

**D R. BABASAHEB AMBEDKAR
MARATHWADA UNIVERSITY,
AURANGABAD.**



Syllabus of
B.Ed. SPECIAL EDUCATION
[MENTAL RETARDATION]

[With Effect from June 2012 onwards]

B.ED. SPECIAL EDUCATION [MENTAL RETARDATION] EXAMINATION

0.207 The Degree of Bachelor of Education SPECIAL EDUCATION [MENTAL RETARDATION] shall be conferred on a candidate, who has satisfied the following conditions :-

(a) He must have passed Bachelor’s Degree Examination in Arts, Science, Commerce or Agriculture of Dr.Babasaheb Ambedkar Marathwada University or of any other University recognized by this University as equivalent thereto, with not less than 45% marks & in the case of reserved category **40% marks.**

(b) He must have pursued a regular course of study prescribed for not less than one academic year and must have passed the Bachelor’s Degree Examination in Education SPECIAL EDUCATION [MENTAL RETARDATION].

(c) He must have, after passing the examination pursued a regular course of study for not less than one academic year or the vacation course of two years commencing from may every alternative year as prescribed. A regular course of study means a course wherein the **attendance is not less than 75% of each paper of the course in both terms.** A course means the course in which minimum 200 days as per NCTE norms are devoted for imparting instructions, **and other activities** as provided in the rules framed in that behalf. In special cases. The Vice-Chancellor may, on the recommendation of the Principal condone the deficiency in attendance not exceeding 10% on account **of medical ground.** Supported by the report of an authorized Medical officer approved by the Principal of the College.

(c) Deleted

(d) Deleted

(e) A candidate who has passed the B.Ed. SPECIAL EDUCATION [MENTAL RETARDATION] Examination of this University in any class /division may be allowed to appear at the said examination again with the same medium and same subjects to improve his qualification, provided that he/she appears at the said examination with practical (final lesson) in one attempt with all the papers prescribed for the course, on the basis of which the result is declared. Only two chances will be given for improvement of qualification.

0.208 The course of study shall consist of lectures, selected readings, discussion, conference and practice in teaching of classes and other practical work as laid down here in-after.

0.209 The External examination shall consist of two parts :-

- Part – I Theory
- Part –II Practical

0.210 A candidate who has completed all the requirements of the course but has failed in written External or practical examination External or in both has to appear for the examination in both without putting in further attendance or practical work [Internal], provided he/she does not change any of the subjects originally offered by him/her.

R.64 Deleted

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Rectify the ordinance 210 as

R.66 No candidate shall be allowed to put in attendance for appearing at two examinations at one and the same time.

- Note :
- (a) The selection for admission into the B.Ed. course will be made according to the rules framed by the University/Government.
 - (b) The medium of instruction and examination will be Marathi or English.

R.67 The scheme for the **B.Ed. SPECIAL EDUCATION [MENTAL RETARDATION]** Examination shall be as follows :

R.68 To pass the examination, a candidate must obtain a minimum of **40% marks** in each of the Seven papers under Part-I and 40% of the aggregate of **Part-II, Part-III and Part-IV.**

Besides, a candidate must obtain at least **40%** of marks in each of the three lessons at the practical examination.

To obtain I class, a candidate must obtain a minimum of 55% marks of the aggregate in the Part -I **& Part II** and 60 or more marks of the aggregate in **Part-I, Part-II, Part-III & Part-IV** taken together. To obtain II class, a candidate must obtain a minimum of 45% marks of the aggregate in Part-I & Part-II 50% or more marks of the aggregate in **Part-I, Part-II, Part-III & Part-IV** taken together. The candidate obtaining 40% or more of the aggregate marks in each of the **four** parts shall be declared to have passed in examination in **pass class.**

A candidate not appeared at annual lesson shall not be allowed to appear at the Examination Part-I.

A candidate shall have to complete Part-II, III and IV, before he/she appears the Examination of Part-I.

If any Candidate remained his/her Internal work incomplete, in such cases, he/she can not appear in the final examination If by mistake He/She appeared without completing all internal work, in such a case result will be with held till completing all work.

A candidate who has failed in one or more subjects, shall have to appear in the Examination for same subjects only.

A candidate who has appeared for Part-II(Annual lessons and viva-voce),and not appeared at the annual Examination with Part-I theory papers, shall be allowed to appear at the **supplementary** examination with all papers. He / She shall not be required to appear at the Part- II Practical and Oral Examination again. His / Her marks obtained in the Part-II and internal assessment remain unchanged.

A candidate fails in Part- II(Annual lessons and viva-voce), and passed in Part-I(Theory Papers) ,He/She shall have to appear only in Part -II(two annual lessons and viva-voce)

A candidate fails once in the examination and secures more than 50% or 60% marks in the second or subsequent attempt,will be awarded second or first division or equivalent grade.

Scaled Down

There should not be difference of 15% **or more** between the marks obtained in theory paper out of 700 and internal assessment marks out of 400 allotted by **the** college. In case the difference in more than 15% the internal assessment marks will be scaled down accordingly.

Similarly, if the difference between the marks given by the internal and the external examiner in the final lesson is more than 15%, the marks will be scaled down.

In order to obtain the degree of Bachelor of Education a candidate must have passed in each part of the examination separately. A candidate who has passed in either of the parts of the examination may be exempted at his option, from appearing therein at a subsequent attempt, provided always that no candidate will be awarded a division unless he has passed in the same attempts the whole examination. His internal record will be carried forward for consideration of his results in Part II of the subsequent examination.

O/R Teacher-Student Ratio

The staff-student ratio in the area of B.Ed.Special education may be 1:10, in addition to the head of the institute, subject to a minimum of two teaching a staff not below the rank of a lecturer as per the norms developed by RCI (annexed) and open technical person related to specific disability area. Considering the infrastructural facilities needed for Special Education and also based on the tasks such as supervising practicum, a maximum number of 25 students may be admitted for the B.Ed. Special Education course inclusive of 3 seats for foreign students. Additional intake should be approved by RCI.

