

S-30th May, 2015 AC after Circulars from Circular No.1 & onwards+++ - 79 -

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

CIRCULAR NO.SU/Edu./B.Ed. [S.E.] H.I 2 Yr. Syll./76/2015

It is hereby informed to all concerned that, as per the norms laid down by the N.C.T.E. the Faculty of Education has "**Revised the Curriculum of Bachelor of Education [Special Education] Hearing Impairment & Inclusive Education, Two Years Degree Course, Yearly Pattern**", recommended for further process. The Hon'ble Vice-Chancellor has accepted the said curriculum in his emergency powers as laid down under Section-14[7] the Maharashtra Universities Act, 1994 on behalf of the Academic Council.

This is effective from the Academic Year 2015-16 & onwards as appended herewith.

All concerned are requested to note the contents of the circular and bring the notice to the students, teachers and staff for their information and necessary action.

University Campus,
Aurangabad-431 004.
REF.NO. SU/ EDU./B.ED. S.E. H.I.
2 YRS. SYLLABUS /2015/13430-90
Date:- 19-10-2015.

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Director,
*Board of College and
University Development.*

Copy forwarded with compliments to:-

**1] The Principals, affiliated concerned colleges,
Dr. Babasaheb Ambedkar Marathwada University.**

Copy to :-

- 1] The Controller of Examinations,
- 2] The In-Charge, E-Suvidha Kendra, [Professional Unit], Rajarshi Shahu Maharaj Pariksha Bhavan, Dr. Babasaheb Ambedkar Marathwada University,
- 3] The Section Officer, [Professional Unit],**
- 4] The Programmer [Computer Unit-1] Examinations,
- 5] The Programmer [Computer Unit-2] Examinations,
- 6] The Record Keeper.

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Aurangabad**



Faculty of Education

**Two Years Syllabus
B.Ed.(S.E.) HI & Inclusive Education**

**Bachelor of Education
(Special Education)
Hearing Impairment & Inclusive Education
(With effect from June 2015)**

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COURSE WISE CREDIT STRUCTURE**B.ED. SE. HI & Inclusive Education****(First Year)**

Part I	Theory Papers (Compulsory)	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
1	Theory (6 Papers) (A+B)	20x6=120	80x6=480	4x6=24	60x6=360	600
2	Viva-voce for verification of Internal work	50	50	2	60	100
3	IEP 3 cases	50	-	2	50	50
4	Classroom observation 3 special schools Different disabilities	60	-	2	50	60
5	Micro teaching 5 lessons A method 6 B method 6	60	-	2	180	60
6	Observe children in various settings and indentify milestones achieved	20	-	1	40	20
7	Visit to special school for children with Hearing Impairment .	20	-	1	40	20
8	Identification of hearing loss & its implications special school for children with Hearing Impairment.	20	-	1	40	20
9	Classroom teaching observation special school for children with Hearing Impairment.	20	-	1	40	20
10	Assessment of Hearing Institute / Clinic.	20	-	1	40	20
11	Assessment of Speech Institute / Clinic	55	20	3	100	75
12	Special School group teaching	55	20	3	100	75
13	Special school teaching HI & IE group Lesson planning and teaching focusing on adaptation, evaluation a. Speech Languages b. Non languages 10 lessons (5 groups)	20	-	1	40	20
14	Assessment of Language Institute / Clinic	20	-	1	40	20
15	Assessment in developmental psychology Institute / Clinic	20	-	1	40	20
16	Visit special schools of any two disabilities and inclusive school & write	20	-	1	45	20
	Total	590	610	47	1265	1200

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Part - I
External Assessment - Theory Papers and Practical's.
(First Year)

Part I	Theory Papers (Compulsory)	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
A) Perspectives in Education						
SEDUCC-1	Human Development and Understanding self	20	80	4	60	100
SEDUCC-2	Contemporary India and Education	20	80	4	60	100
SEDUCC-3	Learning and Teaching Assessment	20	80	4	60	100
SEDUCC-4	Community based Rehabilitation	20	80	4	60	100
SEDUCC-5	Psycho social and Family issues	20	80	4	60	100
SEDUCC-6	<u>Method A : Pediology of inclusive school subject teaching Languages (Special Reference to Disability) any one</u>	10	40	2	30	50
	Part I – Marathi(Special reference to disability) Part II – Hindi (Special reference to disability) Part III – English(Special reference to disability) Part IV- Science (Special reference to disability)					
	<u>Method B - Pedagogy of inclusive school subject teaching Languages (Special Reference to Disability) any one</u>	10	40	2	30	50
	Part V – History (Special reference to disability) Part VI - Geography (Special reference to disability) Part VII - Mathematics (Special reference to disability)					
Part I (B)	Oral for verification of Internal Practical work	50	50	2	60	100
	Total of Part- I and II	170	530	26	420	700

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Part - II INTERNAL ASSESSMENT
Engagement with Special field/Enhancing Professional Capacities
(First Year)


