)		Max. Marks : 300
<p>Examination would be conducted by an External Examiner who will be professional duly registered with Rehabilitation Council of India as per RCI norms and as appointed by the University for each practical separately for papers XII, XIII and XIV.</p>		
Paper XII	Training in Mental Retardation(Assessment and IEP)	100 Marks
Paper XIII	Training on Equipment related to Mental Retardation	50 Marks
Paper XIV	Teaching practice in Mental Retardation (a) Curricular Activities in Group Teaching (b) Co-Curricular Activities in Group Teaching	75 Marks 75 Marks
Total		300 Marks

Contd.....

Criteria for the award of Internal Assessment of 20% marks in Theory papers will be as per the distribution given below:-

i)	One Class Test/Sessional Work (In case of Practical in Theory Papers)	10% marks
ii)	One Assignment/Performance and Demonstration (In case of Practical in Theory Papers)	05% marks
iii)	Attendance	05% marks
	Upto 75%	Nil
	Upto 80%	1% marks
	Upto 85%	2% marks
	Upto 90%	3% marks
	Upto 95%	4% marks
	Above 95%	5% marks

Note:

If a candidate is awarded Internal Assessment/Internal Practical marks more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Principal of the College as the case may be.

GRAND TOTAL = 1400 Marks

PAPER - I

NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION

Time: - 3 Hours

Max Marks: - 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- (i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- (ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- (iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- (iv) All questions will carry equal marks.

OBJECTIVES

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

1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness
4. Locomotor, Neurological and Leprosy Cured
5. Neuro-developmental Disorders
6. Multiple Disabilities, Deaf, blindness

COURSE CONTENTS

UNIT - I

- 1) Blindness and Low vision
 - Definition and Identification
 - Incidence and Prevalence
 - Characteristics
 - Causes and Prevention
 - Intervention and Educational Programmes
- 2) Hearing Impairment
 - Definition and Identification
 - Incidence and Prevalence
 - Causes and Prevention

- Types of Hearing Loss and Characteristics
- Modes of Linguistic Communication and Educational Programmes

UNIT- II

3) Mental Retardation

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

4) Learning Disabilities

- Concept and Definition of Learning Disabilities
- characteristics of LD
- Etiological Factors
- Types and Associated Conditions
- Intervention and Educational Programmes

UNIT - III

5) Leprosy Cured, Neurological and Locomotor Disabilities

- Definition and Classification
- Incidence and Prevalence
- Causes and Prevention
- Types, Classification and Characteristics
- Intervention and Educational programmes

UNIT- IV

6) Autism Spectrum Disorders

- Concept and Definition of Autism.
- Characteristics of Autism
- Etiological Factors
- Types and Associated Conditions
- Intervention and Educational Programmes

7) Multiple Disabilities and Various Combinations

- Definition and Identification
- Incidence and Prevalence
- Causes and Prevention
- Characteristics
- Intervention and Educational Programmes

Reference books

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977
3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
4. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfiel IL .
- 6 Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
- 7 Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
- 8 Vikash Panda, K.C. (1997). Education of Exceptional Children. New Delhi Publications.
- 9 Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and audiology. Eighth Edition, Prentice Hall.
11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
- 13 Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
14. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre- primary level. NIMH, Secunderabad.
15. Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
16. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
17. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
18. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH.
19. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.22

PAPER - II

EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

Time: - 3 Hours

Max Marks: - 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- (i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- (ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- (iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- (4) All questions will carry equal marks.

OBJECTIVES

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

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

COURSE CONTENTS

UNIT - I

- 1) Definition, process and philosophy of education
 - Definition and Meaning of Education
 - Aims of Education
 - Functions of Education
 - Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism
 - Historical perspective of Education in India and Abroad
- 2) Education and Various Commissions
 - Principles of education and special education and Inclusive Education
 - Aims, objectives and functions of special education and inclusive education
 - Direction and priorities of general and special education and inclusive education
 - Recent trends in Indian Education and special education and inclusive education
 - Education For All movement, Education through 21st Century, Various Commissions.

UNIT – II

- 3) Education in the Social Context
 - Formal, Informal and Non-formal Education.
 - Functional literacy, continuous and Life Long Education.
 - Community Based Rehabilitation including education.
 - Open Learning, Distance Education with reference to General and Special Education and inclusive education
 - Value -Oriented Education.
- 4) Emerging trends in Special and Inclusive Education
 - Concept of impairment, disability (activity limitation) and participation restrictions and their implications
 - Concepts and principles of inclusion.
 - Inclusive Education a rights based model
 - Community linkages and partnership of inclusion
 - Role of special schools and special teachers/educators in facilitating inclusive education

UNIT- III

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

UNIT - IV

- 6) Education and the Modern Ethos
 - Democracy, socialism and secularism.
 - Constitutional provisions in human rights.
 - Equalization of educational opportunities.
 - Education and human resource development.
 - Planning and management of human resource development.
 - Environmental Education

Reference books

1. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
2. Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
3. Steven. B. (1998). School and Society. Sage Publications.
4. Suresh. D. (1998). Curriculum and child development. Bhargava.
5. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
6. Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.
7. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
8. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
9. Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.
10. Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
11. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
12. Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
13. Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critica Issues. New Delhi National Book Organisation.
14. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000.. New Delhi IAE Association.26

PAPER - III

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Time: - 3 Hours

Max Marks: - 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- (i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- (ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- (iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- (4) All questions will carry equal marks.

