



Dr. B. R. AMBEDKAR UNIVERSITY, SRIKAKULAM

General Regulations relating to

POST GRAUDATE AND PROFESSIONAL COURSES
Syllabus under Credit Based Semester System

(with effect from 2009-2010)

1. Candidates seeking admission for the Masters/Professional Degree Courses shall be required to have passed the qualifying examination prescribed for the course of any University recognized by Dr. B.R. Ambedkar University, Srikakulam as equivalent there to
2. The course and scope shall be as defined in the Scheme of Instruction and syllabus prescribed.
3. The course consists of 2/4/6 semesters, @ two semesters/year, unless otherwise specified.
4. The candidates shall be required to take an examination at the end of each semester of the study as detailed in the Scheme of Examination. Each semester theory paper carries a maximum of 100 marks, of which 85 marks shall be for semester-end theory examination of the paper of three hours duration and 15 marks shall be for internal assessment
4. (a) Internal Assessment for 15 Marks: Two mid-term exams, one conventional (descriptive) and the second – ‘on-line’ with multiple choice questions for each theory paper shall be conducted. The average of these two mid-term exams shall be taken as marks obtained for the paper under internal assessment. If any candidate appears for only one mid-term exam, the average mark, dividing by two shall be awarded. If any candidate fails to appear for both the mid term exams of a paper, only marks obtained in the theory paper shall be taken into consideration for declaring the result. Each mid-term exam shall be conducted only once.
4. (b) Candidates shall be declared to have passed each theory paper if he/she obtains not less than E Grade i.e., an aggregate of 40 % of the total marks inclusive of semester-end and internal assessment marks in each paper.
5. A candidate appearing for the whole examination shall be declared to have passed the examination if he/she obtains a Semester Grade Point (SGP) of 5.0 and a CGPA of 5.0 to be declared to have passed the Course.
6. Notwithstanding anything contained in the regulations, in the case of Project Report/Dissertation/ Practical/Field Work/Viva-voce etc., candidates shall obtain not less than D grade, i.e., 50% of marks to be declared to have passed the examination.

7. ATTENDANCE: Candidates shall put in attendance of not less than 75% of attendance, out of the total number of working periods in each semester. Only such candidates shall be allowed to appear for the semester-end examination.
7. (a) A candidate with attendance between 74.99% and 66.66% shall be allowed to appear for the semester-end examination and continue the next semester only on medical and other valid grounds, after paying the required condonation fee.
7. (b) In case of candidates who continuously absent for 10 days without prior permission on valid grounds, his/her name shall automatically be removed from the rolls.
7. (c) If a candidate represents the University at games, sports or other officially organized extra-curricular activities, it will be deemed that he/she has attended the college on the days/periods
8. Candidates who put in a minimum of 50% attendance shall also be permitted to continue for the next semester. However, such candidates have to re-study the semester course only after completion of the course period for which they are admitted. The candidate shall have to meet the course fees and other expenditure.
9. Candidates who have completed a semester course and have fulfilled the necessary attendance requirement shall be permitted to continue the next semester course irrespective of whether they have appeared or not at the semester-end examination, at their own cost.

Such candidates may be permitted to appear for the particular semester-end examination only in the following academic year; they should reregister/ reapply for the Semester examination.

The above procedure shall be followed for all the semesters

10. Candidates who appear and pass the examination in all the papers of each and every semester at first appearance only are eligible for the award of Medals/Prizes/Rank Certificates
11. BETTERMENT: Candidates declared to have passed the whole examination may reappear for the same examination to improve their SGPA, with the existing regulations without further attendance, paying examination and other fees. Such reappearance shall be permitted only within 3 consecutive years from the date of first passing the final examination. Candidates who wish to appear thereafter should take the whole examination under the regulations then in vogue.
12. The semester-end examination shall be based on the question paper set by an external paper-setter and there shall be double valuation for post-Graduate courses. The concerned Department has to submit a panel of paper-setters and examiners approved by the BOS and the Vice-chancellor nominates the paper-setters and examiners from the panel.
13. In order to be eligible to be appointed as an internal examiner for the semester-end examination, a teacher shall have to put in at least three years of service. Relaxation of service can be exempted by the Vice-Chancellor in specific cases.
14. If the disparity between the marks awarded in the semester-end examination by internal and external examiners is 25% or less, the average marks shall be taken as the mark obtained in the

paper. If the disparity happens to be more, the paper shall be referred to another examiner for third valuation. In cases of third valuation, of the marks obtained either in the first or second valuation marks, whichever is nearest to the third valuation marks are added for arriving at the average marks.

15. Candidates can seek revaluation of the scripts of the theory papers by paying the prescribed fee as per the rules and regulations in vogue.
16. The Project Report/Dissertation/ Practical/Field Work/Viva-voce etc shall have double valuation by internal and external examiners.
17. A Committee comprising of the HOD, one internal teacher by nomination on rotation and one external member, shall conduct viva-voce examination. The department has to submit the panel, and the Vice-chancellor nominates viva-voce Committee.
18. Grades and Grade Point Details (with effect from 2009-10 admitted batches)

S. No	Range of Marks	Grade	Grade Points
1.	> 85 %	O	10.0
2.	75 % – 84 %	A	9.0
3.	67 % - 74 %	B	8.0
4.	58 % - 66 %	C	7.0
5.	50 % - 57 %	D	6.0
6.	40 % - 49 %	E	5.0
7.	< 39 %	F (Fail)	0.0
8.	Incomplete: <i>(Shall be upgraded from E to O Grade on subsequent appearance of the same semester. The corresponding Grade Points will be awarded)</i>	I	

19. Calculation of **SGPA** (Semester Grade Point Average) & **CGPA** (Cumulative Grade Point Average):

For example, if a student gets the grades in one semester A,A,B,B,B,D in six subjects having credits 2(S1), 4(S2), 4(S3), 4(S4), 4(S5), 2(S6), respectively. The SGPA is calculated as follows:

$$\text{SGPA} = \frac{\{ 9(A) \times 2(S1) + 9(A) \times 4(S2) + 8(B) \times 4(S3) + 8(B) \times 4(S4) + 8(B) \times 4(S5) + 6(D) \times 2(S6) \}}{\{ 2(S1) + 4(S2) + 4(S3) + 4(S4) + 4(S5) + 2(S6) \}} = \frac{162}{20} = 8.10$$