O/R Infrastructural Facilities

Institutions / Colleges of Education / University Departments offering B.Ed. Special Education course should have necessary infrastructural facilities such as the psychology room, etc. In addition to the infrastructural facilities, aids and appliances necessary for the specialization concerned should also be available. Moreover, the institution should have a model school for children with respective disabilities or all categories attached to it t\so that the student teachers can have practice teaching during the course. Until such a facility is made available in the premises of the institution, a model school in the locality can be adopted. However, such institutions are required to set up their own model school in the respective disability area within 5 years from the date of recognition from the RCI.

O/R Certification as a Registered Professional

It is mandatory for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulation of the course will be made periodically by the Rehabilitation Council of India.

Any deviation from the above regulation should have the prior approval of the Rehabilitation Council of India.

Part I and II: Theory papers and external Practical's shall be as follows.

Theory Papers:

Paper I – A	Papers (Compulsory)	No	Marks
Paper –I	Education in Emerging Indian Society (EEIS) It's relevance to disabilities	3	100X3=300
Paper –II	Educational Psychology and persons with disabilities (EP)		
Paper –III	Educational Management, Evaluation and Action Research (EMEAR)		
Part I-B Paper – IV	Optional Papers any two school subject to be studied as methodology. Of teaching School subjects – Language Methods Marathi/Hindi/English, School Subject - Arts: History/ Geography/ Economics, Sci.: Mathematics., Science. To MR/Slow learners in regular schools.	2	50 X 2=100
Part I-C	Specialization Papers (Specific disability area)	3	100 X 3=300
Paper – VI	Identification and Assessment of persons with mental Retardation		
Paper - VII	Mental Retardation- It's multidisciplinary aspect		
Paper – VIII	Teaching strategies and rehabilitation for mental retardation		
Part –II-A	Annual Lesson Examination i) <u>Annual lesson examination one, in the general school methodology and annual lesson on ii) one offered by the candidate lessons based on special school (MR) curriculum or co-curricular group teaching and iii) resource room teaching one lesson in the integrated education setup or inclusive education setup.</u>	1 lesson 2 lesson	1 X 25 = 25 2 X 25= 50
Part- II-B	Viva-voce of Practical Work		25
		Total	800

Part III and IV: Internal Practicals
**Part III: Field based experiences including practice special school
and resource room teaching related to the field of Mental
Retardation.**

III-1	Practice teaching lessons: (shall be guided, supervised, and evaluated by Teacher Educators) Steps for lesson are mentioned in Paper – III of as per B.Ed. SE (MR) Syllabus.	No	Marks
		3+3 =6	30
III-2	Practice of two micro teaching skills of general method 6 skills as per general B.Ed. Syllabus.	2+2=4	20
III-3	Individualized educational programme (IEP) minimum three cases sever (MR), Mild (MR), Associated disability in (MR). check list for FACP, MDPS	3 cases (IEP)	75
III-4	Group teaching in the special school (MR) 15 Lessons curricular activities, 15 Lessons co-curricular activities 10 Lessons resource room teaching in the integrated education setup or inclusive education setup.	40	100
III-5	Community based rehabilitation (CBR) in the field of (MR) minimum one case.	1	10
		Total	235

Part – IV: Co-curricular Activities related to the mental retardation

Sr.No.	Activities	Marks	
IV-1	Cultural Activates, International Disability Day, Teacher's Day.	10	
IV-2	Psychology practical in the related to mental retardation. 1) Behavioral Assessment Scale for Indian Children with MR one case behavior problem child 2) CARS (Childe hood Autism Rating Scale) 3) FACP (Functional Assessment Check List for Programming.) 4) MDPS (Madras Development Programming Scale)	40	
IV-3	Weekly Assignments – Total -14 two of each paper	20	
IV-4	Therapeutics practical, speech therapy, physio - Therapy , Occupational Therapy (One multiple disability case)	50	
IV-5	Preparation teaching learning material field of mental retardation (real material, adaptive teaching learning material & activity for daily living material)	30	
IV-6	Project Preparation of the audio-visual.	15	
	Total	165	
Part – I & II	Part – III	Part – IV	Total
800	235	165	1200

EXAM PATTERN FOR THEORY PAPERS

Hours – Three

Marks-100

Note-1) Only one Answer Book of 32 pages and no supplements will be allowed

Sr. No.	Type of Question	Total Number of Question	Nature of Answer	Marks per Question	Total Marks
1.	Content Based short Answer Type Question	08	Answer in 200-250 words	05	40
3.	Content based Long Answer Type Question	04	Answer in 300-400 words	10	40
4.	Application based essay type Question	02	Detail answer with application	10	20
Total		14			80

SYLLABUS
CORE PAPERS

**PAPER – I: EDUCATION IN EMERGING INDIAN SOCIETY, ITS RELEVANCE
TO DISABILITIES**

Objectives:

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

1. Explain the nature, process and philosophy of education.
2. Spell out the aims and functions of education in general and special education in particular.
3. Describe the various systems of education with reference to general and special education.
4. Discuss the various roles of educational agencies in India.
5. Analyze the role of educational system in the context of Modern Ethos like democracy, socialism and secularism.

Course Content:

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

- a. The conceptual development-the delineation of meaning as traditional and Modern Items, principles of Education and respective commission (post Independence).
- b. Nature and philosophy of Idealism, Naturalism, Pragmatism and Humanism, Educational implications.
- c. History, Nature and Philosophy aims, objective & functions of Special Education.
- d. Education implications of idealism, Naturalism, pragmatic, Humanism and Special Education.
- e. Role of teacher in the Evolutionary processes of education.

Unit 2: Education in the Societal Context and Modern Ethos

- a. Formal, Informal Non-formal Education, functional Literacy,
- b. Democracy, Socialism and Secularism.
- c. Human rights, equal opportunities and constitutional provisions.
- d. Open Learning, Distance Education with reference to General and Special Education.
- e. Education on human resource development – Community Based Education, Value Oriented Education – Planning and Management of HRD.

Unit 3: Educational Agencies for the National development

- a. Educational challenges for economic and socio-political development.
- b. Role of home, school, society and mass media.
- c. Role of Governmental and no-governmental agencies in general and special education. Example – NCERT, SCERT, RCI, NCTE AND National Institutes for Handicapped and international Non-Governmental Organizations (NGOs) like UNICEF, UNESCO, ACTIONAID, CBM.
- d. Resource mobilization through funding agencies and concessions / facilities for the disabled.
- e. Direction and priorities of general and special education.
Education for All movement, Education through 21st Century.

