

SYLLABUS
Syllabus for B. Ed. Special Education Mental Retardation
Pune University, Pune

1.Objectives of the Course:

The B.Ed. Special Education (Mental Retardation) program aims to develop teachers for children having problems in academics at various stages. The B.Ed. Special Education (Mental Retardation) course will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs.

The B.Ed. Special Education (Mental Retardation) program aims to prepare the students for the following:

- (i) To acquire knowledge about change in the prevailing and emerging Indian society in view of recent trends in education and national development.
- (ii) To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self-respect, dignity and freedom.
- (iii) To develop skills and competencies to cater to the needs of children with disabilities in general and special class settings in particular, in cognitive, affective and skill domains.
- (iv) To equip in various techniques of teaching and evaluation in special and inclusive set up.

2.General Framework of the Course:

The B.Ed. special education course consists of theory papers as per the following scheme:

Common Papers: 4

Specialization Papers: 3

Methodology Papers: 2 (Methods related to specialization given by RCI)

3.Duration of the Course:

The duration of the course is one academic year.

4.Distribution of Time for Theory and Practical Work:

The course should be spread over a period of 220 days (minimum) with 1320 working hours in addition to the examination and admission days. The distribution of working hours for the theory and practical is suggested as follows:

Sr. No.	Area	Hours	Marks
1	Core	22%	18%
2	Specialization	17%	13%
3	Methodology	11%	09%
4	Practicum	50%	60%
TOTAL		100%	100%

5. Eligibility for Admission:

As per university and Government of Maharashtra Norms

Selection Procedure:

Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government of Maharashtra from time to time.

Eligibility Norms for appearing to B. Ed. Special Education (MR) Examination:

Student teachers should have kept two terms with at least 90% attendance at the periods in college for both the terms. He/she should have completed all the practical work expected in all parts of the syllabus up to the satisfaction of the Principal. He/she should have obtained such a certificate from the Principal of the college. Unless and until he/she obtains such a certificate he will not be allowed to appear for University Examination.

6. Examination/ Evaluation:

A candidate appearing for B.Ed. Special Education (MR) course will be evaluated for the Degree of Bachelor of special education (MR) in the manner given below.

External Examination [University Level Examination]:

Sr. No		Part No.	Particulars	Marks	Total Marks
1	Theory				800
		Part I	Nine Theory Papers	720	
		Part II	Internal test and Tutorials	80	
2	Practical				800
		Part III	Practice Teaching/ Classroom Placement	330	
		Part VI	Capacity Building of the Teachers Trainees	170	
		Part V	Academic Skill Development	300	
			Total	1600	1600

University will conduct this examination at the end of the year for all nine theory courses in part I and evaluation will be done on the basis of the marks obtained by the students.

7.Weightage in terms of hours:

Sr. No.	Theory Papers		
1.	Common Papers	4x60 Hours	240 Hours
2.	Specialization	3x60 Hours	180 Hours
3.	Methodology	2x60 Hours	120 Hours
4.	Practical Work		780 Hours
		Total	1320Hours

8.Passing Minimum:

The minimum marks for passing in the theory papers are 40% in each theory paper, 50% in practical and 50% in aggregate.

9.Nature of Evaluation:

Examination	External	Internal
Theory	80%	20%
Practical	20%	80%

10.Marks for Theory Part I (Total Marks 800):

Theory Part I (Total Marks 720):

Paper		Title of the Paper	Marks
1.Common Papers	Core Paper 1	Nature And Needs Of Various Disabilities -An Introduction	80
	Core Paper 2	Education In India: A Global Perspective	80
	Core Paper 3	Educational Psychology And Persons With Disabilities	80
	Core Paper 4	Educational Planning And Management, Curriculum Designing And Research	80
2.Specialization 1 Papers	Specialization 1	Introduction to Mental Retardation	80
	Specialization 2	Assessment of children with Mental Retardation	80
	Specialization 3	Intervention and Remediation of Mental Retardation	80
3.Methodology 2 Papers	Methodology Paper 1	Method And Contents Of Marathi /English /Hindi	80

	Methodology Paper 2	Group1 Methods And Contents Of History And Geography OR Group2 Method And Contents Of Mathematics And Science OR Group3 Method And Contents Of Mathematics And Geography	80
		Total Marks	720

B. Theory Part II (Total Marks 80):

Particulars	Marks	Total
Tutorials	40	80
Test	40	

11. Marks for Practical (Part III, Part IV & Part V (Total Marks 800):

Practical Area	Total Marks
Part III : Practice Teaching/ Classroom Placement	330
Part IV : Capacity Building of the Teachers Trainees	170
Part V : Academic Skill Development	300
Total	800

Part III: Practice Teaching/ Classroom Placement:

Sr. No.	Practical Area	Number	Total Marks
01	Observation – School + Peer	5 + 5	50
02	Practice Teaching Lessons	30	180
03	Microteaching Lessons	10	40
04	IEP – Case study	2	60
	Total		330

Part IV: Capacity Building of the Teachers Trainees:

Sr. No.	Practical Area	Number	Total Marks
01	Visits to Inclusive schools and report writing	5	10
02	Preparation of Teaching Aids	10	50
03	Development of Teacher Made test	5	50
04	Curriculum Adaptation	---	50
05	Community Awareness	---	10
	Total		170

Part V: Academic Skill Development:

Sr. No.	Practical Area	Number	Total Marks
01	Administration of Teacher Made test	5	50
02	Preparation and execution of Remedial Program	5	100
03	Preparation of FEP (Further education plan)	5	50
04	Project		100
	Total		300

12. Reappearing facility:

The student who fails in any paper may be allowed to appear in that particular paper only for a maximum of 3 times within three years. If the student fails to pass the examination after three appearances, he/she will be expected to undergo the course again.