- i. A student securing 'F' grade thereby securing 0.0 grade points has to appear and secure at least 'E' grade at the subsequent examination(s) in that subject.
- ii. If a student gets the grades in another semester D, A, B, C, A, E, A, in seven subjects having credits 4(S1), 2(S2), 4(S3), 2(S4), 4(S5), 4(S6), 2(S7) respectively,

$$\text{SGPA} = \frac{\{6(\text{D}) \times 4(\text{S1}) + 9(\text{A}) \times 2(\text{S2}) + 8(\text{B}) \times 4(\text{S3}) + 7(\text{C}) \times 2(\text{S4}) + 9(\text{A}) \times 4(\text{S5}) + 5(\text{E}) \times 4(\text{S6}) + 9(\text{A}) \times 2(\text{S7})\}}{\{4(\text{S1}) + 2(\text{S2}) + 4(\text{S3}) + 2(\text{S4}) + 4(\text{S5}) + 4(\text{S6}) + 2(\text{S7})\}} = \frac{162}{22} = 7.36$$

$$\text{CGPA} = \frac{(9 \times 2 + 9 \times 4 + 8 \times 4 + 8 \times 4 + 6 \times 2 + 6 \times 4 + 9 \times 2 + 8 \times 4 + 7 \times 2 + 9 \times 4 + 5 \times 4 + 9 \times 2)}{(20 + 22)} = \frac{324}{42} = 7.71$$

- a) A candidate has to secure a minimum of 5.0 SGPA for a pass in each semester in case of all PG and Professional Courses. Further, a candidate will be permitted to choose any paper(s) to appear for improvement in case the candidate fails to secure the minimum prescribed SGPA/CGPA to enable the candidate to pass at the end of any semester examination.
- b) There will be no indication of pass/fail in the marks statement against each individual paper.
- c) A candidate will be declared to have passed if a candidate secures 5.0 CGPA for all PG and Professional Courses.
- d) The Classification of successful candidates is based on **CGPA** as follows:
 - i) **Distinction** –CGPA 8.0 or more;
 - ii) **First Class** –CGPA 6.5 or more but less than 8.0
 - iii) **Second Class** –CGPA 5.5 or more but less than 6.5
 - iv) **Pass** –CGPA 5.0 or more but less than 5.5
- e) Improving CGPA for betterment of class will be continued as per the rules in vogue.
- f) CGPA will be calculated from II Semester onwards up to the final semester. CGPA multiplied by “10” gives aggregate percentage of marks obtained by a candidate.

Dr. B.R.Ambedkar University, Srikakulam
Etcherla-532410, Andhra Pradesh

ANNEXURE-I

Eligibility:

Course	Qualifying Examination for Admissions in to B.Ed. (Special Education-Mental Retardation)
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B.Ed. (SE-MR)	B.A. / B. Sc / B.Com
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ANNEXURE-II
Scheme of Instruction

First Semester:

Paper Code	Title of the Paper	Compulsory/ Elective	No. of Periods Of Instruction Per Week
101	I : Education In India – A Global Perspective	Compulsory	6 Hours
102	II: Education Psychology and Persons With Disabilities	Compulsory	6 Hours
103 A	III A : Telugu Methodology	Elective	6 Hours
103 B	III B : English Methodology	Elective	6 Hours
104	IV : Nature And Needs Of Various Disabilities – An Introduction	Compulsory	6 Hours
105	V : Identification and Assessment o Persons with Mental Retardation	Compulsory	6 Hours

Concurrent Field Work: Candidates shall report for concurrent field work in the model school for IEP record.

Candidates shall report for concurrent field work in the University Surrounding Rural Area for CBR Project

Internship: Candidates shall have Internship practice in Govt. High Schools in their elected methodologies for a period of 15 days in the First Semester.

Second Semester:

Paper Code	Title of the Paper	Compulsory/ Elective	No. of Periods Of Instruction Per Week
201	I : Education Planning and Management Curriculum Designing and Research	Compulsory	6 Hours
202 A	IIA : Maths Methodology	Elective	6 Hours
202 B	IIB : Biological Science Methodology	Elective	6 Hours
202 C	IIC : Social Studies Methodology	Elective	6 Hours
203	III Methodology of Teaching Children with Learning Difficulties In An Inclusive Set-Up	Compulsory	6 Hours
204	IV : Mental Retardation –Its Multidisciplinary Aspects	Compulsory	6 Hours
205	V : Curriculum and Teaching Strategies	Compulsory	6 Hours

Concurrent Field Work : Internship: Candidates shall have Internship practice in Govt. High Schools in their elected methodologies for a period of 15 days in the Second Semester.

Educational Tour : Candidates shall have educational tour for a period of 10 days during the course period. It is a non-credit and compulsory requirement for the award of B.Ed. (SE-MR) degree

Medium of Instruction: During all the two semesters the medium of instruction and writing examination is English only.

ANNEXURE-III

Scheme of Examination as per Credit System

First Semester :

Paper Code	Part-I Theory Title of the Paper	Credits	Max. Marks	Double Valuation (Internal & External)	Internal Assessment
101	I : Education In India – A Global Perspective	6	100	85	15
102	II : Educational Psychology And Persons with Disabilities	6	100	85	15
103 A	Electives III A: Telugu Methodology	6	100	85	15
103 B	III B: English Methodology				
104	IV : Nature And Needs Of Various Disabilities – An Introduction	6	100	85	15
105	V : Identification and Assessment of Persons With Mental Retardation	6	100	85	15
	Part-II – Practicum	30	500*		
	Total	60	1000		

***PRACTICUM: 500 MARKS:**

Non-Disability Area

- (a) Micro Teaching – 5 Skills (Record) (Internal) 15 Marks
(b) Teaching Practice-cum-Internship (Lesson Plan Record)(Internal)50 Marks
(c) Scholastic Achievement Test (Record)(Internal) 25 Marks

Disability Area

- a) Individualized Educational Programme (IEP Record) 150 Marks
(100 Internal + 50 External)
b) Community Based Rehabilitation Project: 100 Marks
(70 Internal + 30 External)
c) Assignment: (40 Internal + 30 External) 70 Marks
d) Teaching Learning Material Preparation:
(No Record, only Internal) 40 Marks

UNIVERSITY PRACTICAL EXAMINATION

- Methods of Teaching – I: Telugu/English(External) 50 Marks
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Second Semester:

Paper Code	Part-I Theory Title of the Paper	Credits	Max. Marks	Double Valuation (Internal & External)	Internal Assessment
201	I : Education Planning and Management, Curriculum Designing and Research	6	100	85	15
202 A	Electives II A: Maths Methodology	6	100	85	15
202 B	II B: Biological Science Methodology				
202 C	II C : Social Studies Methodology				
203	III Methodology of Teaching Children with Learning Difficulties In An Inclusive Set-Up	6	100	85	15
204	IV : Mental Retardation – Its Multidisciplinary Aspects	6	100	85	15
205	V : Curriculum and Teaching Strategies	6	100	85	15
	Part –II : Practicum	30	500*		
	Total :-	60	1000		

***PRACTICUM: 500 MARKS:**

Non-Disability Area

- | | |
|---|----------|
| (a) Micro Teaching – 5 Skills (Record) (Internal) | 15 Marks |
| (b) Teaching Practice-cum-Internship (Lesson Plan Record)(Internal) | 50 Marks |
| (c) Scholastic Achievement Test (Record) (Internal) | 25 Marks |

Disability Area

- | | |
|---|-----------|
| Group Teaching in Special Schools
(100 Internal + 50 External) | 150 Marks |
| Resource Room Teaching
(100 Internal + 60 External) | 160Marks |
| Skill Training in MR | 50 Marks |

UNIVERSITY PRACTICAL EXAMINATION

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|--|----------|
| Methods of Teaching – II: Mathematics/Biological Science/
Social Studies (External) | 50 Marks |
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Total Marks: First and Second Semesters put together = 1000+1000 = 2000

Total Credits: First and Second Semesters put together = 60+60 = 120

B.Ed (Special Education- Mental Retardation)

SYLLABUS

Course Objectives:

The Course is designed to enable the student teachers to:

1. Understand and respond to the educational, Physical and vocational needs of persons with disabilities
2. Develop skills in systematic assessment.
3. Development curriculum for persons with Mental Retardation (MR)
4. Plan and implement educational programmes needed for the children with Mental Retardation.
5. Familiarize themselves with the management of special education programmes for children with MR.
6. Co-ordinate and collaborate with parents, family, doctors and the community to help children with disabilities to become productive and useful members of the society
7. Develop abilities and skills to create awareness and sensitivity in the society towards persons with disabilities.
8. Promote and facilitate inclusion of children with special education needs in the main stream.

Dr. B.R.Ambedkar University, Srikakulam
B.Ed. Special Education (Mental Retardation)
First Semester – Syllabus
Paper-101 : Education in India A Global Perspective

6 Credits
60 Hours
100 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 CONTENT:

Unit-I: History, Nature, Process and Philosophy of Education

- 1) Definition, Meaning and Scope of Education.
- 2) Overview of Philosophies of Education.
- 3) Aims of Education.
- 4) Functions of Education.
- 5) Role of Teacher

Unit – II: Education and Various Commissions

- 1) Principles of Education and Special Education.
- 2) Aims, Objectives and Functions of Special Education.
- 3) Direction and Priorities of General and Special Education.
- 4) Recent Trends in Indian Education and Special Education.
- 5) "Education for All" movement, Education through 21st Century, National Policy on Education including Special Education.

Unit-III: Education in the Social Context

- 1) Formal, Informal and Non-formal Education.
- 2) Functional Literacy, Continuous and Life-long Education
- 3) Community Based Education
- 4) Open Learning Distance Education with reference to General and Special Education.
- 5) Value- Oriented Education.

Unit – IV: Educational Agencies for the National Development

- 1) Educational Challenges for Economic and Socio-Political Development.
- 2) Role of Home, School, Society and Mass Media.
- 3) Role of Governmental and Non-Governmental Agencies in General and Special Education such as – SCERT, SCERT, RCI, NCTE and National Institutes for Handicapped. UN Organizations and International Non-Governmental Organization (INGOs) such as – UNICEF, UNESCO, WHO, Action and CBM.
 - a) Resource mobilization through funding agencies and concessions/facilities for the disabled education.
 - b) Government Policies, Acts and Schemes such as NPE-1986, POA-1992, RCI Act 1992, IEDC Scheme-1992, PD Act 1995, National Truist Act 1999, Biwako Millennium Framework and its Implications.
 - c) International Legislation for Special Education.

UNIT – V: Education and the Modern Ethos

- 1) Democracy, Socialism and Secularism.
- 2) Constitutional Provisions in Human Rights.
- 3) Equalization of Educational Opportunities
- 4) Education and Human Resource Development
- 5) Planning and Management of Human Resource Development
- 6) Environmental Education.

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Dr.B.R.Ambedkar University, Srikakulam
B.Ed. Special Education (Mental Retardation)
First Semester – Syllabus
Paper- 102: Education Psychology and Persons with Disabilities

6 Credits
60 Hours
100 Marks

OBJECTIVES:

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

- 1) Discuss 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 disabled.
- 4) Spell out the meaning and concept of personality and mental health and their implications to the disabled.
- 5) Define the meaning and techniques of guidance and counseling in general and with special reference to the disabled.

COURSE CONTENT:

Unit-I: Introduction to Psychology

- 1) Definition, Nature and Scope of Psychology
- 2) Educational Psychology scope and relevance to general education.
- 3) Role of educational psychology in special education.
- 4) Theories of motivation, attention and perception and its application in education.
- 5) Implications of the above with regard to specific disabilities.

Unit – II: Growth and Development

- 1) Concept, Definition and Meaning of Growth and Development
- 2) Influences of heredity and environment
- 3) Stages of development with reference to children with disabilities.
- 4) Developmental needs infancy through afolescents
- 5) Developmental deviancies and related issues with regard to various disabilities

Unit-III: Learning

- 1) Definition, Meaning and Concept formation.
- 2) Learning – Domains and factors affecting learning.
- 3) Theories of learning (behavioural, cognitive and social) and their application in special education – an overview.
- 4) Memory and strategies for enhancing memory.
- 5) Implications of the above with various disabilities.

Unit – IV: Intelligence and Aptitude

- 1) Definition and meaning of intelligence and aptitude.
- 2) Theories of intelligence.
- 3) Concept of creativity, its process, characteristics of creative people, and teachers role in stimulating creativity.
- 4) Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM, DAT/BLAT, DST).
- 5) Implications of the above with various disabilities

UNIT – V: Personality, Guidance and Counseling

- 1) Definition, Meaning and dimensions of – Personality, guidance and counseling.
- 2) Theories of personality –an overview and assessment.
- 3) Frustration and conflict, adjustment mechanisms and behavior deviations.
- 4) Mental health-impact of various disabilities on personality – an overview.
- 5) Techniques of guidance and counseling with reference to various disabilities.
- 6) Role of home and school in guidance and counseling.
- 7) Vocational guidance-assessment, training, avenues and perspectives.
- 8) Individual problems and stress management through counseling and yoga.