National Policy on Education (1986) including Special Education.

- (a) Recommendation of various committees and commissions
- (b) Contribution of National and International thinkers in general and special education.
- (c) Govt Policies, Acts and Schemes such as RCI ACT 1992 PWD Act 1995, PQA 1987, IEDC Scheme 1992.

Unit 4: Introduction to Disabilities

- a. Blind and low vision – Definition, prevalence, causes & Prevention, characteristics & classification, referral.
- b. Hearing impairment – Definition, Prevalence, causes & Prevention, characteristics & classification, referral.
- c. Locomotors disabilities- Definition, prevalence, causes & prevention, characteristics & classification, referral.
- d. Mental retardation and mental illness- definition, Prevalence! Causes & prevention, characteristics & classification, referral.
- e. Biogenic and other disorders – Definition, prevalence, causes & Prevention, characteristics & classification, referral.

Unit 5: Emerging trends in Education & Special Education

Recent trends in modern Indian Education including special education.
Concept of impairment, disability and handicap and their Implications. Normalization – Principles and concept types – process of integration and inclusion.
Nature of disabilities and its impact on the person with disability.
Community awareness of special education and integrated education’
Future of Special education and integrated education.

PAPER – II: EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Objectives:

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

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

Course Content:

Unit 1: Introduction to Psychology

- a. Definition, Nature and Scope of Psychology.
- b. Educational psychology: Scope and relevance to general education.
- c. Role of educational psychology in special education.
- d. Theories and application education – motivation, attention and perception.
- e. Implications of the above with regard to disabilities.

Unit 2: Developmental Psychology

- a. Concepts of Growth and Development.
- b. Developmental needs of pre-School Stage.
- c. Developmental needs of childhood and pre-adolescence.
- d. Influences of heredity and environment.
- e. Developmental deviances and related issues with regard to specific disabilities.

Unit 3: Learning, Intelligence and Aptitude

- a. Concept formation.
- b. Learning – Domains and factors affecting learning. Theories of learning and its application in special education. Remembering, forgetting and transfer of learning.
- c. Concept and meaning of intelligence. Theories of Intelligence and intelligence tests
- d. Concept and Aptitude tests. Individual differences, their importance in education.
- e. Implications of the above with regard to the disability.

Unit 4: Personality Development

- a. Meaning, concept and dimensions of personality.
- b. Theories and assessment of personality.
- c. Frustration and conflict, adjustment mechanisms and behavior deviations.
- d. Mental health and stable personality.
- e. Implications of the above with regard to the specific disability.

Unit 5: Guidance and Counseling

Nature, meaning and scope of guidance and counseling.
Role of home and school in guidance and counseling.
Techniques of guidance and counseling with reference to the specific disability.
Vocational Guidance – assessment, training, avenues and perspective.
Individual problems and stress management through counseling and Yoga.

PAPER III
EDUCATIONAL PLANNING AND MANAGEMENT, EVALUATION AND RESEARCH

Objectives

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

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.

Course Content

Unit 1: Educational Management

- a. Definition, meaning, Need, Scope of Educational Management.
- b. Concept and Principles of Institutional Planning and Management, Admission, School Plant Classification, Provisions.
- c. Inspection and supervision.
- d. Institutional Organization, Administration and Evaluation.
- e. Types of Leadership and Organizational Climate.

Unit 2: Instructional Strategies

- a. Theories of instruction – behaviorist, Gagne and Skinner.
- b. Approaches to instruction – cognitive, behavioral, and eclectic.
- c. Design instruction – macro design.
- d. Organizing individual, peer, small group, large group instructions.
- e. Teaching materials – aids and appliances, other equipment – development.

Unit 3: Educational technology

- a. Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
- b. Role and types of audio-visual aids in teaching and application of multimedia in teaching and learning
- c. Individualized instruction – Programmed instruction, computer assisted instruction and interactive learning.
- d. Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.

Unit 4: Educational Evaluation

- a. Definition, Meaning, scope and types of evaluation.
- b. Various types of tests.
- c. Characteristics of a good test
- d. Planning and preparing – i) year -plan, ii) unit -plan, iii) lesson -plan, steps of lesson plan
i)Introduction/set induction ii) statement of aim
iii)Presentation,iv)Recapitulation, v)Application, (measurement of applicable

- objectives-application, skill and attitude) vi)Evaluation- (Measurement of knowledge and understanding) vii) Home work
- e. Preparing and designing of a standardized test-blue print, question forming, editing the test, marking scheme and scoring key, item analysis.
- f. Descriptive statistics, measures of central tendencies (Mean, Median, Mode); Standard Deviation, Quartile Deviations.
- g. Construction of different graphs and diagrams
- h. Correlation –Spearman’s Rank difference Method.

Unit 5: Action Research

- a. Meaning of action research.
- b. Need and importance of action research.
- c. Steps and design of an action research project.
- d. Reporting of action Research.
- e.

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Ieſka - 2 hee''UeUee& hee''Uekaeſe Deej hee''Uehaglkae

- De. DeUſhee''UeUee&receeCe kaas |eLae
- ye. ceoUeefekae Deej GUUe ceoUeefekae mlej hej ehvoer hee''UeUee&kaas GodMue
- kae. ceoUeefekae Deej GUUe ceoUeefekae ka#eeDeebkae hee''Uekaeſe
- [. DeUſhee''Uehaglkaekaer elMeleeS@
- F. hee''UeUee& hee''Uekaeſe Deej hee''Uehaglkae kaas Deeej hej ceoUeefekae mlej hej Skee hee''Uehaglkae keae hej #eCe

Ieſka - 3 ehber Yee-ee eMe#ee kaer elleeUe Deheebkae DeUeehave

- De. ieoUe, heoUe, JUeekaej Ce, jUeeve keae DeUeehave
- ye. BeJee, Yee-eeCe, JeeUeve, uekVe Yee-ee kaas Fve Deheebkaas DeUeehave kaas GodMue, DeUeUeve DeveJeeDeej ceUeecehave
- kae. ehber Yee-ee eMe#ee kaer kea#ee DeUeehave kaas GodMue, Gvekae mheſkaej Ce Deej GodMueebkae ceUeecehave

