

# **UNIVERSITY OF MUMBAI**



**Syllabus for B.Ed Mental Retardation (MR)**

**Program: B.Ed**

**Course : B.Ed (MR)**

**(Credit Based Semester and Grading System with  
effect from the academic year 2011–2012)**

**University of Mumbai**  
**Syllabus for the Bachelor of Education (Mental Retardation)**  
**(B.Ed. MR)**

As per the D.O. No. F.1 2/2008 XI Plan dated January 31, 2008 from the Chairman, UGC, the B.Ed. (MR) programme of one academic year is revised in the University of Mumbai as Credit based Semester & Grading System comprising of two semesters and implemented from academic year 2011-12. The syllabus of B.Ed (MR) is based on the approved syllabus of the Rehabilitation Council of India (RCI).

The **Title** and **Eligibility** of the programme have been retained as per existing University records.

- **Title – Bachelor of Education (Mental Retardation) B.Ed.(MR)**
- **Eligibility :** Following candidates are eligible for admission to B.Ed. (MR)  
A candidate for the degree of B.Ed. (MR) must have passed a Bachelors' degree examination of this University in any discipline or a corresponding degree examination of any other UGC recognized University.

**I, Aims and Objectives of the Programme**

The B.Ed. (MR) programme aims to develop teachers for children with mental retardation for various special and mainstream educational settings. The programme will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children and in particular to children with mental retardation.

The objectives of the programme are as follows:

- a) To acquire knowledge about change in the prevailing and emerging Indian Society in view of recent trends in education and national development
- b) To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.

- c) To develop skills and competencies to cater to the needs of children with mental retardation in mainstream and special class settings particularly in cognitive, affective and skill domains.
- d) To equip in various techniques of teaching and evaluation of children with mental retardation in special and mainstream settings.

- II** The programme of B. Ed (MR) comprises of part- A (theory) and part – B (practical) courses which will be covered in two consecutive semesters. The required attendance for part-A is 80% and that of part-B is 90% in each semester. A candidate for the examination in courses in part- A and part- B must apply to the Registrar of University of Mumbai with certificates required, through the Principal/ Head of the College of Education in which he/she has received training.
- III** The entire programme of B.Ed. (MR) is of 40 credits. Each credit will comprise of 30 learning hours. The part – A theory courses comprise of 4 compulsory courses (4 credits per course), 3 specialization courses (3 credits per course) 1 allied course (3 credits per course). The part –B practical courses comprises of 6 skill courses (2 credits per course).
- IV** Each theory course of part-A will have instructional and notional hours. The instructional hours will include classroom instructions and practical. The notional hours will include assignments, projects, journal writing, case studies, library work, visits, attending seminars / workshops, preparations for examinations etc. specified under each theory course of the B. Ed. (MR) programme.
- V** The assessment in part- A comprising of theory courses shall be evaluated semester wise as per the scheme of courses as given in R-6 and R-8 by way of written papers and Internal assessment. The Principal/Head of the college of education shall forward to the University, the marks obtained by each candidate for internal assessment of part -A as given in points no. **VII(a)** and **VIII (a)**.

**VI** The assessment in part- B comprising of practical courses shall be evaluated internally by each College of Education at the end of the year as per the scheme of practical courses as given in points no. **VII(b)** and **VIII(b)**. The final assessment will be evaluated by external and internal examiner as appointed by the College of Education. The Principal/Head of College of Education shall forward to the University, the marks obtained by each candidate by internal assessment of part -B as in **VII(b)** and **VIII(b)** in second semester.

**VII Ist semester**

**VII(a) Schemes of courses (Part- A) Theory**

Course Code	Course Title	Credits	Hours		Marks	
			Instructional	Notional	Semester End Assessment	Internal Assessment
MC-1	Nature and needs of various disabilities- an introduction	4	60	60	80	20
MM-1	MR: Identification and Assessment of Mental Retardation	3	60	30	80	20
MM-2	MR: Mental Retardation : The Multidisciplinary Perspective	3	60	30	80	20
MM-3	MR: Mental Retardation : Curriculum and Teaching Strategies	3	60	30	80	20
MA-1	Subject Teaching	3	60	30	80	20
	<b>Total</b>	<b>13</b>	<b>300 hrs</b>	<b>180 hrs</b>	<b>400 marks</b>	<b>100 marks.</b>

**VII(b) Schemes of skill courses (Part- B)**

Course Code	Course Title	Credits	Hours	Marks	
				Semester End Assessment	Internal Assessment
All skill courses mentioned in point no. <b>VIII(b)</b> shall commence from semester 1 and continue through the year. Details of Internal and year-end assessment are given in point no. <b>VIII(b)</b> .					

## VIII IInd semester

### VIII(a) Schemes of courses (Part- A) Theory

Course Code	Course Title	Credits	Hours		Marks	
			Instructional	Notional	Semester End Assessment	Internal Assessment
MC-2	Education: A global perspective	4	60	60	80	20
MC-3 *	Educational psychology and persons with disabilities	4	60	60	80	20
MC-4 *	Educational planning and management, curriculum designing and research	4	60	60	80	20
	<b>Total</b>	<b>15</b>	<b>180 hrs.</b>	<b>180 hrs.</b>	<b>240 marks</b>	<b>60 marks</b>

\* Inputs for MC-3 & MC-4 will start from Semester 1, but will be assessed in Semester 2

### VIII(b) Schemes of skill courses (Part- B)

Course Code	Course Title	Credits	Hours	Marks			Total
				External Assessment (Year-end)		Internal Assessment (through the year)	
				External Examiner	Internal Examiner		
MMS-1	2 Case Studies	4	120	15	5	80	100
MMS-2	Group teaching	4	120	15	5	80	100
MMS-3	Internship	4	120	15	5	80	100
	<b>TOTAL</b>	<b>12</b>	<b>360</b>	<b>75</b>	<b>15</b>	<b>240</b>	<b>300</b>

## **IX Scheme and Details of Assessment of theory (Part A) courses:**

The performance of the candidates in each of the theory courses shall be evaluated in two parts

- (a) Internal Assessment and
- (b) Semester end assessment.

(a) **Internal Assessment** will be on the basis of continuous evaluation as indicated in points no. **VII(a)** and **VIII(a)**. The weight-age of Internal Assessment will be 20 % of the total marks of each course.

### **Internal Assessment (PART-A)**

**20 % Marks**

- Participation of candidates in practicum as mentioned in the Notional Hours for the respective papers.
- **NOTE:** A record of all practicum related to the notional hours to be maintained for submissions if and when required.

