SHIVAJI UNIVERSITY KOLHAPUR

SYLLABUS FOR

BACHELOR OF EDUCATION – SPECIAL EDUCATION
(MENTAL RETRADATION)
(B.Ed.Spl.Edn.(MR))

(Introduction from June 2008 Onwards)

ASHA COLLEGE OF SPECIAL EDUCATION, SATARA
Kodoli,Rahimatpur Road, Satara 415004
Phone 02162-244122  Fax:02162-248522
Email ashabhavan@hotmail.com
Website: ashabhavanonline.org
CONTENTS

ORDINANCE, REGULATIONS AND STRUCTURE

STANDARD OF PASSING

GENERAL OBJECTIVE OF B.Ed. SPECIAL EDUCATION (MENTAL RETARDATION) COURSE

WEIGHTAGE ACCORDING TO COURSE

B.Ed. Special Education (MR) Part-I- THEORY COURSE

CORE PAPERS

I- Education In Emerging Indian Society With Special Reference To Disabilities
II- Educational Psychology And Persons With Disabilities
III- Educational Management, Curriculum Designing And Educational Technology

SPECIALIZATION PAPERS

IV- Identification, Assessment And Evaluation Of Persons With Mental Retardation
V- Curriculum and Teaching strategies
VI- Methodology of Teaching in Resource Room for Children with Mild Mental Retardation And Slow Learners
B.Ed. special education(MR) Practicum course

A: Individualized Education Programme:

1. Case history taking - 10
2. Educational assessment - 10
3. Formulating of long term and short
   Term goals and justification - 10 150
4. Preparation of teachings aids for Training - 10
5. Implementation and evaluation - 10
6. Summative evaluation - 10
7. External oral examination - 50

B. Assignment

Paper - I - 10
Paper - II - 10
Paper – III - 10
Paper - IV - 10 60
Paper - V - 10
Paper - VI - 10
C. Group teaching in special schools

1. Group teachings - 20 lessons (20x6)  120

2. External evaluation:
   a) one lesson  50
   b) oral exam  30  200

D. Group Teaching Resource Room in Regular Schools

1. 5 lessons English  -30
2. 5 lessons Maths  -30
3. 5 lessons in Marathi Hindi  -30

4. External examination:
   a. one lesson  -30  150
   b. oral examination  -30

E. Preparation of Teachings – Learning Materials

1. Functional Aids  -20
2. Instructional Aids  -20  40
SHIVAJI UNIVERSITY, KOLHAPUR

Degree of Bachelor of Education in special Education (Mental Retardation)
B. Ed. Special Education (MR)

(Ordinance, Regulations and curriculum for the degree of Bachelor of Education–special Education (Mental Retardation)

O.Ed. A candidate for the degree of bachelor of Education-special Education(Mental Retardation) (B.Ed. Spl.Edn.(MR) must be graduate of this university , or of a university Recognized by this university in any faculty (Arts/social science/science /commerce ).In addition a candidate after Graduation should have:

I. kept two forms (the first and the second) of lectures on the theory and practical of education in a college affiliated to this university for the purpose of B.Ed. Special Education (Mental Retardation)Degree.

II. Completed a course of practical work, extending over two terms to the satisfaction of the head of the institution in which the candidate is studying, consisting of
a- Attendance at demonstration lessons and discussion lessons inclusive of group teachings, resource room teaching and individualized education programme.
b- Teaching practice of 20 group teaching lessons of special schools, and resource room teaching of 15 lessons at general school including 5 English, 5 Maths and 5 Marathi/Hindi lessons. The group teaching practice should be done at special schools where classes from pre-primary to pre-vocational should be functioning. Resource room teachings should be done at preprimary to secondary school level.
Submission of the records of Group teaching and Resource room teaching
c- Attendance at assignment under examination conditions.
d- Completion of two Individualized Education Programme accordingly and the record of the IEP should be maintained.
e- Preparation and organization of useful training aids including both functional and teaching aids
f- Appearance of the internal examination.
g- Completion of the practical teachings lessons both special school and regular school.
h- Appearance at practice teaching examination.

**R.Ed.-01:** The examination for the degree of B.Ed. Special Education (Mental Retardation) will be conducted only one in the academic year that is in the month of March /April.

A. The examination for the degree of B.Ed.Special Education(Mental Retardation) will consist of two parts

Part –I-Theory course (600 marks)
Part –II-Practicum course (600 marks)

B. The B.Ed. Spl. Edn. (MR) examination will be of 1200 marks.

Part I- theory course: Written examination consisting of six papers each of three hours duration carrying 100 marks each. Out of the 100 marks 80 marks will be of external written examination conducted by university and 20 marks will be of internal assessment given by concerned college. The duration of the theory examination will be of three hours.
Part II- practicum course: The practicum course consisting of

College Work

Head- A: Individualized Education Programme (IEP) marks 150

Educational assessment and programme planning

(IEP) for at least two children with mental retardation

Preferably each child of a different age/severity level.