Ieſka - 4 Yee-ee eMe#ee kaer heCeeUe Deej, eMe#ee meehUe

- De. heCeeUeUe mleeYeeUekea heCeeueer, JUeekaej Ce-Deveeoo heCeeueer, [e@emſ heCeeueer, ie''ve heCeeueer, meceveUeeUekea heCeeueer
- ye. eMe#ee meehUe - eUeſe, leeſmekeae, hehnekaeUe, vekalMee, jKeedUeſe, MUeecheſ, heaueſe yeeſj jſ Dees ſhej keae@j keae@huaeDej, ojj oMee Me#eeCekeae ehveſee, Dees S@e.heer, heej oelMekeae
- kae. Ieſka - Yeeſekae Keſe, Yeeſekae heeUeeſeUe, kaerUeMeeuee, Yee-ee cel[ue, hehnekae hehnekae, elleeUee heſekae, ehber eUeJeme

[. **ehv'er Yee-ee eMe#ee kaas DevoMve Deej DeOÙeVe ce mheCeka kaè GhÙeie** - hee'ej hee#is kaas DeeOej hej meo j ekaj Ce lÙeej kaaj vee Deej meo j kaaj vee.

Ieška -5 ehv'er Yee-ee kašh'ke mešhÙe Deej ehv'er eMe#ee

1. ehv'er Yee-ee kaš he'ke mee hÙe
ieÁe-kaalEe, veeŠka, Škaèkaè dreyeDe, GhevÙeeme, Deel cekaalEe, heÁe-mallekaalÙe, oemšeo, Yeekeieiee, "kaameuee.
2. ehv'er Yee-ee eMe#ee kaš ie'ce
ehv'er eMe#ee kaš DeelÙe%æve DeelÙeÙe (hee''Ùeteškaavegeej pe®j er %æve mebeove kaaj vee)

he'Ùe#ee kašÙe -

1. FkaèF&ehv'eepeve kaaj vee
2. Yee-ee FkaèF&kaè kaamešer lÙeej kaaj vee
3. ekaèmer Škaè kaš#ee kaš hee''Ùehaj lÙe kaè hej e#eCe kaaj vee
4. Škaè hee''Ùeteška mheCeka kaš DeeOej hej hee'' uevee
5. mheCeka kaš DeeOej meš hee'' drelÙeepeve kaaj vee
6. hee'ej hee#is kaè GhÙeie kaaj kaš meeceie' lÙeej kaaj vee

mabYakieje mÙe -

- Yee-ee eMe#ee kaè eÙeÙeeDeej hee'' drelÙeepeve ue#ceaveej ðÙeCe Meceè& ðÙeevo hagnlekaè cabbj Deeieje.
- ehv'er Yee-ee eMe#ee YeešveeLe ðÙeÙe j er Deej YeešÙe
- Yee-ee eMe#eCe - j JeeroçBeelmele (cekaèeueve kaèveer)
- ehv'er DeOÙeeve heOÙe - [e#me.j.e.kašeer - kaèkekaèCeèÙe me hakaalÙe he'es
- ehv'er JÙeekaj Ce - kaècelee he'eeo ie'®, veeiej er he'Ùeej Ceer meYee, kaèÙe
- je-š^Yee-ee kaè DeOÙeeve mee''s ie.ve.he'ce.eneje-š^Yee-ee meYee.
- ehv'er Yee-ee kaè eMe#eeÙe - j lÙeeLe mekaalÙe he'eeve ekaèeÙe lej, peuebj
- ehv'er Yee-ee kaè eMe#ee ðÙeÙe - ðÙevne, MejeÙe he'eeo, ebuueer hagnlekaè meove, ebuueer
- ehv'er Yee-ee eMe#ee - j eeveej ðÙeCe Mevehe'eeo, Deueenyeoo
- ehv'er Yee-ee eMe#eCe - YeeF&Ùeešer oçpeale, ðÙeevo hagnlekaè cabbj Deeieje
- Yee-ee kaè eMe#ee - heb meeÙe j ee ðÙeÙeÙe ehv'er mee hÙe kaš e j JeejeCemeer
- Yee-ee kaè eMe#ee ðÙeÙeÙe hee'' drelÙeepeve Yeeie 1,2 ue#ceaveej ðÙeCe Meceè& ðÙeevo hagnlekaè cabbj Deeieje.
- ehv'er eMe#eCe DeYÙeeme - ue#ceaveej ðÙeCe DeieÙe Deeieje-3
- ehv'er eMe#eCe - [e#j eceMajca'he'Ùe, ðÙeevo hagnlekaè cabbj Deeieje
- ceeteYee-ee eMe#eCe - kaš#eeÙe, ðÙeevo hagnlekaè cabbj Deeieje.
- Hee'' drelÙeepeve [e#Meškaaj, [e#Beceleeer peÙe - ceÙeÙe hakaalÙe, Deej ðÙeeo lÙeÙe DeelÙeÙe 2005
- JeieÙeÙeeÙeÙe Gebù-šÙeÙeÙeÙeÙe - ceÙeÙe hakaalÙe -2006
- ehv'er eMe#eCe - ueuej ceCe ðÙeÙe, mej lÙeÙe hakaalÙe vej U
- ehv'er DeOÙeeve heOÙeÙe - mee.ce. ðÙeÙe j er vejÙe hakaalÙe he'es
- ehv'er kaimeshe{eSb- j.e. lÙeÙeÙe, FajÙe FajmšÙeš Deka SpÙeÙeÙe he'es
- je-š^Yee-ee kaè mejue JÙeekaj Ce Yeeie 1,2,3- je-š^Yee-ee he'Ùe j meeÙeÙe, JeÙeè
- ehv'er Yee-ee kaè mejue JÙeekaj Ce - [e#YeešveeLe ðÙeÙeÙe j, j epekaèe hakaalÙe ebuueer.
- ehv'er DeOÙeeve heOÙe he'ee.vee.me.yeeÙeÙeÙe hakaalÙe, he'es
- eÙeÙeÙe Yee-ee ehv'er, ðÙeÙeÙe %æve SÙe DeOÙeeve heOÙeÙe, [e#DejÙeÙe ogeekes [e#DeÙeÙeÙe ogeekes vejÙe hakaalÙe he'es

METHOD OF TEACHING ENGLISH

OBJECTIVES :

