ACHARYA NAGARJUNA UNIVERISTY

B.Ed. Special Education (MR)
Curriculum and Regulations

ACHARYA NAGARJUNA UNIVERISTY
B.Ed SPECIAL EDUCATION (MENTAL RETARDATION) COURSE
RULES AND REGULATIONS
(With effect from 2010-2011)

1. ADMISSION

A student for a admission to one year B.Ed. Special Education (Mental Retardation) course will be admitted strictly in accordance with the merit secured at the entrance examination conducted by the University or any such government agency appointed by the Government of Andhra Pradesh, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of students.

II. STRUCTURE OF THE COURSE
A. THEORY EXAMINATIONS

Syllabus Code	Paper	Name of the Paper
BSPE - 01	Paper - I	Education in India - A Global Perspective
BSPE – 02	Paper – II	Educational Psychology and Persons with Disabilities
BSPE – 03	Paper – III	Educational Management, Technology, Research and Evaluation
BSPE – 04	Paper – IV	Mental Retardation – Its Multidisplinary Aspects
BSPE – 05	Paper – V	Curriculum and Teaching Strategies
BSPE – 06	Paper - VI	Methods of Teaching 1: Children with Mental Retardation and learning Difficulties
BSPE – 07	Paper – VII	Methods of Teaching 2 : Methods of Teaching Telugu
BSPE - 08	Paper - VIII	Methods of Teaching 2 : Methods of Teaching English

B. PRACTICAL EXAMINATIONS

Syllabus Code	Paper	Name of the Paper
BSPE – 09	Paper – IX	Practical Examination in Methods of Teaching Children with Mental Retardation and Learning Difficulties
BSPE – 10	Paper – X	Practical Examination in Methods of Teaching Telugu/English

C. PROJECTS

Syllabus Code	Paper	Name of the Paper
BSPE – 11	Paper – XI	Cultural Studies Project
BSPE – 12	Paper – XII	Case Study Project
BSPE – 13	Paper – XIII	Health Education Project
BSPE – 14	Paper – XIV	Special School Study Project
BSPE – 15	Paper – XV	Resource Room Organization Project

D. METHODS RECORDS

Syllabus Code	Paper	Name of the Paper
BSPE – 16	Paper – XVI	Scholastic Achievement Record – Method 1
BSPE – 17	Paper – XVII	Scholar tic Achievement Record – Method 2
BSPE – 18	Paper – XVIII	Teaching Practice and Internship Lesion Plans Record Method – 1 (20 Lessons)
BSPE – 19	Paper – XIX	Teaching Practice and Internship Lesion Plans Record Method – 2 (20 Lessons)
BSPE – 20	Paper – XX	Teaching Practice and Internship Diary – Method 1
BSPE – 21	Paper - XXI	Teaching Practice and Internship Diary – Method 2
BSPE – 22	Paper – XXII	Teaching Observation Report – Method 1
BSPE – 23	Paper – XXIII	Teaching Observation Report – Method 2
BSPE – 24	Paper – XXIV	Demonstration Lesson Plans Record - Method1 (5 Lessons)
BSPE – 25	Paper - XXV	Demonstration Lesson Plans Record – Method 2 (5 Lessons)

Demonstration Teaching

The teacher educator of Method – 1 should give 5 (Five) demonstrations in a Special School (MR) and the teacher educator of Method – 2 should give 5 (Five) demonstrations in a regular secondary school recognized in the government.

Teaching Practice

Every student teacher should teach 5 (five) lessons in each methodology to the respective students under the supervision of the college concerned methodology lecturer.

Internship Programme

Every student teacher should teach 15 (Fifteen) lessons in each methodology to the respective students under the supervision of the concerned school (special/ regular) subject teacher. The college teacher educators should also periodically visit the schools and monitor the internship programme.

III SCHEME OF EXAMINATION

Subject Reg.No	Paper	Subject	Duration	Marks
A – Theory Papers				
BSPE – 01	Paper –I	Education in India – A Global perspective	3 hrs	100
BSPE – 02	Paper –II	Educational Psychology and Persons with Disabilities	3 hrs	100
BSPE – 03	Paper –III	Educational Management, Technology, Research and Evaluation	3 hrs	100
BSPE – 04	Paper – IV	Mental Retardation – Its Multidisciplinary Aspects	3 hrs	100
BSPE – 05	Paper – V	Curriculum and Teaching Strategies	3 hrs	100
BSPE – 06	Paper – VI	Methods of Teaching 1	3 hrs	100
BSPE – 07/08	Paper – VII/VIII	Methods of Teaching 2	3 hrs	100
		Total Marks		700
B – Practical Papers				
BSPE – 09	Paper – IX	Practical Examination in Method 1 (Internal and External Examiners should be recognized by ANU and RCI)	30 minutes	75
BSPE – 10	Paper – X	Practical Examination in Method 2 (Internal and External Examiners should be recognized by ANU and RCI or NCTE)		75
		Total Marks		150

Subject Ref.No	Paper	Subject	Marks	
C. Projects				
BSPE – 11	Paper –XI	Cultural Studies Project (External Evaluation)	50	
BSPE – 12	Paper –XII	Case Study Project (External Evaluation)	50	
BSPE – 13	Paper –XIII	Health Education Project (External Evaluation)	50	
BSPE – 14	Paper – XIV	Special School Study Project (External Evaluation)	50	
BSPE – 15	Paper – XV	Resource Room Organization Project (External Evaluation)	50	
		Total Marks	250	
E. Methods Records				
BSPE – 16	Paper – XVI	Scholastic Achievement Record – Method 1 (External Evaluation)	50	
BSPE – 17	Paper – XVII	Scholastic Achievement Record – Method 2 (External Evaluation)	50	
BSPE – 18	Paper – XVIII	Teaching Practice and Internship Lesson Plans Record – Method 1 (Internal Evaluation)	**75**	
BSPE – 19	Paper – XIX	Teaching Practice and Internship Lesson Plans Record – Method 2 (Internal Evaluation)	75	
BSPE – 22	Paper – XXII	Teaching Observation Report – Method 1 (Internal Evaluation)	15	
BSPE – 23	Paper – XXIII	Teaching Observation Report – Method 2 (Internal Evaluation)	15	
BSPE – 24	Paper – XXIV	Demonstration Lesson Plans Record Method 1 (Internal Evaluation)	10	
BSPE – 25	Paper – XXV	Demonstration Lesson Plans Record Method 1 (Internal Evaluation)	10	
		Total Marks	**300**	

Practical Examiners

The practical examiners, both internal and external, concerned to papers IX, XI, XII, XIII, XIV, XV, XVI should be compulsorily recognized by ANU and be registered with RCI.

The external practical examiners of Methods of Teaching – 2 (Telugu or English) should be drawn either from Special Education Colleges of Education and also from general Colleges of Education affiliated to the university offering regular B.Ed Course, who have eligibility in concerned teaching methodologies and whose names are approved by the University.

The university shall not appoint any internal examiners for the practical examinations hence the colleges offering B.Ed.Spl.Edu (MR) should have the required teaching staff.

The methodology (only Telugu and or English) lecturers need not be registered with RCI as their qualifications are different from special teacher educators, but shall be approved by the university.

IV. Working Hours / Instructional Hours

1. Every college is expected to work for 6 hours on each working day.
   The timings of the institution / college shall be from

   a. Morning Session: 10.00 a.m. to 1.00 p.m or 9.00 a.m. to 1.00 p.m.
   b. Afternoon Session: 2.00 p.m. to 5.00. p.m or 2.00 p.m. to 4.00 p.m.