OBJECTIVES

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

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

COURSE CONTENTS

UNIT - I

- 1) Introduction to Psychology
 - Definition, Nature and Scope of Psychology.
 - Educational psychology: scope and relevance to general education.
 - Role of educational psychology in special education.
 - Theories of motivation, attention and perception and its application in education.
 - Implications of the above with regard to specific disabilities
- 2) Growth and Development
 - Meaning, Definitions and Principles of Growth and Development.
 - Influences of heredity and environment.
 - Stages of Development with reference to children with disabilities.
 - Developmental needs from infancy through adolescents
 - Developmental delay and deviancies

UNIT- II

- 3) Learning
- Definition, Meaning of Learning and Concept formation.
 - Learning -Domains and factors affecting learning.
 - Theories of learning (behavioural, cognitive and social) , and their application to special education
 - Memory and strategies for enhancing memory
 - Implications of the above with regard to various disabilities.
- 4) Guidance and Counselling
- Meaning nature and scope of guidance and counselling and role of home. .
 - Approaches and techniques of guidance and counselling with reference to various disabilities.
 - Vocational guidance, assessment, training, avenues and perspectives
 - Discipline and management of class room behaviour problems.
 - Yoga and other adjunctive aids.

UNIT - III

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

UNIT - IV

- 6) Personality
- Meaning and Definition of personality.
 - Theories of personality
 - Frustration and conflict, defence mechanisms and behaviour deviations,
 - Mental health and signs and symptoms of maladjustment
 - Implications of disabilities in personality assessment.

Reference books

1. Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
2. Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York : Academic Press,
3. Butcher. H.J. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
4. Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
5. Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
6. Hunter, Ian. M.R. (1994). Memory, London : Penguin Books.
7. Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century.
8. Munn. N.L. (1997). Introduction to Psychology. Delhi.
9. Petri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth.
10. Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.
11. Simth, Mdaniel. (1998). Educational Psychology. New York : Allyn & Bacon.
12. Skinner. B.F. (1997). verbal Behaviour. New York : Appleton century Crofts.
13. Travers. R.M. (1993). Educational Psychology. New York: Macmillan,
14. Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev., Vol. 20.
15. Woodworth. R.S. (1994). Experimental Psychology, New York: Hot
16. Barciey. J.R. (1993). Counselling and Philosophy. San Francisco.
17. Floelick. C.P. (1988). Guidance Services in Schools. New York : Allynn & Bacon.
18. Jones. A.P. (1994). Principles of Guidance. New York: Holt.
19. Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India.30

PAPER - IV

EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

Time: - 3 Hours

Max Marks: - 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- (i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- (ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- (iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- (4) All questions will carry equal marks.

OBJECTIVES

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

1. Discuss the meaning, need and scope of educational management.
2. Define the concept and meaning of curriculum and instructional strategies.
3. Explain the concept, meaning, scope and types of educational technology.
4. Describe the need and scope of educational research.
5. Discuss the meaning, scope and types of educational evaluation.

COURSE CONTENTS

UNIT - I

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

UNIT- II

- 2) Curriculum
 - Definition, Meaning and Principles of Curriculum,
 - Principles of curriculum development and disability wise curricular adaptations.

- Curriculum planning, implementation and evaluation – implications for disabilities and role of teacher.
 - Types and importance of co-curricular activities
 - Adaptations of co-curricular activities.
- 3) Instructional Strategies
- Theories of instruction – Bruner and Gagne .
 - Approaches to instruction -cognitive, behavioural, and eclectic.
 - Design instruction -macro design.
 - Organizing individual, peer, small group, large group instructions.
 - Teaching materials -aids and appliances, other equipment -development.

UNIT-III

- 4) Educational Technology
- Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
 - Role and types of audio-visual aids in teaching and application of multi media in teaching and learning
 - Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.
 - Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.
 - TLM: Importance, need and guidelines on use of TLM with reference to various disabilities.

UNIT-IV

- 5) Educational Research
- Definition, Need and scope of educational research
 - Principles of Research in Education.
 - Types of research - fundamental, applied and action
 - Tools of research.
 - Overview of research studies in special education in India.
- 6) Educational Evaluation
- Definition, Meaning, scope and types of evaluation.
 - Various types of tests.
 - Characteristics of a good test
 - Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.
 - Presentation of data - graphs, tables and diagrams

Reference books

1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
2. Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
3. Jaganath Mohanty. (1998). Studies in Educational Broadcasting. Sansubscription agency.
4. Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
5. Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
6. Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of Educational Technology. Anmol Publications.
7. Tara Chand. (1992). Educational Technology. Anmol Publication.
8. Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
9. Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
10. Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
11. Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
12. Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
13. Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.
14. Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
16. D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
17. Govt. of India, Persons with Disability Act, 1995.34
18. Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
19. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada.35

SPECIALIZATION

PAPER - V

IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL RETARDATION

Time: - 3 Hours

Max Marks: - 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- (i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- (ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- (iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- (4) All questions will carry equal marks.