1- Case history taking 10
2- Educational assessment 10
3- Formulation of long term and short
term goals and justification 10
4- Preparation of teaching aids for training 10
5- Implementation and evaluation 50
6- Summative evaluation 10
7- External oral examination 50

Head-B: Assignment:

An assignment of selected topic for every theory paper (three core papers and three
specializations) should write and is to be submitted by each student under the
supervision of concerned paper faculty. The assignment will be internally evaluated.

Marks 60

Paper – I - 10
Paper – II - 10
Paper – III - 10
Paper – IV - 10
Paper – V -10
Paper – VI -10
Head-C: Practice Group Teaching in Special School

Class room teaching of children with mental retardation at various levels pre – primary, primary, secondary and pre –vocational levels.

A total of 20 lessons should be thought including curriculum and co-curricular lessons using suitable methods and materials –
1. Group teaching 20 lessons (20x6) 120
2. Practice group teaching in special school examinations
   a) One lesson - 50 marks
   b) Oral exam - 30 marks

Head-D: Practice Group teaching in Resource Room in Regular Schools

150 marks

a. organization of resource room
b. Resource Room teachings of children with learning problems in regular schools. A minimum of 15 lessons (5 Maths, 5 English, 5 Marathi/Hindi ) must be taught, following educational assessment and preparing appropriate programme planning with methods and materials .

1. 5 lessons in English 30
2. 5 lessons in Maths 30
3. 5 lessons in Marathi/Hindi 30

4. Practice group teaching in resource room

Examination
   a. one lesson 30
   b. oral examination 30
Head-E: preparation of Teaching Learning Materials

40 Marks

1) Functional aids - 20
2) Instructional aids - 20

Total marks 600

R.Ed. 02. The following shall be the theory course of study for B.Ed. special education (Mental Retardation)

I- Education in Emerging Indian Society with Special Reference to Disabilities
II- Educational Psychology and Persons with Disabilities
III- Educational Management, Curriculum Designing and Educational Technology

IV-Identification, Assessment and Evaluation of Persons with Mental Retardation
V-Curriculum and Teaching strategies
VI-Methodology of Teaching in Resource Room for Children with Mild Mental Retardation and Slow Learners

R.Ed. 03: A candidate for the examination in Part –I, in Part –II or in both must apply to, the Registrar by January 15th of the year with certificate required by O.E.d-I -through the head of institution in which he/she has received training.

R.Ed. 04: The marks of the B.Ed. Part-II- practicum course shall be converted into grades.
O.Ed. 2:

**Standard of passing**

To pass the B.Ed.Spl.Edn (MR) examination, a condition must obtain-

I. At last 40 % marks in each theory papers and 50 % marks in aggregate of all the theory papers

II. At least 50 % marks in each practicum head the head shall be as follow

**Head- A: Individualized Education Programme (IEP)**

Educational assessment and programme planning (IEP) for at least two children with mental retardation

Preferably each child of a different age / severity level.

1- Case history taking 10
2- Educational assessment 10
3- Formulation of long term and short term goals and justification 10
4- Preparation of teaching aids for training 10
5- Implementation and evaluation 50
6- Summative evaluation 10
7- External oral examination 50

**Head-B: Assignment :**

An assignment of selected topic for every theory paper (three core papers and three specializations) should write and is to be submitted by each student under the supervision of concerned paper faculty. The assignment will be internally evaluated.

Marks 60
Head-C: Practice Group Teaching in Special School  200 marks

Class room teaching of children with mental retardation at various levels pre –
primary, primary, secondary and pre –vocational levels.

A total of 20 lessons should be thought including curriculum and co-curricular
lessons using suitable methods and materials –
1. Group teaching 20 lessons (20x6) 120
2. Practice group teaching in special school examinations
   a) One lesson - 50 marks
   b) Oral exam - 30 marks

Head-D: Practice Group teaching in Resource Room in Regular Schools  
150 marks

A .organization of resource room

b. Resource Room teachings of children with learning problems in regular schools.
   A minimum of 15 lessons (5 Maths, 5 English ,5 Marathi/Hindi ) must be taught,
   following educational assessment and preparing appropriate programme planning
   with methods and materials .

1. 5 lessons in English 30
2. 5 lessons in Maths 30
3. 5 lessons in Marathi/Hindi 30
4. practice group teaching in resource room

Examination

a. one lesson 30
b. oral examination 30

Head-E: preparation of Teaching Learning Materials

40 Marks

1) Functional aids - 20
2) Instructional aids - 20

Total Marks 600

At least B grade in practicum taken together and such candidate shall be declared to have passed B.Ed.Spl.Edn.(MR) in second class.

Such a successful candidate who obtains,

A) At least 60 % mark in the aggregate of all the theory papers taken together and at least A grade in the part –I shall be declared to have passed the B.Ed.Spl.Edn. (MR) examination in first class.

