

**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](mailto:ashabhavan@hotmail.com)**

**Website: [ashabhavanonline.org](http://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 lessons	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
-

# **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**

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

### **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 15<sup>th</sup> 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)** 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**

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**

Working days -210	Total working
Daily working hours -6	hours -1260
Period per section - 2	Theory -600
	Practical -660

Course paper and section	Title Name of paper and section	marks			hours	Weight age in terms of time in hours
		inter nal	extern al	total		
Part I theory course						
Paper I	<b>Education in Emerging Indian Society With Special Reference to Disabilities.</b>	20	80	100		
	Section- I- Introduction to disabilities				50	3.97
	Section II Education in Emerging Indian society				50	3.97
Paper II	<b>Education Psychology and Persons with Disabilities</b>	20	80	100		
	Section –I- Introduction to Educational Psychology				50	3.97
	Section –II- Psychology of learning with Reference to special Education				50	3.97
Paper III	<b>Educational Management, Curriculum Designing and Educational Technology</b>	20	80	100		
	Section –I- Educational Management				50	3.97
	Section –II- Educational Technology				50	3.97
Paper IV	<b>Identification, Assessment and Evaluation of Persons with Mental</b>	20	80	100		

	<b>Retardation</b> Section-I- Mental Retardation –Identification ,assessment and evaluation Section –II- Multidisciplinary Aspects of Mental Retardation				50  50	3.97  3.97
Paper V	<b>Curriculum and Teaching strategies</b> Section –I- Strategies for teachings Persons with Mental Retardation Section – II- Curriculum Development	20	80	100	50  50	3.97  3.97
Paper VI	<b>Methodology of Teachings in Resource Room for children with Mental Retardation and Slow Learners</b> Section -1- Characteristics of Children With learning problems ,assessment And Resource Room Teaching. Section –II- Methodology of teachings in Resource Room	20	80	100	50  50	3.97  3.97
	<b>TOTAL PART I</b>	120	480	600	600	47.64

Course paper and section	Title- Name of paper and section	marks	hours	Weightage in terms of time in Hours
Part II	<b>PRACTICUM</b>			
Head A	Individualized education Programme (IEP)	150	150	11.90





**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. Discuss 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.
- 7.4 Govt.policies ,ACTS and Schemes such as NPE 1986 , POA – 1992, RCI Act -1992, IEDC scheme 1992, PWD Act -1995, National Trust Act -1999.

## **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

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
4. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles C. Thomas, 1977.
6. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
7. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
8. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
9. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
13. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
14. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
15. Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
16. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
17. Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
18. Steven. B. (1998). School and Society. Sage Publications.
19. Suresh. D. (1998). Curriculum and child development. Bhargava.
20. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
21. Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.
22. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.

23. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
24. Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.
25. Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
26. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
27. Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
28. Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critical Issues. New Delhi National Book Organisation.
29. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000.. New Delhi IAE Association.

## **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**

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

15. Woodworth. R.S. (1994). Experimental Psychology, New York: Hot
16. Barciey. J.R. (1993). Counselling and Philosophy. San Francisco.
17. Floelick. C.P. (1988). Guidance Services in Schools. New York : Allyn & Bacon.
18. Jones. A.P. (1994). Principles of Guidance. New York: Holt.
19. Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India.

### **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 Over view 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**

1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
2. Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competenceGavendra Prakashan.
3. Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
4. Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
5. Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
6. Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of EducationalTechnology.Anmol Publications.
7. Tara Chand. (1992). Educational Technology. Anmol Publication.
8. Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
9. Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
10. Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
11. Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
12. Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
13. Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.
14. Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia PublishingHouse,
16. D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
17. Govt. of India, Persons with Disability Act, 1995.
18. Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press. London. Ch. 4 & 14.
19. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada

**PAPER-IV**  
**IDENTIFICATION, ASSESSMENT AND EVALUATION OF**  
**PERSONS WITH MENTAL RETARDATION**

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.
- 1.2. Definitions of mental retardation -(AAMR, WHO-ICD, Legal definition in India). Incidence and Prevalence 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**

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

23. Narayan, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
24. Peshwaria, R. and Venkatesan. S. (1992) Behavioural retarded children : A manual for Teachers. NIMH, Secunderabad.
25. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The FaimerPress.