2. The college should not run B.Ed. Programme on shift system and the working hours of the college should be minimum of 6 hours in a day. Any deviation from this rule may lead to the disaffiliation and cancellation of recognition by the University, A.P.State Government and RCI.

V. Rules of Attendance

1. The degree of Bachelor of Education shall be conferred on a candidate who, after getting admission into the B.Ed course as specified above, has pursued a "Regular course of study" or in the "Distance Mode" as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed teaching examination both in theory and practical.

2. A regular course of study means attendance at not less than 80% in Teaching instructional period and 100% of attendance during the period of practice teaching cum internship of the B.Ed. programme. In special cases the Vice- Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the Principal, based on medical certificate by an authorized medical officer approved by the principal.

3. The names of students who are contiguously absent for then days or more without any leave sanctioned or who do not maintain a minimum of 50% average attendance in any particular subject at a given time, will be given readmission during the next academic year as per the request of the student with the permission of the Vice-Chancellor of the University concerned. A monthly consolidated attendance will be displayed on the college notice board on 5th of every month.

4. The students who do not have adequate attendance will not be considered for the award of scholarships of any kind of financial aid by the college or any other Government or Quasi Government agency.

5. Students who do not have adequate attendance will not be permitted to appear for theory examination and such students have to rejoin the course with exemption from the entrance test. The admission of all such students will be over and above the sanctioned ceiling of seats for the college.
6. Attendance shall be reckoned from the date of admission as per the almanac communicated by the University.

VI. SELECTION OF METHODOLOGY OF TEACHING

Every student is expected to select one methodology out of the two (Telugu and English) given in the curriculum in addition to the five general subjects and compulsory methodology on mental retardation and learning disabilities (BSPE -06).

VII. GENERAL RULES FOR EXAMINATION

1. All Examinations of the University shall be held at Headquarters of the University or at such places and on such dates as may be notified.
2. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates. The prescribed fee should be paid in any State bank of India through University challana in University examination account No. 3 before the last date fixed by the Acharya Nagarjuna University.
3. When a student's application is found to be in order, the Principal of the college issued the attested hall ticket to the students. The Principal will then ensure that the student has complied with all the conditions regarding eligibility criteria and only then, issue the hall ticket to him/her. The hall ticket thus issued to the student shall have to be produce by the student in the examination hall.
4. A student who fails to present himself for the examination due to any cause whatsoever except shortage of attendance or one who fails to pass the examination shall not be entitled to claim refund of the whole or part of the examination fee or ask for the reservation of the same for a subsequent examination or examinations.
5. A student who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he / she does not change the subject or subjects originally selected by him / her.
6. A student after he / she has been declared successful in an examination shall be given a certificate setting forth the year of the examination, the subjects in which he / she was examined and the division in which he / she was placed.
7. No student shall be allowed to put in attendance for or appear at two examinations at one and the same time. This rule does not apply to the examination for Diploma or Certificate Course conducted by the University. In other words, no student shall be allowed to pursue more than one-degree course at a time.
8. Students who have appeared once at any examination of the university need not put in fresh attendance if they want to re-appear for the same examination not with-standing the fact that new subjects may have been introduced or the groups of subjects have been changed by the university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.

9. Whenever a course or a scheme of examination changes, one more examination in the following year shall be conducted according to the old syllabus / regulations. Students not availing themselves of this chance or failing at this examination shall take the examination thereafter according to the changed syllabus regulations.

10. No admissions / readmissions are to be made after the expiry of two weeks from the date of commencement of instructions.

11. No supplementary or any other examination shall be conducted during the instruction period.

12. Students will be allotted to B.Ed, Special Education (MR) course at the time of admission, strictly depending on the merit secured at the common entrance test and subject to the rules and regulations in force from time to time, including reservation.

13. Instruction in various subjects shall be provided by the College as per the scheme of instruction and syllabi prescribed.

14. The programme of instruction, examination and vacation shall be notified by the University / Govt.of A.P.

15. The medium of instruction shall be English. Student can write the examination (Theory & Practicals) either in English or Regional Language.

16. University examinations shall be held as prescribed in the scheme of the examination.

17. The course of study shall consist of class lectures, tutorials, teaching practice and practical / Project record work.

18. The examination in the theory papers will be a written examination. Besides the Written examination there will be practical examinations.

19. Principal of the College of education should depute their teachers for examination work as and when assigned by the University. Examination work assigned by the University is part of duty of every teacher educator. Any kind of avoidance / negligence of examination duty shall be treated as violation of the Code of Conduct.

VIII. AWARD OF DIVISION

Division	Theory	Practicals
I Class	60% and above	70% and above
II Class	50% to 59%	55% to 69%
III Class	40% to 49%	40% to 54%

1. The results of examination Theory (Part I) and Practical (Part II) shall be published separately. The student shall be declared to have passed part I theory and Part II practical, if he/she obtains, not less than 40% of marks in each Paper/Record? Internal Assessment / University Practical examination in aggregate.

2. Student, who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for rank, Gold medals, Prizes etc.

IV. IMPROVEMENT OF DIVISION

1. When a student has passed in one or more papers/ subjects in the first attempt in the regular examinations(s) conducted by the University for his / her batch, paper wise improvement is permissible only in those papers.
2. A student is permitted to appear for paper wise improvement only once.
3. A student who wishes to improve his / her performance may be permitted to do so if he she appears in the immediate next regular examination conducted by the university.
4. Regular examination means an examination conducted at the end of the academic year for which the students were admitted and had undergone instruction.
5. A student appearing for paper-wise improvement is permitted to have the better of the two awards for the purpose of award of division.
6. Improvement in aggregate is permitted only after the students have exhausted the chances of paper-wise improvement as per the following conditions.
a) Aggregate improvement is permissible only when a candidate appears in all papers / subjects but not piecemeal. Further the student has to appear for improvement examination as per the scheme of examination and syllabus in vogue at the time of taking his / her examination.
b) When a student appears for improvement in any examination, he / she may be permitted to have the better of the two aggregates i.e., the original or improvement.
c) The candidate is allowed for improvement in aggregate by appearing not more than two times.

X. APPEARANCE AND REAPPEARANCE FOR THE EXAMINATION

1. Students who have completed practical work specified in the curriculum alone are eligible to appear for theory and practical examination of B.Ed course. No student without the completion of practice teaching, internship and practical record work is allowed for final university level practical and theory examinations.
2. The college will have the discretion of not allowing the students to appear for the final theory examination in case their practical work as prescribed is not satisfactory or incomplete at the time of sending the application for examination. Such candidates will have to seek fresh admission or readmission in the subsequent years to complete their practical work.
3. A student who fails in the theory part of the examination may be allowed to reappear either in the concerned theory paper / papers in which he / she failed or in all the theory papers, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally offered by him / her.
4. Students who have appeared once at any examination of the university need not put in fresh attendance if they want to reappear at the same examination not withstanding the fact that new subjects may have been introduced or group of subjects changed by the

university. They will, however, have to appear at the examination according to the scheme of examination and the syllabus in force.

5. In case teaching practice cum internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking admission to B.Ed. Special Education (MR) as a casual student and producing thereafter, certificates of satisfactory work in the required areas.

6. A student who fails in the examination by not securing the aggregate of 40% in the Theory and Practicals will be allowed to appear once again in any two or more of the papers of his / her choice for the purpose of securing the prescribed aggregate marks in the theory.

7. Attendance at N.C.C. / N.S.S. Camps or inter-collegiate or Inter University or Inter-state or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be counted as absence. However, the aggregate of such absence should not exceed two weeks in the entire course period.