B) At least 70 % marks in the aggregate of the theory papers and at least A + grade in the part II shall be declared to have passed B.Ed.Spl.Edn (MR) examination in last class with distinction.

C) A candidate who have passed in either B.Ed.Spl.Edn (MR) part I or part II and declared failed, may be exempted at this option, from appearing therein at a
subsequent attempt, but a candidate availing himself of a such exempted shall not be eligible for first class, last class with distinction and merit lists.
Grade assigned to part –II shall be carrier over the subsequent examination for which the candidate is appearing. A candidate whose grade in part –II is carrier over shall be eligible only the second class.
D) A candidate who has obtained minimum 50 % or more mark in any theory paper of B.Ed. Spl.Edn. (MR) – I examination shall be eligible to claim exemption in that paper. A candidate claiming exemption will not be eligible for first class, first class with distinction and merit list.

General objective of B.Ed. Spl. Edn.(MR) Course (Teacher education Programme)
1. Individual assessment and programming for children with mental retardation at any level
2. Teach children with mental retardation in special schools with appropriate development of content, methods and materials in curricular and co-curricular activities
3. Will organize the resource room for slow learners in regular school, assessment of children with learning problems and teach them with appropriate methods and materials and work in co-ordination with regular school teacher.
4. Carry out the project on a selected topic under supervision

WEIGHTAGE ACCORDING TO COURSE

<table>
<thead>
<tr>
<th>Working days</th>
<th>Total working hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>210</td>
<td>1260</td>
</tr>
<tr>
<td>Daily working hours</td>
<td>Theory -600</td>
</tr>
<tr>
<td>6</td>
<td>Practical -660</td>
</tr>
<tr>
<td>Period per section</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Course paper and section</td>
<td>Title</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Part I theory course</td>
<td></td>
</tr>
<tr>
<td>Paper I</td>
<td></td>
</tr>
<tr>
<td>Education in Emerging Indian Society With Special Reference to Disabilities</td>
<td>20 80 100</td>
</tr>
<tr>
<td>Section- I- Introduction to disabilities</td>
<td></td>
</tr>
<tr>
<td>Section II Education in Emerging Indian society</td>
<td></td>
</tr>
<tr>
<td>Paper II</td>
<td></td>
</tr>
<tr>
<td>Education Psychology and Persons with Disabilities</td>
<td>20 80 100</td>
</tr>
<tr>
<td>Section –I- Introduction to Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>Section –II- Psychology of learning with Reference to special Education</td>
<td></td>
</tr>
<tr>
<td>Paper III</td>
<td></td>
</tr>
<tr>
<td>Educational Management, Curriculum Designing and Educational Technology</td>
<td>20 80 100</td>
</tr>
<tr>
<td>Section –I- Educational Management</td>
<td></td>
</tr>
<tr>
<td>Section –II- Educational Technology</td>
<td></td>
</tr>
<tr>
<td>Paper IV</td>
<td></td>
</tr>
<tr>
<td>Identification, Assessment and Evaluation of Persons with Mental</td>
<td>20 80 100</td>
</tr>
<tr>
<td>Paper</td>
<td>Title and Section</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
</tr>
<tr>
<td>V</td>
<td>Retardation</td>
</tr>
<tr>
<td></td>
<td>Section-I- Mental Retardation –Identification, assessment and evaluation</td>
</tr>
<tr>
<td></td>
<td>Section –II- Multidisciplinary Aspects of Mental Retardation</td>
</tr>
<tr>
<td></td>
<td>Curriculum and Teaching strategies</td>
</tr>
<tr>
<td></td>
<td>Section –I- Strategies for teachings Persons with Mental Retardation</td>
</tr>
<tr>
<td></td>
<td>Section – II- Curriculum Development</td>
</tr>
<tr>
<td>VI</td>
<td>Methodology of Teachings in Resource Room for children with Mental Retardation and Slow Learners</td>
</tr>
<tr>
<td></td>
<td>Section -1- Characteristics of Children With learning problems, assessment And Resource Room Teaching.</td>
</tr>
<tr>
<td></td>
<td>Section –II- Methodology of teachings in Resource Room</td>
</tr>
<tr>
<td></td>
<td>TOTAL PART I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course paper and section</th>
<th>Title-Name of paper and section</th>
<th>marks</th>
<th>hours</th>
<th>Weightage in terms of time in Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II</td>
<td>PRACTICUM</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head A</td>
<td>Individualized education Programme (IEP)</td>
<td>150</td>
<td>150</td>
<td>11.90</td>
</tr>
<tr>
<td>Head B</td>
<td>Assignments</td>
<td>60</td>
<td>60</td>
<td>4.75</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------</td>
<td>----</td>
<td>----</td>
<td>------</td>
</tr>
<tr>
<td>Head C</td>
<td>Practice Group Teach</td>
<td>200</td>
<td>200</td>
<td>15.87</td>
</tr>
<tr>
<td></td>
<td>in Special Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head D</td>
<td>Practice Group Teach</td>
<td>150</td>
<td>200</td>
<td>15.87</td>
</tr>
<tr>
<td></td>
<td>in Resource Room</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Head E</td>
<td>Preparation of Teach</td>
<td>20</td>
<td>20</td>
<td>3.97</td>
</tr>
<tr>
<td></td>
<td>Learning Materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Functional A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Instructional</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total Part II | 600 | 660 | 52.36 |