13. Improvement of Marks:

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination.

14. Transitory Regulations:

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus / regulations.

15. Teacher-Student Ratios:

The staff-student ratio in the area of BEd special education may be 1:8, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 25 students may be admitted for the BEd Special Education course inclusive of 3 seats for foreign students.

16. Infrastructure Facilities:

Colleges of Education offering B. Ed. Special Education Mental Retardation course should have necessary infrastructure facilities such as the Psychology laboratory, Science laboratory, language laboratory, Work experience laboratory, computer room, Resource room etc. In addition to the infrastructure facilities, aids and appliances necessary for the specialization Mental Retardation concerned should also be available. Moreover, the institution should have a model school for children with respective disabilities or all categories attached to it so that the student teachers can have practice teaching during the course.

17. Certification as a Registered Professional:

It is mandatory for every teacher Completing B. Ed. Special Education Mental Retardation to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of education of Mental Retardation in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service program periodically to update their professional knowledge.

18. Award of Degree:

The University will award degree of B. Ed. Special Education with specialization in Mental Retardation While issuing degree certificate, the University will clearly spell out the area of specialization and methods selected by the candidate

19. Standard of Passing and Award of Class:

Examination	Grand Total	Aggregate 70% and above	Aggregate 60% and above	Aggregate 55% and above	Aggregate 50% and above
		1st Class with Distn.	I Class	Higher Second	Second
B. Ed. (Mental Retardation)					
PART I	720	468 and above	396 and above	360 and above	360 and above
PART II	80	52 and above	44 and above	40 and above	40 and above

PART III	330	231 and above	198 and above	182 and above	165 and above
PART IV	170	119 and above	102 and above	94 and above	85 and above
PART V	300	210 and above	180 and above	165 and above	150 and above
TOTAL	1600	1120 and above	960 and above	880 and above	800 and above
Percentage		70%	60%	55%	50%

20. Award of Class:

Percentage of Aggregate Marks	Class
70% and above	First Class with Distinction
60% and above	First Class
55% and above	Higher Second Class
50% and above	Second Class

21. Internal Examination:

There will be a college level internal Assessment Committee. As per university examination norms. University should select one University level Committee. This committee will Moderate Internal practical work.

COMMON PAPER - 1
NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION

60 Hrs.

Objectives

The student teacher is expected to:

Acquire a basic knowledge on identification and characteristics of various disabilities such as

- Blindness and Low Vision
- Hearing Impairment
- Mental Retardation and Mental Illness
- Locomotor, Neurological and Leprosy Cured
- Neuro-developmental Disorders
- Multiple Disabilities, Deafblindness

Course Content

Unit 1: Blindness and Low Vision

09 Hrs.

- 1.1 Definition and Identification
- 1.2 Incidence and Prevalence
- 1.3 Characteristics
- 1.4 Causes and Prevention
- 1.5 Intervention and Educational Programmes

Unit 2: Hearing Impairment

09 Hrs.

- 2.1 Definition and Identification
- 2.2 Incidence and Prevalence
- 2.3 Causes and Prevention
- 2.4 Types of Hearing Loss and Characteristics
- 2.5 Modes of Linguistic Communication and Educational Programmes

Unit 3: Mental Retardation

09 Hrs.

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

Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities09 Hrs.

- 4.1 Definition and Classification
- 4.2 Incidence and Prevalence
- 4.3 Causes and Prevention
- 4.4 Types, Classification and Characteristics
- 4.5 Intervention and Educational programmes

Unit 5: Learning Disabilities08 Hrs.

- 5.1 Concept and Definition of Learning Disabilities. .
- 5.2 Characteristics of LD
- 5.3 Etiological Factors
- 5.4 Types and Associated Conditions
- 5.5 Intervention and Educational Programmes

Unit 6: Autism Spectrum Disorders 09 Hrs.

- 6.1 Concept and Definition of Autism.
- 6.2 Characteristics of Autism
- 6.3 Etiological Factors
- 6.4 Types and Associated Conditions
- 6.5 Interventions and Educational Programmes

Unit 7: Multiple Disabilities and Various Combinations 09 Hrs.