(b) **Semester End Assessment** will be on the basis of performance in the semester end written examinations as indicated in point no. **VII(a)** and **VIII(a)** . The weight age of semester end assessment will be 80% of the total marks of each course.

### **Semester End Assessment (PART-A)**

**80 % Marks**

- Duration –3 Hours of written exam.
- Question Paper Pattern:
  - 1) There shall be different sections consisting of long and short questions.
  - 2) All sections shall be compulsory with internal choice within the questions in each section.

## **X Schemes and Details of Assessment of Skill Courses (Part B).**

The performance of the candidates in each of the skill courses shall be evaluated in two parts

- (a) Internal Assessment and
- (b) Year end assessment.

- (a) **Internal assessment of skill courses (PART B):** All skill courses shall be internally assessed throughout the year as per details given in points no. **VII(b)** and **VIII(b)**.
- (b) **Year end assessment of skill courses (PART B):** Skill courses numbers MMS-1, MMS-2 and MMS-3 mentioned in point no. **VIII(b)** will be also be assessed at the Final Practical Examination at the end of the second semester by an External Examiner and an Internal Examiner as per details given below:

### **Year End Assessment (PART-B)**

20 % Marks

	Particulars	External Examiner	Internal Examiner
●	Lessons/practical work undertaken during year-end practical examination	15%	5%
●	Viva taken during year-end practical examination	15%	5%
●	Records of practicals conducted through the year	15%	5%
●	Teaching-learning material / aids prepared for practical work through the year	15%	5%

## **XI STANDARD OF PASSING:**

- The passing percentage of theory courses is 40% and that of skill courses is 50 % in each of the courses in Part A & Part B
- The overall grade of the B.Ed. Spl. Ed (MR) programme will be calculated on the basis of totaling the theory and skill courses of both semesters. The grade marks and grade points are as follows:

<b>Grade</b>	<b>Marks</b>	<b>Grade points</b>
<b>O</b>	<b>770 &amp; above</b>	<b>7</b>
<b>A</b>	<b>660-769</b>	<b>6</b>
<b>B</b>	<b>605-659</b>	<b>5</b>
<b>C</b>	<b>550-604</b>	<b>4</b>
<b>D</b>	<b>495-549</b>	<b>3</b>
<b>E</b>	<b>470-494</b>	<b>2</b>
<b>F (Fail)</b>	<b>469 &amp; below</b>	<b>1</b>

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**(a) METHOD TO CARRY FORWARD THE MARKS**

- (i) A Candidate failing in any of the courses in Part- A as well as Part- B (Internal and/or External) will be eligible only for a minimum overall ‘E’ Grade (irrespective of the sum total of his/her marks).

**FOR FAILURE IN PART - A**

- (ii) A candidate who PASSES in the Internal Assessment but FAILS in the Semester End Examination of the Course shall reappear for the Semester End Examination of that Course. However, his/her marks of the Internal assessment shall be carried over and he/she shall be entitled for grade obtained by him/her on passing of the complete course provided he/she completes all Practical Work of Part B as specified in points no. **VII(b)** and **VIII(b)**.
- (iii) A candidate who FAILS in the Internal Assessment but PASSES in the Semester End Examination of the course shall submit and reappear for the Internal assessment in the form of related project for that course. However, his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on qualifying the course provided he/she completes all Practical Work of Part B as specified in points no. **VII(b)** and **VIII(b)**. The project will consist of 20 marks which will be divided into 10 marks for the documentation of the project given by the concerned teachers of the course and 10 marks for the viva related to the project. For passing the project combined marks of documentation and viva will be considered.



### FOR FAILURE IN PART – B

- (iv) A candidate who passes in Part A but fails in any of the courses in Part B (Internal and/or Year-end), has to complete the work of the respective course/s in Part B spread over the entire academic year once again. He will be permitted at his own option to carry forward the marks obtained in Part A to three subsequent examinations (excluding the first attempt). Candidates clearing the program exercising this option shall be eligible only for an overall E Grade.
- (v) A candidate who has failed in any of the courses in Part B and has completed all the work of the respective course/s in Part B spread over the entire academic year once again will be eligible for Grades from O to D provided he appears for examination of Part A at the same instance of his revised grade in Part B.
- (b) ATKT (ALLOWED TO KEEP TERM)**
  - (i) A student shall be allowed to keep term for Semester II irrespective of number of heads of failure in points no. **VII(a)** and **VII(b)** of the Semester I.
  - (ii) The result of Semester II shall be kept in abeyance until the student passes each of the courses in Semester I and Semester II.
  - (iii) A candidate who fails in part- A and/or part- B fully or partially is allowed to reappear only for a maximum of 3 consecutive attempts (excluding the first attempt) or **three** years whichever is earlier.
  - (iv) A candidate failing in any of the course/s in part - A can reappear for the examination without putting in attendance for the instructional hours of the respective course/s. Candidate failing in any of the course/s in part -B will be required to put in the attendance for repeat of practicals of the respective course/s in part -B as given by the concerned teacher.

**Note:** It is mandatory for every teacher of children with hearing impairment to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of education of children with hearing impairment in India. Hence, successful candidates of B.Ed. (HI) shall have to register their names with RCI. As continuous professional growth is necessary for the renewal of the certificate, the teachers in this field should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

# **CORE (COMPULSORY) COURSES**

## Course code- MC-1

### NATURE AND NEEDS OF VARIOUS DISABILITIES - AN INTRODUCTION

(60 Hrs)

#### OBJECTIVES:

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

- 1 Understand the different concepts, characteristics, trends and issues in special education
- 2 Discuss the nature, types, characteristics and educational implications of sensory impairment
- 3 Discuss the nature, types, characteristics and educational implications of orthopedic conditions, and neurological dysfunctions
- 4 Explain the nature, types, characteristics and educational implications of Intellectual Disabilities
- 5 Explain the nature, types, characteristics and educational implications of Multiple Disabilities
6. Examine the nature, scope and issues in career education and rehabilitation of persons with special needs

#### Course Content:

##### Unit 1 : Introduction

(8 Hrs)

- 1.1 Impairment, Disability, Handicap: Concept and Characteristics
- 1.2 Exceptionally: Concept and Types
- 1.3 Special Education: Definition and History
- 1.4 Service Delivery Systems
- 1.5 Changing Trends and Issues in Special Education

##### Unit 2: Sensory Impairment (VI, HI)

(10 Hrs)

- 2.1 Hearing and Visual Impairment:
- 2.2 Types of Hearing Impairment and Visual Impairment.
- 2.3 Etiological factors
- 2.4 Multi-sensory impairments and Associated Conditions
- 2.5 Educational Implications.