1. To enable the student-teacher to acquire knowledge of :-
 - (A) The present status of English in India.
 - (B) The present position of English in the school curriculum in Maharashtra.
2. To enable the student :- teacher to acquire knowledge of
 - (A) the general aims and objectives of teaching English
 - (B) the instructional objectives and specification.
 - (C) the current methods of and approaches to the teaching of English
3. To enable the student teacher to develop –
 - (A) The skills necessary to plan and use a variety of learning experiences and instructional materials in the teaching of English.
 - (B) The skills necessary to teach English effectively in the secondary class-room.
 - (C) A favorable attitude towards English as subject.
4. To enable the student teacher to acquire –
 - (A) Knowledge of the evaluation procedure used in evaluating the language learning of his/her pupils in the class-room.
 - (B) The skills necessary to evaluate the language learning of his/her pupils in the class-room.
5. To enable the student teacher to acquire –
 - (A) A thorough knowledge of the English school syllabus so that they will be aware of the linguistic skill and knowledge required of school-pupils at the various levels.
 - (B) A familiarity with the text-books currently used in schools.
 - (C) The necessary skills to use these text-books efficiently in the class-room so as to bring about the learning objectives of the pupils.

Unit –I Need, Importance, Language awareness in the Era of Globalization.

- a. The Place and Position of English Language in India and Maharashtra.
- b. The nature of English as a living language and its acquisition as a first language, Second Language and Third Language- the differences in its teaching as well as its impact upon the design of the text books at the Secondary and Higher Secondary level.
- c. The implication of the Secondary School stage. Status of English as a current global language for language teaching and learning.
- d. The role of English in creating a global mindset regarding the Socio Political and Socio-Cultural issues.

Unit – II Curriculum, Syllabus and Text-book of English.

- a. Principles of a good curriculum.
- b. Present curriculum of the Secondary and Higher Secondary level in Maharashtra.
- c. Syllabus of the Secondary and Higher Secondary Classes.
- d. Characteristics of a good text- book of English.
- e. A Critical study of any text book at the Secondary level with reference to its curriculum, syllabus and characteristics of the text book.
- f. General and Instructional objectives of teaching English, their specifications and evaluation.

Unit – III Methods, approaches, support material for teaching English.

- a. Methods-lecture, discussion, Inductive-deductive, Project, and their application in teaching.
- b. Approaches – Communicative approach.
- c. Support Material – Pictures, Slides, Strips, OHP, Tape recorder, Video, Television, Radio, CD etc.
- d. Support system-excursion, quiz, puzzle, riddle etc.
- e. Computer Assisted Instruction and learning – Preparation and presentation of lesson plan with the help of the power point presentation.

Unit – IV English Teacher

- a. Characteristics of a good English teacher.
- b. Content Knowledge enrichment
(deep study of the teaching unit).
- c. Professional Growth.

PRACTICUM:-

1. Preparation of Unit Plan with the help of Computer [Digital Unit Plan].
2. Criticize any Secondary School English Text book.
3. Prepare a Unit Test
4. Prepare a Unit Plan
5. Prepare teacher support material with the help of Computer.

Recommended Books (English)

- Randolph Quirk – The Use of English (Longmans).
- Yardi V.V., - Teaching English in India Today (Parimal Prakashan).
- Narold B.Allen – Teaching English as a second Language (Mc Graw Hill)
- Thompson & Wyatt – The Teaching of English in India (Oxford).
- Saraf R.S. – Teaching English in India (Shree Vidya prakashan).
- Jain R.K. – Essentials of English Teaching (Vinod pustak Mandir).
- Sharma K.L. – Methods of Teaching English in India (Laxmi Narayan).
- Robert Lado – Language Teaching (Tata Me Graw Hill).
- Lee W.L. and Heien Coppin – Simple Audio-Visual Aids to foreign Language Teaching (Oxford).
- J.O.O.Connor –Better English Pronunciation (ELBS and Cambridge).
- Gimson A.C. – An Introduction to the pronunciation of English (ELBS).
- Bansal R.K. – An Outline of general phonetics(Oxford).
- Ballard P.B.- Teaching and Testing English (Hunter resonance London Press)
- David P.Harris – Testing English as a Second Language (Mc Graw Hill).
- Duff A. (1988)- Teaching English –A Training Course for Teachers (OUP).
- Heaton J.B. (19990)- Class room testing (Longman).
- Nunan D. (19991) – language Teaching Methodology (Printice Hall)
- Lesson Plan Dr.Shetkar G.V., Dr.Smt.Joshi S.V. Mrunmai Prakashan A’bad 2005
- Rivers W.M. (1981) Teaching Foreign Language skills (University of Chicago Press).
- Sprat M. (1994)- English for the Teacher (OUP).
- Stern (1993)- Fundamental Concept of Language teaching (OUP)
- Gurav H.K. (19890) Teaching Aspect of English Language (Nutan Praksan, Pune.)
- Communicative Language – teaching in English- B.B.Pandit, Pro.Suryanshi, Pro. Kute.

METHOD OF TEACHING SCIENCE

OBJECTIVES :

Student teacher to have the ability to :

1. Develop a broad understanding of the principles of procedures used in modern science education.
2. Development their essential skills for practicing modern Science Education.
3. Develop their skills necessary for preparing international accessories.
4. Prepare acceptance lesson models which lay down this procedures to be adopted for preparing designs of lessons.
5. Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Unit – I Nature and Scope of Teaching of Science.

- a) Nature of modern Science
- b) Justification for including Science as a subject of study
- c) Impact of Science on modern Communities, globalization and Science eminent world Scientists – Galilio, Anistien, Luwise pasture
- d) Eminent Indian Scientists – C.V.Raman, Dr.Homi Bhabha, Dr.A.P.J.Abdul Kalam, Vijay Bhatkar.
- f) Professions in area of Science.
- g) Correlation with other school subjects.

Unit – II Curriculum, Syllabus and Text book of Science:-

- a) Curriculum and resorce Utilisation
- b) Approaches to Curriculum orgarization using Procedure like concentric approach, topical, process, Integrated approaches.
- c) Curriculum of Secondary and higher Secondary level.
- d) Syllabus of Secondary and higher Secondary classes.
- e) Characteristics as a good text book as Science.
- f) A critical study of a text book with reference to Curriculum, syllabus and Characteristics of a text book.
- g) Instructional objectives of teaching Science their specification, evaluation of Instructional objective.