- 7.1 Definition and Identification
- 7.2 Incidence and Prevalence
- 7.3 Causes and Prevention
- 7.4 Characteristics
- 7.5 Intervention and Educational Programmes

Reference books:

- 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.
- Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
- Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
- Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
- Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
- Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
- Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
- SubbaRao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- Van Riper, C.A. and Emerick.L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
- Longone, 3.(1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
- Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
- Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
- Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
- Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
- Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

COMMONPAPER - 2
EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

60Hrs

Objectives

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

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

Course Content

Unit 1: Definition, process and philosophy of education 10 Hrs.

1.1 Definition and Meaning of Education

1.2 Aims of Education

1.3 Functions of Education

1.4 Philosophies and includes idealism, naturalism, pragmatism humanism & constructivism

1.5 Historical perspective of Education in India and Abroad

Unit 2: Education and Various Commissions

10 Hrs.

2.1 Principles of education and special education and Inclusive Education

2.2 Aims, objectives and functions of special education and inclusive education

2.3 Direction and priorities of general and special education and inclusive education

2.4 Recent trends in Indian Education and special education and inclusive education

2.5 Education For All movement, Education through 21st Century, Various Commissions.

Unit 3: Education in the Social Context

10 Hrs.

3.1 Formal, Informal and Non-formal Education.

3.2 Functional literacy, continuous and Life Long Education.

3.3 Community Based Rehabilitation including education.

3.4 Open Learning, Distance Education with reference to General, Special and Inclusive

3.5 Value -Oriented Education.

Unit 4: Educational Agencies for the National Development

10 Hrs.

4.1 Educational challenges for economic and socio-political development.

4.2 Role of home, community school, society, and mass media.

4.3 Role of Governmental and non-governmental agencies in general and special education. Such as -

- NCERT, SCERT, RCI, NCTE.
- Resource mobilization through funding agencies and concessions/facilities for the disabled. Education
- 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.
- International Legislation for Special Education

4.4 International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM

4.5 International and national legislation including UNCRPD

Unit 5: Education and the Modern Ethos

10 hrs.

5.1 Democracy, socialism and secularism.

5.2 Constitutional provisions in human rights.

5.3 Equalization of educational opportunities.

5.4 Education and human resource development.

5.5 Planning and management of human resource development.

5.6 Environmental Education

Unit 6: Emerging trends in Special and Inclusive Education

10 Hrs.

6.1 Concept of impairment, disability (activity limitation) and participation restrictions & their implications

6.2 Concepts and principles of inclusion.

6.3 Inclusive Education a rights based model

6.4 Community linkages and partnership of inclusion

6.5 Role of special schools and special teachers/educators in facilitating inclusive education

Reference books:

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

COMMONPAPER - 3
EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

60 Hrs.

Objectives

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

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

Course Content

Unit 1: Introduction to Psychology 10 Hrs.

- 1.1 Definition, Nature and Scope of Psychology.
- 1.2 Educational psychology: scope and relevance to general education.
- 1.3 Role of educational psychology in special education.
- 1.4 Theories of motivation, attention and perception and its application in education.
- 1.5 Implications of the above with regard to specific disabilities.

Unit 2: Growth and Development

10 Hrs.

- 2.1 Meaning, Definitions and Principles of Growth and Development.
- 2.2 Influences of heredity and environment.
- 2.3 Stages of Development with reference to children with disabilities.
- 2.4 Developmental needs from infancy through adolescents
- 2.5 Developmental delay and deviancies

Unit 3: Learning

10 Hrs.

- 3.1 Definition, Meaning of Learning and Concept formation.
- 3.2 Learning -Domains and factors affecting learning.
- 3.3 Theories of learning (behavioral, cognitive and social) & their application to special education
- 3.4 Memory and strategies for enhancing memory
- 3.5 Implications of the above with regard to various disabilities.

Unit 4: Intelligence, Aptitude and Creativity

10 Hrs.

4.1 Meaning and definition of intelligence and aptitude.

4.2 Theories of intelligence

4.3 Concept of Creativity, its process, characteristics of creative people, and teachers role in stimulating creativity.

4.4 Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT/BLAT, DST)

4.5 Implications of the above with regard to various disabilities.

Unit 5: Personality

10 Hrs.

5.1 Meaning and Definition of personality.

5.2 Theories of personality

5.3 Frustration and conflict, defense mechanisms and behavior deviations,

5.4 Mental health and signs and symptoms of maladjustment

5.5 Implications of disabilities in personality assessment.

Unit 6: Guidance and Counselling

10 Hrs.

6.1 Meaning nature and scope of guidance and counselling and role of home. .

6.2 Approaches and techniques of guidance and counselling with reference to various disabilities.

6.3 Vocational guidance, assessment, training, avenues and perspectives

6.4 Discipline and management of class room behaviour problems.

6.5 Yoga and other adjunctive aids.

Reference books:

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

COMMONPAPER - 4
EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND
RESEARCH

60 Hrs.

Objectives

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

- Discuss the meaning, need and scope of educational management.
- Define the concept and meaning of curriculum and instructional strategies.
- Explain the concept, meaning, scope and types of educational technology.
- Describe the need and scope of educational research.
- Discuss the meaning, scope and types of educational evaluation.