##### Unit 3: Locomotor Disabilities & Neurological Dysfunctions

(10 Hrs)

- 3.1 Nature & needs of Orthopaedic Conditions: Muscular Dystrophy, Spina Bifida, Osteogenesis Imperfecta, Poliomyelitis.
- 3.2 Nature & needs of Neurological Dysfunctions: Cerebral Palsy
- 3.3 Nature & needs of ADD and ADHD
- 3.4 Nature & needs of Leprosy-cured
- 3.5 Educational Implications

##### Unit 4: Intellectual Disabilities (LD, MR, PDD, Slow Learners)

(14 Hrs)

- 4.1 Definition and Characteristics
- 4.2 Classification / Types
- 4.3 Etiological Factors
- 4.4 Treatment strategies for PDD
- 4.5 Educational Implications

##### Unit 5 : Multiple Disabilities

(8 Hrs)

- 5.1 Definition and Characteristics
- 5.2 Types / combinations
- 5.3 Etiological Factors
- 5.4 Treatment strategies for associated conditions
- 5.5 Educational Implications

## **Unit 6 : Career Education and Rehabilitation**

**(10 Hrs)**

- 6.1 Habilitation and Rehabilitation: Concept, Nature and Need
- 6.2 Education for Independent Living
- 6.3 Transition from school to work, Vocational training and job opportunities
- 6.4 Legal issues in rehabilitation
- 6.5 Challenges and implications

**Notional hours**

**60 hrs.**

### **Practicum / Internal Assignment**

**20 marks**

- MC1.1 Submission of visit reports to organizations working for all types of disabilities covered in the Course.
- MC1.2 Submission of visit reports to organizations working in the area of Vocational Rehabilitation
- MC1.3 Presentations on intervention programs (levels - early intervention, pre-school, primary, secondary, transition, vocational, care group) carried out with students from the disability categories covered in the course (based on interviews with special educators from their schools).
- MC1.4 Discussion on 'Challenges faced by persons with various disabilities' covered in the course.

### **Reference 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
- 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. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
- 17. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
- 18. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
- 19. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

**OBJECTIVES:**

After studying this paper, the students teachers are expected to realize the following objective

- 1 Explain the nature, process and philosophy of education
- 2 Spell out the aims and functions of general, special and inclusive education
- 3 Describe the various systems of education with reference to general, special and inclusive education
- 4 Discuss the various roles of educational agencies in India and abroad
- 5 Analyze the role of educational system in the context of modern ethos like democracy, socialism and secularism
6. Explain the emerging trends in general, special and inclusive education

**Course Content**

**Unit 1 : Nature, Process and Philosophy of Education**

**(10 Hrs)**

- 1.1 Education: Its conceptual development – the delineation of its meaning in traditional and modern times..
- 1.2 Nature and Philosophy of Idealism, Naturalism, Pragmatism, Humanism and Constructivism
- 1.3 Nature and Philosophy of special education
- 1.4 Implications of Idealism, Naturalism, Pragmatism, Humanism and Constructivism in general and special education
- 1.5 Historical perspective of education in India & abroad.

**Unit 2 : Educational Aims**

**(10 Hrs)**

- 2.1 Aims, functions and priorities of education
- 2.2 Aims, objectives and functions of special education
- 2.3 Direction and priorities of general and special education
- 2.4 Recent trends in general and special education in India
- 2.5 Education For All movement, Education through 21<sup>st</sup> century, NPE (1986); POA (1992), RCI Act (1992), IEDSS Scheme, SSA (1992), PD Act (1995), NT Act (1999), Biwako Millenium Framework, UNCRPD (2006), Right to Education Act, (2009) and its implications.

**Unit 3: Inclusive Education**

**(10 Hrs)**

- 3.1 Concept and principles of inclusion: aims, functions, priorities; implications of educational philosophies on inclusive education
- 3.2 Continuum of educational services
- 3.3 Inclusive Education a rights-based model: Community linkages and partnerships for inclusion
- 3.4 History and current status of Inclusive education in India: strengths, limitations and issues.
- 3.5 Role of schools (regular/special) and teachers/educators (regular/special) in facilitating inclusive education

**Unit 4: Education in the Social Context**

**(10 Hrs)**

- 4.1 Formal, Informal and Non – formal Education
- 4.2 Continuous and Life – long Education
- 4.3 Community Based Education
- 4.4 Open Learning, Distance Education with reference to General and Special Education
- 4.5 Value Oriented Education

**Unit 5: Educational Agencies for National Development****(10 Hrs)**

- 5.1 Educational challenges for economic and socio – political development
- 5.2 Role of home, school, society and mass media
- 5.3 Role of Government and Non – Government agencies in general and special education: MHRD, MSJ&E, NCERT, SCERT, National Institutes for Handicapped and various NGO's; International Non Government Organization (INGOs) like UNICEF, UNESCO, ACTIONAID, CBM,
- 5.4 Resource mobilization through funding agencies
- 5.5 Educational Concessions / facilities for persons with special needs.

**Unit 6 : Education and the Modern Ethos****(10 Hrs.)**

- 6.1 Democracy, Socialism and Secularism
- 6.2 Constitutional provisions in human rights
- 6.3 Equalization of educational opportunities: an overview strategies, schemes and laws in various countries.
- 6.4 Human resource development in education (RCI, NCTE, Open Universities, Teleconferencing, Continuing Rehabilitation Education Programs - CRE's, National Institutes); NCF and its impact on Teacher Education.
- 6.5 Planning and management of human resources in education – teachers, volunteers, parents, community; need for public-private partnerships.

**Notional hours:****60 hrs.****Practicum/Internal Assignment:****20 marks**

MC2.1 Visit reports of two model general education schools

MC2.2 Visit reports of two mainstream schools that include students with disabilities

MC2.3 Presentations on activities of locally based NGO's and INGO's.

MC2.4 Debate: "Which Education system is better in the Indian context? General, Special or Inclusive?"

**Reference books**

- 1. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi: NCERT.
- 2. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
- 3. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
- 4. Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.
- 5. Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
- 6. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
- 7. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000.. New Delhi IAE Association.
- 8. Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
- 9. Mathew.S , Gathoo.V & Ghate P. (2006) , *Education of children with hearing impairment*,
- 10. Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critical Issues. New Delhi National Book Organisation.
- 11. Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
- 12. Steven. B. (1998). School and Society. Sage Publications.
- 13. Suresh. D. (1998). Curriculum and child development. Bhargava. Kanishka Pub, new Delhi
- 14. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
- 15. Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.

## EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

(60 Hours)

### Objectives

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

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

### Course content

#### Unit1: Introduction to Psychology

(10 Hours)

- 1.1 Definition, Nature, Scope and Methods of Psychology
- 1.2 Educational psychology: scope and relevance to general and special education.
- 1.3 Motivation: definition and theories.
- 1.4 Sensation, attention and perception and thinking.
- 1.5 Implications of above with regard to specific disabilities.

#### Unit2: Growth and Development

(10 Hours)

- 2.1 Definitions, Principles and Theories of Growth and Development (Bronfentinner, Piaget, Kohlley)
- 2.2 Influence of heredity and environment
- 2.3 Stages of development with reference to children with disabilities.
- 2.4 Developmental needs from infancy through adolescence.
- 2.5 Developmental delay and deviance.

#### Unit3: Learning

(10 Hours)

- 3.1 Concept formation.
- 3.2 Learning: Definition, domains and factors affecting learning
- 3.3 Theories of Learning (Behavioral, Cognitive and Social)
- 3.4 Memory and Forgetting.
- 3.5 Implications of the above with regard to various disabilities.

#### Unit 4: Intelligence, Aptitude and Creativity

(10 Hours)

- 4.1 Definition of Intelligence and aptitude.
- 4.2 Theories of Intelligence (Spearman, Guildford, Thurstone and Gardner)
- 4.3 Concept of Creativity, its process, characteristics of creative people and teachers role in stimulating creativity.
- 4.4 Psychological Testing: Objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT, DST, Passi/Baquer Mehdi,).
- 4.5 Implications of the above with regard to various disabilities.

**Unit5: Personality****(10 Hours)**

- 5.1 Definition, Theories and Assessments of Personality
- 5.2 Frustration and conflict
- 5.3 Mental health and signs and symptoms of maladjustment
- 5.4 Characteristics of childhood and adolescence (ADHD, CD.ODD, Anxiety disorders, Depressive disorder, Eating disorder).
- 5.5 Implications of disabilities in personality assessment.

**Unit: 6: Guidance and Counseling****(10 Hours)**

- 6.1 Definition and Scope of guidance and counseling, and role of parents and teachers in Rehabilitation.
- 6.2 Approaches and techniques of guidance and counseling with reference to various disabilities.
- 6.3 Discipline and Management of classroom behavior problems.
- 6.4 Vocational assessment, guidance and training.
- 6.5 Yoga and other adjunctive aids (music, dance, art and biblio therapy).

**Notional hours:****60 hrs.****Practicum/Internal Assignment:****20 marks**

MC3.1 Report on talk given by Counselor on 'Mental Health in persons with disabilities – role of teacher'.

MC3.2 Preparation of folder on '5 Activities to improve/enhance each of the following cognitive abilities in children: Attention, Perception, Thinking, Problem Solving, Creativity, Motivation, Memory'.

MC3.3 Class Activity and presentations: Interpretation of Psychological reports of atleast five given cases and their educational implications.

MC3.4 Assignment: List of psychological assessment tools and their purpose (for the teacher).

**Reference 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. New York: 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, Mdanial. (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.



**Course code MC– 4**

**EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH  
60 HRS.**

**OBJECTIVES:**

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

- 1 Understand the meaning and scope of educational management
- 2 Understand the concept and meaning of curriculum and instructional strategies and their implications for children with disabilities
- 3 Explain the concept, meaning, scope and types of educational technology
- 4 Describe the need and scope of educational research
- 5 Discuss the meaning, scope and types of educational evaluation

Course content:

**Unit 1: Educational Management**

**(10 Hrs.)**

- 1.1 Educational management: meaning, need, scope, system approach, matrix management
- 1.2 Concept and Principles of Institutional Planning and Management, Admission, School plant, Classification, Provisions, Records and report writing.
- 1.3 Staff: recruitment, development, appraisal
- 1.4 Institutional Organization, Administration, Inspection and Supervision and Mentoring in a school setting.
- 1.5 Types of Leadership and Organizational Climate in a school setting.

**Unit2: Curriculum**

**(10 hrs.)**

- 2.1 Definition, Meaning, Principles and types 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 teachers
- 2.4 Importance and types of co-curricular activities and its linkage with curricular activities
- 2.5 Disability wise Adaptations of co-curricular activities.

**Unit 3: Instructional Strategies**

**(10 hrs)**

- 3.1 Theories of instruction – (Bruner and Gagne) and Approaches to instruction –cognitive, Behavioral and eclectic
- 3.2 Instructional Design - Macro / Micro designs
- 3.3 Individual, peer, small group, large group instructions, Micro-teaching skills
- 3.4 Teaching materials-aids and appliances, other equipments and their development
- 3.5 Models of teaching – concept and scope, Concept Attainment Model, Development Model, Role Play Model

**Unit 4 : Educational Technology**

**(10 Hrs.)**

- 4.1 Educational Technology: Concept and Scope, Objectives, planning and implementation; ICT
- 4.2 Role & Types of Audio-visual aids in teaching; Use of Multi-media in education of students with special needs.
- 4.3 Individualized Instruction: Programmed Instruction, Computer Assisted Instruction and Interactive Learning.
- 4.4 Environmental modifications and use of assistive technology and Barrier free environment for persons with Disabilities
- 4.5 Teaching learning materials: Importance, need and guidelines on use with reference to various disabilities

**Unit 5 : Educational Research****(10 Hrs.)**

- 5.1 Educational Research: need and scope
- 5.2 Principles of Research in Education
- 5.3 Tools of Research
- 5.4 Types of Research: Fundamental, Applied & Action
- 5.5 Overview of research studies in special education in India

**Unit 6 : Educational Evaluation****(10 Hrs.)**

- 6.1 Meaning, scope and types of evaluation; changing trends in educational evaluation.
- 6.2 Types of Tests: tools & techniques of conventional & alternate evaluation.
- 6.3 Characteristics of a good test, construction of test, items for CRT, NRT, Teacher Made Test;
- 6.4 Descriptive statistics, Measures of central tendency (Mean, Median, Mode), Measure of variability (Standard Deviation, Quartile Deviation)
- 6.5 Inferential statistics, correlation, rank order correlation, construction of different graphs and diagrams; Presentation of data through graphs, tables & diagrams – need & importance.

**Notional hours:****60 hrs.****Practicum/ Internal Assignment****20 marks**

- MC4.1 Presentation on Leadership styles and Organizational Climate of schools visited
- MC4.2 Development of CAI material
- MC4.3 Development of a questionnaire on a given topic
- MC4.4 Development of a table of Specifications.