OBJECTIVES:

After completing the paper the Teacher Trainees will:

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

COURSE CONTENTS

UNIT -I

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

UNIT-II

- 2) Additional impairments
- Introduction to associated conditions and educational implications
 - Sensory impairments - vision, hearing
 - Motor impairments - cerebral palsy, congenital deformities, muscular dysfunction
 - Epilepsy
 - Emotional disorders and Autism

UNIT-III

- 3) Assessment and Evaluation
- Assessment: concept and definition, purpose
 - Tools of assessment: tests (NRT, CRT, teacher made) observation and interview
 - Areas of Assessment – psychological, educational, behavioral ecological and clinical assessment for varied ages and severity levels (Pre-School, School Level & Vocational)
 - Evaluation methods – formative and summative
 - Interpretation of assessment results and program, reporting
- 4) Assessment of Adaptive Behaviour
- Tools for assessment of Adaptive Behaviour
 - Assessment tools with reference to Indian context
 - Documentation and recording
 - Assessment and interpretation of results in order to formulate a functional plan
 - Evaluation and Follow up

UNIT-IV

- 5) Mental Retardation - Social Perspective
- Mental Retardation and Mental Illness - Differences
 - Mental retardation and its Psycho-Social aspects - exploitation, delinquency,
 - Child Labour, child abuse
 - Rights and advocacy
 - Misconceptions and social practice
 - Sex Education and Marriage
- 6) Transitional and Vocational Assessment
Support Intensity Scale
- Vocational assessment
 - Transition from School to Work
 - Vocational training
 - Employment Models: Supported, Sheltered, Home - Based, Self - Employment, (Inclusive)

Reference books

1. Overton, T. (1992). *Assessment in Special Education An Applied Approach*. New York McMillan.
2. Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi Vikas Publications.
3. Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Retarded Persons*, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edit ion, Prentice Hall.
5. Taylor, R.L. (1993). *Assessment of Exceptional Students Educational and Psychological Procedures*. Boston : Allyn & Bacon.
6. Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction*. University of Alberta, Alberta,
7. Longone, 3. (1990). *Teaching Retarded learners Curriculum and Methods for improving instruction*. Boston : Allyn & Bacon
8. Narayan, 3. & Kutty, A,T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level*. NIMH, Secunderabad.
9. Peshwaria, R. and Venkatesan. 5. (1992) *Behavioural retarded children A manual for Teachers*. NIMH, Secunderabad.
10. Evans, P and Verma, V. (Eds.) (1990) *Special Education. Past Present and Future*. The Faimer Press.
11. Repp A.C. (1983) *Teaching the Mentally Retarded*, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) *Curriculum Based Assessment in Special Education*. San Diego Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) *Mentally Retarded Children in India*. New Delhi Mittal Publication.
14. Sharma, P. (1995). *Basics on Development and Growth of a child*, New Delhi Reliance.
15. Narayan, J. Myreddi, V. Rao, S. (2002). *Functional Assessment Checklist for Programming*, NIMH, Secunderabad.
16. Jeyachandaran, P. Vimala, V. (2000). *Madras Developmental Programming System40*
17. Myreddi, V. & Narayan, J. *FACP – PMR*, NIMH, Secunderabad.
18. Narayan, J. *Graduate Level Assessment Device for Children with Learning Problems in Regular Schools*, NIMH, Secunderabad.
19. Myreddi V. & Narayan J. (1998). *Functional Academics for students with mild mental retardation*, NIMH, Secunderabad.
20. Narayan J. (1990). *Towards independence series 1 to 9*. NIMH, Secunderabad.
21. Narayan J. (2003) *Educating children with learning problems in regular schools* NIMH, Secunderabad.

PAPER - VI

MENTAL RETARDATION - ITS MULTIDISCIPLINARY ASPECT

Time: - 3 Hours

Max Marks: - 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- (i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- (ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- (iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- (4) All questions will carry equal marks.

OBJECTIVES:

After completing the paper the Teacher Trainee will:

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

COURSE CONTENTS:

UNIT - I

- 1) Physiological Aspects
 - Neurological aspects — Autonomous Nervous System, Central Nervous System, Peripheral Nervous System.
 - Associated Impairments — Cerebral Palsy, Epilepsy, ADD, ADDH, Autism.
 - Genetic aspects
 - Endocrinal influences
 - Preventive measures

UNIT-II

- 2) Developmental and Behavioural Aspects in Relation to Mental Retardation
 - Developmental stages - Physical, social, cognitive, language, emotional and moral.

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

UNIT-III

- 3) Communication Aspects
 - Language, Speech and Communication: Concept and Definition
 - Speech Disorders: Types and Intervention
 - Language: Components Disorders and Intervention
 - Communication: Prerequisite skills, process, and disorders and intervention
 - Modes of communication: Alternative and Augmentative
- 4) Motor Aspects
 - Gross motor and fine motor development and impairments
 - Neuromotor, eye-hand, sensory motor, perceptual motor difficulties Locomotor/mobility related problems
 - Physiotherapy, occupational therapy - their implications and adaptations in classroom management
 - Activities to enhance motor functions in children with mental retardation