Course Content

Unit 1: Educational Management

10 Hrs.

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

Unit 2: Curriculum

10 Hrs.

- 2.1 Definition, Meaning and Principles of Curriculum,
- 2.2 Principles of curriculum development and disability wise curricular adaptations.
- 2.3 Curriculum planning, implementation and evaluation – implications for disabilities and role of teacher.
- 2.4 Types and importance of co-curricular activities
- 2.5 Adaptations of co-curricular activities.

Unit 3: Instructional Strategies

10 Hrs.

- 3.1 Theories of instruction – Bruner and Gagne .
- 3.2 Approaches to instruction -cognitive, behavioural, and eclectic.
- 3.3 Design instruction -macro design.
- 3.4 Organizing individual, peer, small group, large group instructions.
- 3.5 Teaching materials -aids and appliances, other equipment -development.

Unit 4: Educational Technology

10 Hrs.

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

Unit 5: Educational Research

10 Hrs.

- 5.1 Definition, Need and scope of educational research
- 5.2 Principles of Research in Education.
- 5.3 Types of research - fundamental, applied and action
- 5.4 Tools of research.
- 5.5 Overview of research studies in special education in India.

Unit 6: Educational Evaluation

10 Hrs.

- 6.1 Definition, Meaning, scope and types of evaluation.
- 6.2 Various types of tests.
- 6.3 Characteristics of a good test
- 6.4 Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard
- 6.5 Deviation, Rank Order Correlation.
- 6.6 Presentation of data - graphs, tables and diagrams.

Reference books:

- Cima M Yeole. (1991). Educational Technology. Cima Myeole.
- Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
- Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
- Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
- Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
- Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of Educational Technology. Anmol Publications.
- Tara Chand. (1992). Educational Technology. Anmol Publication.
- Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
- Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
- Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
- Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
- Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
- Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.
- Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
- Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
- D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
- Govt. of India, Persons with Disability Act, 1995.
- Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
- Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada.

DISABILITY SPECIFIC PAPER – 1

IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL RETARDATION

60 Hrs

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 Content

Unit 1: Mental Retardation - Nature, needs and Identification

10 Hrs

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

Unit 2: Additional impairments

10 Hrs

- 2.1 Introduction to associated conditions and educational implications
- 2.2 Sensory impairments - vision, hearing
- 2.3 Motor impairments - cerebral palsy, congenital deformities, muscular dysfunction
- 2.4 Epilepsy
- 2.5 Emotional disorders and Autism

Unit 3: Assessment and Evaluation

10 Hrs

- 3.1 Assessment: concept and definition, purpose
- 3.2 Tools of assessment: tests (NRT, CRT, teacher made) observation and interview
- 3.3 Areas of Assessment – psychological, educational, behavioral ecological and clinical assessment for varied ages and severity levels (Pre-School, School Level & Vocational).
- 3.4 Evaluation methods – formative and summative
- 3.5 Interpretation of assessment results and program, reporting.

Unit 4: Assessment of Adaptive Behavior

10 Hrs

- 4.1 Tools for assessment of Adaptive Behavior
- 4.2 Assessment tools with reference to Indian context
- 4.3 Documentation and recording
- 4.4 Assessment and interpretation of results in order to formulate a functional plan
- 4.5 Evaluation and Follow up

Unit 5: Mental Retardation - Social Perspective **10 Hrs**

- 5.1 Mental Retardation and Mental Illness - Differences
- 5.2 Mental retardation and its Psycho-Social aspects - exploitation, delinquency, Child Labour, child abuse
- 5.3 Rights and advocacy
- 5.4 Misconceptions and social practice
- 5.5 Sex Education and Marriage

Unit 6: Transitional and Vocational Assessment **10 Hrs**

- 6.1 Support Intensity Scale
- 6.2 Vocational assessment
- 6.3 Transition from School to Work
- 6.4 Vocational training
- 6.5 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. SubbaRao, 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,
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9. Peshwaria, R. and Venkatesan. 5. (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
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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 System
17. Myreddi, V. & Narayan, J. FACP – PMR, NIMH, Secunderabad.
18. Narayan, J. Graduate Level Assessment Device for Children with Learning Problem 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.
22. Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

DISABILITY SPECIFIC PAPER – 2

MENTAL RETARDATION - ITS MULTIDISCIPLINARY ASPECT 60 Hrs

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 Content:

Unit 1: Physiological Aspects 10 Hrs

- 2.1 Neurological aspects — Autonomous Nervous System, Central Nervous System Peripheral Nervous System.
- 1.2 Associated Impairments — Cerebral Palsy, Epilepsy, ADD, ADDH, Autism.
- 1.3 Genetic aspects
- 1.4 Endocrinal influences
- 1.5 Preventive measures

Unit 2: Developmental and Behavioral Aspects in Relation to Mental Retardation 10 Hrs

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

Unit 3: Communication Aspects 10 Hrs

- 3.1 Language, Speech and Communication: Concept and Definition
- 3.2 Speech Disorders: Types and Intervention
- 3.3 Language: Components Disorders and Intervention
- 3.4 Communication: Prerequisite skills, process, and disorders and intervention
- 3.5 Modes of communication: Alternative and Augmentative