## **PAPER-V**

### **CURRICULUM AND TEACHING STRATEGIES**

#### **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**

- 8.1. Concept of normalization, integration, mainstreaming, and inclusive education.
- 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**

1. Overton, T. (1992). Assessment in Special Education - An Applied Approach. New York McMillan.
2. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
3. Subba Rao, T.A, (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick, L. (1990), Speech Correction-An introduction to speech pathology and audiology. Eighth Edition, Prentice Hall.
5. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn and Bacon.
6. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
7. Longone, J. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and Bacon Boston.
8. Narayan, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
9. Peshwaria, R. and Venkatesan. S. (1992) Behaviour of retarded children: A manual for Teachers. NIMH, Secunderabad.
10. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimor Press.
11. Repp. A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication

14. Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
15. Narayan, J. (1999). Skill Training Series 1-9, Secunderabad, NIMH
16. Myreddi, V. & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, Secunderabad, NIMH.
17. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, Secunderabad, NIMH.
18. Narayan J. (1990). Towards independence series 1 to 9. Secunderabad : NIMH
19. Narayan J. (2003) Educating children with learning problems in regular schools NIMH: Secudnerabad.
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**

1. Cark, G.M. & Kostoe, O.P. (1995) Career development and transition education for adolescents with disabilities (2<sup>nd</sup> edition). Boston Allyn and Bacon.
2. Eaves, R.C. & Mc Laughin, P.J. (1993) Recent advances in special education and rehabilitation. Boston : Andover Medical Publishers.
3. King - Sears, M.E. (1994) Curriculum based assessment in special education. San Diego : Singular Publishing Group, Inc.
4. Mann, P.H., Suiter, P.A. & Mc Clung, R.M. (1992) A guide for educating mainstreamed students. Boston : Allyn & Bacon.
5. Narayan, J & Kutty, A.T.T. (1989) Handbook for trainers of the mentally retarded persons- Pre-primary level. Secunderabad : National Institute for the Mentally Handicapped.
6. Shell, M.E.(1993). Instruction of students with severe disabilities (4<sup>th</sup> edition). Toronto : Maxwell Macmillan Canada.
7. West, C.K., Farmer, J.A. & Wolff, P.M. (1991). Instructional design. Implications from cognitive science. Englewood Cliffs (New Jersey) : Prentice Hall.
8. Longhorn, F. (1988) A sensory curriculum for very special people. A practical approach to curriculum planning. Souvenir Press (Educational and Academic) Ltd.

9. Carr, J & Collin, S (1992). Working towards independence – A practical guide to teaching people with learning disabilities. London : Jessica Kingsley.
10. Hulme, C. (1992). Working memory and severe learning difficulties. Hove, Lawrence. Erlbawn.
11. Hogg, J. (1994). Making leisure provision for people with profound learning and multiple disabilities. London : Lhapman, California.
12. Farmer, R. (1994) changing services for people with learning disabilities. California SingularPub. Group Allied, Hyderabad.
13. Smith, C.R. (1994). Learning disabilities : The interaction of learner task & setting (3<sup>rd</sup> edition). Boston : Allyn & Bacon
14. Michales, C.A (1994). Transition strategies for persons with learning disabilities. California, Singular Pub. Group.
15. Sinha. B.L. (2001). Teaching learning & human behaviour. Anmol, New Delhi.
16. Hoover, J.J. (1995). Teaching students with learning problems to use study skills - A teachers guide.
17. Lokananda Reddy, G. et. al. (2000). Learning disabilities: A practical guide to Practitioners. Discovery Pub House, New Delhi.
18. Rourke, B.P. and Del Dotto, J.E. (1994). Learning disabilities : A Neuro-Psychological Perspective. Sage Pub, New Delhi.
19. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, Secunderabad, NIMH.
20. Narayan J. (1990). Towards independence series 1 to 9. Secunderabad : NIMH
21. Narayan J. (2003) Educating children with learning problems in regular schools NIMH: Secudnerabad.
22. Video Films. NIMH (2002). Help them learn make it easy.