XI. TEACHING STAFF

The teaching staff should be qualified as per the norms of RCI and be approved by the University before the commencement of every academic year. There should be one lecturer to each subject and a principal, preferably, with Ph.D.in (special) Education.

XII. TEACHING FCULTY AS MENTORS

1. It is envisaged to introduce the concept of mentorship in the Colleges' of Education. Each lecturer in the College will act as a mentor. They will be entrusted the responsibility of Mentorship, who will be responsible for monitoring the overall progress of the student teacher, i.e., attendance, preparation of special projects, teaching practice cum internship and his overall participation in the B.Ed.Spl.Ed.(MR) programme. Each mentor will be allotted a minimum of 15 student teachers and he/she will take care of his/her progress and participation in the B.Ed. Spl.Edu (MR) Programme. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the report prepared by student–teachers and conduct of various special projects of the B.Ed.Spl.Ed. (MR) Programme.

2. The Principal of the college is expected to submit the list of mentors and the students allotted to each mentor to the Chairperson, Board of Studies in Education within a month of starting the course.

XIII. PATTERN OF THEORY QUESTION PAPER

Duration of every theory paper will be of 3 hours and maximum number of marks is 100. The question paper comprises two sections. Section – A consists of 10 short answer type questions with internal choice representing each unit of the course. The student is expected to answer each question in about one and half page. Each question carries 8 marks. Section – B consists of only one essay type question wit internal choice from any of the 10 units of the course. The student is expected to answer in about 4 pages. This question carries 20 marks.

Model Question Paper
Acharya Nagarjuna University
FACULTY OF EDUCATION
B.Ed. Special Education (MR) Degree Examination

Subject:
Paper :
Time : 3 Hrs.   Max. Marks: 100

Part A (Marks 10 X 8 = 80)

Part - A Consists of 10 questions with internal choice representing each unit of the course.
 The student is expected to answer each question in about one and half page. Each question carries 8 Marks.

Unit 1. A
Or
Unit 1. B

Unit 2 . A
Or
Unit 2. B

Unit 3 . A
Or
Unit 3 . B

Unit 4 . A
Or
Unit 4. B

Unit 5 . A
Or
Unit 5. B

Unit 6 . A
Or
Unit 6. B

Unit 7 . A
Or
Unit 7. B

Unit 8 . A
Or
Unit 8. B

Unit 9 . A
Or
Unit 9. B

Unit 10 . A
Or
Unit 10.

Part B: (Marks 1 X 20 = 20)
 Answer the following essay question by following internal choice. The student is expected to answer in about 4 pages
 Essay question carries 20 Marks.

 11. A
        Or
11. B

PAPER – 1 (BSPE-I)
EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

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 1: Definition, process and philosophy of education
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 and constructivism
1.5   Historical perspective of Education in India and Abroad

Unit 2: Education and Various Commissions
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
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 and Special Education and Inclusive education
3.5   Value -Oriented Education.

Unit 4: Educational Agencies for the National Development
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.
(a)   Resource mobilization through funding agencies and concessions/facilities for the disabled. Education
(b)   Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.
(c)   International Legislation for Special Education

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
5.1   Democracy, socialism and secularism.
5.2   Equalization of educational opportunities.
5.3   Education and human resource development.
5.4   Planning and management of human resource development.
5.5

Unit 6: Emerging trends in Special and Inclusive Education
6.1   Concept of impairment, disability (activity limitation) and participation restrictions and 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

Unit 7: Education and Social Change
7.1   Education and social change
7.2   Education and modernization
7.3   Education and socialization
7.4   Education and culture
7.5   Education and vocationalization
7.6   Education in Indian Constitution

Unit 8: Human Rights Education
8.1   Human Rights Education
8.2   Fundamental Rights
8.3   Fundamental Duties
8.4   Child Rights
8.5   Rights of Disabled Children

Unit 9: Education and Integration
9.1   Education and Emotional Integration
9.2   Education and National Integration
9.3   Education and International Understanding
9.4   Peace Education
9.5   Culture and Integration

Unit 10: Values in Education
10.1   Meaning and Importance of Needs
10.2   Concept of Basic Human Values
10.3   Classification of Values
10.4   Value Development through Education
10.5   Teaching of Values

Reference books

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3. Steven. B. (1998). School and Society. Sage Publications.

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5. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.

6. Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.

7. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.

8. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.

9. Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.

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11. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.

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15. Digumarti Bhaskara Rao, M.Srihari,V.Dayakara Reddy, V.Lalini (2010). B.Ed.Vidya Adharalu. master minds, Sri Nagarjuna Publishers, Guntur.

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EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Objectives

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

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

Course Content

Unit 1: Introduction to Psychology
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
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
3.1   Definition, Meaning of Learning and Concept formation.
3.2   Learning -Domains and factors affecting learning.
3.3   Theories of learning (behavioural, cognitive and social) , and 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
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 teacher's 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
5.1   Meaning and Definition of personality.
5.2   Theories of personality
5.3   Frustration and conflict, defence mechanisms and behaviour deviations,
5.4   Mental health and signs and symptoms of maladjustment
5.5   Implications of disabilities in personality assessment.

Unit 6: Adjustment
6.1   Adjustment - Meaning, Types, Characteristics
6.2   Types of Adjustment
6.3   Measurement of adjustment
6.4   Maladjustment
6.5   Defensive Mechanisms
6.6   Adjustment Problems of Disabled Children

Unit 7: Motivation
7.1   Meaning, Nature and Characteristics of Motivation
7.2   Kinds of motivation
7.3   Methods of motivation
7.4   Motivation of disabled children
7.5   Achievement motivation

Unit 8: Mental Health of Teacher and Taught (Students)
8.1   Meaning and purposes of Mental Health.
8.2   Characteristics of mentally healthy Individual
8.3   Reasons or causes for mentally Illhealth
8.4   Role of school in promoting mental health in students
8.5   Mental Health of Teachers
8.6   Reasons for Teachers Mental Illhealth
8.7   Mental Health Maintenance in Special Schools

Unit 9: Guidance and Counselling
9.1   Meaning, nature and scope of guidance and counselling and role of home.
9.2   Approaches and techniques of guidance and counselling with reference to various disabilities.
9.3   Vocational guidance, assessment, training, avenues and perspectives
9.4   Discipline and management of class room behaviour problems.
9.5   Yoga and other adjunctive aids.

Unit 10: Educational Statistics
10.1   Importance of statistics in education and Psychology
10.2   Tabulation of Data and its educational significance
10.3   Measures of Central Tendencies
10.4   Measures of Variability
10.5   Measures of Divergence
10.6   Normal Probability Curve
10.7   Correlation
10.8   Graphical Representation

Reference books

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2.   Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York

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3.   Butcher. H.]. (1993). Human Intelligence: Its nature and assessment. London Merhuen.

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PAPER – 3 (BSPE-III)
EDUCATIONAL MANAGEMENT, TECHNOLOGY, RESEARCH
AND EVALUATION

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
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
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
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
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: Class Room Communication
5.1   Meaning and process of communication
5.2   Types of Communication
5.3   Mechanics of Communication
5.4   Factor affecting communication
5.5   Communication barriers and their remedies

Unit 6: Classroom Interaction and Analysis
6.1   Classroom Interaction: Teacher behaviour and Teaching Behaviour
6.2   Flander's Interaction Analysis category Systems
6.3   Reciprocal Category System
6.4   Equivalent Talk Category System
6.5   Verbal Interaction category system

Unit 7: Basics of Computers
7.1   Generations, Types and Characteristics of Computers
7.2   Essential components of computers: Input and Output devices
7.3   Types of Memory
7.4   Computer Languages
7.5   Operating Systems

Unit 8: Computers and Education
8.1   MS Office - Programs
8.2   Internet and World Wide Web
8.3   Computers in Teaching and Learning
8.4   Computers in Student Evaluation
8.5   Users and Application of Computers in Education

Unit 9: Educational Research
9.1   Definition, Need and Scope of Educational Research
9.2   Principles of Research in Education
9.3   Types of Research - fundamental, applied and action
9.4   Tools of Research
9.5   Overview of research studies in special education in India.