Unit 4: Motor Aspects 10 Hrs

- 4.1 Gross motor and fine motor development and impairments
- 4.2 Neuromotor, eye-hand, sensory motor, perceptual motor difficulties
- 4.3 Locomotor/mobility related problems
- 4.4 Physiotherapy, occupational therapy - their implications and adaptations in classroom management
- 4.5 Activities to enhance motor functions in children with mental retardation

Unit 5: Working with multi-Disciplinary Team

10 Hrs

- 5.1 Personnel and parents involved in multi-disciplinary team
- 5.2 Nature of coordination with multi-disciplinary team
- 5.3 Referral agencies, linkages, networking and follow-up
- 5.4 Empowerment of families and mobilization of support
- 5.5 Need for inter-departmental linkages at State and national levels in the services for mentally retarded children

Unit 6: Community Based Rehabilitation

10 Hrs

- 6.1 CBR: concept and Definition
- 6.2 Scope of CBR
- 6.3 Models of CBR
- 6.4 Role of special educator/ family / community /person with disability/ in CBR
- 6.5 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. SubbaRao, 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.
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, Secunderabad

DISABILITY SPECIFIC PAPER – 3

CURRICULUM AND TEACHING STRATEGIES

60 Hrs

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 Content

Unit 1: Curriculum Development

10 Hrs.

- 1.1 Curriculum: Concept, Definition, and aims
- 1.2 Principles of Curriculum Development
- 1.3 Approaches to Curriculum: Developmental, Ecological and Functional
- 1.4 Adaptation of curriculum
- 1.5 Emerging trends in Curriculum Development.

Unit 2: Development of Educational program

10 Hrs.

- 2.1 Instructional Design
- 2.2 Individualized educational Plan: Need and components
- 2.3 Development of goals: Long term, short term and specific objectives
- 2.4 Evaluation of Goals and Maintenance of Records
- 2.5 Conducting an IEP meeting

Unit 3: Curriculum Content - Various Stages

10 Hrs

- 3.1 Infancy (0-3years) Early intervention Preschool (3-6years) Sensory motor, Self help skills, Motor training, Communication and Socialization, Pre-academic skills
- 3.2 Functional Academics
- 3.3 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 –
- 3.4 Prevocational (15- 18)years National Institute of Open School, Prevocational skills
- 3.5 Severe and Profound Retardation: Self help, Mobility, Communication, Leisure and Recreational, Prevocational/Vocational

Unit 4: Teaching Strategies**10 Hrs**

- 4.1 Principles of Teaching in Special Education
- 4.2 Stages: in Learning: Acquisition Maintenance and Generalization, Concept Learning – Matching, Identification and Generalization
- 4.3 Teaching Approaches: Multi - Sensory Approach – VAKT, Behavioral Approach –Task Analysis, Chaining, Modeling, Shaping, Prompting and fading Reinforcement, Cognitive Approach - Cognitive Behavior Modification
- 4.4 Other Instructional Methods: Role play, Music, Art, Drama, Field trips
- 4.5 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 5: Co-Curricular Activities**10 Hrs**

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

Unit 6: Educational Provisions**10 Hrs**

- 6.1 Concept of normalization, integration, mainstreaming and inclusive education - their implications in educational program
- 6.2 Placement Options: Special schools, Residential schools, Special class in mainstream Settings, Itinerant and Resource Room
- 6.3 Vocational Training and Rehabilitation
- 6.4 Inclusive Model: SSA and NIOS
- 6.5 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. SubbaRao, 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, 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.
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11. Repp. A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall
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DISABILITY SPECIFIC PAPER – 4

METHODOLOGY OF TEACHING CHILDREN WITH LEARNING DIFFICULTIES IN AN INCLUSIVE SET UP

60 Hrs

Objectives:

After completing the paper the students will:

- Develop competency to screen, Assessment of students with learning difficulties
- Develop competency in planning and implementing special education methodology and training for students with learning difficulties
- Develop competency in curriculum adaptations and implementing remedial education methodology for students with learning difficulties
- Organize Resource Rooms for students with learning difficulties

Unit 1: Identification of children with Learning Problems (10 hrs)

- 1.1 Educational challenges faced by children with MR, SLD, Emotional disturbances, ADHD/ADD, Autism, Sensory Disabilities and Locomotor Disabilities in the regular classroom
- 1.2 Process of Learning: Analyzing and locating areas of difficulty in the process of learning
- 1.3 Gathering Information: Teachers, Parents, Notebooks, Exam results
- 1.4 Screening and Assessment: Formal and Informal
- 1.5 Preparing a Report

Unit 2: Organization of Resource Room (10 hrs)

- 2.1 Orientation to regular school administration - relevance and importance.
- 2.2 Training and coordination with regular education system
- 2.3 Organizing resource rooms methods and material
- 2.4 Coordination with families, evaluation provisions
- 2.5 Record maintenance

Unit 3: Organization and Development of an Inclusive Education Program (10 hrs)

- 3.1 Sensitization of school staff at different levels
- 3.2 Sensitization of parents and community
- 3.3 Sensitization of regular students
- 3.4 Creating a barrier free environment (provisions for students with visual and hearing impairments)
- 3.5 Strategies to facilitate inclusion between regular and special needs students.