UNIT -IV

- 5) Working with multi-Disciplinary Team
 - Personnel and parents involved in multi-disciplinary team
 - Nature of coordination with multi-disciplinary team
 - Referral agencies, linkages, networking and follow-up
 - Empowerment of families and mobilization of support
 - Need for inter-departmental linkages at State and national levels in the services for mentally retarded children
- 6) Community Based Rehabilitation
 - CBR: concept and Definition
 - Scope of CBR
 - Models of CBR
 - Role of special educator/ family / community /person with disability/ in CBR
 - Challenges and implications

Reference books

1. Overton, T. (1992). *Assessment in Special Education An Applied Approach*. New York McMillan.
2. Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi Vikas Publications.
3. Subba Rao, T.A. (1992). *Manual on Developing Communication Skills in Mentally Retarded Persons*, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick. L. (1990), *Speech Correction-An introduction to speech pathology and Audiology*. Eighth Edition, Prentice Hall.
5. Taylor, R.L. (1993). *Assessment of Exceptional Students Educational and Psychological Procedures*. Boston : Allyn & Bacon
6. Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction*. University of Alberta, Alberta.
7. Longone, 3. (1990). *Teaching Retarded learners Curriculum and Methods for improving instruction*. Boston : Allyn & Bacon
8. Narayan, J. & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level*. NIMH, Secunderabad.
9. Peshwaria, R. and Venkatesan. 5. (1992) *Behavioural retarded children: A manual for Teachers*. NIMH, Secunderabad.
- 10, Evans, P and Verma, V. (Eds.) (1990) *Special Education. Past Present and Future*. The Faimer Press.
11. Repp. A.C. (1983) *Teaching the Mentally Retarded*, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) *Curriculum Based Assessment in Special Education*. San Diego: Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) *Mentally Retarded Children in India*. New Delhi : Mittal Publication.
14. Sharma, P. (1995). *Basics on Development and Growth of a child*, New Delhi, Reliance.
15. Narayan, J. (1999). *Skill Training Series 1-9*, NIMH Secunderabad.
16. Myreddi, V. & Narayan, J. (2000). *Functional Academics for Students with Mental Retardation*, NIMH Secunderabad.45
17. Myreddi V. & Narayan J. (1998). *Functional Academics for students with mild mental retardation*, NIMH, Secunderabad.
18. Narayan J. (1990). *Towards independence series 1 to 9*. NIMH, Secunderabad.
19. Narayan J. (2003) *Educating children with learning problems in regular schools* NIMH, Secunderabad.
20. Video Films. (2002). *Help them learn make it easy*. NIMH, Secunderabad46

PAPER - VII
CURRICULUM AND TEACHING STRATEGIES

Time: 3 Hours

Max Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- (i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.
- (ii) Q.No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- (iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- (4) All questions will carry equal marks.

OBJECTIVES:

After completing of the paper the Teacher Trainees will:

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

COURSE CONTENTS

UNIT- I

- 1) Curriculum Development
 - Curriculum: Concept, Definition, and aims
 - Principles of Curriculum Development
 - Approaches to Curriculum: Developmental, Ecological and Functional
 - Adaptation of curriculum
 - Emerging trends in Curriculum Development
- 2) Development of Educational program
 - Instructional Design
 - Individualized educational Plan: Need and components
 - Development of goals: Long term, short term and specific objectives
 - Evaluation of Goals and Maintenance of Records
 - Conducting an IEP meeting

UNIT-II

3) Curriculum Content - Various Stages

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

UNIT -III

4) Teaching Strategies

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

UNIT -IV

5) Co-Curricular Activities

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

6) Educational Provisions

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

Reference books

1. Overton, T. (1992). *Assessment in Special Education - An Applied Approach*. New York McMillan.
2. Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi Vikas Publications.
3. Subba Rao, T.A, (1992). *Manual on Developing Communication Skills in Mentally Retarded Persons*, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick, L. (1990), *Speech Correction-An introduction to speech pathology and audiology*. Eighth Edit ion, Prent ice Hall.
5. Taylor, R.L. (1993). *Assessment of Exceptional Students Educational and Psychological Procedures*. Boston : Allyn & Bacon.
6. Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction*. University of Alberta, Alberta.
7. Longone, J. (1990). *Teaching Retarded learners Curriculum and Methods for improving instruction*. Boston : Allyn & Bacon.
8. Narayan, J. & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level*. NIMH, Secunderabad.
9. Peshwaria, R. and Venkatesan. S. (1992) *Behaviour of retarded children: A manual for Teachers*. NIMH, Secunderabad.
10. Evans, P and Verma, V. (Eds.) (1990) *Special Education. Past Present and Future*. The Faimer Press.
11. Repp. A.C. (1983) *Teaching the Mentally Retarded*, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) *Curriculum Based Assessment in Special Education*. San Diego Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) *Mentally Retarded Children in India*. New Delhi Mittal Publication
14. Sharma, P. (1995). *Basics on Development and Growth of a child*, New Delh iReliance.
15. Narayan, J. (1999). *Skill Training Series 1-9*. NIMH, Secunderabad,
16. Myreddi, V. & Narayan, J. (2000). *Functional Academics for Students with Mental Retardation*, NIMH, Secunderabad.50
17. Myreddi V. & Narayan J. (1998). *Functional Academics for students with mild mental retardation*, NIMH, Secunderabad.
18. Narayan J. (1990). *Towards independence series 1 to 9*. Secunderabad : NIMH, Secunderabad.
19. Narayan J. (2003) *Educating children with learning problems in regular schools*. NIMH, Secunderabad.
20. Video Films. (2002). *Help them learn make it easy*. NIMH, Secunderabad.51

Paper-VIII & IX (Group A) Opt. (i): TEACHING OF ENGLISH

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to-

- explain the concept of English and its elements
- define linguistic skills and process of development among pupils
- conduct pedagogical analysis and develop teaching skills.
- explain the concept of evaluation and methods of evaluating the performance of students.
- critically explain various teaching methods.
- demonstrate language competencies.