Unit – III Methods, support material and Co-curricular activities.

- a) Methods of teaching Science – Project, Demonstration, Experimental, Heuristic, lecture.
- b) Models for teaching science – Concept attainment model, Enquiry training model, Cognitive growth model, Advanced organized model.
- c) Support material – Science laboratory, Text books, Journals Hand books, Student work books, display slides, laboratory materials, audio-video support materials
- d) Computer assited instruction & learning - creating a based Computer Support material with the help of power point – Presentation of power point.
- e) Co-Curricular activities – field trips, school gardening, Science club, visit to Science museum, Science fairs and exhibitions, Scientific hobbies, maintenance of aquarium, herbarium and vivarium

Unit – IV Science Teacher

- a) Qualities of a good Science teacher.
- b) Content knowledge enrichment for the Science teacher. (deep study of teaching unit)

Practicum –

1. Prepare a Unit test.
2. Prepare a teaching aid
3. Prepare some material for an experiment.
4. Prepare a plan for computer assisted instruction.
5. Criticize a text book with reference to curriculum syllabus and characteristics of the text book.
6. prepare year plan & Unit plan of a class.
7. Paper a Power point presentation.

Recommended Books :

- Teaching science in today's secondary schools – Walter A- Thuber, prentice Hall of India (Pvt.Ltd.) New Delhi
- The Teaching of science in secondary schools science master's Association.
- The Teaching of physics and chemistry in India – Ghanshamadas.
- Source book of science – UNESCO
- Teaching of science – T.S.Nagpal
- Teaching of science – Sharma & Sharma
- Teaching of general science in Topical secondary school – H.N. Sunders. UNESCO
- Meem\$e De0Ueeheve he00leer - he\$.Ueej a011e kea0ce / he\$.keawiegyeeche [&
- Meem\$eeUesDe0Ueeheve - ue.je.ieo\$
- Meem\$eeUesDe0Ueeheve Je meK0UeeMeem\$e - Jee.vee.oef[keaj
- hee'' eUeepeve - peemleer De.ve. mej James.ce.hobhee\$erue Je oe.Ue.Ue.ce.cegeate eUeeAeeheer'' veemleekaa 2002
- Hee'' eUeepeve [e@Me\$keaj, [e@Beereleer peemleer - ce\$ceUeer he\$eaelve, Deej ilieeyeeo l-eede DeeJee+oer 2005
- Meem\$eeUesDe0Ueeheve - iees he\$meemveer
- Meem\$eeUesDe0Ueeheve Jevcej me\$ eb1eshee\$vekeaj
- eUee#ekea nmlhegmleekaa - cereje e\$^jepUe hee'' Uehgmleekaa cet[U, he\$es
- Meem\$e De0Ueeheve - he\$veekaj nkeace
- eUeeMese De0Ueeheve he00leer eUee%eeve Ue.Ue.ce.cegeate eUeeAeeheer'', veemleekaa
- eUee%eeveUesDeemleUeegeate De0Ueeheve - [e@he\$veekaj nkeace voljeve he\$eaelve he\$es

METHOD OF TEACHING MATHEMATICS

COURSE OBJECTIVES

To enable the pupil teacher to :

1. Understand and appreciate the uses and significance of mathematics in daily life.
2. Learn successfully various approaches of teaching mathematics and to use them judiciously.
3. Know the methods of planning instruction for the classroom.
4. Prepare curricular activities and organize the library and book in it as per the needs.
5. Appreciate and organize activities to develop aesthetics of mathematics.
6. Obtain feedback both about teaching as well as student's learning.

Unit – I Place and importance of mathematics in the school curriculum.

- a Meaning, nature and scope of mathematics.
- b Values and importance of mathematics.
- c Contributions of eminent mathematicians with reference to Aryabhata, Bhaskaracharya, Ramanujan, Euclid, Pythagoras and Rene-Descartes.
- d Correlation with other school subject.

Unit – II Curriculum, Syllabus and Text-book of mathematics.

- a. Principles a good Curriculum, Topical and concentric approach of Curriculum.
- b. Present Curriculum at Secondary and higher Secondary level.
- c. Syllabus of secondary and higher secondary classes.
- d. Characteristics of a good text-book.
- e. A critical study of a text book with reference to Curriculum, syllabus and Characteristics of text book.
- f. General objectives of teaching mathematics.
- g. Instructional objectives of teaching mathematics, their specifications, Evaluation of instructional objectives.

Unit – III Methods, models, support material

- a. Methods-inductive-deductive, analytical-synthetic, heuristic, laboratory project, and experimental method.
- b. Models – Concept attainment model, Enquiry training model.
- c. Teaching aids – black board, model, chart, T.V., Slides, film strips, video tapes, VCR, VCD.
- d. Computer assisted instruction – preparation of a power point presentation for a teaching units presentation.
- e. Co-Curricular Activities – Games, quiz, puzzles, visits, talks, mathematics club, riddles, magic squares etc.
- f. Vedic mathematics – learning about short cuts in Vedic mathematics.

Unit – IX The teacher of mathematics –

Qualities of a good mathematics teacher. Content knowledge enrichment for the mathematics teacher.

PRACTICUM:-

1. Preparing Unit Test
2. Preparing Mathematical Tools
3. Prepare some material for an experiment.
4. Prepare a plan for computer assisted instruction.
5. Criticize a text book with reference to curriculum syllabus and characteristics of the text book.
6. prepare year plan & Unit plan of a class.
7. Paper a Power point presentation.