Unit 10: Educational Evaluation
10.1   Definition, Meaning, Scope and Types of Evaluation.
10.2   Various types of Tests.
10.3   Characteristics of a good Test
10.4   Descriptive Statistics - Measures of Central Tendencies, Measures of Variability, Measures of Divergence, Rank Order Correlation.
10.5   Presentation of data - graphs, tables and diagrams.

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MENTAL RETARDATION - ITS MULTIDISCIPLINARY ASPECT

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
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

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

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

Unit 7 Psychological Characterstics of Mental Retardation

7.1   Learning and Memory

7.2   Personality and Motivation

7.3   Creative Thinking

7.4   Attention and Perception

7.5   Social and emotional Characteristics

Unit 8: Educational Interventions for Mentally Retarded Individuals

8.1   Pre School Intervention

8.2   School Intervention: Special class/special school

8.3   Post School Adjustment

8.4   Mainstreaming, Integration in regular schools

8.5   Role of teacher

Unit 9: Manegment of Mentally Retarded Individuals

9.1   Management of Mildly Retarded

9.2   Management of Moderately Retarded

9.3   Management of Severely Retarded

9.4   Role of Parents, Professionals and Community

9.5   Management of Schools meant for MR Individuals

Unit 10: Services for Mentally Retarded Individuals

10.1   Health Services

10.2   Educational Services

10.3   Training Services

10.4   Home Based Services

10.5   Community Based Services

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CURRICULUM AND TEACHING STRATEGIES

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: Development of Educational Programme
1.1   Instructional Design
1.2   Individualized educational Plan: Need and components
1.3   Development of goals: Long term, short term and specific objectives
1.4   Evaluation of Goals and Maintenance of Records
1.5   Conducting an IEP meeting

Unit 2: Curriculum Development
2.1   Curriculum: Concept, Definition, and aims
2.2   Principles of Curriculum Development
2.3   Approaches to Curriculum: Developmental, Ecological and Functional
2.4   Adaptation of curriculum
2.5   Emerging trends in Curriculum Development.

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: Co-Curricular Activities
4.1   Relevance and Importance of co - curricular skills
4.2   Visual Arts (arts and crafts) and stimulation material
4.3   Performing Arts (dance, music, drama, mimicry, **puppetry)**
4.4   Physical education, yoga, play, sports and games, Leisure skills and recreational activities
4.5   Emerging trends and activities - Special Olympics, very special arts, special youth festivals, special national and international days

Unit 5: Methods and Approaches of Teaching
 5.1   Student Centered and Teacher Centered Teaching Methods
 5.2   Lecture method and Lecture Demonstration Method
 5.3   Heuristic Method
 5.4   Project Method
 5.5   Problem Solving Method
 5.6   Inductive and Deduction Approaches

Unit 6: Modern Methods of Teaching
 6.1   Micro Teaching
 6.2   Team Teaching
 6.3   Programmed Instruction
 6.4   Computer Assisted (Aided) Instruction
 6.5   Kindergarten and Montessori methods

Unit 7: Techniques of Teachings
 7.1   Observation
 7.2   Questioning
 7.3   Dramatization
 7.4   Simulation
 7.5   Survey
 7.6   Field Trips
 7.7   Educational Games

Unit 8: Teaching Strategies
 8.1   Principles of Teaching in Special Education
 8.2   Stages: in Learning: Acquisition Maintenance and Generalization, Concept Learning -Matching, Identification and Generalization
 8.3   Teaching Approaches: Multi - Sensory Approach - VAKT, Behavioral Approach -Task Analysis, Chaining, Modeling, Shaping, Prompting and fading Reinforcement, Cognitive Approach - Cognitive Behavior Modification
 8.4   Other Instructional Methods: Role play, Music, Art, Drama, Field trips
 8.5   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 9: Teaching Learning Material

 9.1   Importance of Teaching Learning Material (TLM)
 9.2   Classification of Teaching Learning Material
 9.3   Boards
 9.4   Graphic Aids
 9.5   3D Aids
 9.6   Projected Aids
 9.7   Activity Aids

Unit 10: Educational Provisions
 10.1   Concept of normalization, integration, mainstreaming and inclusive education - their implications in educational program
 10.2   Placement Options: Special schools, Residential schools, Special class in mainstream Settings, Itinerant and Resource Room
 10.3   Vocational Training and Rehabilitation
 10.4   Inclusive Model: SSA and NIOS
 10.5   Social benefits and Schemes - State and Central governments, NGOs.

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PAPER – 6 (BSPE-VI)

METHODS OF TEACHING CHILDREN WITH MENTAL REARDATION AND LEARNING DIFFICULTIES

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

Course Content

Unit 1: Learning Disability
1.1   Meaning of Disability and Learning Disability
1.2   Characteristics of Learning Disability
1.3   Causes of Learning Disability
1.4   Types of Learning Disability
1.5   Models of Learning Disability

Unit 2: Identification of Children with Learning Problems

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

Unit 3: Organization of Resource Room

3.1   Orientation to regular school administration - relevance and importance.
3.2   Training and coordination with regular education system
3.3   Organizing resource rooms methods and material
3.4   Coordination with families, evaluation provisions
3.5   Record maintenance

Unit 4: Organization and Development of an Inclusive Education Programme

4.1   Sensitization of school staff at different levels
4.2   Sensitization of parents and community
4.3   Sensitization of regular students
4.4   Creating a barrier free environment (provisions for students with visual and hearing impairments)
4.5   Strategies to facilitate inclusion between regular and special needs students.

Unit 5: Methodology of Teaching a Language of MR Individuals
5.1   Assessment- formal, informal methods
5.2   Modification of the curriculum
5.3   Planning a programme
5.4   Instructional strategies / resources
5.5   Evaluation

Unit 6: Methodology of Teaching Mathematic and its Concepts

6.1   Assessment- formal, informal methods
6.2   Modification of the curriculum
6.3   Planning a program
6.4   Instructional strategies / resources
6.5   Evaluation

Unit 7: Organization of a Resource Room

7.1   Developing a functional curriculum
7.2   Designing IEP
7.3   Scheduling for individual and group instruction
7.4   Designing activities to enhance social inclusion
7.5   Parental Involvement in the program

Unit 8: Training needs and Methods of Learning Disabilities
8.1   Attention deficit hyper activity disorder
8.2   Reading Disability
8.3   Writing disability
8.4   Arithmetic disabilities

Unit 9: Assessment approaches of Learning Disabilities
9.1   Sound Discrimination
9.2   Auditory Sequential Memory
9.3   Visual Discrimination
9.4   Free writing
9.5   Graded Spelling test

Unit 10: Inclusive Education of Disabled Learners
10.1   Meaning of Inclusive education
10.2   Barriers in Inclusive Education
10.3   Challenges in Implementing Inclusion education
10.4   Steps taken by the Government of India and Govt. of AP to promote Inclusive Education
10.5   Role of Family, Community and school in Inclusive Education

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PAPER –07 (BSPE – VII)

<u>తెలుగు భోధనా పద్ధతులు</u>

<u>లక్ష్యాలు</u>

1. తెలుగు భాష పుట్టు పూర్వోత్తరాలు , స్వరూప స్వభావాలను గూర్చి అవగాహన కలిగించుట.