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Dr.B.R.Ambedkar University, Srikakulam
B.Ed. SPECIAL EDUCATION (M.R.)
First Semester – Syllabus
Paper –I03-A (Elective) Methods of Teaching Telugu

6 Credits
60 Hours
100 Marks

ఉపాధ్యాయ చాత్రులు తెలుగు బోధనాపద్ధతులను అధ్యయనం చేయుల ద్వారా ఈ క్రింద సామాన్యాలను పొందెదరు.

1. భాష మరియు భాష యొక్క వివిధ స్వరూప స్వభావాలను తెలుసు కొందురు.
2. మాతృభాషగా, ద్వితీయ భాషగా తెలుగు బోధనోద్దేశ్యాలు, బోధనా లక్ష్యాలను తెలుసుకొందురు.
3. భాషా నైపుణ్యాలు, వారి అభివృద్ధి చర్యలు మరియు వాటి అంతర్గత సంబంధాలను తెలుసు కుందురు
4. వివిధ ప్రణాళికలు, వాటి నిర్మాణం, స్వరూపం, స్వభావాలను తెలుసు కొందరురు.
5. వివిధ పాఠ్యగ్రంథాలు, వారి నిర్మాణం, ప్రయోజనాలను గూర్చి తెలుసు కొందురు
6. వివిధ సాహిత్య ప్రక్రియలు-బోధనోద్దేశ్యాలు, బోధనా పద్ధతులు, పాఠ్యపథక నిర్మాణంతో పాటు ఆధునిక ధోరణులను

తెలుసుకొని బోధనలో అనుసరించెదరు

7. భాషా బోధనలో-సహపాఠ్య కార్యక్రమములు-గ్రంథాలయాల అవశ్యకతలను గ్రహించెదరు. వాటిని విరివిగా ఉపయోగించుటకు తెలుసు కొందురు.
8. లక్ష్యాధార మూల్యంకన పద్ధతులను, సాధనాల నిర్మాణాన్ని ప్రయోజనాలను గ్రహించెదరు.
9. భాష పట్ల, భాషా బోధన పట్ల అభిరుచిని, సద్వ్యస్థహను పెంపొందించు కొందురు.

అధ్యాయం - 1 భాషా - వివిధ భావనలు, తెలుగు భాష - బోధన, భాషావిద్యార్థుడు :

1. భాష - నిర్వచనాలు - ఉత్పత్తి - ప్రయోజనాలు
2. గ్రాంథిక భాష - వ్యవహారిక భాష - మాండలిక భాష - ప్రామాణిక భాష - ఆధునిక భాష భావనలు
3. జాతీయ భాష - అంతరాజీయ భాష - ప్రాంతీయ భాష
4. మాతృభాష - నిర్వచనాలు - ప్రయోజనాలు
5. ప్రథమ బాలుకు తెలుగు బోధన ఉద్దేశ్యాలు
6. వివిధ దశలలో ప్రథమ భాషగీతా తెలుగు బోధనోద్దేశ్యాలు.
7. బోధనామాధ్యమంగా - అభికార భాషగా తెలుగు-అచరణలో ఆవరోధాలు- నివారణ చర్యలు
8. ద్వితీయ భాషగా తెలుగు - బోధన, ఉద్దేశ్యాలు
9. భాషా సమస్య - త్రిభాషా సూత్రం
10. మాతృ భాషా బోధకున కుండవలసిన సాధారణ, విశిష్ట లక్షణాలు

అధ్యాయం - 2 : భాషా నైపుణ్యాలు :

1. శ్రవణం - ప్రయోజనాలు - శ్రవణ శక్తి లోపాలు - నివారణ చర్యలు, వివిధ దశలలో శ్రవణ శక్తి అభివృద్ధి చర్యలు
2. భాషణం - ప్రయోజనాలు - వివిధ దశల్లో భాషాభివృద్ధి చర్యలు
3. వాగింబ్రియ నిర్మాణం - ధ్వన్యత్పత్తి స్థానాలు - వర్ణమాల వర్ణకరణ - వాగ్దోషాలు నివారణోపాయాలు
4. పఠనం - ప్రయోజనాలు - భేదాలు - బోధనా పద్ధతులు - వివిధ దశల్లో పఠనాభివృద్ధి చర్యలు
5. లేఖనం - ప్రయోజనాలు - భేదాలు - బోధనా పద్ధతులు - వివిధ దశల్లో లేఖనాభివృద్ధి చర్యలు - లేఖనా దోషాలు నివారణ చర్యలు
6. భాషా నైపుణ్యాల అంతర్గత సంబంధాలు

అధ్యాయం -3 : వివిధ ప్రణాళికలు - పాఠ్యగ్రంథాలు వివిధ ప్రక్రియలు - పాఠ్య పథకాలు

1. విద్యాప్రణాళిక, విషయ ప్రణాళిక స్వరూపా స్వభావాలు - నిర్మాణ సూత్రాలు
2. విద్యా ప్రణాళిలో మాతృ భాషా స్థానం
3. పాఠ్యపుస్తకాలు - ప్రయోజనాలు - నిర్మాణ సూత్రాలు ఉత్తమ పాఠ్య పుస్తక లక్షణాలు
4. ప్రధాన వాచకం - ఉపవాచకం - నిర్మాణం - ఉద్దేశ్యాలు - ప్రయోజనాలు
5. గద్య - పద్య-వ్యాకరణ - వాస్తవ - ఉపవాచక ప్రక్రియలు - బోధనోద్దేశ్యాలు బోధనా పద్ధతులు
6. వారిష పథకం - పాఠ్య విభాగ పథకం - పాఠ్యపథకం
7. గద్య, పద్య, వ్యాకరణ వ్యాస మరియు ఉపవాచకములు పాఠ్యపథ నిర్మాణం - లక్ష్యాలు - సృష్టికరణాలు

అధ్యాయం - 4 ఘ బోధనలో ఆధునిక ధోరణులు, సహపాఠ్య కార్యక్రమాలు :