Recommended Books (mathematics):

- The Teaching of secondary mathematics- Butler and Wren.
- The Teaching of mathematics in new education – Aiyengar.
- The Teaching of modern mathematics – Fletcher.
- Teaching of mathematics – Sindhu.
- Teaching of mathematics – Dharmveer and Agrawal
- Teaching of Arithmetic's, Algebra & Geometry in school-Math's Association.
- *ieeCele peielekeer mej - Meceek*
- *ieeCeleDesDeUeehe - Je.hee.omeceke*
- *ieeCeleeeue ieceler peceer - cegeej Uee.hee.,vejkeaj*
- *ieeCele keameselMekealees- ue.je.ieo\$*
- *Jenokea ieeCele - Jee.he. keagekeaceek*
- *ieeCeleUee elMe#ekeá - ce.vee.Peesies*
- *ieeCeleDesDeUeeheve - j.e.ceeskeaj\$*
- *ieeCele DeUeeheve heOteer - Deeká jeGále*
- *elMese De.he. ieeCeleDesDeUeeheve - Ue.Ue.ce.cegeale elie. veelMeeká*
- *ieeCeleDesDeUeeheve [e@.yee.hee#es he\$.ceKeepee vejve he\$eádMeve he\$es*
- *ieeCele DeUeeheve heOteer - n.vee.peieleche*
- *peelMeer De.he.mej James.ce.he., hee\$eue ye.oe.hee'' elreUeepeve Ue.Ue.ce.cegeale elie. veelMeeká*
- *Hee''elreUeepeve [e@Meškeaj, [e@Beceleer peelMeer - ce\$ceUeer he\$eádMeve, Deaj lieeyeo leteedle Deeletoer 2005*
- *ieeCele - DeelMeUeUeale DeUeeive - [e@n.vee.peieleche, vejve he\$eádMeve he\$es*
- *ieeCele DeUeeheve Je DeelMeUeUeale DeUeeheve heOteer - [e@.yee.hee#esJe he\$.ceKeepee vejve he\$eádMeve he\$es*

COURSE OBJECTIVE

To enable the pupil teacher to :

1. Appreciate the need for learning Geography, either as separate : Disciplines or as an any integrated discipline.
2. Develop knowledge about the basic principles governing the construction of Geography.
3. Develop the classroom skills needed for teaching of Geography studies either as a separate or as an integrated discipline using modern methodology.
4. Acquire the completed plan for instruction.
5. Develop the ability to organize co-curricular activities and community resources for promoting Geography learning.
6. Acquire the ability to develop instructional support materials.

UNIT I – NATURE, IMPORTANCE AND PLACE OF GEOGRAPHY IN THE CURRICULUM

- a) Meaning, nature and scope with special reference to modern concept of Geography.
- b) The place and importance of geography in secondary school curriculum and in human life.
- c) Correlation of Geography with other subjects.
- d) Hierarchy and structure of Geography.

UNIT II – CURRICULUM, SYLLABUS, TEXTBOOKS AND CONTENT

- a) Principles of a good Curriculum.
- b) Objectives of Geography Curriculum at Secondary and higher secondary school level.
- c) Methods for construction of Curriculum of Geography-Regional, Concentric, Unit.
- d) Syllabus of Geography at Secondary and higher secondary classes.
- e) Characteristics of a good text book of Geography.
- f) A critical analysis of a secondary level text book with reference to Curriculum, syllabus and characteristics of text book.
- g) Instructional of objectives of teaching Geography, their specifications, evaluation of objectives.

Unit – III METHODS, MODELS, INSTRUCTIONAL MATERIAL AND SUPPORT SYSTEM TEACHING GEOGRAPHY

Methods-story, lecture, observation, journey, regional, comparative, Project, laboratory Excursion, models-Enquiry training model, concept attainment model

- a) Instructional Materials and aids : text-book, teacher's handbook, atlases, boards, maps, globes, charts, graphs, models, specimens, pictures, film-slides, filmstrips, projectors, radio, T.V., video, magazines, newspapers, meteorological instruments, computer.
- b) Support system : Geography club, Geography fair, exhibition, wall paper, museum, visits and excursions
- c) Geography room : Importance and Utilization.
- d) Computer assisted instruction and learning. Creating a power point presentation, presentation

Unit IV - THE TEACHER OF GEOGRAPHY

- a) Qualities of a good Geography teacher.
- b) Content knowledge enrichment
(Deep study about teaching unit)

Paper VI

METHODS OF TEACHING HISTORY

Objectives :-

To enable student teacher to,

1. Understand the significance, place and Importance of History in school curriculum and human life.
2. Be acquainted with the structure of History subject.
3. Be acquainted with the aims and objectives of teaching History in secondary schools.
4. Understand methods, devices and techniques of teaching History.
5. Use variety of learning experience and instructional materials, teaching Aid while teaching History.
6. Understand planning and organization of teaching History (Prepare various types of lesson plans)
7. Be acquainted with evaluation procedure and to help them in acquiring the same.
8. Be acquainted with the qualities and professional growth of History Knowledge of the student.

Unit – I Nature, Importance & place of History

- a. Meaning and scope, Nature of History as a subject
- b. Concept of History & changing concept of History.
- c. Importance of History in daily life.
- d. Place of History in school curriculum
- e. Kinds of History
- f. Correlation : Concept – correlation of History with other school subject
Geography, Literature, Science, Maths. Etc.

Unit – II Aims, objectives and values of teaching History

- a. Principles of a good curriculum.
- b. Objective of curriculum at secondary and higher secondary school level.
- c. Syllabus of History as secondary and higher secondary classes.
- d. Methods for – a) concentric b) Chronological c) Periodic d) Regressive

Unit – III Methods, models, Instructional material and support system of teaching History Methods.

- Methods –**
- | | |
|---------------------------------------|----------------------|
| a. story telling | e. Lecture Method |
| b. Source Method | f. Discussion method |
| c. Project Method | g. Narration Method |
| d. Dramatization and role play Method | |

Model – Enquiry training model.

Teaching Materials :- Print Materials, text book, supplementary reading materials, work books, general reference material, advanced books on History teacher's handbook and manuals, pictures, Maps, charts, timeline and time charts slides, filmstrips, models, green board, boards, radio, tape-recorder, projectors, T.V., video, motion pictures etc.

Computer assisted Instruction - Creating a power point presentation, presentation
History room : Need and importance, equipment, Nature, Maintenance and role of teacher.

Support System –

Importance and organization of relevant curricular and co-curricular activities such as debates, collections, excursion. Dramatization. Role playing. History club, exhibitions, museum, essay competitions etc.

Unit – IV The role of the Teacher

- a. Qualities and qualifications of a good History teacher.
- b. Contest knowledge enrichment (detail knowledge about teaching unit.)
- c. History teacher organization. It's contribution to professional contribution to professional competencies.

Practicum

Any one of the following.