2. ప్రాధమిక , ప్రాధమికోన్నత పాఠశాలా స్థాయిలో తెలుగు భాష భోధనా సామర్ధ్యాన్ని కలిగించుట.

3. భోధనా మాధ్యమంగా (తెలుగు) మాతృభాష ప్రాధాన్యతను తెలియచేయుట.

4. తెలుగు భాష విశిష్టత , ప్రాముఖ్యాన్ని తెలియచేయుట.

5. భాషా నైపుణ్యాలు, భోధనా లక్ష్యాలు, పద్ధతులపై అవగాహన కలుగచేయుట.

6. వార్షిక ప్రణాళిక,యూనిట్ ప్రణాళిక, పాఠ్య ప్రణాళికలు తయారుచేసే సామర్ధ్యాన్ని కలిగించుట.

7.   తెలుగు భాషా భోధనకుపకరించే భోధనోపకరనముల సేకరణ,తయారీ మరియు వనరుల వినియోగాన్ని నైపుణ్యాన్ని పెంపొందించుట.

8. తెలుగు భాషా అభ్యసనాన్ని మూల్యాంకనం చేసే నైపుణ్యాన్ని పెంపొందించుట.

9. తెలుగు భాషా సాహితీ వికాసాన్ని సంక్షిప్తంగా పరిచయం చేయుట.

10. ఆంధ్ర రాష్ట్రంలో తెలుగు భాషా సాహిత్యాల వికాసానికి దోహద పడే సంస్థల గురించి వాటి కార్యకలాపాల గురించి తెలియచేయుట.

యూనిట్ – 1: భాష

1.1   భాష పుట్టు పూర్వోత్తరాలు - నిర్వచనం - ఉత్పత్తి

1.2   స్వరూప స్వభావాలు

1.3   లిపి -లిపి పరిమాణం - లిపి సంస్కరణలు ఆవశ్యకత

1.4   తెలుగు భాషాక్షరాలు

1.5   ఉద్దేశాలు- ప్రయోజనాలు - భాషా వినియోగం

1.6   ధ్వని - ధ్వనుత్పత్తి - స్థానకరణప్రయత్నభేదాలు, ముఖ యంత్రం

1.7   గ్రాంథిక, వ్యావహారిక, మాండలిక భాషలు

1.8   భాషా0తరీకరణము (అనువాదము)

యూనిట్ 2 : భాష మరియు భాషోపాధ్యాయుడు

2.1   భాషా వికాసం

2.2   మాతృభాష తెలుగు - విశిష్టత - ప్రాముఖ్యత

2.3   త్రిభాషా సూత్రము (3 Language formula)

2.4   బోధనా మధ్యమంగా తెలుగు, ప్రయోజనాలు, అమలు సమస్యలు, నివారణ

2.5   మాతృ భాషోపాధ్యాయుని లక్షణాలు

2.6   అధికార భాషగా తెలుగు

యూనిట్ 3 : మాతృభాష బోధనా లక్ష్యాలు

3.1   ఉద్దేశాలు ప్రయోజనాలు

3.2   లక్ష్యాలు , స్పష్టికరణ

3.3   తరగతి వారీ కనీస అభ్యసన సామర్థ్యాలు

యూనిట్ 4: ఆంధ్ర సాహితీ సంగ్రహం

1.1   తెలుగు సాహిత్యం - ఆవిర్భావం - వికాసం

1.2   ప్రాజ్ఞన్నయ యుగం - కవిత్రయ యుగం - కావ్య యుగం

4.3   ప్రబంధ యుగం - ఆధునిక యుగం (ప్రక్రియ పరంగా వివరణ)

యూనిట్ 5 : బోధనాభ్యసన ఉపకరణాలు

5.1   ఉపకరణాల నిర్వచనం, ఆవశ్యకత , ప్రయోజనాలు

5.2   భాషాబోధనలో బోధనోపకరణాలు- రకాలు

5.3   భాషాక్రీడలు (పద క్రీడలు , కథలు పూరించడం , కథలు అల్లడం , అంత్యాక్షరి , డామినో ఆట మొదలగునవి)

5.4   బోధనాబ్యసన ఉపకరణాలు తయారీ - వినియోగం

5.5   కంప్యూటర్ ద్వారా భాషాక్రీడలు

యూనిట్ 6: భాష నైపుణ్యాలు

6.1   శ్రవణం : సంసిద్ధత - శ్రవణ నైపుణ్యాభివృద్ధి కి మార్గాలు- శ్రవణ లోపాలు - నివారణ చర్యలు

6.2   భాషణం : సంసిద్ధత - భాషణా నైపున్యాభి వృద్ధి కిమార్గాలు - భాషణ లోపాలు - నివారణ చర్యలు

6.3   పఠనం : సంసిద్ధత - పఠన దోషాలు - పఠన బోధనా పద్ధతులు - పఠన నైపున్యాభి వృద్ధి కిమార్గాలు- పఠన దోషాలు - నివారణ చర్యలు

6.4 లేఖనం : సంసిద్ధత - లేఖన నైపుణ్యాభివృద్ధి కిమార్గాలు - లేఖన దోషాలు - నివారణ చర్యలు - దృష్ట లేఖనం , ఉక్త లేఖనం , సంక్షిప్త లేఖన000, విస్తా రలేఖనం

6.5 భాషా నైపుణ్యాల అంతర సంబంధం

యూనిట్ 7 : ప్రణాళికా రచన

7.1 ప్రణాళికావశ్యకత - ప్రయోజనాలు

7.2 సంస్థా గతప్రణాళిక

7.3 విద్యా ప్రణాళిక

7.4 విషయ ప్రణాళిక

7.5 వార్షిక ప్రణాళిక

7.6 యూనిట్ ప్రణాళిక (అంశ ప్రణాళిక)

7.7 పాఠ్యప్రణాళిక (సామర్థ్యాధారిత , లక్ష్యాత్మక)

యూనిట్ 8 : భోధనా పద్దతులు

8.1 పూర్వ ప్రాధమిక , ప్రాధమికోన్నత ఉన్నత తరగతుల భోధనా పద్దతులు

- ఉపోద్ఘాతం
- కిండర్ గార్టెన్ పద్దతి
- మాంటిస్సొరి పద్దతి
- కృత్యాధార పద్దతి
- బహుళ తరగతి విద్యా భోధనా
- చర్చా పద్దతి
- నియోజన పద్దతి
- పర్య వేక్షిత అద్యయనం - దోష సవరణ భోధన

8.2 ప్రక్రియలు : భోధనా పద్దతులు

5 పద్య భోధన

6   గద్య భోధన

7   వ్యాకరణ భోధన

8   లేఖ రచనా భోధన

9   వ్యాస రచనా భోధన

10 ఉపవాచక భోధన

8.3   ద్వితీయ భాషగా తెలుగు భోధన - భాషా భోధనా సమస్యలు - విశ్లేషణ - నివారణ

యూనిట్ 9 : వనరులు మరియు సహపాఠ్య కార్యక్రమాలు

9.1 వనరుల వినియోగం

- వాచకాలు (ప్రథమ భాష, ద్వితీయ భాష , ఉపవాచకాలు)
- వాచక రచన - 10 మౌలికాంశాలు
- పాఠశాల గ్రంథాలయాలు
- పుస్తక నిధి (Book Bank)
- స్థానిక వనరులు
- భాషా ప్రయోగశాల

9.2 సహ పాఠ్య కార్యక్రమాలు

- ఉపోద్ఘాతం- అర్థ వివరణ
- ఉద్దేశాలు- ప్రయోజనాలు
- కార్యక్రమాలు - నిర్వహణ
- సమస్యలు - నివారణ
- నీతి విద్య - శతకాలు , నీతి కథలు
- బాల సాహిత్యం