1. క్రీడా పద్ధతి - డాలిన్ పద్ధతి - ఉద్యమ పద్ధతి - కృత్యాధార పద్ధతి - నాటకకరణ పద్ధతి
2. వివిధ స్థాయిల విద్యార్థులకు బోధనోపకరణాలు సేకరణ - నిర్మాణం - ఉపయోగం
3. సహపాఠ్య కార్యక్రమాలు - వాటి ప్రాముఖ్యత
4. భాషా క్రీడలు - భాషా విహార యాత్రలు - రచన - వక్రత్వం - పత్రికా నిర్వహణ - సారస్వత సంఘాలు

అధ్యాయ-5 : మూల్యాంకనం, తెలుగు భాషాభివృద్ధికి వివిధ సంస్థల కృషి :

1. మూల్యాంకనం - భావనలు, ప్రక్రియ
2. మూల్యాంకన సాధనాలు - నిర్మాణం - మెలుకువలు
3. లక్ష్యాధార మూల్యాంకనం - వోధనతో గల సంబంధం - ఆవశ్యకత
4. విద్యార్థనానికశను (స్కీలాస్టిక్ అచివ్ మంట్ టెస్టు) తయారుచేయుట
5. మూల్యాంకన ఫలితాలు - పరిశీలన విశేషణ
6. లోపనివారణ బోధన - అభ్యసనలోప నివారణ చర్యలు
7. నిర్దేశ్యాలు - రకాలు - నిర్వహణా విధం - ప్రయోజనాలు
8. తెలుగు అకాడమి
9. సాహిత్య ఇకాడమి
10. అధికార భాషా సంఘం
11. ఆంధ్ర సారస్వత పరిషత్తు
12. తెలుగు విశ్వవిద్యాలయం

పరామర్శ గ్రంథాలు

1. బుద్ధ రాజు జోతిర్నయి (1994), తెలుగు బోధన పద్ధతులే, సర్వేక్షణ పద్ధావతి ఆర్ట్ ప్రింటర్స్ హైదారాబాద్
2. సాంబమూర్తి.డి. (1998) తెలుగు బోధన పద్ధతులు, నీల్కమల్ ప్రయివేట్ లిమిటెడ్, హైదరాబాద్
3. పోరంకి దక్షిణామూర్తి (1998), భాషా ఆధునిక దృక్పథం, నీల్కమల్ ప్రయివేట్, హైదారాబాద్
4. బూరుగుల గోపాలకృష్ణమూర్తి (1996) వ్యాకరణ దర్శనము (వ్యాకరణ గ్రంథము) నీల్కమల్ పబ్లికేషన్స్ ప్రయివేట్ లిమిటెడ్
5. కామేశ్వర్ రావు (1984) తోలుగు బోధనా పద్ధతులు : చరిష్మా ప్రింటర్, హైదారాబాద్
6. విద్యాన్ దూసిరామమూర్తి శాస్త్రి (1967), బాల వ్యాకరణము వాచిక రామస్వామి శాస్త్రిలు & సన్స్
7. వెలుదండ నిత్యానందరావు (1994), తెలుగు సాహిత్యంలో పెరగి, పద్ధావతి ఆర్ట్ ప్రింటర్స్
8. జోసఫ్, యస్.తెలుగు, బోధనా పద్ధతులు, సూర్యా పబ్లికేషన్స్, మచిలీపట్నం

Dr.B.R.Ambedkar University, Srikakulam
B.Ed. Special Education (Mental Retardation)
First Semester – Syllabus
Paper-103-B (Elective): Methods of Teaching English

6 Credits
60 Hours
100 Marks

OBJECTIVES:

The Course will enable the student teachers to

- 1) Be sensitive to language use.
- 2) Develop an understanding of the nature and objectives of teaching languages.
- 3) Be sensitive to the problems of learning (Teaching) second and foreign language.
- 4) Be able to develop among learners an ability to acquire language skills.
- 5) Become aware of modern methods of language teaching and put them to use in real class room situation.
- 6) Be able to evaluate the language skills objectively.
- 7) Be able to instill among the learners a love for language and use in efficiently in real life situations.

COURSE CONTENT:

Unit-I : English in India and language learning

- 1) English in Indian education.
- 2) English as a second language.
- 3) Features of language
- 4) Factors affecting language learning.

Unit – II : Phonetics and language skills

- 1) The sounds of English/Phonetic symbols, vowels, diphthongs and consonants.
- 2) Word-stress (Primary, Secondary) and sentence- stress
- 3) Strong and weak form of words.
- 4) Intonation.
- 5) Use of dictionary in pronunciation.
- 6) LSRW skill and sub skills of each skill.
- 7) Tasks of developing listening comprehension
- 8) Tasks for developing speaking skills.
- 9) Tasks for developing communication skills-individual, pair and group work,
- 10) Reading – types of reading, good and bad habits of reading, strategies to develop reading comprehension.
- 11) Writing-factors affecting writing in a second language situation qualities of good writing (role of simplicity, logicity and organization in writing)

Unit-III : Supplementary skills, teaching grammar and vocal

- 1) Supplementary skills.
- 2) Teaching reference skills (Note taking and note making)
- 3) Teaching, reference skills (using dictionaries, thesaurus and encyclopedia)
- 4) Types of grammar and methods of teaching grammar
- 5) Vocabulary : strategies to develop vocabulary; techniques of developing spelling abilities.
- 6) Teaching composition (guided controlled and free composition)

Unit – IV : Approaches, methods and planning of English language teaching and curriculum

- 1) Approaches-structural approach and communicative approach.
- 2) Methods-grammar-translation method, direct method, west method and bilingual method.
- 3) Objectives of teaching prose, poetry, supplementary reader and composition to secondary school composition.
- 4) Lesson plans to teach prose, poetry, supplementary readers and composition to secondary school students.
- 5) Principles of curriculum construction.
- 6) Limitations in the existing school language curriculum.
- 7) Qualities of a good language text book

UNIT – V : Evaluation

- 1) Concept and process of evaluation
- 2) Tools of evaluation
- 3) Preparation of SAT.
- 4) Analysis and interpretation of scores

REFERENCES:

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- 2) Blundell John et al (1984) : Functions in English, London OUP
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- 4) Valdmen.A (1987) : Trends in Language Teaching, New York, London Mac Graw Hill.
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Dr.B.R.Ambedkar University, Srikakulam
B.Ed. Special Education (Mental Retardation)
First Semester – Syllabus
Paper-104: Nature and Needs of Various Disabilities

6 Credits
60 Hours
100 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 CONTENT:

Unit-I: Blindness and Low Vision

- 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 – II: Hearing Impairment

- 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-III: Mental Retardation

- 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 – IV: Learning Disabilities

- 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 – V: Autism, Leprosy Cured, Neurological and Locomotor Multiple Disabilities

- 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

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Dr.B.R.Ambedkar University, Srikakulam
B.Ed. Special Education (Mental Retardation)
First Semester – Syllabus

Paper-105: Identification and Assessment of Persons with Mental Retardation

6 Credits
60 Hours
100 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 CONTENT:

Unit-I : Mental Retardation – Nature, needs and Identification

- 1) Historical perspective of the concept of mental retardation
- 2) Definition of mental retardation – AAMR, WHO (ICD), Legal definition in India used for certification, incidence and prevalence.
- 3) Classification of mental retardation – medical, educational, psychological and characteristics.
- 4) Screening and identification of mental retardation in pre-school, school, adolescence and adulthood.
- 5) Characteristics of people with mild, moderate, Severe and profound MR.