Unit 4: Methodology of teaching Language (10 hrs)

- 4.1 Assessment- formal, informal methods
- 4.2 modification of the curriculum
- 4.3 Planning a program
- 4.4 Instructional strategies / resources
- 4.5 Evaluation

Unit 5: Methodology of Teaching Maths and concepts**(10 hrs)**

- 5.1 Assessment- formal, informal methods
- 5.2 modification of the curriculum
- 5.3 Planning a program
- 5.4 Instructional strategies / resources
- 5.5 Evaluation

Unit 6: Organization of a Resource Room**(10 hrs)**

- 6.1 Developing a functional curriculum
- 6.2 Designing IEP
- 6.3 Scheduling for individual and group instruction
- 6.4 Designing activities to enhance social inclusion
- 6.5 Parental Involvement in the program

Reference books :

1. Cark, G.M. &Kostoe, O.P. (1995) Career development and transition education for adolescents with disabilities (2nd edition). Boston :Allyn& Bacon
2. Eaves, R.C. &McLaughin, P.J. (1993) Recent advances in special education and rehabilitation. Boston : Andover Medical Publishers.
3. King - Sears, M.E. (1994) Curriculum based assessment in special education. San Diego: Singular Publishing Group, Inc.
4. Mann, P.H., Suiter, P.A. &Mc Clung, R.M. (1992) A guide for educating mainstreamed students. Boston :Allyn& Bacon.
5. Narayan, J &Kutty, A.T.T. (1989) Handbook for trainers of the mentally retarded persons- Preprimary level. NIMH, Secunderabad.
6. Shell, M.E.(1993). Instruction of students with severe disabilities (4th edition).Toronto Maxwell Macmillan Canada.
7. West, C.K., Farmer, J.A. & Wolff, P.M. (1991).Instructional design. Implications from cognitive science. Englewood Cliffs (New Jersey) : Prentice Hall.
8. Longhorn, F. (1988) A sensory curriculum for very special people.A practical approach to curriculum planning. Souvenir Press (Educational and Academic) Ltd.
9. Carr, J & Collin, S (1992). Working towards independence – A practical guide to teaching people with learning disabilities. London : Jessica Kingsley.
10. Hulme, C. (1992). Working memory and severe learning difficulties.Hove, Lawrence. Erlbawn.
11. Hogg, J. (1994). Making leisure provision for people with profound learning and multiple disabilities. London :Lhapman, California.
12. Farmer, R. (1994) changing services for people with learning disabilities. California Singular Pub. Group Allied, Hyderabad.
13. Smith, C.R. (1994). Learning Disabilities : The interaction of learner task & setting (3rd edition). Boston :Allyn& Bacon
14. Michales, C.A (1994). Transition strategies for persons with learning disabilities. California, Singular Pub. Group.
15. Sinha.B.L. (2001).Teaching learning & human behaviour.Anmol, New Delhi.
16. Hoover, J.J. (1995). Teaching students with learning problems to use study skills - A teachers guide.
17. Lokananda Reddy, G. et. al. (2000). Learning disabilities: A practical guide to Practitioners. Discovery Pub House, New Delhi.

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19. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
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21. Narayan J. (2003) Educating children with learning problems in regular school

Methodology Paper I
Content cum Methodology / English Education Methodology

Part 1		
TEACHING METHODOLOGY	Hours	Marks
Unit 1: Content cum Methodology in teaching learning of English language. Concept, Nature, Importance, Need and Implementation.	4	12
Unit 2: English language and its structure, sub-system skills and place of English in school curriculum.	4	
Unit 3: Pedagogical analysis of English (Nature, Need, Principles and objectives of teaching)	2	
Unit4: Methods, Approaches, Techniques of teaching English Grammar - Translation, Dr.West’s new, Direct Methods, structural Approach, Communicative Approach, Prose, Poetry, Grammar, Compositions and linguistic items, language skills and general techniques	8	12
Unit5: Evaluation Procedure.	4	16
Unit 6: Audio-Visual Aids and New technology.	4	
Unit 7: Characteristics of good English teacher.	2	
Unit 8: Curriculum Adaptation and Text Book.	2	
Total	30	40
Part 2		
CONTENT		
Unit 9: English Grammar (Parts of Speech, Types of sentences, Tenses, Degrees, Voices, Singular- Plural, Case Markers)	12	16
Unit 10: Rules of writing English, Letter and Story Writing.	6	16
Unit 11: From class text Books V to X - Idioms and Phrases.	12	8
Total	30	40