| Grant total part I and Part II | 1200 | 1260 | 100 |

**B.Ed. Special Education (MR) Part I**

**Theory Course**

<table>
<thead>
<tr>
<th>Paper</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Education in Emerging Indian Society with Special Reference to Disabilities</td>
</tr>
<tr>
<td>II</td>
<td>Educational Psychology and Persons with Disabilities</td>
</tr>
<tr>
<td>III</td>
<td>Educational Management, Curriculum Designing and Educational Technology</td>
</tr>
<tr>
<td>IV</td>
<td>Identification, Assessment and Evaluation of Persons with Mental Retardation</td>
</tr>
<tr>
<td>V</td>
<td>Curriculum and Teaching strategies</td>
</tr>
<tr>
<td>VI</td>
<td>Methodology of Teaching in Resource Room for Children with Mild Mental Retardation and Slow Learners</td>
</tr>
</tbody>
</table>

16
PAPER– I
EDUCATION IN EMERGING INDIAN SOCIETY, WITH SPECIAL REFERENCE TO DISABILITIES

Objectives:–To enable student teacher to:
1. Acquire a basic knowledge on identification and characteristics of various disabilities.
2. Explain the history, nature and philosophy of education.
3. Spell out the aims and functions of education in general and special education.
4. Describe the various systems of education with reference to general and special education.
5. Discus the various roles of educational agencies in India.
6. Analyze the role of educational system in the context of modern ethos like democracy, socialism and secularism.

Section – I
Introduction to Disabilities

Unit – 1 Blindness, Low Vision and Hearing Impairment
1.1 Definition, Identification, Characteristics of Blindness and low vision.
1.2 Incidence and prevalence, causes and prevention of Blindness and low vision.
1.3 Definition, identification, characteristics of Hearing Impairment
1.4 Incidence and prevalence, causes and prevention of Hearing Impairment.

**Unit -2 Mental Retardation, Learning Disabilities, Autism and Other Associated Disorders.**

2.1 Definition, characteristics and Identification of Mental Retardation and differences of mental retardation and mental illness.
2.2 Incidence and prevalence, causes and prevention of mental Retardation.
2.3 Definition and Identification of Learning Disabilities, Autism and other associated disorders.
2.4 Incidence, prevalence, causes and prevention of Learning disabilities, Autism and associated disorders.

**Unit -3 Leprosy cured Neurological and Loco motor Disabilities.**

3.1 Definition and Classification
3.2 Incidence and prevalence
3.3 Causes and prevention
3.4 Types, Classification and characteristics.

**Unit – 4 Multiple Disabilities**

4.1 Definition, Identification and Characteristics.
4.2 Incidence and prevalence
4.3 Causes and prevention
4.4 Characteristics
4.5 Intervention and Educational programmes

Section II
Education in Emerging Indian Society

Unit – 5 History, Nature, Process and Philosophy and Commissions of Education
5.1 Definition, meaning and philosophy of Education
5.2 Aims and functions of Education
5.3 Aims, objectives, principles and functions of Special Education.
5.4 History of special Education with reference to education for all movement.
5.5 National policy on Education including special Education.

Unit – 6 Education in the societal context and Modern ethos
6.1 Formal, informal, non-formal education, functional literacy, continuous and life long education.
6.2 Democracy, Socialism and secularism
6.3 Human rights, equal opportunities and constitutional provisions of education.
6.4 Open learning, distance education with references to general and special education.
6.5 Education on human resource development, community based education, value oriented education – planning and management of HRD

Unit – 7 Educational Agencies for the National development

7.1 Role of governmental agencies in special education – NCERT, SCERT, RCI, NCTE and NATIONAL Institutes.
7.2 Role of Non-Governmental agencies in special education – UN Organizations and International NGOs – UNICEF, UNESCO, WHO.
7.3 Resource mobilization through funding agencies, Concessions and Facilities for the disabled.