Unit – II: Additional Impairments

- 1) Introduction to associated conditions and educational implications.
- 2) Sensory impairments – vision, hearing
- 3) Motor impairments cerebral palsy, congenital deformities, muscular dysfunction
- 4) Epilepsy
- 5) Emotional disorders and autism

Unit-III: Assessment and evaluation

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

Unit – IV: Assessment and Adaptive Behavior

- 1) Tools for assessment of adaptive behavior.
- 2) Assessment tools with reference to India context
- 3) Assessment and interpretation of results in order to formulate a functional plan.
- 4) Documentation and recording.
- 5) Evaluation

Unit – V: Mental retardation – Social Perspective

- 1) Mental retardation and mental illness-Differences
- 2) Mental retardation and its psycho-social aspects – sexual problems/exploitation, delinquency, child labour, child abuse, rights and advocacy.
- 3) Misconceptions, social practices and constitutional provisions and their implications.
- 4) Legislation relating to services for mentally retarded children. Schemes and benefits provided government.
- 5)** Sex Education and Marriage, Support Intensity Scale, Vocational assessment, Transition from School to Work, Vocational training , Employment Models: Supported, Sheltered, Home - Based, Self - Employment, Inclusive)

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Dr.B.R.Ambedkar University, Srikakulam
B.Ed. Special Education (Mental Retardation)
Second Semester – Syllabus
Paper-201 : Educational Planning and Management,
Curriculum Designing and Research

6 Credits
60 Hours
100 Marks

OBJECTIVES:

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

- 1) Understand the meaning, and scope of educational management.
- 2) Understand the concept and meaning of curriculum and types of educational technology
- 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 CONTENT:

Unit-I: Educational Management

- 1) Educational Management : meaning, need, scope, system approach, matrix Management
- 2) Concept and Principles of Institutional Planning and Management Admissions Zero rejection
- 3) Inspection and Supervision and mentoring
- 4) Institutional Organization, Administration, and Evaluation
- 5) Types of Leadership and Organizational Climate

Unit – II: Curriculum and Instructional Strategies

- 1) Curriculum: Concept, Types and approaches.
- 2) Principles of curriculum development and disability wise curriculum adaptation and types of cocurricular activities, their importance and adaptations.
- 3) Curriculum Planning, implementation and evaluation in Special Education
- 4) Theories of instruction-Bruner and Gagne and approaches to instruction-cognitive, behavioural and eclectic.
- 5) Design instruction-Macro design, Organizing individual, peer, small&large group instructions and TLM-Aids and Appliances.

Unit-III: Educational Technology

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

Unit – IV: Educational Research

- 1) Educational Research :need and scope
- 2) Principles of Research in Education
- 3) Tools of Research
- 4) Types of Research
- 5) Type of Research in special education in Indian context

UNIT – V: Educational Evaluation:

- 1) Meaning, scope and types of evaluation
- 2) Types of Tests
- 3) Characteristics and good test, construction of test, items for CRT, NRT, Teacher Made Test
- 4) Descriptive statistics, Measures of central tendency (Mean, Median, Mode), Measure of variability (Standard Derivation, Quartile Deviation)
- 5) Inferential statistics, correlation, rank other correlation, construction of different graphs and diagrams

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Dr.B.R.Ambedkar University, Srikakulam
B.Ed. Special Education (Mental Retardation)
Second Semester – Syllabus
Paper-202A(Elective): Methods of Teaching Mathematics

6 Credits
60 Hours
100 Marks

OBJECTIVES:

The Course will enable the Student Teacher to:

- 1) Understand the aims, values and objectives of mathematics education
- 2) Identify the role of the branches of mathematics and their implication on the society.
- 3) Understand the relationship of mathematics with other subjects and the process and product of mathematics.
- 4) Translate the objectives of teaching mathematics in terms of expected behavioral outcomes in order to provide appropriate learning experiences.
- 5) Develop effective communicative skills.
- 6) Develop competency in teaching strategies., content and in the preparation of suitable teaching - learning materials.
- 7) Understand and practice various methods and techniques of teaching mathematics.
- 8) Assimilate the strategies of evaluation and design the tools of evaluation
- 9) Understand the impact of technology and fuse it in the teaching of mathematics
- 10) Become sensitized to the heads and interests of the students in Mathematics

Unit-I: The Nature and Significance of Mathematics and Contributions of Great Mathematicians

- | | | | |
|--|---|------------------------|------------------|
| 1. Meaning and Nature of Mathematics
Mathematics to a Mathematics Teacher | 2. Importance of Knowledge of History of
Mathematics | | |
| 3. Euclid, | 4. Pythagoras, | 5. George Cantor, | 6. Rene-Descarte |
| 7. Aryabhata | 8. Bhaskaracharya | 9. Srinivasa Ramanujan | |

Unit-II: Aims, Values and Objectives of Teaching Mathematics & Evolving Strategies For the Gifts Student and Slow Learners :

- 1) Inductive and Deductive approaches
- 2) Analytical Method, Synthetic Method, Heuristic Method, Laboratory Method and Project Method
- 3) Techniques of Teaching Mathematics : Oral work, Written work,. Drill work Assignments, Means of Securing Speed and Accuracy
- 4) Gifted students in Mathematics – Identification – Enrichment Programmes
- 5) Slow Learners in Mathematics – Identification – Remedial Programmes

Unit-III: Approaches and Methods of Teaching Mathematics:

- 1) Approaches to Mathematics Teaching : Inductive and Deductive
- 2) Methods of Teaching Mathematics : (a) lecture method (b) Lecture cum Demonstration Method (c) Analytic Method (d) Synthetic Method (e) Heuristic method (f) Project method (g) Laboratory method & (h) Problem Solving Method
- 3) Techniques of Teaching Mathematics: Oral work, Written work,. Drill work Assignments, Means of Securing Speed and Accuracy
- 4) Learning Experiences : Characteristics, classification, sources and relevance

Unit-IV: Planning for Effective Instruction in Mathematics and Mathematics Curriculum

- 1) Meaning and Purpose of Year Plan,
- 2) Meaning and purpose of Unit Plan
- 3) Meaning and Purpose of Lesson Plan.
- 4) Principles of Curriculum construction
- 5) Approaches to curriculum construction – Logical, Psychological, Topical Concentric and Spiral, 6) Qualities of good Mathematics Text Book

Unit-V: Non-formal Mathematics Education & Evaluation :

- 1) Mathematics Clubs
- 2) Mathematics Fairs – purposes, levels, organization and advantages
- 3) Aesthetic Structure of Mathematics – Order – Pattern – Sequence
- 4) Concept and process of Evaluation
- 5) Types of Evaluation – Formative, Summative, Diagnostic and Prognostic
- 6) Tools and Techniques of Evaluation
- 7) Preparation of Scholastic Achievement Tests (SAT)
- 8) Analysis and interpretation of scores

References:

- 1) Bloom, Benjamin S., Ed(1958) : Taxonomy of Educational Objectives, Handook-1 Cognitive Domain, Harcourt Brace & World Inc., New York.
- 2) Krathwohl, David R., Ed(1984) : Taxonomy of Educational Objectives, Handbook-II – Affective Domain David Mckay, New York
- 3) The Teaching of Secondary School Mathematics (1970) : XXXIII Yearbook of NCTM, Washington.
- 4) W.Servais and T.Varga (1971) : Teaching School Mathematics : AUNESCO Source booh, Penguin Books, UNESCO
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- 8) Siddhu, K.S.(1990) : Teaching of Mathematics, Sterling Publishers, New Delhi
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Dr.B.R.Ambedkar University, Srikakulam
B.Ed. Special Education (Mental Retardation)
Second Semester – Syllabus
Paper-202B (Elective): Methods of Teaching Biological Sciences

6 Credits
60 Hours
100 Marks

OBJECTIVES:

This course will enable the student teachers to :

- 1) Understand the nature of science & science teaching
- 2) Understand the history and development of biological science
- 3) Acquire the knowledge of aims & values of teaching biological science
- 4) Acquire the knowledge of objectives of teaching biological science
- 5) Understand the various approaches & methods of teaching biological science
- 6) Develop the competence of preparing annual plan, unit plan and lesson plan
- 7) Acquire the knowledge of science laboratories, laboratory exercises & safety procedures in a science laboratory
- 8) Understand the curriculum development in science
- 9) Understand non-formal science education
- 10) Acquire mastery over the development and use of evaluation tools in science

COURSE CONTENT:

Unit-I : The Nature of Science & Science Teaching + History and Development of Biological Science ;

- 1) The Nature and Scope of Science,
- 2) Substantive and Syntactic structure of Science
- 1) Role of Biological Science in human welfare
- 2) A brief introduction to Oriental and Western Sciences
- 3) Contributions of the following Scientists
 - a) Charles Darwin, (b) Aristotle (c) William Harvey (d) Robert Hook
 - e) Louis Pasteur (f) Alexander Fleming (g) J.C.Bose

Unit – II: Aims, Values and Objectives of Teaching Biological Science

- 1) Aims of Teaching Biological Science,
- 2) Values of Teaching Biological Science
- 3) The Correction, of Biological Science and other Subjects
- 4) Meaning and importance of objectives
- 5) Booms Taxonomy of Educational Objectives and its Limitations
- 6) Writing instructional objectives and specifications

Unit-III: Approaches and Methods of Teaching Biological Science & Planning for Effective Instruction:

- 3) Approaches to Science Teaching : Inductive and Deductive
- 4) Methods of Teaching Biological Science : (a) lecture method (b) Lecture cum Demonstration Method (c) Heuristic method (d) Project method and (e) Laboratory method, Scientific Method
- 5) Year Plan 4. Unit Plan 5. Lesson Plan : Herbartian and Bloom's Approach
- 4) Criteria for the evaluation of the lesson plan : self – evaluation and peer evaluation
- 5) Learning Experiences : Characteristics, classification, sources and relevance

Unit – IV: Science Laboratories & Science Curriculum

- 1) Importance of Practical work in Science
- 1) Planning of Science laboratories, procurement, care and maintenance of laboratory equipment, Registers, Management of safety and Science Kits.
- 2) Development of improvised apparatus
- 3) Principles of Curriculum Construction
- 4) Defects in the existing school Science curriculum
- 5) Qualities of good Science Text Book

UNIT – V: Non formal Science Education & Evaluation

- 1) Science Clubs, 2) Science Fairs – purposes, levels, organization, advantages
- 3) Science Library 4) Role of NGO's and State in popularizing Science
- 5) Concept and Process of Evaluation 6) Tools of Evaluation
- 7) Preparation of Scholastic Achievement Test (SAT)
8. Analysis and Interpretation of Scores

References :

- 1) Aggarwal D.D. (2001) : Modern Methods of Teaching Biology. Sarup Teaching Series. Sarup & Sons, New Delhi.
- 2) Bhaskara Rao, D. (2000) : Teaching of Biology, Nagarjuna Publishers, Guntur
- 3) Bloom, Benjamin, S. Ed.(1958) : Taxonomy of Educational Objectives, Handbook-I Cognitive Domain, Harcourt Brace & World Inc., New York
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Dr.B.R.Ambedkar University, Srikakulam
B.Ed. Special Education (Mental Retardation)
Second Semester – Syllabus
Paper-202C (Elective): Methods of Teaching Social Studies

6 Credits
60 Hours
100 Marks

OBJECTIVES:

This course will enable the student teachers to:

- 1) Initiate pupil-teachers to various concepts and technology of teaching of Social Studies
- 2) Develop in the pupil-teachers the ability to have an overview and integrate the knowledge drawn from various sources – History, Geography, Civics, Sociology and Economics
- 3) Make student-teachers acquire knowledge and develop understanding about the various pedagogical principles involved in teaching of Social Studies
- 4) Develop in them an understanding of the principles of curriculum development, its transaction and evaluation
- 5) Equip them with the knowledge of application of such principles in teaching of specific content areas in Social Studies.
- 6) Enable them to utilize community resources as educational inputs.
- 7) Make the pupil-teachers realize that the success for teaching of Social Studies
- 8) Acquaint tries pupil-teachers about the skills to be developed among the pupils through teaching Social Studies.