యూనిట్ 10 : మూల్యాంకనం

10.1   భాషపరంగా ముల్యాకన భావన

10.2   సామర్థ్యాధారిత మూల్యాంకనం

10.3   ప్రశ్నా పత్రాల తయారీ , ప్రశ్నా నిధుల తయారీ , నిర్వహణ , విశ్లేషణ, ఫలితాల మదింపు

10.4   గ్రేడింగ్ విధానం

10.5   నియోజనాలు - ప్రాజెక్టులు

రిఫరెన్స్ గ్రంథ సూచి

1. పూర్వ గాథాలహరి

2. పర్యాయ పదకోశము - బోదరాజు రాధా కృష్ణ

3. విద్యార్థి కల్ప తరువు - 1 వ భాగము , 2 వ భాగము

4. బి. ఎడ్ తెలుగు భోధనా పద్ధతులు - చౌదరి , రవికృష్ణ , విజయలక్ష్మి , మాస్టర్ మైండ్స్, గుంటూరు

5. డి. ఎడ్ తెలుగు భోధనా పద్ధతులు - చౌదరి , మాస్టర్ మైండ్స్, శ్రీ నాగార్జున పబ్లిషర్స్

6. భోధనా పద్ధతులు - తెలుగు అకాడమి

7. పగటి కల : గిజుభాయి

8. కొన్ని కలలు - కొన్ని మెళుకువలు : చిన వీరభద్రుడు

9. జాతీయముల పదకోశం : బోదరాజు రాధా కృష్ణ

10. సమగ్రాంధ సాహిత్య చరిత్ర - ఖండవల్లి లక్ష్మి రంజనం

11. తెలుగు భాషా చరిత్ర - భద్రిరాజు కృష్ణ మూర్తి

PAPER 8 (BSPE – VIII)

Methods of Teaching English

Objectives

To enable the student teacher to:
- Develop an understanding of the nature of the objectives of teaching English Language at the Primary/Upper primary School level.
- Develop the essential skills of language teaching and become proficient in the use of modern methods, i.e (use of ICT, computers) and learning techniques.
- Improve command on spoken and written English
- Have a good grasp of the syllabus, teaching strategies and teaching material in English for primary /Upper primary classes.
- Acquaint with latest reforms in evaluation and to develop latest techniques and tools for testing the achievement of pupils.

Course Content

UNIT- I ASPECTS OF ENGLISH

    1.1 INTRODUCTION
- 1.1.1   History of English language
- 1.1.2   Nature of language
- 1.1.3   Importance of Learning English as a second language in Indian context with special reference to Andhra Pradesh.
- 1.1.4   Principles of learning the English Language
- 1.1.5   English as a Library Language.

    1.2 TEACHING OF ENGLISH, SOME ASPECTS
- 1.2.1   Problems of learning the English language in Non- English medium schools.
- 1.2.2   Characteristics of Good English teachers (Qualities / Abilities).

UNIT – II- OBJECTIVES OF TEACHING ENGLISH AT PRIMARY / UPPER PRIMARY LEVEL:

UNIT – III – PHONETICS:

3.1 Introduction

3.2 Sounds and symbols

3.3 Syllables

3.4 Stress (word and sentence)

3.5 Intonation

3.6 Rhythm

3.7 Articulation

UNIT – IV LANGUAGE SKILLS

4.1 Listening

4.1.1 Introduction
4.1.2 Types of listening
4.1.3 Activities to develop listening skills
4.1.4 Rhymes stories, for listening and comprehension
4.1.5 Oral presentation - as suggested in the Reader/workbook.
4.1.6 Language games
4.1.7 Speech Reading
4.1.8 Auditory Training
4.1.9 Sound vocalization skills
4.1.10 Sound discrimination skills
4.1.11 Sound tracking

4.2 Speaking

4.2.1 Introduction
4.2.2 Activities to develop speaking
4.2.3   Rhymes
4.2.4 Teaching function / items by using different activities as suggested in the Reader / Workbook.
4.2.5 Language for communication

4.3 Reading

4.3.1 Introduction
4.3.2 Types of reading – silent reading, reading aloud, intensive reading and extensive reading.
4.3.3 Methods of reading
4.3.4 Techniques of reading – Skimming and Scanning
4.3.5 Reading comprehension under reading the lines, reading between the lines, reading beyond the lines and reading with involvement.
4.3.6 Strategies to develop reading – reading newspapers, short stories, comics etc.
4.3.7 Organic reading / Graphic reading.

4.4 Writing

4.4.1 Introduction
4.4.2 Mechanics of writing – Circles, strokes, curves, small / Capital letters, un-joined/ joined Letters, words phrases and sentences
4.4.3   Techniques of developing correct spelling
4.4.4   Qualities for Goof Handwriting, shape, Size, Spacing etc.

4.4.5 Developing good handwriting using the Reader Workbook material.

4.4.6 Organization of writing – Writing short paragraphs using the clues given, using Punctuation, paragraphing etc.

4.4.7 Writing composition – Picture composition, controlled/ guided composition

4.4.8 Creative Writing

Communicative Skills

4.5 Introduction

4.5.1 Communication – Meaning and definition

4.5.2 Principles of good communication

4.5.3 Personality Development through interpersonal and intrapersonal communication

4.5.4 Incorporating values through teaching (Classroom transaction)

4.6 Reference Skills

4.6.1 Use of Dictionary and Thesaurus

4.6.2 Use of Thesaurus

UNIT – V APPROACHES, METHODS AND TECHNIQUS:

5.1 Approaches

5.1.1 Introduction - Aural – Oral approach, structural approaches, situational approach and communicative approach.

5.2 Methods

5.2.1 Introduction (Child – centered/a activity based teaching)

5.2.2 The grammar translation method, Direct method, and Bilingual methods.

5.3 Techniques

5.3.1 Introduction

5.3.2 Types (oral presentation and practice, role –play , pair-work, dialogues etc).

5.3.3 Total physical response - body language

5.3.4   Preparation and use of substitution tables

5.3.5   Language games, tongue – twisters, cross-word, puzzles, riddles, rhymes etc.

5.4 Remedial Teaching

UNIT – VI TEACHING OF STRUCTURES AND VOCABULARY

6.1 Introduction to Structures

6.2 Teaching of Structures given in Readers from classes I to VII.

6.3 Functional Grammar and Usage

6.3.1 If clause, degrees of comparison, voice, tenses, question tags, direct and indirect speech, correction of common errors etc.

6.3.2 Use of articles and prepositions.

UNIT – 7 TEACHING LEARNING   MATERIAL (TLM)

7.1   Introduction to T.L.M
7.2   English Language kit – class wise which contains pictures of flowers, birds, animals, occupations etc., Crayons, Flash-cards, pebbles, toys, small models, masks, puppets etc.
7.3   Match stick diagrams/Black board drawing
7.4   Computer Aided Instruction
7.5   Radio/ T.V/Tape-recorder/Newspaper clippings
7.6   Language laboratory
7.7   Concrete and semi-concrete material used for teaching children with MR.

UNIT – 8: PLANNING (Regular & Special)

1.1   Introduction
1.2   Year Plan
1.3   Unit Plan
1.4   Introduction of micro teaching
1.5   Period Plan
1.6   Teaching of prose, poetry and Supplementary Reader
1.7   Preparation of Activity Packs.