Unit – 8 Emerging Trends in special Education

8.1 Normalization – principles and concept and type – process of integration and Inclusion.
8.2 Nature of disabilities and its impact on the person with disability
8.3 Community awareness of special education, integrated and Inclusive education.
LIST OF RECOMMENDED BOOKS

PAPER -II

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Objectives :- To enable the student teacher to :

1. Discuss the concepts and principles of educational psychology and its relevance in special education.
2. Discuss the concepts and principles of growth and development.
3. Explain the concept 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.
Section I
Introduction to Educational Psychology

Unit - 1 Introduction to Psychology
1.1 Definition of psychology
1.2 Nature and scope of psychology
1.3 Educational psychology
1.4 Scope of educational psychology in general education
1.5 Role educational Psychology is special education

Unit – 2 Developmental psychology
2.1 Concepts of growth & development.
2.2 Principles of development – physical, social, cognitive, language and emotional
2.3 Influence of heredity & environment
2.4 Developmental delays and related issues with regard to specific disabilities.

Unit – 3 Personality Development
3.1 Meaning, concept and dimensions of personality
3.2 Theories and assessment of Personality
3.3 Frustration and conflict, adjustment mechanisms & behaviors deviations
3.4 Mental health and stable personality
Unit – 4 Guidance & Counseling

4.1 Definition of guidance & Counseling
4.2 Nature, meaning and scope of guidance & counseling
4.3 Techniques of guidance and counseling.
4.4 Role of home and school in guidance and counseling

Section II
Psychology of learning with Reference to special Education

Unit – 5 Theories and application of learning in education

5.1 Sensation
5.2 Motivation
5.3 Attention
5.4 Perception
5.5 Conceptualization memory
5.6 Implication of above with regard to specific disabilities

Unit – 6 Learning

6.1 Definition
6.2 Concept formations
6.3 Factors affecting learning
6.4 Theories of learning and its application in special education.
6.5 Remembering, forgetting and transfer of learning
Unit – 7 Intelligence and Aptitude

7.1 Concept and meaning of intelligence
7.2 Theories of intelligence
7.3 Concept of Attitude and Aptitude test
7.4 Individual differences and their importance in special education

Unit – 8 Psychology Applied to behavior management

8.1 Concept of behavior management
8.2 Analyses of problem behavior
8.3 Behavior modification programming – Functional analysis, problem behavior
8.4 Ethical issues in strategies for management of problem behavior.

LIST OF RECOMMENDED BOOKS


**Paper III**

**EDUCATION PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH**

**Objectives: - To enable the student teacher to**

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

Educational management

Unit – 1 Educational management
1.1 Definition of educational management
1.2 Meaning, Need and scope of educational Management
1.3 Institutional Organization, Administration and evaluation
1.4 Types of Leadership and organizational climate.

Unit – 2 School Management
2.1 Concept and principles of Institution planning and Management
2.2 Admission process
2.3 Inspection
2.4 Supervision

Unit – 3 Curriculum
3.1 Definition, meaning and principles of curriculum
3.2 Principles of curriculum construction, Role of the teacher in curriculum construction implementation and evaluation.
3.3 Curriculum –Planning, implementation and evaluation.
3.4 Curriculum planning and evaluation for various disabilities
3.5 Meaning, importance and types of co-curricular activities

Unit – 4 Instructional Strategies
4.1 Theories of Instruction –Burner, Gagne and Skinner
4.2 Approaches to instruction cognitive, behavioral and eclectic.
4.3 Design Instruction-macro design
4.4 Organizing, individual, peer small group, large group instructions.
4.5 Teaching Material aids and appliances, other equipment development.

Section II
Educational Technology

Unit – 5 Educational Technology, Research and Evaluation
5.1 Definition, meanings and scope of educational technology and its impact on education
5.2 Role of audio visual aids in teaching and learning
5.3 Types of audio – visual aids in education
5.4 Individualized instruction – programmed instruction, computer assisted instruction, Interactive learning.
5.5 Educational technology for disabled

Unit – 6 Educational Research
6.1 Definition, need and scope of educational research
6.2 Principles of educational research
6.3 Problems faced in educational research
6.4 Types of research designing in education
6.5 Overview of research studies in special education in India.

Unit – 7 Educational Evaluation
7.1 Definition of evaluation
7.2 Meanings and scope of evaluation
7.3 Types of evaluation.
7.4 Types of tests in educational evaluation
7.5 Characteristics of a good test.

**Unit -8 Statistics in Education**

8.1 Descriptive statistics
8.2 Measures of central tendencies, mean, median and mode.
8.3 Standard deviation.
8.4 Constitution of different graphs and diagrams
8.5 Rank correlation

**LIST OF RECOMMENDED BOOKS**

17. Govt. of India, Persons with Disability Act, 1995.
Objectives: To enable the student teacher to

1. Define Mental Retardation and its characteristics and classifications
2. Comprehend the nature, and needs of the persons with mental retardation, historical perspectives, causes, preventions, screening and identification
3. Describe various assessment produces, assessment tools, and evaluation techniques.
4. Analyze the psycho-social implication of Mental Retardation and the issues pertaining to family and community.
5. Comprehend the physiological, motor, communication aspects associated with mental retardation.
6. Demonstrate the competency in working with multi disciplinary team, and to provide referral networking as well as services to students with mental retardation.