1. Preparation of unit test.
2. Preparation of one teaching Aid.
3. Critical study of any one book of std.IX & X
4. Visit to historical place and report it.
5. The subject structure.
6. Preparation of one unit plan for computer assisted instruction.
7. Prepare a power point presentation for any school level teaching unit in History.

Recommended Books (History) :

- The teaching of history – V.P.Ghale
- Teaching of history – Nirmal Yadav.
- Teaching of history – B.D.Shaida & Saheb Singh
- The teaching of history – S.K.Koachar.
- Felleneme keamee eMkealee - Meh oe. dUeUe - DeveeLe eDeAeeLeehahe heges
- FellenemeUesDeUeeheve - Oeej aj keaj Je heej meveeme - Jreeme hekaalMeve heges
- FellenemeUesDeUeeheve - ye. Dee. dvej hej ce@te yeha heges
- FellenemeUesDeUeeheve - yeer. hee. yeekeare - eDeeMeeUe hehe heges
- FellenemeUesDeUeeheve - Beer. ce. hel kear
- Hee'' dUeepeve [e@Me@keaj, [e@Beceleer peeMeer - ce@ceUeer hekaalMeve, Deej heeyeo le@eDee Dee@e@er 2005
- FellenemeUee DeUeeheveUee e@Mee - kea= o. yooj keaj - dUeUkeab' hekaalMeve heges
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Part I-C SPECIALIZATION PAPERS

Paper - V

IDENTIFICATION AND ASSESSMENT OF PERSONS WITH MENTAL RETARDATION

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 I : Mental Retardation – Nature and Needs

- a. Historical perspective of mental retardation
- b. Concept and definition of mental retardation
- c. Prevalence and incidence of mental retardation
- d. Classification of mental retardation – medical, educational, psychological
- e. Characteristics of mental retardation – learning, psycho-social and physical

Unit II : Mental Retardation – Identification, Assessment & Evaluation

- a. Screening, identification, assessment – concept and definition
- b. Purpose of assessment in mental retardation
- c. Evaluation – concept and type (formative & summative)
- d. Tools of assessment – tests, observation, interview
- e. Teacher competencies in conducting assessment and evaluation

Unit III : Mental Retardation – Areas of Assessment

- a. Psychological assessment
- b. Educational assessment
- c. Assessment of adaptive behavior
- d. Functional assessment – Functional Assessment Checklist for Programming
- e. Behavioral assessment

Unit IV : Mental Retardation – Differential Assessment

- a. Assessment of speech and language skills.
- b. Assessment of perceptual motor skills.
- c. Assessment of sensory integration skills
- d. Issues in assessment of mental retardation – personal, professional, procedural
- e. Interpretation of assessment results and program planning.

Practicum :

1. Group Discussion of factors that affect prevalence and incidence of MR in India.
2. Seminar on advantages and disadvantages of identification of children with MR
3. Preparation of teacher made test for functional assessment of a given child with MR
4. Planning of an educational program on the basis of an assessment report. X

Part I-C SPECIALIZATION PAPERS
Paper - VI
MENTAL RETARDATION – THE MULTIDISCIPLINARY
PERSPECTIVE

Objectives:-

Above 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

- a. Genetic Disorders
- b. Chromosomal deviations
- c. Congenital factors
- d. Environmental factors
- e. Preventive measures

Unit 2 : Co-morbidity with Mental Retardation

- a. Cerebral palsy
- b. Autism
- c. Behavioral Disorders
- d. Sensory Impairments : Vi, HI, Deaf blindness
- e. ADD & ADHD

Unit 3 : Communication Aspects of Mental Retardation

- a. Language, Communication and speech-concept & definition
- b. Speech disorders- Types and intervention
- c. Language – components, disorders, intervention
- d. Communication- process and types
- e. Alternative & Augmentative communication

Unit 4 : Motor Aspects of Mental Retardation

- a. Gross and fine motor impairments
- b. Perceptual –motor difficulties
- c. Sensory integration disorders
- d. Adaptive aids and devices
- e. Implications for intervention

Unit 5 : Intervention – The Multidisciplinary Approach

- a. The Multidisciplinary team-need & structure
- b. Role of educators-special & general education teachers
- c. Role of therapists-speech, occupational & physiotherapist
- d. Role of a social worker
- e. Role of parents and family

Practicum :

1. Presentation on environmental factors causing MR in India.
2. Preparation of an intervention program for a given child with MR and Co-morbid condition
3. Preparation of visual aids for enhancement of communication skills.
4. Preparation of need based and cost effective adaptive aids for motor development
5. Seminar on role of family and community in intervention of M

Part I-C SPECIALIZATION PAPERS
Paper - VII
TEACHING STRATEGIES AND REHABILITATION FOR MENTAL
RETARDATION

OBJECTIVES :

After studying this paper the student teachers are expected to

1. Describe the types of curriculum and educational programs suitable for students with mental 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.

Unit 1 : Instructional Approaches & Techniques.

- a. Behavioral – Applied Behavioral Analysis
- b. Cognitive – Cognitive Behavioral Modification, Meta-cognitive strategies
- c. Multi-sensory – Montessori method, VAKT
- d. Peer mediated – Cooperative Learning, Peer tutoring
- e. Techniques – task analysis, chaining, prompting, reinforcement

Unit 2 : Educational Placement & Age Appropriate Curriculum

- a. Educational placement – Cascade of educational services
- b. Infancy & early childhood years – early intervention
- c. School years – special school curriculum, adaptive curriculum
- d. Transitional years – sex education, pre-vocational, vocational training
- e. Adulthood job training & employment

Unit 3 : Rehabilitation of mental Retarded child

- a. Relation with parents and extended family members
- b. Relation with siblings
- c. Guidance and counseling
- d. Community support and participation
- e. Employment to mental retarded – Open, sheltered and supported self employment.
- f. Role of a teacher in Rehabilitation.

Unit 4 : Support services

- a. Residential care and community Group Homes.
- b. Foster care and Respite care
- c. Parent Education Programme.
- d. Man power Development (INSET and PRESET)
- e. Legal and constitutional Provisions.

Practicum :

1. Seminar on critical evaluation of any two instructional approaches.
2. Report on educational facilities for MR in the city
3. Case study of a MR child with reference to relation with parents, siblings family members.
4. Seminar on Govt. policies and constitutional Provisions for Persons with MR.

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