COURSE CONTENTS

UNIT-I

- 1) Language and Distinctive Features of English
 - Meaning, Importance and Functions of Language
 - Linguistic Characteristics of English
 - Linguistic Principles, and Aims and Objectives of Teaching English.
- 2) Pedagogical Analysis of one lesson each from-
 - Prose
 - Poetry
 - Composition and
 - Grammar

UNIT-II

- 3) Learner centered Approaches and Methods of Teaching
 - Difference between 'Approach' and 'Method'.
 - Direct Method, Bi-lingual method, Communicative Approach, Constructive Approach and Co-operative Learning
 - Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology
 - Micro and Mega Lessons

- 4) Instructional Material
- Importance and their effective use.
 - Television
 - Films and Audio C. Ds
 - Language Laboratory: An important Instructional aid
 - Concept and Components
 - Use of ICT for Language Competency

UNIT-III

- 5) Developing Language Skills- Listening and Speaking
- Features of English Pronunciation, Elementary Knowledge of English Sounds.
 - Stress, Rhythm, Intonation, Patterns and their Implications.
- 6) Developing Language Skills – Reading and Writing
- Teaching Mechanism of Reading.
 - Teaching Reading to Beginners
 - Teaching Reading with Comprehension.
 - Meaning, Need and Importance of Writing
 - Methods of Teaching Writing
 - Writing and Handwriting- Characteristics of good Handwriting, Causes of Bad Handwriting and Measures to Improve Handwriting

UNIT-IV

- 7) Co-curricular Activities related to English
- Usefulness of Language Games, Quiz, Debates, Group-Discussions and other Co-curricular Activities in Teaching and Learning of English.
- 8) Remedial and Enrichment Content
- Meaning and Significance of Remedial Teaching
 - Common Errors in English and their Removal through Remedial Teaching
- 9) Evaluation Procedure:
- Comprehensive and Continuous Evaluation
 - Formative and Summative Evaluation

Reference books

- Crown, G. (1977). *Listening to Spoken English*. London: Longman.
- Christopherson, P. (1972). *Second Language learning*, New Delhi: Penguin.
- Chaturvedi, M. G. (1973). *A Contrastive Study of Hindi-English Phonology*, New Delhi: National Publishing.
- Dodson, C. J. (1972). *Language Teaching & the Bilingual Method*, Pitman Publishing.
- Erben, T., Ban, Ruth and Castaneda, Martha (2009). *Teaching English Language Learners through Technology*, New York: Routledge.
- Frisby, A. W. (1970). *Teaching English: Notes and Comments in Teaching English Overseas*, London: E.L.B.S.
- Girad, B. (1972). *Linguistics and foreign Language Teaching*, London: Longman
- Hayes, B. L. (ed.) (1991). *Effective strategies for teaching reading*, London: Allyn & Bacon
- Nation, I. S. P. (2009). *Teaching ESL/ EFL Reading and Writing*, New York: Routledge.
- Sachdeva, M.S. (2007). *Teaching of English*, Patiala: Twenty First Century Publications.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*, Delhi: Shipra Publication.
- Wilkins, D. A. (1983). *Linguistics in English Teaching*. London: Edward Arnold ELBS Editions.

Paper-VIII & IX (Group A) Opt (ii): TEACHING OF HINDI

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carry 16 marks. It will be comprised of 4 short- answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to-

- define the nature, need & principles of Hindi Language
- explain different methods of teaching of Hindi
- demonstrate the use of various audio visual aids
- explain objectives and steps of teaching prose, poetry & grammar of Hindi
- explain the meaning of evaluation and types of evaluating techniques.

इकाई 1

हिन्दी-शिक्षक

(1)

- मातृ भाषा शिक्षण का अर्थ, स्वरूप, महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य ।

- भाषाई कौशल का सामान्य ज्ञान

(अ) श्रवण कौशल

(आ) भाषण कौशल

(इ) पठन कौशल

(ई) लेखन कौशल

(2)

- हिन्दी ध्वनियां, उच्चारण शिक्षण, अक्षर-विन्यास एवं विराम-चिन्ह।
- हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग।

इकाई 2

(3)

- पाठ योजना का अर्थ, महत्त्व एवं रूप-रेखा।
- हिन्दी शिक्षण के अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, विधियां एवं अभ्यास।

(4)

- इकाई योजना एवं दैनिक पाठ योजना का निर्माण
- सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास

इकाई 3

(5)

- कविता-शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
- गद्य-शिक्षण, रचना शिक्षण (कहानी, पत्र एवं निबन्ध रूप में)
- व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)

(6)

- हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा।
- हिन्दी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा।