UNIT – 9: CURRICULUM AND TEXTBOOKS

9.1   Introduction
9.2   Need of a textbook
9.3   Qualities of a good textbook
9.4   Construction of knowledge with reference to NCF -2005'
9.5   Discourse oriented teaching
9.6   Narrative' as a teaching tool
9.7   Analysis of textbook

UNIT- 10: EVALUATION

10.1 Introduction
10.2 The knowledge of Continuous Comprehensive Evaluation (CCE)
10.3 Tools and techniques of Evaluation
10.4 Types of Evaluation / Tests
10.5 Testing the Language skills (L, S, R, W)
10.6 Designing a scholastic achievement test (SAT) along with Blue-print
Weightages, question wise analysis, scoring and marks key

Reference Books

- Methods of teaching English – By Jyosthva and Nageswara Rao master mind, Sri Nagarjuna Publishers.
- Methods of Teaching English – By Smt Ch. Anne Vijayakumari, New Erraj Publications, Guntur.
- Living English structure for schools – Longman
- An Elementary Refresher course – OUP

- How to use the Black Board in Teaching English – Longman – David Horbsburgh
- The teaching of structural words and sentence patterns stage I & II, III & IV (OUP) – by Horns A.S.
- English as a foreign language – Longman by E.V.Gaten
- Teaching language as communication (OUP) – by Welwson, H.G.1978.
- How to increase Reading speed – Sterling Publisher – G.C.Ahuja, Prameela Ahuja
- Teaching English Grammar – T.R. Publication – Ganesh Bagshi
- Essentials of English Teaching - Geetha Nagaraju Vinod Pusthak Mandir Agra.
- English Language teaching – Orient Longman – R.K.Jain.
- Principles of Teaching English – by S.Venkateswaram , Vikas Publishing house Pvt Limited
- Better English pronunciation – Cambridge – O' Connor
- Every Man's English Pronouncing Dictionary – (U.B.S), Daniel Jones
- Communicative tests of reading and writing English – By Acgomspm Sugan Ramssaran – NCERT
- Drama – (ELBS) Charlyn Wessels.
- Methods of Teaching English by Grace India, master minds.

CULTURAL STUDIES PROJECT
Marks Allotted: 50

Objectives

This Project work will enable the student teachers to:

1. Experience and respond to the finer aspects of different cultural forms

2. Understand the formation and dynamics of culture in the overall context

3. Explore the meanings, images, icons and cultural symbols embedded in human life

4. Appreciates unity and diversity of cultures of various social groups and community

5. Generate novel forms of cultural consciousness and social action

6. Learn more and more about cultural heritage of different communities

7. Document and represent the rich cultural and social contributions of communities and persons

8. Integrate cultural forms of life with different styles of pedagogy

9. Internalize the philosophy of work experience and appreciation

Course Content

Cultural Studies project work shall comprise the following Six areas.

1. Literature 2. Performing arts 3. Visual arts 4. Architecture 5. Handicrafts or Arts and Crafts

Every student has to work with a five-member group of students by selecting any one activity under the areas mentioned above.Duration of this programme is 5 working days = 30 instructional hours

Activities suggested under each area:

Literature

1. Classical /Modern languages – Relevance to contemporary times

2. Articles, Documents, Newspaper clippings, Photographs of people who have done some work in literature from
your State /Nation.

3. Holistic review of Epics / mythology, scriptures, Stories in all religions and its eternal values in present context
(Upanishads, Quran, Holy Bible, Psalms, Bhagvat Gita, Ramayana, Maha Bharata, Shathakas, Panchathantra,etc….)

4. Institutes of excellence in cultural studies(Eg: Kalakshetra, Food Technology, Textiles, M.F. Hussians Instituteetc….)

5. Dynasties and Rulers who contributed for the growth of literature, Culture and Heritage.

6. Collection of famous Quotations on Education, Life, Values and definition of culture etc.

7. Collection of views of eminent thinkers in education and culture.

8. Quiz programmes on Indian art and culture

9. Idioms / Riddles

10. Incidents from literature to promote culture and its relevance to present days education

11. Contribution to Indian culture and heritage of Buddhism / Jainism / Christianity / Islam / Zoroastrianism and others.

12. Study of recognized cultural and traditional practices in your region (eg: Andhra, Rayalaseema and Telangana)

13. Survey / Write up of any State's contribution in various fields of art / culture / education / Heritage.

14. Collection of photos, slides, articles, relics, post cards and picture card, and brochures on contribution of any one freedom fighter, historian, artist and craft man or any other significant person.

15. Collection of Art books on different areas

16. Collection of information about Astrology, Vaastu sastra, Palmistry, etc…..

Performing Arts

1. Different dance forms of any State / Nation

2. Theoretical study of dance forms and their relationship in integration of movement, body and articulation (By way of interviewing a person in the field/in any other way)

3. Folk dances of any Tribe/Region / State

4. Detailed information about any one of the regional theatrical forms of your state (eg. BurraKatha, OgguKatha, HariKatha, Ram Leela, Raasleela, Bhabai, Dasavataram, Manch, Yakshagana, Kathkali, Krishnaattam..)

5. Collection of classical music / folk music / traditional music / state songs / songs in national languages

6. Contributions of Jewels of Carnatic music / Hindustani music / Western music – a comparative study

7. Comparative study of dance forms of Nations (India and Countries of East and West)

8. Collection of songs in Regional languages related to birth, religious ceremonies, rituals, wedding, harvest seasons and other functions along with their meanings

9. Collection of different musical instruments in India /Abroad (ancient / modern)

10. Music / Dance and its Therapeutic values

11. Celebrating festivals of India (of different regions)

Architecture:

1. Architectural set up of Temples, Mosques, Church, Synagogues and other places of importance.

2. Sculptures in different places like museums, religious places etc… and its significance

3. Tradition in Folk painting (Mural, Cave, Kalankari, Nirmal, etc..)

Visual Arts:

1. Traditional costumes and Ornaments of any State.

2. Gestures -Stimulus variation skills and its roots in Music and dance in modifying Teachers' behaviour

3. Slide presentation or Picture display of Geo-Physical features, flora –fauna, Monuments, crafts, people and their religion, occupation of any Region / District / State / Country.

4. Visits to Monuments /Museums / Nature Parks / Sanctuaries in any district / state and documenting the details.

5. Documentation of Ancient cities (eg. Vatican city, City of Jerusalem, Mathura, Kurukshetra etc…).

6. Architectural set up of Temples, Mosques, Church, and other places of worship.

7. Different forms of Worship, Rituals and Scientific reasons behind them (Tree worship, Animal worship, tribal

specific.)

8. Food and Delicacies in a given culture

9. Concept of marriages in India/Abroad

10. Health Traditions - Practice of Yoga, different types of medicines

Handicrafts:

1. Information of craft centres and compilation of activities.

2. Practical training in art and craft work in any one area (eg. Toy making, Cane work, Book Binding, Pot making etc…) and Traditional crafts like Kalamkari, Nirmal paintings)

3. Information on handicrafts, which are practised in your district and State.

4. Lesser-known handicrafts, its revival and scope in modern times.

5. Pressure, conserve and develop of dying crafts (laughing crafts)

Paper – XII (BSPE – 12)
CASE STUDY PROJECT

Marks Allotted: 50

Objectives

This Project work will enable the student teachers to:

1. Understand the child / case in the overall context
2. Collect multidimensional information about the case understudy
3. Explore the developmental history of the child
4. Acquire knowledge about family and parental history
5. Understand the socialization processes and social history and behavior of the child
6. Focus attention on understanding the emotional and intellectual behavior of the child
7. Acquire skills of conducting case studies in educational institutions.