## प्रात्यक्षिक (MR)

वैयक्तिक शैक्षणिक उपक्रम (IEP)

**Head- A** प्रात्यक्षिक 1.

कालावधी:- 150 तास

( एकूण गुण :- 150)

मतीमंदत्वतेच्या तीव्रतेनुसार कमीत कमी दोन मतिमंद विद्यार्थ्यांसाठी प्रत्येक छात्राध्यापकाने वैयक्तिक शैक्षणिक उपक्रम (IEP) राबविणे.

अ.क्र.	घटक / क्षेत्रे	गुण
1.	जीवनवृत्तांत	10
2.	शैक्षणिक मुल्यांकन	10
3.	दूरगामी व तात्कालिक उद्दिष्ट्ये तयार करुन त्यांची योग्य ती	10

	कारणमिमांसा देणे	
4.	प्रशिक्षणासाठी शैक्षणिक निर्मिती करणे	10
5.	अंमलबजावणी आणि मूल्यमापन	50
6.	शारिरीक मूल्यमापन	10
7.	तोंडी परीक्षा	50
	एकूण गुण	150

### Head- B - स्वाध्याय:

प्रात्यक्षिक 2. प्रत्येक पेपरवर आधारित खालील प्रकारे स्वाध्याय घेण्यात येतील व त्यांचे अंतर्गत मूल्यमापन होईल.

कालावधी:- 60 तास ( एकूण गुण :- 60)

Paper	Marks
I -	10
II-	10
III-	10
IV-	10
V-	10
VI-	10
Total-	60

### Head- C प्रात्यक्षिक 3.

मतीमंदाच्या विशेष शाळांमध्ये सराव गट अध्यापन

कालावधी:- 200 तास

( एकूण गुण :- 200)

पूर्व माध्यमिक, प्राथमिक, माध्यमिक आणि पूर्व व्यावसायिक या स्तरावरील मतीमंद विद्यार्थ्यांसाठी सराव गट अध्यापनाचे आयोजन:-

प्रत्येक छात्राध्यापकाने 20 सराव पाठ मतिमंदाच्या गटामध्ये सादर करणे. प्रत्येक सराव पाठासाठी 6 गुण.  $20 \times 6 = 120$  असे गुण असतील.

### सराव पाठ परीक्षा:-

अंतिम परीक्षेसाठी एक सराव पाठ घेण्यात येईल. त्यास 50 गुण बाह्य परीक्षकांचे व 30 गुण परीक्षेचे असतील. एकूण 80 गुणांचा सराव पाठ असेल.

### Head- D प्रात्यक्षिक 4.

सामान्य शाळेमध्ये असलेले रिसोर्स रुममध्ये गटसराव अध्यापन

कालावधी:- 200 तास

( एकूण गुण :- 150)

- रिसोर्स रुम तयार करणे.
- रिसोर्स रुममधील 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.

$$15 \times 6 = 90$$

– 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 प्रात्यक्षिक 5.

अध्ययन अध्यापनसाधन निर्मिती

कालावधी:- 50 तास

( एकूण गुण :- 40)

अ.क्र.	घटक/क्षेत्रे	गुण
1.	कार्यात्मक शैक्षणिक साधननिर्मिती	20
2.	अनुदेशनत्मक साधननिर्मिती	20
	एकूण गुण	40