इकाई 4

(7) हिंदी में मूल्यांकन एवं गृहकार्य

- हिंदी में मूल्यांकन- अर्थ एवं स्वरूप

- विद्याओं में मूल्यांकन प्रक्रियां
- हिंदी शिक्षण में गृहकार्य- स्वरूप एवं संशोधन

(8)

- हिंदी पाठ्य वस्तु से अभिप्राय
- हिंदी पाठ्य वस्तु का शिक्षा शास्त्रीय विश्लेषण

प्रयोगात्मक क्रियाएँ

- माध्यमिक कक्षाओं के हिंदी पाठ्यक्रम में से किन्हीं दो पाठों; गद्य, पद्य, निबन्ध, कहानी, नाटक आदि का शिक्षा शास्त्रीय विश्लेषण
- निबंधात्मक, लघुत्तर एवं वस्तुनिष्ठ परीक्षा के लिए प्रश्न पत्र निर्माण
- पाठशालाओं में हिंदी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करना

संदर्भ ग्रंथ सूची

शुक्ल, भगवती प्रसाद (1974)	हिंदी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली
सुखिया, के.के.(1976)	हिंदी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद
तिवारी, भोलानाथ तथा भाटिया,कैलाश चन्द(1980)	हिंदी शिक्षण लिपि प्रकाशन, दिल्ली
सिंह, निरजंन कुमार (1971)	माध्यमिक विद्यालयों में हिंदी शिक्षण, राजस्थान हिंदी ग्रंथ
बाहरीण, हरदेव (1972)	व्यावहारिक हिंदी व्याकरण लोक भारती प्रकाशन, इलाहाबाद
मंगल, अमर (1991)	हिंदी शिक्षण, देहली, आर्य बुक डिपो
पाण्डे, आर.एस.(1992)	हिंदी शिक्षण, आगरा, विनोद पुस्तक मन्दिर

सिंह सावत्री(1992)	हिंदी शिक्षण मेरठ, तायल बुक डिपो
श्रीवास्तव, राजेन्द्र प्रसाद (1973)	हिंदी शिक्षण दि मैकमिलन कम्पनी ऑपफ इंडिया लि, देहली
मैन्युक ही (1997)	हिंदी शिक्षण, दी एक्यूजीशन एंड डवलैपमैण्ड ऑफ लैगवेज प्रिंटिंग हाल
वैस्टन कैनिप (1973)	डवैलपिंग सैकिडं लैगवेज स्किल्स थरौरी एण्ड प्रैक्टिस रैप्स मैकलील

Paper-VIII & IX (Group B) Opt. (i): TEACHING OF SOCIAL STUDIES

Time: 3 Hours

**Max. Marks: 100
(Theory: 80, Internal:20)**

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carry 16 marks. It will be comprised of 4 short- answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to:

- define the concept of Social Studies
- explain different methods to teaching Social Studies

- develop self-instructional material
- explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology
- explain challenging situations in the society

COURSE CONTENTS

UNIT-1

- 1) Concept, objectives and values
 - Meaning, Scope, Importance and values of Teaching Social Studies.
 - Aims and objectives of Teaching of Social Studies with special reference to present Indian School.
 - Bloom's Taxonomy of objectives
 - Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics.
- 2) Content & their Pedagogical Analysis (From Elementary to Secondary Level)
 - History of Freedom Movement.
 - Globe: General Information about Globe.
 - Indian Constitution.
 - Major issues facing Indian Economy, today.

UNIT-II

- 3) A) Methods and Skills of Teaching Social Studies(History/Geography/Civics)
 - Project Method
 - Inductive and Deductive Method.
 - Assignment Method
 - Source Method
 - Story Telling Method
 - Lecture Cum Discussion Method
 B) Skills
 - Skill of Narration
 - Skill of Probing Question
 - Skill of Stimulus Variation
- 4) Development utilization of Instructional Material
 - Presentation of Lesson Plan with the help of Power Point.
 - Development of Self-Instructional Modules excluding Programme Learning.
 - Development of Self-Instructional Material.
 - Bulletin Board, Maps, Scrap Books, Computer.
 - Use of Community Resources.
 - Designing of Social Science Lab.

UNIT-III

- 5) Development/Utilization of Instructional Aids-

- Charts
- Maps
- Graphs
- Models
- Film strips
- T. V.
- Computers

6) Curriculum Development and Transaction

UNIT-IV

7) Text Book: Importance and Qualities of a good text book of Social Science i.e. History/Geography and Civics

8) Evaluation

- Meaning, Importance and Objective of Evaluation.
- Evaluation Devices
 - Oral test
 - Written Test
 - Practical test
 - Diagnostic testing and
 - Remedial Measures
- Observation
- Rating Scale
- Grading and Credit System

Reference Books

Burton, W. H. (1972). Principles of History Teaching, London: Methuen

Chaudhary, K. P. (1975). The Effective Teaching of History in India, New Delhi: NCERT

Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House

Dixit, U. & Bughela, I. (1972). Itihas Shikshan, Jaipur: Hindi Granth Academy

Ghate, V. D. (1956). Teaching of History (English& Hindi), Mumbai: Oxford University Press

Hashmi, M. A. A. (1975). Tarikh Kaisey Parhaen(Urdu) . New Delhi: Maktaba Jamia Ltd.

Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect, New Delhi: Heera Publications

PAPER-VIII & IX (Group B) Opt. (ii): TEACHING OF MATHEMATICS

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal:20)

NOTE FOR PAPER SETTER

- i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii) Q. No. 1 will be compulsory and carries 16 marks. It will be comprised of 4 short- answer type questions of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to-

- explain the meaning, nature, aims and objectives of mathematics
- differentiate between methods and techniques of teaching mathematics
- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- demonstrate uses of I.C.T. in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing and remedial teaching in mathematics
- explain importance and uses of learning resources in mathematics

COURSE CONTENTS

UNIT-I

- 1) Concept and aims of Teaching of Mathematics
 - Meaning and Nature of Mathematics
 - Values to be taught through teaching of Mathematics
 - Aims and Objectives of Teaching Mathematics at Secondary stage
 - Writing objectives in terms of behavioural outcomes of students.
- 2) Diagnostic Testing and Remedial Teaching for
 - Gifted Learners
 - Slow Learners
 - Learners with Dyscalculia
 - Difficulties Faced by the Teachers in Teaching of Mathematics and Suggestive Measures to overcome them.

UNIT-II

- 3) Methods of Teaching Mathematics
 - Lecture-cum-Demonstration
 - Inductive-Deductive
 - Analytic-Synthetic
 - Problem Solving
 - Laboratory
 - Project
- 4) Techniques of Teaching Mathematics
 - Oral work
 - Written Work
 - Drill-work
 - Home Assignment
 - Self-study
 - Supervised Study

UNIT-III

- 5) Learning Resource
 - Importance and Organization of Mathematics Club
 - Visits, Excursions, Math Exhibitions and Mathematics Fairs
 - Importance and Setting up of Math Laboratory.
- 6) Instructional Planning and Material Development
 - Preparation of Micro Lesson Plan
 - Preparation of Simulated Lesson Plan
 - Preparation of Classroom Lesson Plan
 - Preparation and use of Audio-Visual Material and equipments
 - Application of I.C.T in Teaching of Mathematics.

UNIT-IV

7) Unit Analysis

- Formulation of objectives
- Learning Experience
- Choosing Method and Material
- Evaluation.

8) Pedagogical Analysis of any one of the following-

- Central tendencies Mean, Median, Mode
- Congruency
- Trigonometry
- Area
- Volume
- Linear and Quadratic Equations
- Ratio and Proportion

Following points should be followed while performing Pedagogical analysis

- Identification of concepts
- Listing behavioural Outcomes
- Listing Activities and experiences
- Listing Evaluation Techniques.

9) Evaluation.

- Continuous and Comprehensive Evaluation
- Development of Test Items
 - Short-Answer Type
 - Objective-Type
- Diagnostic Testing and Remedial Teaching
- Preparation of an Achievement Test
- Criterion and Norm Referenced Test.

Reference Books

Butler, C. H. & Wren, K. H. (1980). The Teaching of Secondary Mathematics. New York: McGraw-Hill Book Company.

Carey, L.M. (1975). Measuring and Evaluating School Learning. Boston: Allyn and Bacon.

Copeland, R.W. (1979). How Children Learn Mathematics, New York: McMillan Publishing Company.

Dave, R. H. & Saxena, R. C. (1970). Curriculum and Teaching of Maths in Secondary Schools, A Research Monograph. Delhi: NCERT

David Wood (1988). How Children Think and Learn. Oxford U.K.: Blackwell Publishers Ltd.

Davis, D.R. (1951). The Teaching of Mathematics. London: Addison Wesley Press.

Kapur, J.N. (1991). Suggested Experiments in School Mathematics. New Delhi: Arya Book Depot

Jain, S. L. (1973). Ganit Shikshan. Jaipur: Hindi Granth Academy

Kapoor, J. N. (1988). Vidyalaya Ganik ke Liye San Prayog. New Delhi: Arya Book Depot
 Kulshrestha, A. K. (2007). Teaching of Mathematics. Meerut: R. Lall Book Depot
 Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
 Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT
 Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

SYLLABUS OF SPECIAL EDUCATION PRACTICALS

PART III-Special Education Practicals (PAPERS XII-XIV (A&B))		Max. Marks : 300
XII	<p>Training in Mental Retardation (Assessment and IEP)</p> <p>Objectives: On completion of these practicals, the trainee shall:</p> <ul style="list-style-type: none"> • Conduct special educational assessment for students with mental retardation including collection of background, information, plan and implement I.E.P. using appropriate T.L.M. • Co-ordinate with other professionals for intervention as required and prepare a report. <p>Procedure: The trainee is expected to develop under supervision I.E.P. for 2 students of varying gender levels/degrees of mental retardation, implement and report.</p> <ul style="list-style-type: none"> • Unit 1 : Collect background information including family background, birth and development History, School History and any other significant information from parents. • Unit 2 : Relate other report, if any, such as that of Psychologist, Therapist and Medical professionals for planning. 	Marks : 100