SECTION-I

UNIT-1

MENTAL RETARDATION- NATURE, NEEDS AND IDENTIFICATION

1.1. Historical perspective of the concept of mental retardation.
1.3. Classification of mental retardation (medical, educational, psychological) and its characteristics.
1.4. Screening and identification of mental retardation-during infancy, childhood, adolescence and adulthood.

1.5. Causes and prevention of mental retardation at pre-conceptual, prenatal, natal, post-natal stages

UNIT-II

ASSESSMENT AND EVALUATION

2.1. Definition of assessment and evaluation, concept, scope and purpose

2.2. Continuous and periodic assessment, formative and summative evaluation, problems and implication of assessment and evaluation.

2.3. Types of assessment-Functional assessment for programming and teaching, curriculum based assessment, psychological assessment, educational, behavioral and clinical assessment, observation and interview.

2.4. Assessment tools with special reference to Indian context- (FACP, MDPS, BASIC.MR, VAPS)

2.5. Interpretation of assessment results and programme planning

UNIT III

MENTAL RETARDATION- ITS SOCIAL PERSPECTIVE

3.1. Mental Retardation and mental Illness- Differences

3.2. Mental Retardation and its Psycho-social aspects, sexual problems, exploitation, delinquency, child labour, child abuse, rights and advocacy

3.3. Misconceptions and social practices of mental retardation

3.4. Constitutional provisions and their implications

3.5. Legislation related to the services for mentally retarded children
UNIT – 4

WORKING WITH PARENTS, FAMILY AND COMMUNITY

4.1. Impact of mental retardation on parents and their attitudes
4.2. Guidance and counseling for parents and family members of mentally retarded children
4.3. Family intervention, empowering families and mobilizing resources and supports.
4.4. Community awareness, Community Based Rehabilitation (CBR), strengths and limitation of CBR
4.5. Role of special educator in CBR.

SECTION II

MULTI DISCIPLINARY ASPECTS OF MENTAL RETARDATION

UNIT-V

PHYSIOLOGICAL ASPECTS AND ADDITIONAL IMPAIRMENTS

5.1. Neurological aspects – Autonomous Nervous System, Central Nervous System, Peripheral Nervous System
5.2. Associated conditions and impairments
5.3 Cerebral Palsy, epilepsy, hyper kinesis, autism, ADHD,
5.4. Sensory impairments- vision and hearing
5.5. Genetic aspects
5.6. Endocrinal influences and other associated problems related to mental retardation
UNIT VI
COMMUNICATION ASPECTS

6.1. Definition of speech and language, normal development of speech and language.
6.2. Functional communication – receptive and expressive language for children with mental retardation
6.3. Hearing and speech disorders – class room management
6.4. Home training – role of parents
6.5. Activities to enhance communication skills of children with mental retardation

UNIT VII
MOTOR ASPECTS

7.1. Gross motor and fine motor development and impairments
7.2. Neuro motor, eye-hand, sensory motor, perceptual motor difficulties.
7.3. Loco motor, mobility related problems
7.4. Physiotherapy, occupational therapy, aim, implications and adaptations in class room management
7.5. Activities to enhance motor functions in children with mental retardation

UNIT VIII
WORKING WITH MULTIDISCIPLINARY TEAM

8.1. Personnel’s involved in multi-disciplinary team
8.2. Nature of co-ordination with multidisciplinary team
8.3. Referral agencies, linkages, networking and follow up.
8.4. Need for inter-departmental linkages at state and national levels in the services for mentally retarded children.

LIST OF RECOMMENDED BOOKS

OBJECTIVES

To enable the student teacher to:

1. Develop curricular guidelines and instructional methods for children with mental retardation.
2. Select the appropriate content area for various age level and severity level.
3. Formulate the IEP and apply suitable strategy for the given group of children with mental retardation.
4. Demonstrate competency to train children with mental retardation in different co-curricular activities.
5. Describe various educational provisions available for children with mental retardation.
SECTION – I
STRATEGIES FOR TEACHING PERSON WITH MENTAL RETARDATION

UNIT I
ORGANIZING LEARNING ENVIRONMENT

1.1. Learning environment
1.2. Basic principles in creating learning environment
1.3. Physical setting and seating arrangement
1.4. Handling teaching materials and teaching aids
1.5. Managing time
1.6. Teacher student interaction

UNIT II
STAGES OF LEARNING

2.1. Introduction to various learning stages
2.2. Acquisition
2.3. Fluency
2.4. Maintenance
2.5. Generalization

UNIT III
STRATEGIES FOR TEACHING

3.1. Task analysis, characteristics, and methods
3.2. Prompting- physical, modeling, verbal, gestural, cueing
3.3. Modeling, shaping, chaining, fading and reinforcement
3.4. Types of Reinforcement
3.5. Process of giving reinforcement and categories of reinforcement