COURSE CONTENT:

Unit-I: Nature, History & Development of Social Studies Education :

- 1) Nature and Scope of Social Studies
- 2) Social Sciences and Social Studies
- 3) Understanding Social Studies in relation to History, Geography, Civics and Economics
- 4) Development of Social Studies as school subject
- 5) Contemporary status of Social Studies Education in India

Unit – II: Aims, Values and Objectives of Social Studies

- 1) General Aims of teaching Social Studies
- 2) Values of teaching Social Studies
- 3) Specific aims of reaching Social in relation to History, Geography, Civics, Economic
- 4) Objective of teaching social studies as school subject
- 5) Instructional objectives and specifications of teaching Social Studies
- 6) Bloom’s Taxonomy of Educational objectives
- 7) Specific/Behavioral objectives
- 8) Limitations of Bloom’s Taxonomy

Unit-III: Instructional Planning and Approaches & Methods of Teaching Social Studies :

- 1) Planning for effective Instruction in Social Studies
- 2) Year Plan 3) Unit Plan 4) Lesson Plan
- 5) Learning experiences – Characteristics, classification, sources and relevance
- 6) Need for instructional strategies in teaching social studies
- 7) Lecture –cum–Demonstration method, project and problem solving method, source method, Socialized recitation, Supervisor study and Team Teaching

Unit IV: Resource and Equipment & Non-formal Social Studies Education

- 1) Library and Laboratory 2) Museum 3) Study Circles
- 4) Community resources, 5) Social Studies Clubs
- 6) Conduct of modal parliament
- 7) Field trips, excursions, 8) Current affairs and controversial issues

Unit V: Social Studies Curriculum & Evaluation

- 1) Social Studies Curriculum based on national and state policies
- 2) Principles of Curriculum construction
- 3) Organizing Social Studies Curriculum – correlation, integration, concentric spiral, unit and chronological approaches
- 4) Qualities of good social studies text book
- 5) Need for Handbook for teacher and work book for learner
- 6) Concept and Purpose of evolution
- 7) Formative and Summative evaluation
- 8) Tools of Evaluation
- 9) Preparation of SAT
- 10) Analysis and interpretation of Scores

References :

- 1) Bining, A.C. & Building, D.H. (1952) : Teaching Social Studies in Secondary Schools; Third Edition, Tata McGraw-Hill Publishing Co. Ltd., Bombay
- 2) Edgar, B.W.& Staneiy , P.W.(1958) : Teaching Social Studies in High Schools', Fourth Edition, Heath and Company, Boston D.C.
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Dr.B.R.Ambedkar University,Srikakulam
B.Ed. Special Education (Mental Retardation)
Second Semester-
PAPER 203

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

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

- 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

- 5.1 Orientation to regular school administration - relevance and importance.
- 5.2 Training and coordination with regular education system
- 5.3 Organizing resource rooms methods and material
- 5.4 Coordination with families, evaluation provisions
- 5.5 Record maintenance
- 5.6 Developing a functional curriculum and designing IEP
- 5.7 Scheduling for individual and group instruction

Unit 3: Organization and Development of an Inclusive Education Program

- 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

- 2.1 Assessment- formal, informal methods
- 2.2 modification of the curriculum
- 2.3 Planning a program
- 2.4 Instructional strategies / resources
- 2.5 Evaluation

Unit 5: Methodology of Teaching Maths and concepts

- 3.1 Assessment- formal, informal methods
- 2.2 modification of the curriculum
- 2.3 Planning a program
- 2.4 Instructional strategies / resources
- 2.5 Evaluation

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. & Mc Laughin, 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- Pre-primary level. NIMH, Secunderabad.
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Dr.B.R.Ambedkar University,Srikakulam
B.Ed. Special Education (Mental Retardation)
Second Semester

PAPER-204: MENTAL RETARDATION - ITS MULTIDISCIPLINARY ASPECT

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

- 1.1 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 Behavioural Aspects in Relation to Mental Retardation

- 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

- 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

- 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 & CBR

- 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
- 5.6 Community Based Rehabilitation – Concept, scope, models.
- 5.7 Role of parents, general and special educators and a social worker

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.
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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
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9. Peshwaria, R. and Venkatesan. 5. (1992) *Behavioural retarded children: A manual for Teachers*. NIMH, Secunderabad.
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Dr.B.R.Ambedkar University,Srikakulam
B.Ed. Special Education (Mental Retardation)
Second Semester

PAPER-205 CURRICULUM AND TEACHING STRATEGIES

60 Hrs

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 provisions available for Mental Retardation children

Course Content

Unit 1: Curriculum Development

- 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

- 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

- 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

- 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 and Educational Provisions

- 5.1 Relevance and Importance of co – curricular skills
- 5.2 Visual Arts (arts and crafts) and stimulation material
- 5.3 Performing Arts (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 day
- 5.6 Concept of normalization, integration, mainstreaming and inclusive education – Their Implications in educational program and Placement Options: Special schools, residential schools, Special class in mainstream
- 5.7 Settings, Itinerant and Resource Room and Vocational Training and Rehabilitation and Inclusive Model: SSA and NIOS
- 5.8 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 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.
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10. Evans, P and Verma, V. (Eds.) (1990) *Special Education. Past Present and Future*. The Faimer Press.
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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.
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16. Myreddi, V. & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, NIMH, Secunderabad.
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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.

MODEL QUESTION PAPER
M.A /M.Sc/M.Com/MCA/MLISc/M.Ed/B.Ed(MR)/DEGREE EXAMINATIONS
COURSE IN: _____

SEMESTER _____

PAPER No. _____ & TITLE: _____

TIME: 3 Hrs

Max Marks: 85

SECTION – A

Question No.1 is Compulsory

Answer ALL questions

Each answer shall not exceed one page or 200 words

1. (5 x 5 = 25)
- A.
 - B.
 - C.
 - D.
 - E.

SECTION – B

Answer ALL questions

Each answer shall not exceed five page or 1000 words

(5 x 12 = 60)

2. UNIT-I
- Or
3. UNIT-II
4. UNIT-III
5. UNIT-IV
6. UNIT-V
7. UNIT-I
8. UNIT-II
9. UNIT-III
10. UNIT-IV
11. UNIT-V
- Or