	<ul style="list-style-type: none"> • Unit 3 : Choose the suitable educational assessment tool and conduct current level of assessment. • Unit 4 : Select primary goals and specific objective for teaching • Unit 5 : Plan and implement IEP for a specific duration, evaluation and report. <p>Note: The master is expected to seek permission for doing I.E.P. from the parents of the cases and only on consent from the parents should be introduced to the special educator trainee. List of materials for special educational assessment which the special educator trainee may use shall include:</p> <ul style="list-style-type: none"> • Upanayan Scale (Early Intervention) • Portage Checklist (Pre-School) • Functional Assessment Checklist (School) • B.A.S.I.C. - M.R. (School) <p>60 hours of instructions and activity will be devoted for each case of IEP. The cases can be undertaken simultaneously as indicated in the paper.</p>	
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XIII	<p>Training on Equipment related to Mental Retardation</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To prepare or select appropriate TLM for IEP, Group Lesson both curricular and co-curriculum. • To develop methods of including music, dance, drama as part of curricular and co-curricular activities. • To carry out a project on a selected topic under supervision. <p>Unit 1 : Concept of learning and functional Aids (NRT) types and use.</p> <p>Unit 2 : Assessment Tools – Norm Referenced Tests – Intelligence and achievement tests, Vocational Aptitude Tests, Criterion referenced tests and functional assessment tools, MDPS, FACP portage Guide, Vocational Assessment (VAPS)</p> <p>Unit 3 : Functional academics – reading, working and mathematics teaching special materials, generalization, (Time, Money, Measurement and functional academics)</p> <p>Unit 4 : Adaptive equipments for teaching activities for daily living</p>	Marks : 50
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	Unit 5 : Adaptations for domestic and prevocational activities.	
XIV	Teaching practice in Mental Retardation	
(A)	<p>Curricular Activities in Group Teaching</p> <p>Objective: On completion of these practicals, the trainee shall:</p> <ul style="list-style-type: none"> • Plan a lesson (i.e., select aim, objective, strategies, teaching aids, time and place) and convert the planned lesson into an instruction class for imparting knowledge to and/or develop skills in persons with mental retardation. • Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the programme. • The trainee is expected under supervision to develop 15 curricular lessons taking into account the varying current levels of the cases and covering all curricular areas and all levels of Mental Retardation. • Collect background information through educational assessment on all students of the class. • Select primary goals and specific objective. • Develop and implement the lesson plan with appropriate TLM. • Evaluate the effect of teaching on the student and prepare correct measures. 	Marks : 75
(B)	<p>Co-Curricular Activities in Group Teaching</p> <p>Objective:</p> <ul style="list-style-type: none"> • Plan lesson (i.e. select aim, objective, strategies, teaching aids, time and place) in yogasana, physical training, music, drama, dance and movement arts and crafts and games and convert the planned lesson into an instruction class for developing appropriate skills used to enhance the adaptive repertoire of the child.15 • Evaluate the effect of teaching on the student and difficulties faced in imparting instructions and suggest changes for improving the effectiveness of the programme. <p>Procedure:</p> <ul style="list-style-type: none"> • The trainee must be first trained in each of the Co-curricular areas by an expert following areas are to be taught to the trainees : Tadasana, Trikonasana, Rarsva Vttanasana, Utkatasana, Uttanasana, Dvipadapitham, Apanasana, Chakravakasana, Vajrasana, Adhomukha Saranasana, Janusisna, Paschi Matanasana, Salabhasana, Bhujangasana. • The 15 lessons of the Teacher Trainee must cover the Co-curricular 	Marks : 75

	<p>areas as listed in objective.</p> <ul style="list-style-type: none"> • Each lesson plan is to be submitted to the master trainees for approval. The trainee teacher will not be allowed to conduct the instruction class unless the lesson plan is approved by the master trainer. 	
1	Educational assessment and program planning (IEP) for at least 2 children with MR	120 Hrs.

COURSE CONTENT FOR PRACTICUM

2	a) 18 observations each for children in special schools & 18 observations for children in an inclusive set up b) Classroom teaching of children with mental retardation at various levels from preprimary, primary, secondary, prevocational levels. A total of 30 lessons should be taught including 12 curricular and 8 co-curricular lessons, using suitable methods and materials.	150 Hrs.
3	Practical training in co-curricular activities (participatory learning) yoga, visual arts or performing arts (music, dance, drama), sports and games, art and craft recreation and leisure activities.	100 Hrs.
4	Preparation of learning aids	40 Hrs.
5	Skill training in Mental Retardation and additional disability areas such as Autism, Cerebral Palsy and sensory impairments (HI & VI).	50 Hrs.
6	(a) Organization of Resource room (b) Resource room teaching of children with learning problems in regular schools. A minimum of 30 lessons (10 Maths, 10 English, 10 Regional Language/Hindi) must be taught, following educational assessment and suitable programming – methods and materials.	120 Hrs.
7	a) Organization of Resource room b) Resource room teaching of children with learning problems in regular schools or inclusive schools. A minimum of 15 lessons must be taught, following educational assessment and suitable programming - methods and materials.	100 Hrs.
8	a) Observation in regular classrooms for language teaching b) Teaching language to regular primary classes (choice of language left to the students - English/Hindi/Telugu). A minimum of 10 lessons with suitable teaching learning materials. c) Teaching of 10 subject classes opted at graduation level.	100 Hrs.