UNIT IV
PRINCIPLES OF TEACHING

4.1. Simple to complex
4.2. Known to unknown
4.3. Concrete to abstract
4.4. Whole to part
4.5. Steps in teaching concepts – matching, identification and naming
4.6. Record maintenance and monitoring

SECTION II
CURRICULUM DEVELOPMENT

UNIT V
CURRICULUM DEVELOPMENT

1.1. Aims, concept, principles and approaches(diagnostic perspective teaching, multi sensory, ecological approach and computer assisted instruction)
1.2. steps in development of curricular guideline for children with mental retardation
1.3. Individualized Education Programme (IEP)
1.4. Group educational programme in special and inclusive setups and development of instructional materials.
1.5. Emerging trends in curriculum development- functional curriculum for students with mental retardation

UNIT VI
CURRICULUM CONTENTS - VARIOUS STAGES

6.1. Pre-school (early intervention) early Childhood years – infant stimulation, sensory motor training self help skill, communication, pre-academic and social skills.
6.2. Primary age level – self help, concepts, functional communication, functional academic, pre-vocational skills and social skills
6.3. Secondary age level and prevocational level-concept, functional academics, functional communication, pre-vocational skills, social competency skills, community orientation skills, pre employment and occupational skills, domestic skills.
6.4. Programme for severely and profoundly retarded persons.
6.5. Concept of National Open School, vocational training and rehabilitation of persons with mental retardation.

UNIT VII
CO – CURRICULAR ACTIVITIES

7.1. Relevance and importance of co-curricular activities
7.2. Visual Arts (arts and craft) and stimulating material
7.3. Performing arts (dance, music and drama)
7.4. Physical education, Yoga, sports and games, leisure skills and recreational activities.
7.5. Emerging trends and activities/ special Olympics, very special arts, special youth festivals, special national and inter-national days.
UNIT VIII

EDUCATIONAL PROVISIONS

8.2. Organization of services, special schools, residential schools
8.3. Special classes in ordinary school, consultant and itinerant teacher
8.4. Cascade of educational services, organization and administration of special schools
8.5. Social benefits and schemes for students with mental retardation – state and central government, NGOs.

LIST OF RECOMMENDED BOOKS

20. Video Films. NIMH (2002). Help them learn make it easy

PAPER -VI

METHODOLOGY OF TEACHING IN RESOURCE ROOMS FOR CHILDREN WITH MILD MENTAL RETARDATION AND SLOW LEARNERS

OBJECTIVES

To enable the student teacher to

1. Organize resource rooms
2. Assess children with learning problems for education purposes
3. Develop and implement remedial teaching
4. Co-ordinate with regular teacher

SECTION I

CHARACTERISTICS OF CHILDREN WITH LEARNING PROBLEMS, ASSESSMENT AND RESOURCE ROOM TEACHINGS

UNIT I

TYPES AND CHARACTERISTICS OF CHILDREN WITH LEARNING PROBLEMS IN REGULAR SCHOOLS
1.1. Children with borderline Intelligence
1.2. Children with mild mental retardation
1.3. Children with learning disabilities
1.4. Children with psycho-social and emotional problems

UNIT II
LEARNING PROCESS

2.1. Various stages of learning process
2.2. Difficulties in learning
2.3. Improving study skills and techniques for developing effective study skills
2.4. Strategies of improving memory
2.5. Cognitive central therapy

UNIT III
SCREENING AND ASSESSMENT OF EDUCATIONAL PROBLEMS

3.1. Screening of children with educational problems
3.2. Formal and informal tools
3.3. Assessment and reporting
3.4. Gathering information from class teacher for programme planning
3.5. Periodic assessment and progress monitoring

UNIT IV
ORGANIZATION OF RESOURCE ROOM

4.1. Orientation to regular school administration-relevance and importance
4.2. Training and coordination with regular education
4.3. Organizing resource rooms, methods and materials
4.4. Co-ordination with families, evaluation provisions, linkages with NIOS
4.5. Record maintenance.

SECTION – II
METHODOLOGY OF TEACHING IN RESOURCE ROOM

UNIT V
METHODOLOGY OF TEACHING ENGLISH EDUCATION

5.1. Assessment - formal, informal, methods
5.2. Planning programme
5.3. Point to be considered in developing teaching learning materials
5.4. Methods of teaching
5.5. Evaluation

UNIT VI
METHODOLOGY OF TEACHING INDIAN LANGUAGE

6.1. Aims of teaching Indian language (Marathi/ Hindi)
6.2. Educational system in India – Second and Third language influence on children’s learning
6.3. Assessment for educational planning
6.4. Development of methodology and Teaching Learning Material
6.5. Evaluation
UNIT VII

METHODOLOGY OF TEACHING MATHS

7.1. Development stages in Maths
7.2. Assessment
7.3. Educational Programme planning
7.4. Methodology of teaching and TLM
7.5. Evaluation