Methodology Paper I
Content cum Methodology / Hindi Education Methodology

भाग 1		
अध्यापनपद्धती	तासिका	गुण
अध्याय १ :हिंदी विषय की आशययुक्त अध्यापनपद्धती] [स्वरूप ,पार्श्वभूमी , अर्थ ,महत्त्व ,आवश्यकता।	४	१२
अध्याय २ :हिंदी भाषा और शिक्षा के उद्देश ,अभ्यासक्रम मे हिंदी का स्थान।	२	
अध्याय ३ :हिंदी भाषा विषय संरचना ,अर्थ ,स्वरूप ,आवश्यकता , भाषिककौशल्य ,अन्यविषयोसे समन्वय।	४	
अध्याय ४ :अभ्यासक्रम ,पाठ्यक्रम ,आशयविश्लेषण ,गद्य तथा पद्य का अध्यापन I	४	१२
अध्याय ५ :अध्यापनपद्धती तथा अध्ययनअनुभूती] I अध्यापनसुत्र ,व्याख्यान , चर्चापद्धती ,विभिन्न अध्यापन सहाय्यक साधन [६	
अध्याय ६ :मूल्यमापन ,स्वरूप ,मुल्यांकन।	२	
अध्याय ७ :हिंदी भाषा विकास हेतू अभ्यासानुवर्ती तथा अभ्यासेतर कार्यक्रमा	२	१६
अध्याय ८ :हिंदी अध्यापक के गुणा।	२	
अध्याय ९ :हिंदी भाषा का पाठ्यपुस्तक	४	
कुल	३०	४०
भाग २ – आशय		
अध्याय १० :वर्णविचार ,शब्दविचार,वाक्यविचार ,तथा हिंदी का व्याकरण आदी।	१०	१२
अध्याय ११ :हिंदी लेखन के नियम ,लेखनप्रकार ,पत्र ,कथा ,निबंधलेखन	१०	१२
अध्याय १२ :कक्षा 5 से 10 तक पाठ्यपुस्तक मे स्थित कहावते तथा वाक्यप्रचार	१०	१६
कुल	३०	४०

Methodology Paper I
Content cum Methodology / Marathi Education Methodology

भाग – 1 अध्यापनपद्धती	तासिका	गुण
युनिट1:मराठीचे सद्यस्थितीतील स्थान ,मराठीचे महत्त्व व मराठीच्या अध्ययनाची मूलतत्त्वे.	4	16
युनिट2:मराठी अध्ययनाची ध्येये ,उद्दिष्टे ,त्याचा इतर विषयांशी समवाय	3	
युनिट3:मराठी अध्यापनाची सूत्रे व विविधपद्धती	5	
युनिट4:मराठी अध्यापनाचे आधुनिक प्रवाह व नवविकसित तंत्रज्ञान) टी .व्ही.,.टेप ,रेडीओ	2	
युनिट5:मूल्यमापन नैदानिक चाचण्या व उपचारात्मक अध्यापन	2	16
युनिट6:भाषा शिक्षकाचे गुण ,भाषा शिक्षकांना मराठी अध्यापनात येणाऱ्या अडचणी ,मराठी अध्यापक संघ व त्याच्या समस्या	6	
युनिट7:मराठीच्या पाठ्यपुस्तकाचे गुणधर्म	2	
युनिट8:माध्यमिक शाळेत मराठीचे गद्य ,पद्य ,व्याकरण व इतर घटकांचे अध्यापन ,निबंध व पत्रलेखन	6	8
एकूण	30	40
भाग – 2 आशयज्ञान		
घटक :1 अ .वर्णविचार ,वर्णमाला, ब .शब्दविचार शब्दाच्या जाती विभक्तीप्रत्यय ,कारकअर्थ क.वाक्यविचार .1वाक्याचे प्रकार .2काळ व त्याचेप्रकार .3वाक्याचे प्रयोग व त्याचेप्रकार	11	12
घटक2:शब्दसिद्धी .1सिद्ध आणि साधित शब्द .2उपसर्गघटीत शब्द .3प्रत्यतघटीत शब्द	11	8

.4संधी व प्रकार नियम .5समास व त्याचेप्रकार		
घटक3: .1 शुद्धलेखनविषयक नियम व उपयोग .2 लेखनप्रकार :पत्रलेखन-कौटुंबिक व व्यावसायिक पत्रे	6	12
घटक 4: इयत्ता 5 ते 12 पर्यंतच्या पाठ्यपुस्तकामध्ये आलेले वाकप्रचार ,म्हणी याचा परिचय	2	8
एकूण	30	40