**Reference books**

- 1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
- 2. Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra 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 Educational Technology. 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 Publishing House,
- 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.
- 19. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada

# **SPECIALIZATION COURSES**

## **Specialization paper MM-1**

### **IDENTIFICATION AND ASSESSMENT OF MENTAL RETARDATION**

**(60 Hrs)**

#### **OBJECTIVES :**

After studying this paper the student teachers are expected to

1. Describe the historical perspective, concept and nature of mental retardation
2. Describe the types, tools and procedures of assessment and evaluation of mental retardation.
3. Delineate the various areas of assessment in mental retardation
4. Appreciate the importance of differential assessment in program planning for student with mental retardation.
5. Analyze the implication of mental retardation on family and community

#### **Course Content**

##### **Unit 1: Mental Retardation – Nature and Needs**

**(10Hrs)**

- 1.1 Historical perspective of mental retardation
- 1.2 Concept and definition of mental retardation
- 1.3 Prevalence and incidence of mental retardation
- 1.4 Classification of mental retardation – medical, educational, psychological
- 1.5 Characteristics of mental retardation – learning, psycho-social and physical

##### **Unit 2: Mental Retardation – Identification, Assessment & Evaluation**

**(12 hrs)**

- 2.1 Screening, identification, assessment – concept and definition
- 2.2 Purpose of assessment in mental retardation
- 2.3 Evaluation – concept and types (formative & summative)
- 2.4 Tools of assessment – tests, observation, interview
- 2.5 Teacher competencies in conducting assessment and evaluation

##### **Unit 3: Mental Retardation – Areas of Assessment**

**(14 Hrs.)**

- 3.1 Psychological assessment – Wechsler Intelligence Scales, Binet-Kamat
- 3.2 Educational assessment – Madras Development Programming Scale
- 3.3 Assessment of adaptive behavior – Adaptive Behavioral Scale, VSMS
- 3.4 Functional assessment – Functional Assessment Checklist for Programming
- 3.5 Behavioral assessment – Behavioral Assessment Scale for Indian Children with MR

##### **Unit 4: Mental Retardation – Differential Assessment**

**(14 Hrs.)**

- 4.1 Assessment of speech and language skills.
- 4.2 Assessment of perceptual motor skills
- 4.3 Assessment of sensory integration skills
- 4.4 Assessment of problem behaviours
- 4.5 Issues in assessment of mental retardation – personal, professional, procedural; Interpretation of assessment results and program planning

##### **Unit 5: Mental Retardation – Family & Community Needs Assessment**

**(10Hrs)**

- 5.1 Effect on parents and extended family members
- 5.2 Effect on siblings
- 5.3 Need based Guidance and counseling for parents, care-givers, family and siblings
- 5.4 Community support and participation
- 5.5 Legal and constitutional provisions

**Notional Hours:**  
**Practicum/ Internal Assignment**

**30 hrs.**  
**20 marks**

- MM1.1 Structured Observation and submission of observation report of any given case.
- MM1.2 Planning and conduct of one program for parents
- MM1.3 Planning and conduct of one program for and siblings.
- MM1.4 Presentation on needs of a given case integrating reports received from the Psychologist, Speech Therapist and Physical Therapist.

### **Reference books**

1. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
2. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
3. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
5. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston : Allyn & Bacon.
6. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
7. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Boston : Allyn & Bacon
8. Narayan, 3. & Kutty, A,T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
9. Peshwaria, R. and Venkatesan. 5. (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
10. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
11. Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication.
14. Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
15. Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
16. Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
17. Myreddi, V. & Narayan, J. FACP – PMR, NIMH, Secunderabad.
18. Narayan, J. Graduate Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
19. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
20. Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
21. Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
22. Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad.

## Specialization paper MM-2

### MENTAL RETARDATION – THE MULTIDISCIPLINARY PERSPECTIVE (60 Hrs)

#### OBJECTIVES :

After studying this paper the student teachers are expected to

1. Describe the etiological factors and appropriate prevention measures for mental retardation.
2. Enumerate the disabling conditions associated with mental retardation
3. Analyze the nature of language and communication disorders in persons with mental retardation
4. Identify appropriate therapies, for development of motor skills in persons with mental retardation.
5. Discuss the role of the multidisciplinary team in rehabilitation of persons with mental retardation.

#### Course Contents:

- Unit 1: Etiology and Prevention and Mental Retardation (10 Hrs.)**
- 1.1 Genetic Disorders
  - 1.2 Chromosomal deviations
  - 1.3 Congenital factors
  - 1.4 Environmental factors
  - 1.5 Preventive measures
- Unit 2: Co-morbidity with Mental Retardation (16 Hrs.)**
- 2.1 Epilepsy/ Seizure disorder
  - 2.2 Cerebral Palsy
  - 2.3 Behavioral disorders
  - 2.4 Autism Spectrum Disorders
  - 2.5 Scholastic backwardness / emotional and anxiety disorders
- Unit 3 : Communication Aspects of Mental Retardation (12 Hrs.)**
- 3.1 Language, Communication and speech-concept & definition
  - 3.2 Speech disorders – Types and intervention
  - 3.3 Language – components, disorders, intervention
  - 3.4 Communication – process and types
  - 3.5 Alternative & Augmentative communication
- Unit 4 : Motor Aspects of Mental Retardation (12 Hrs.)**
- 4.1 Gross and fine motor impairments
  - 4.2 Perceptual – motor difficulties
  - 4.3 Sensory integration disorders
  - 4.4 Adaptive aids and devices
  - 4.5 Implications for intervention
- Unit 5 : Intervention – The Multidisciplinary Approach (10 Hrs.)**
- 5.1 The Multidisciplinary team-need & structure
  - 5.2 Role of educators-special & general education teachers
  - 5.3 Role of therapists-speech, occupational & physiotherapist
  - 5.4 Role of a social worker
  - 5.5 Role of parents and family

<b>Notional Hours</b>	<b>30 hrs.</b>
<b>Practicum/ Internal Assignment</b>	<b>20 marks</b>
<u>MM2.1</u> Preparation of an intervention program for a given child with MR and co-morbid condition	
<u>MM2.2</u> Preparation of aids for enhancement of communication skills.	
<u>MM2.3</u> Preparation of need based and cost effective adaptive aids for motor development	
<u>MM2.4</u> Presentation on 'Incorporating therapeutic activities in daily schedules of students with mental retardation'	