UNIT VIII

APPROACHES OF CORRECTING LEARNING PROBLEMS IN CHILDREN

8.1. Multi sensory approach
8.2. VAKT – method
8.3. Perceptual Motor training
8.4. Behavioral approach
8.5. Cognitive approach

LIST OF RECOMMENDED BOOKS


प्रात्यक्ष (MR)

वैयक्तिक शैक्षणिक उपक्रम (IEP)

Head- A प्रात्यक्ष 1.
कालावधि:— 150 तास 
(एकूण गुण :- 150)

महत्त्वमान्त्री तीव्रतेनुसार कमीत कमी दोन मतिमंड विद्याश्रयांसाठी प्रत्येक छात्राध्यापकांने वैयक्तिक शैक्षणिक उपक्रम (IEP) राखविणे.

<table>
<thead>
<tr>
<th>अ.क्र.</th>
<th>घटक /क्षेत्र</th>
<th>गुण</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>जीवनवृत्तात</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>शैक्षणिक मुल्यांकन</td>
<td>10</td>
</tr>
<tr>
<td>3.</td>
<td>दूरसंचारी व तात्कालिक उदिष्ट्ये तपासा करून त्यांची योग्यता</td>
<td>10</td>
</tr>
<tr>
<td>कारणमिमांसा देणे</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|------------------|---
| 4. प्रशिक्षणासाठी शैक्षणिक निमित्त करणे | 10 |
| 5. अंमलवजाबणी आणि मूल्यमापन | 50 |
| 6. शारिरिक मूल्यमापन | 10 |
| 7. लोकी परीक्षा | 50 |
| **एकूण गुण** | **150** |

**Head- B - स्वाभावः**
प्रात्यक्ष 2. प्रत्येक पेपरवर आधारित खालील प्रकारे स्वाभाव घेण्यात येतील व त्यांचे अंतर्गत मूल्यमापन होईल.
काळाची= 60 तास  
(एकूण गुण = 60)

<table>
<thead>
<tr>
<th>Paper</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>10</td>
</tr>
<tr>
<td>II</td>
<td>10</td>
</tr>
<tr>
<td>III</td>
<td>10</td>
</tr>
<tr>
<td>IV</td>
<td>10</td>
</tr>
<tr>
<td>V</td>
<td>10</td>
</tr>
<tr>
<td>VI</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**Head- C प्रात्यक्ष 3.**
मतीमंदाच्या विशेष शाळांमध्ये सराव गट अध्यापन
काळाची= 200 तास  
(एकूण गुण = 200)

पूर्व माध्यमिक, प्राथमिक, माध्यमिक आणि पूर्व व्यावसायिक या स्तरावरील मतीमंद विद्यार्थ्यासाठी सराव गट अध्यापनाचे आयोजन--
प्रत्येक छात्राध्यापकाने 20 सराव पाठ मतीमंदाच्या गटामध्ये सादर करणे. प्रत्येक सराव पाठासाठी 6 गुण. 20×6 = 120 असे गुण असतील.
सराव पाठ परीक्षा:-
अंतिम परीक्षेसाठी एक सराव पाठ घेण्यात येईल. त्यास 50 गुण बाह्य परीक्षकांने व 30 गुण परीक्षेचे असतील. एकूण 80 गुणांचा सराव पाठ असेल.

Head- D प्रात्यधिक 4.
सामान्य शाळेमध्ये असलेले रिसोर्स रुमाचे गटसराव अध्यापन कालावधी:- 200 तास (एकूण गुण :- 150)
- रिसोर्स रुम तयार करणे.
- रिसोर्स रुमविशेष सराव गट अध्यापन
- प्रत्येक छात्राध्यापकाने 15 सराव पाठ सादर करणे.
  5 - गणित
  5 - इंग्रजी
  5 - मराठी/हिंदी

-----------------------------
15 - सराव पाठ
प्रत्येक सरावपाठासाठी 6 गुण असतील.
15 x 6 = 90
- सरावपाठ परीक्षा
अंतिम परीक्षेसाठी एक सरावपाठ घेण्यात येईल. त्यास 30 गुण बाह्यपरीक्षकांचे व 30 गुण तोंडी परीक्षेचे असतील. असे एकूण 60 गुणांचा सरावपाठ असेल.

Head- E प्रात्यधिक 5.
अध्ययन अध्यापनसाधन निमित्ती
कालावधी:- 50 तास (एकूण गुण :- 40)

<table>
<thead>
<tr>
<th>अ.क्र.</th>
<th>घटक / क्षेत्र</th>
<th>गुण</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>कार्यालयक शैक्षणिक साधननिमित्ती</td>
<td>20</td>
</tr>
<tr>
<td>2.</td>
<td>अनुदानशास्त्रक साधननिमित्ती</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>एकूण गुण</td>
<td>40</td>
</tr>
</tbody>
</table>