Methodology Paper II
Teaching methodology and content – History

PART I - TEACHING METHODOLOGY	Hours	Marks
Unit 1: Aims and Objectives of teaching History	2	16
Unit 2: Methods to teach History: 1) Narration method; 2) Dramatization method 3) Discussion method; 4) Source method 5) Project method; 6) Journey method	1	
Unit 3: Tools to teach History: 1) Printed material, Magazines, Books, News Paper 2) Visual aids: Slides, Filmstrips, Maps, Charts, Globe	2	
Unit 4: Characteristics of a good history teacher.	1	
PART II – CONTENT		
Unit 1: Brief information about ancient history: 1) Ancient History – Stone age 2) Medieval History – Stone age 3) Modern Era – Stone age	3	8
Unit 2: A) Ancient Indian culture: Harappa civilization, Vedic culture B) Religious movements in India: Buddha, Jain and Hindu C) Christian religion: Rise and it's teaching D) Islam religion: Rise and it's teaching	5	
Unit 3: Comparative studies - Political, Economic and Cultural conditions in medieval kingdoms. (Mourya, Gupt, Sultan, Mogul and Hindaviswaraj i.e. Chatrapati Shivaji Maharaj)	5	8
Unit 4: Revolution Era: 1) American revolution: Causes and Effects, Rise of free America and Slavery issues 2) French revolution: Causes and Effects, Importance and devotion of various great personalities 3) Industrial revolution: Causes and Effects, Economical importance, Social importance 4) Russian revolution(Lenin philosophy): Causes and Effects, Lenin and Stalin- Ideology and work	5	
Unit 5: Freedom Fight of India – 1857 to 1947: 1857 Revolt, Causes and Effects, Social awareness, Philosophy by Mahatma Gandhi and struggle for freedom.	6	
Total	30	40

Methodology Paper II

Teaching methodology and content – Geography

PART I		
TEACHING METHODOLOGY	Hours	Marks
Unit 1: Aims and Objectives of teaching Geography	2	16
Unit 2: 1.Methods & teaching material to teach Geography 2.Characteristics of good Geography teacher	8	
PART II		
CONTENT		
Unit 1: General Geography 1.Solar system 2.Rocks-types with examples & usage of it 3.Minrels 4.Types of land 5.Weather 6.Storms/Cyclones/Hurricane 7.Earthquake 8.Volcano	5	8
Unit 2: Environment 1.Structure & Layers 2.Solar energy 3.Atmospheric pressure 4.Vapours	3	8
Unit 3: Hydrosphere 1.Structure of ocean floor 2.Oceanic salinity 3.Effects of high & low tide 4.Ocean wealth	3	
Unit 4: Life cycle 1.Living thing & environment around them 2.Environmental Balance 3.Environmental Pollution	4	8
Unit 5: Other Lessons/content 1.Main Occupations 2.Farming 3.Industry 4.Commuting 5.Population & Habitat	5	
Total	30	40

Methodology Paper II
Teaching methodology and content – Mathematics

Part 1		
TEACHING METHODOLOGY	Hours	Marks
Unit 1: Objectives of teaching mathematics to primary, secondary and higher secondary level	2	16
Unit 2: Methods to teach mathematics – Inductive / deductive, experimental, synthesis and analytical method	4	
Unit 3: Use of audio – visual teaching aids in teaching mathematics along with graphical equipment, black board, magnetic board, models and other related aids.	2	
Unit 4: Characteristics of a good mathematics teacher	2	
Part 2		
CONTENT		
Unit 1: 1. Set, types and its Venn diagrams 2. Set of natural numbers, set of integers, set of fractions	2	10
Unit 2: 1. Polynomials and fundamental operations of them 2. Expanded forms of polynomial 3. Equations, quadratic equation, simultaneous equations 4. Variation and proportion	4	
Unit 3: Linear equations and its explanation through graphical presentation 1. Graphs of quadratic equation 2. Geometric constructions	4	10
Unit 4: Basic concepts of Geometry – Point, Ray, Line, Segment of line, Plane, Angle, Quadrilateral, Polygon, Similarities, Perpendicular lines and Parallel lines, Area of Triangle, Circle, Square and Related Theorems	4	
Unit 5: 1. Trigonometric ratios, their introductions and co-relations 2. Trigonometric ratios for various angles of 30,45,60,90 measures 3. Examples of heights and distances	6	4
Total	30	40

Methodology Paper II
Teaching methodology and content – Science

Part I - TEACHING METHODOLOGY	Hours	Marks
Unit 1: Objectives and characteristics of teaching science	2	16
Unit 2: Methods of teaching Science - Demonstration - Laboratory - Heuristic - Project	4	
Unit 3: Use of modern/advanced technology/Teaching Aids - Non-projective :- chart, picture, model - Projective:- Film projector, OHP, LCD, DLP	2	
Unit 4: Characteristics of a good science teacher, his attitude and training	2	
Part 2–CONTENT		
<u>1.Biology</u>	5	8
Unit 1: Life cycle of living thing : Germination, Respiration, Photosynthesis, ,Digestion, Excretion and Growth & Development		
Unit 2: Plant and animal cells, structure of cell, cell formation, cell division, chromosomes, chlorophyll etc.	2	
Unit 3: Study of plants and its parts like roots, stem, leaves, flowers, seeds and its function	1	
<u>2.Physics</u>	2	8
Unit 4: Sources of light, reflection, speed and intensity of light, Laws of light		
Unit 5: Heat, Concept of energy, Heat & Temperature, Specific heat capacity	2	
Unit 6: Magnet and its properties, Methods of preparation of magnet	2	
<u>3.Chemistry</u>	4	8
Unit 7: Atom and its structure, Isotope, specific structure of Atom, Atom & Molecule, Valency and Ion		
Unit 8: Chemical reactions, Production of chemical compounds, Acid and Alkali	2	
Total	30	40