### Reference books

1. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
2. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
3. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
5. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston : Allyn & Bacon
6. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
7. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Boston : Allyn & Bacon
8. Narayan, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad
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10. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
11. Repp. A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall
12. King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego: Singular Publishing Group.
13. Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi : Mittal Publication.
14. Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi, Reliance.
15. Narayan, J. (1999). Skill Training Series 1-9, NIMH Secunderabad.
16. Myreddi, V. & Narayan, J. (2000). Functional Academics for Students with Mental Retardation, NIMH Secunderabad.
17. Myreddi V. & Narayan J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
18. Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
19. Narayan J. (2003) Educating children with learning problems in regular schools NIMH, Secunderabad.
20. Video Films. (2002). Help them learn make it easy. NIMH, Secunderabad

## **Specialization paper MM-3**

### **MENTAL RETARDATION: CURRICULUM AND TEACHING STRATEGIES (60 Hrs)**

#### **OBJECTIVES:**

After studying this paper the student teachers are expected to

1. Describe the types of curriculum and educational programs suitable for students with retardation.
2. Develop need-based instructional plans for students with mental retardation
3. Select appropriate instructional approaches and techniques for a given student with mental retardation
4. Formulate age appropriate curriculum for students with mental retardation
5. Describe the implications of full inclusion for organization of services

#### **Course Content:**

#### **Unit 1: Curriculum Development (12 Hrs.)**

- 1.1 Curricular approaches – developmental, functional, ecological
- 1.2 Curriculum for the future: preparing students with Intellectual impairments for an inclusive environment
- 1.3 Individualized educational plan
- 1.4 Group educational plan
- 1.5 IEP in group

#### **Unit 2: Instructional Planning (12 Hrs.)**

- 2.1 Curricular areas – motor, self care, communication, social, Functional academics, vocational, recreation
- 2.2. Instructional design
- 2.3 Goals – long term, short term, behavioral objectives
- 2.4 Scheduling instruction
- 2.5 Evaluation – procedural, performance, product

#### **Unit 3: Instructional Approaches & Techniques (12Hrs.)**

- 3.1 Behavioral – Applied Behavioral Analysis
- 3.2 Cognitive – Cognitive Behavioral Modification, Meta-cognitive strategies
- 3.3 Multi-sensory – Montessori method, VAKT
- 3.4 Peer mediated – Cooperative Learning, Peer tutoring
- 3.5 Techniques – task analysis, chaining, prompting, reinforcement

#### **Unit 4: Educational Placement & Age Appropriate Curriculum (12 Hrs.)**

- 4.1 Educational placement – Cascade of educational services
- 4.2 Infancy & early childhood years – early intervention
- 4.3 School years – special school curriculum, adaptive curriculum
- 4.4 Transitional years – sex education, pre-vocational, vocational training
- 4.5 Adulthood job training & employment

#### **Unit 5: Emerging Paradigms (12 Hrs.)**

- 5.1 Normalization – concept & principles
- 5.2 Integration & inclusion – NIOS, non formal education
- 5.3 Community Based Rehabilitation



- 5.4 Life Skill Preparation
- 5.5 Role of Central & State Govts. and NGOs in education of students with mental retardation.

#### **Notional Hours**

**30 hrs.**

#### **Practicum/ Internal Assignment**

**20 marks**

- MM3.1 Preparation of ecological inventory for a given case
- MM3.2 Preparation of a detailed instructional plan in a given curricular area
- MM3.3 Survey of Job placements for adults with MR in the locality.
- MM3.4 Preparation of a transition plan and life-skill curriculum for a given case, based on job opportunities available.

#### **Reference books**

1. Overton, T. (1992). Assessment in Special Education - An Applied Approach. New York McMillan.
2. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
3. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
4. Van Riper, C.A. and Emerick, L. (1990), Speech Correction-An introduction to speech pathology and audiology. Eighth Edition, Prentice Hall.
5. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston : Allyn & Bacon.
6. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta.
7. Longone, J. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Boston : Allyn & Bacon.
8. Narayan, J. & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
9. Peshwaria, R. and Venkatesan. S. (1992) Behaviour of retarded children: A manual for Teachers. NIMH, Secunderabad.
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12. King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
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1. Ammerman & Herson: Handbook of Behaviour Therapy with Children and Adults, Allyn & Bacon, Boston, 1993.
2. Ashwini Mahajani , A study on “Cerebral Palsy Children with Mental Retardation” 1998
3. Bala, Jampala Madhu, Methods of Teaching Exceptional Children, 2004
4. Beirne-Smith, Mary and James Patton, Mental Retardation, 1994
5. Bender and Valletutti, P.J., Teaching the Moderately and Severely Handicapped child Vol. I to III
6. Boiley and Garder, The Handicapped Child, Churchill Living Stores, 1975
7. Council for Exceptional Children, Survival Guide for the First year Special Education Teacher
8. Ellen R. Browning Teaching Students with Behaviour and Serve Emotional Problems, Allyn & Bacon Inc., 1983.
9. Kenneth F. Ruder. Hichel D. Smith, Development Language intervention, University Press, Baltimore, 1984
10. Kumta, N.B. Mental Retardation : A Multidisciplinary Aproach, K.E.M. Hospital, Bombay
11. Langone, J. Teaching Retarded Learners, Allyn and Bacon, Boston, 1980
12. Lufting, R.L Teaching the Mentally Retarded Children : Curriculum, Methods and Strategies, Oxford University, Press, New York, 1987.
13. Max L. Huff and Robert Gwy. Gibby The Mentally Handicapped children with severe handicap, Edward Arnold, London, 1987.
14. McAfee, Jeanette L., Navigating The Social World, 2002
15. Michael Beveridge and Gina Curti – Ramsden Children with Language Disability, Open University Press – Meltun, Keynes, 1987
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17. Pidikiti Swathi, A study on “The Families Having Children with Mental Retardation”, 1998
18. Pierangelo, R. & Giuliani G.A., Transition services in Special Education, Allyn & Bacon, 2003
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20. Rep. Alan, C., Teaching the Mentally Retarded, Parentice Hall Inc., New Jersey, 1988.
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22. (Eds.) Samuel J. Merels & Jack P. Shonekoff Handbook of Early Childhood intervention, Cambridge University Press, 1990
23. Smith, D.D. Introduction to Special Education Teaching in an Age of opportunity, Allyn & Bacon, 2003
24. Thatcher, J. Teaching Reading to Mentally Retarded children, Groom Helm, London, 1984.
25. Venkatesan & Vepuri V. Mental Retardation in India, Concept New Delhi, 1995

# **ALLIED COURSES**

Course code MA-1

Subject Teaching (60 hours)

Section –A : Science and Mathematics

Section-B : Social science

**SECTION A: SCIENCE & MATHEMATICS (30 hrs)**

Objectives:

After studying this paper the student teachers are expected -

1. To understand the pragmatic importance of maths and science as school Subjects.
2. To learn appropriate methods and techniques for teaching maths and science.
3. To develop competency in teaching maths & science.
4. To acquire skills for developing instructional material for Maths and Science.
5. Discuss the Curricular & Co-curricular activities related to Maths & Science
6. Demonstrate skills in planning, execution & evaluation of Maths & Science.
7. Display skills in preparation & use of Instructional materials
8. Demonstrate skills in linking various school subjects together with Maths & Science for holistic development.