Course content

The Case Study Project work shall focus on the identification of any one of the typical cases from schools / community as suggested below:

1. A child who is educationally backward
2. A child who has specific learning difficulties in school subjects
3. A child who has outstanding abilities and capable of high performance in school subjects, creative, visual and performing arts, sports, games etc.
4. A child who manifests behavioral problems.

The student may adopt any one of the following tools for the purpose of conducting this study
1. Use of appropriate Psychological tests relevant to the case study such as intelligence, aptitude and personality tests
2. Interview, inventories and developing questionnaires for the data collection

The suggestive format for undertaking this study is as follows

Case Study -Format

A. Introduction

1. Statement of the problems
2. Nature of problem
3. Objectives
4. Procedure –Tools and techniques used (Methodology adopted)

B. The process of data collection

1. Physical
2. Family background
3. Health conditions
4. School record- curriculum and co-curricular Activities
5. Emotional Behaviour
6. Social Behaviour
7. Intellectual Behaviour
8. Personality Traits (attitudes/aspirations/aptitudes)
9. Interests
10. Any other details

C. Reporting the case

1. Teachers Report
2. Parents Report
3. Peer groups Report
4. Personal/Self/Child's Report

D. Investigator's report/ Analysis of data to locate the causes and conditions
a. Findings

E. Follow up Activity/Suggestions/Remedial measures

a. For Parents
b. For Teachers
c. For Peer group
d. For others

Bibliography

Every student is expected to work independently.

Paper – XIII (BSPE – 13)
HEALTH EDUCATION PROJECT
Marks Allotted: 50

Objectives

This Project work will enable the student teachers to:

1. Understand the need and importance special of health education.
2. Explore the meanings, images and symbols associated with special health practices among people related to MR.
3. Develop awareness among children and community members about the importance of health and hygiene of MR.
4. Acquires knowledge about communicable diseases and preventive measures of MR.
5. Inculcate the values of good health and hygiene among children with MR.
6. Think about various dimensions in imparting health education areas MR.
7. Integrate various aspects of health in the teaching learning processes in special classes.

Course Content

Every student should select one individual activity under Health Education

The health education practical project work shall draw activities from the following themes related to children with mental retardation.

1. Creating awareness about health and hygiene
2. Causes of poor or ill health
3. Vitamin deficiencies and causes of diseases
4. Communicable diseases and preventive measures to be taken
5. HIV / AIDS (Creating awareness for prevention)
6. Need for creating awareness for prevention of HIV/AIDS in our community
7. Any other related topic

Every student is expected to take up any one of the activities mentioned below individually for Health Education programme involving students from his / her class or school

1. Thought of the day for school morning prayer
2. Discussions among students within or between different sections of the school debate, quiz, brain storming, essay writing, poster exhibition in school and organizing rallies in the school premises
4. Any other related activity

Paper – XIV (BSE – 14)
Special School Study Project
Marks Allotted: 50

Objectives

This Project work will enable the student teachers to:

1. Understand different aspects of the complexities of special schooling processes.
2. Reflect on formation of images, symbols and cultures of special schooling.
3. Observe the interactions among special children, teachers and administrators.
4. Know various special school records designed for specific purposes.
5. Understand the relationship between special school and community.
6. Acquire knowledge about the physical, infrastructural and human resources available in the special schools.
7. Understand the curricular and co-curricular process in special schools.
8. Evaluate the school effectiveness and other functional aspects of special schools.
9. Explore the student support services available and achievements of special schools.
10. Understand the socioeconomic and cultural profile of special children and teachers.

Course Content

The special school study practical project shall comprise the following areas of study about a special school related children with mental retardation.

1. Profile of the school
2. History of the School
3. Physical conditions
4. Human resources /teacher resources
5. Infra structural facilities /School building
6. School Governance
7. Special Services provided
8. Co-curricular activities provided
9. Records maintained
10. Details of dropouts
11. Results
12. Special achievements
13. Teacher resources
14. School – Community relationships
15. Any other dimension

Paper 15 (BSPE - XV)
Resource Room Organization Project
Marks Allotted – 50

Objectives

- This object will enable the student teachers to prepare lesion plans writing based on IEP
- Teaching in resource room
- Evaluation of teaching and learning
- Preparation teaching learning material (TLM) for the children with MR
- Use individual educational plans

Course Content

Organization of a resource room suitable for teaching children with MR.

Preparation of lesson plans based on IEP

Teaching children with MR using IEP lesson plans

Evaluating the learning of children with MR

Every student teacher should take care of there aspects of at least five children with different levels of MR.

Paper – XVI & XVII (BSPE – 16 & 17)
Scholastic Achievement Record Method I / II
Marks Allotted: 50 (Method I) & 50 (Method II)

Objectives

This project work will enable the student teachers to

1. Understand the Scholastic Achievements of students in the subjects concerned.
2. Plan, design and conduct Scholastic Achievement tests appropriate to the level of the students
3. Learn about how to construct test items under Scholastic Achievement test
4. Acquire knowledge with regard to the standardization of Achievement tools
5. Learn various data representation strategies and techniques
6. Acquire knowledge about simple, descriptive statistical techniques
7. Learn the techniques of interpretation of scores and findings
8. Evaluate learning outcomes of the students

Course Content

Every candidate shall independently plan, develop and administer the Scholastic Achievement Test

The possible format suggested may be as follows.

Preliminaries

a. Title Page
b. Certificate from the mentor and faculty member
c. Declaration by the group
d. Content
1. Title of the Record
2. Introduction to the SAT Record
3. Importance of the SAT Record
4. Objectives of the SAT Record
5. Methodological Procedures (Details of the processes initiated / weightages worked out for questions - Objectives and content items / difficulty level / item analysis / Time Frame procedures)
6. Materials and cost of production
7. Final performance / presentation of the study / presentation of data
8. Analysis and interpretation of data (Descriptive Statistical analysis including graphical and diagrammatic representations)
9. Reference material / Experts and institutions contacted
10. Any other related matter (Sample Copies of Students answer books, Question Papers)

Paper – XVIII (BSPE – 18) / XIX (BSPE – 19)
Teaching Practice and Internship Lesson Plans Record - Method I / II
(Method I) / Method II)
Marks Allotted: 100 (Method I) / 100 (Method II)

Objectives

This Project work will enable the student teachers to:

1. Get hands on experience in teaching lessons in the classroom
2. Acquire proficiency in planning the lessons with respect to objectives, content, Learning, experiences and the teaching aids
3. Acquire proficiency in transacting the lesson within the time slots allotted to them
4. Select methods relevant to the lessons
5. Learn how to act as facilitator in the classroom
6. Understand the whole schooling process and functions
7. Explore new possibilities of teaching and learning

Course Content

Faculty members with mutual negotiation may evolve methodology wise lesson plan formats
Every student practice shall teach 3 lessons in each method in teaching practice in the college with school/MR students under the supervision of teacher education.
Every student teacher shall teach 17 lessons in each methodology in 24 working days during internship programme in cooperating schools under the supervision of the Head Master or any other trained teachers in the schools who are referred to as supervising teacher.
The student teacher shall write the lesson plans as per the format and prepare relevant teaching aids before entering the class. At the end of the internship programme all the student teachers shall show the teaching aids prepared in both the methodologies and also submit at least 5 teaching aids to the Principal of the concerned college.

During this period the student shall be attached to a school and he shall have to undertake such duties as are assigned to him / her by the Head Master of the school in both curricular and co-curricular activities.

During internship period the concerned lecturers of the college of education will go round the schools and observe the lessons of each student along with the supervising teachers and assess these lessons jointly.

A certificate of satisfactory work by the Headmaster of the cooperating school shall be a prerequisite for the candidate to appear for the final practical examination.