Course Content:

**Unit 1. Introduction to Teaching Maths and Science (6 hrs)**

- 1.1 Importance of Science & Maths in curriculum and life.
- 1.2 Objectives of teaching Science Maths at Primary, Elementary Secondary levels.
- 1.3 Cognitive aspects: Concepts and operations, reasoning and problem Solving.
- 1.4 Curriculum: Aids and equipment, planning and adaptations.
- 1.5 Evaluation: Needs, methods, tools.

**Unit 2. Science, Maths at Various Levels (6 hrs)**

- 2.1 Concept Development in Science & Maths..
- 2.2. Sequential Curriculum in Science & Maths
- 2.3 Teaching of Science and Maths & its relationship to school subjects and co-curricular activities
- 2.4 Importance of organisation of activities/facilities related to Science and Maths: Clubs, Games, Quiz, Seminars, Workshops, Exhibition, Laboratory, Museum, Herbarium, Aquarium, Botanical Garden.

**Unit 3. Approaches to Teaching Science and Maths (10 hrs)**

- 3.1 Principles and maxims of Teaching
  - a) Known to unknown
  - b) Easy to difficult
  - c) Concrete to abstract
  - d) Whole to part
  - e) Particular to general
  - f) Empirical to rational

### 3.2 Methods & techniques of teaching Science & Maths: Importance, procedures, advantages & limitations of

- a) Lecture cum demonstration
- b) Laboratory
- c) Heuristic
- d) Project
- e) Inductive - deductive
- f) Analytic - Synthetic
- g) Problem - solving
- h) Programmed Learning
- i) Group and self study
- j) Story telling
- k) Scientific inquiry
- l) Dramatization / Role Play
- m) Team-teaching
- n) Simulated teaching
- o) Drill Techniques

### 3.4 Development & Selection of Instructional Materials for teaching Science & Maths:

- a) Audio aids : Radio, Tape recorder
- b) Tactile aids: models, magnetic board, peg board.
- c) Visual aids: Text books, worksheets
- d) Technological Aids: Computer devices & CAI
- e) Projected / Non-projected aids
- f) Audio-visual aids: TV, Multi-media, Internet

### 3.5 Need & nature of modifications in Content, Material, Curriculum and Evaluation procedures for teaching Science & Maths as related to students with special needs.

## **Unit 4 Lesson Planning & Evaluation: (8 hrs)**

- 4.1 Planning & Development of Year plan, Unit plan, lesson plan
- 4.2 Evaluation of students in Science & Maths: Concept. Types, techniques (Oral, written, practical), strengths/limitations
- 4.3 Diagnostic Evaluation & Remedial Teaching of Science & Maths: Need and Significance – its difference from Content-based teaching.
- 4.4 Tools and trends in evaluation
  - a) Teacher-made tests
  - b) Rating scales
  - c) checklists
  - d) Observation
  - e) performance based evaluations
  - f) Curriculum based evaluations
  - g) alternate evaluations
  - h) knowledge based evaluations

## **SECTION B: LANGUAGE & SOCIAL SCIENCE**

**(30 hrs)**

Objectives :

After studying this paper the student teachers are expected -

1. To understand the pragmatic importance of languages and social science as school Subjects.
2. To learn appropriate methods and techniques for teaching languages and social science.
3. To develop competency in teaching languages and social science.
4. To acquire skills for developing instructional material for languages and social science.
5. Discuss the Curricular & Co-curricular activities related to languages and social science
6. Demonstrate skills in planning, execution & evaluation of languages and social science
7. Display skills in preparation & use of Instructional materials
8. Demonstrate skills in linking various school subjects together with languages and social science for holistic development.

Course Content:

### **Unit 1. Significance of role of language and social studies in curriculum of life. (6 hrs)**

- 1.1 Importance of language: Cognitive and affective development
- 1.2 Language learning in multi -lingual society
- 1.3 Relevance of learning social sciences
- 1.4 Objectives of teaching language and social sciences at various levels.
- 1.5 Organization of language and social sciences curriculum at lower and higher levels.

### **Unit 2. Teaching of language and its various aspects (8 hrs)**

- 2.1 Psychology of and Readiness for language learning
- 2.2 Maxims of teaching language
- 2.3 Approaches to and Methods of teaching language
  - a) Structural b) communicative c) language experience
  - d) Phonetics e) multi sensory f) translation g) Direct h) Grammar
- 2.4 Aspects of Language: Listening, speaking, reading, writing
- 2.5 Activities of language teaching and preparation of instructional material: language games, drill, Competition, use of tactile and audio aids, library role play, music.

### **Unit 3. Teaching of Social Sciences (8 hrs)**

- 3.1 Principles and maxims of Teaching
  - a) Known to unknown
  - b) Easy to difficult
  - c) Concrete to abstract
  - d) Whole to part
  - e) Particular to general
  - f) Empirical to rational
- 3.2 Methods & techniques of teaching Social Science: Importance, procedures, advantages & limitations of
  - a) Lecture cum demonstration
  - b) Laboratory
  - c) Heuristic
  - d) Project
  - e) Inductive - deductive

- f) Analytic - Synthetic
- g) Problem - solving
- h) Programmed Learning
- I) Group and self study
- j) Story telling
- k) Scientific inquiry
- l) Dramatization / Role Play
- m) Team-teaching
- n) Simulated teaching
- o) Drill Techniques

### 3.4 Development & Selection of Instructional Materials for teaching Social Science:

- a) Audio aids : Radio, Tape recorder
- b) Tactile aids: models, magnetic board, peg board.
- c) Visual aids: Text books, worksheets
- d) Technological Aids: Computer devices & CAI
- e) Projected / Non-projected aids
- f) Audio-visual aids: TV, Multi-media, Internet

### 3.5 Need & nature of modifications in Content, Material, Curriculum and Evaluation procedures for teaching Social Science as related to students with special needs.

## **Unit 4. Implementation and Evaluation (12hrs)**

- 4.1 Planning & Development of Year plan, Unit plan, lesson plan
- 4.2 Evaluation of students in Languages & Social Sciences: Concept. Types, techniques (Oral, written, practical), strengths/limitations
- 4.3 Diagnostic Evaluation & Remedial Teaching of Languages & Social Science: Need and Significance – its difference from Content-based teaching.
- 4.4 Tools and trends in evaluation
  - a) Teacher-made tests
  - b) Rating scales
  - c) checklists
  - d) Observation
  - e) performance based evaluations
  - f) Curriculum based evaluations
  - g) Alternate evaluations
  - h) Knowledge based evaluations

### **Notional Hours**

**30 hrs.**

### **Practicum/ Internal Assignment**

**20 marks**

MA1.1 Five Micro-teaching lessons per candidate

MA1.2 Four lessons in general education schools (One Lesson per candidate in Maths, Science, Language and Social Science from stds. I – IV).

MA1.3 Five peer Observations (reports to be submitted)

## Reference books

1. Bender, R., The conquest of deafness. Cleveland, OH Western Reserve University, 1985.
2. Davis, J., (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
3. Davis, H., Silverman, S.R., Hearing and deafness, New York Holt, Rinehart & Winston, 1970.
4. Frisna, R., (Ed.) A bicentennial monograph on hearing impairment Trends in the USA. The Volta Review, 1976 (4).
5. Hart, B.O. Teaching reading to the deaf, Washington, DC The Alexander Graham Bell Association for the Deaf. Inc., 1963.
6. Ling, D., Speech and the hearing-impaired child Theory and Practice. Washington, DC The Alexander Graham Bell Association' for the Deaf. Inc., 1976.
7. Streng, A., Syntax, Speech and hearing. New York Grunne and Stration, 1972.
8. Furth, H.G., Thinking without language. New York Free Press 1966.
9. Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press. 1978.
10. Dale P. Language development, New York Holt Rinehart & Winston
11. Templin, M., Certain language skills in children. Minneapolis University of Minnesota Press, 1957.
12. Trantham, C., & Pederson, 3, Normal language development. Baltimore Williams & Wilkins Co., 1976.
13. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & rwo, 1977.
14. Emerick, L., Hatten, 3, Diagnosis and evaluation in speech pathology. Englewood Cliffs, NJ prentice-Hall, 1985.
15. Travis, E. (Ed) handbook of speech pathology. Englewood Cliffs NJ Prentice Hall, 1971.
16. Winib, H. From Syllable to conversation. Baltimore University park press, 1975.
17. Stark, 3. Reading failure A language based problem. Asha, 1975 17, 832-834.
18. Jeffers, 3. & Barley, M., Speech reading (Lip reading). Spring field, IL Charles C. Thomas, 1975.
19. O'rourke, T., A basic course in manual communication, Siller Spring MD National Association of the Deaf, 1970.
20. Sanders, D.A., Aural réhabilitation. Englewood Cliffs, NJ Prentice-Hall, 1971.
21. Relekar.S, Dalvi.U & Kant .A (2006), *Fundamentals of Speech & Speech Teaching*, Kanishka Publishers, New Delhi.



# **SKILL COURSES**

**Nature of practical work:**

Case Study 1 will be a Home-based program for any given case with severe/profound mental retardation with multiple disabilities in the age range from 3 to 10 years

Candidates will carry out the following practicals with reference to the given case under supervision and guidance from Faculty:

<b>Sl</b>	<b>Particulars</b>	<b>Hours</b>	<b>Internal Marks</b>
A	Detailed Assessment using a standardized checklist	15	20
B	Interview with parents	2	20
C	Observation of 20 intervention sessions with various therapists	20	20
D	Assisting therapists (under supervision) in therapy	20	20
E	Submission of report on work done	3	20
	<b>TOTAL</b>	60	100 (to be computed out of 40 at the time of submission)

Record of all work done and materials prepared will be submitted for marking at the year-end final exam (as mentioned in points no. **VII(b)**, **VIII(b)** and **X**).

**Nature of practical work:**

Case Study 2 will be a Home-based program for any given case with Intellectual Disabilities in the age range from 10 to 18 years studying with the NIOS.

Candidates will carry out the following practicals with reference to the given case under supervision and guidance from Faculty:

<b>Sl</b>	<b>Particulars</b>	<b>Hours</b>	<b>Internal Marks</b>
A	Detailed Assessment of academic abilities using a standardized checklist	10	20
B	Interview with parents	2	20
C	Planning and implementation of 10 academic lessons as per level of student	20	20
D	Planning and implementation of 10 co-curricular lessons as per level of student	20	20
E	Submission of report on work done	3	20
	<b>TOTAL</b>	60	100 (to be computed out of 40 at the time of submission)

Record of all work done and materials prepared will be submitted for marking at the year-end final exam (as mentioned in points no. **VII(b)**, **VIII(b)** and **X**)

**Course Code: MMS-2      Group Teaching**

**(120 hrs)      80 marks**

**Nature of practical work:**

Candidates will, under supervision and guidance from the Faculty, plan and implement group lessons in a special school for Mentally Retarded as per guidelines given below:

Number of lessons	Areas	Levels	Marks
18	Curricular areas	Pre-school, Primary, Secondary, Pre-Vocational, Vocational	10 x 18 = 180
12	Co-curricular areas	Pre-school, Primary, Secondary, Pre-Vocational, Vocational	10 x 12 = 120

**Internal Marks**

10 marks will be given per lesson as per format developed by the College. Total marks will be computed out of 80 at the time of submission during the year end.

Record of all work done and materials prepared will be submitted for marking at the year-end final exam (as mentioned in points no. **VII(b), VIII(b) and X**)

**MMS-3      Internship      (120 hrs)      80 marks**

**Nature of practical work:**

Candidates will, under supervision and guidance from the Faculty, carry out internship for 20 days (6 hrs per day) in a special school for Mentally Retarded as per guidelines given below:

Activity	Levels	Marks
Curricular	Pre-school, Primary, Secondary, Pre-Vocational, Vocational	50
Co-curricular	Pre-school, Primary, Secondary, Pre-Vocational, Vocational	50
Extra-curricular	Eg Bus, Lunch, Programs, Competitions etc.	50

**Internal Marks**

Marks for Internship will be awarded by the school as per format developed by the College. Total marks will be computed out of 80 at the time of submission during the year end.

Record of all work done and materials prepared will be submitted for marking at the year-end final exam (as mentioned in points no. **VII(b), VIII(b) and X**)

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