Sr. No.	Activities for Inclusive School (Special Schools HI & IE)	No. of Activities	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
ESPC-1	Individualised Education Programme (IEP)- 3 cases a) ECSC b) Pre-Primary c) Primary	3	40	10	2	50 Hrs.	50
ESPC-2	Classroom Observation and Report Minimum Three Special Schools for HI, VI, I.V, CP, Autism or Multiple Disabilities. Inclusive school available in the neighbourhood.	3	60	-	2	50 Hrs.	60
ESPC-3	A micro teaching and simulated teaching on selected skills-5 lessons (Demonstration of Micro Teaching skills) Special reference to disability	A Method-6 B Method-6 = 12	50	10	2	180 90 Hrs. for classwork & 90 Hrs. preparation	60
ESPC-4	Observe children in various settings and indentify milestones achieved	4	20	-	1	40	20
ESPC-5	Visit to special school for children with Hearing Impairment .	03	20	-	1	40	20
ESPC-6	Identification of hearing loss & its implications special school for children with Hearing Impairment.	03	20	-	1	40	20
ESPC-7	Classroom teaching observation special school for children with Hearing Impairment.	03	20	-	1	40	20
ESPC-8	Assessment of Hearing Institute / Clinic.	02	20	-	1	40	20

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Sr. No.	Activities for Inclusive School (Special Schools HI & IE)	No. of Activities	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
ESPC-9	Assessment of Speech Institute / Clinic	10 lesson	55	20	3	100	75
ESPC-10	Special school teaching HI & IE group Lesson planning and teaching focusing on adaptation, evaluation a. Speech Languages b. Non languages 10 lessons (5 groups)	10 lesson	55	20	3	100	75
ESPC-11	Assessment of Language Institute / Clinic	03	20	-	1	40	20
ESPC-12	Assessment in developmental psychology Institute / Clinic	03	20	-	1	40	20
ESPC-13	Visit special schools of any two disabilities and inclusive school & write	04	20	-	1	40	20
ESPC-14	To prepare need based curriculum for training in Speech therapy & Audiology training. School Readiness Transition from School to work Movement/Dance/Yoga/Sports skills Computer usage House keeping/laundry Gardening/Horticulture Creative/performing Arts (Each One)	08	20	-	1	45	20
Total Paper- II			440	60	31	845	500

	Part - I A+ I B	Part- II	Total Marks
Total Marks	700	500	1200


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COURSE WISE CREDIT STRUCTURE
B.ED. SE. HI & Inclusive Education
(Second Year)

Part II	Theory Papers (Compulsory)	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
	Theory (5 Papers)	20x5=100	80x5=400	4x5=20	60x5=300	500
1	Annual Lessons and Practical Examination 32 lessons, 3 IEP, Annual Lesson	0	100	1	30	100
2	Viva voce for verification of Internal practical work	0	50	1	30	50
3	Aural Intervention (Institute / Clinic)	250	0	8	560	250
4	Learning and practicing ISL (School / ISL Center)	25	25	2	40	50
5	Delivering Lessons for special school III	50	50	2	40	100
6	Practicing functioning as teacher for special school HI & IE. Undertaking	50	0	2	40	50
7	Development of (TLM), Worksheet for special school HI & IE.	50	0	2	120	50
8	Assisting Teacher for special school HI & IE	50	0	2	50	50
9	Teacher Assistant for special school HI & IE	20	0	1	30	20
10	Understanding the plans for special school III & IE	20	0	1	30	20
11	Remedial support for special school HI & IE	40	0	2	60	40
12	Student Evaluation for special school HI & IE	20	0	1	30	20
	Total	675	625	45	1360	1300

Theory papers I credit = 15 Hours

Practicals I credit = 30 Hours

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Part - I
External Assessment - Theory Papers and Practicals.
(Second Year)

Part I	Theory Papers (Compulsory)	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
A) Perspectives in Education (Specific Disability) (HI / IE) and inclusive Education		20	80	4	60	100
SEDUCC-7	Assessment and Identification of Needs	20	80	4	60	100
SEDUCC-8	Curriculum Designing, Adaptation & Evaluation	20	80	4	60	100
SEDUCC-9	Intervention and Teaching Strategies	20	80	4	60	100
SEDUCC-10	Technology and Disability	20	80	4	60	100
SEDUCC-11	Inclusive Education	20	80	4	60	100
Part I B	Practical Examination Annual Lesson Examination of the two methodology subjects offered by the candidate in paper to be conducted by university by appointing the panels of examiners. Before Annual lesson the candidate must complete his/her all special practice group teaching lessons, micro lessons and IEP 3 cases report observation. The chairman of the panel of examiners should confirm the completion of all the 32 lessons + IEP 3 cases in case of incompleteness of lessons the university shall not permit the candidate to appear for the annual lesson.	50	50	4	30	100
Part I-C	Viva-voce for verification of Internal Practical work	-	50	1	30	50
Total of Part I - A,B & C		170	580	29	300	750

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Part - II INTERNAL ASSESSMENT
Engagement with Special field/Enhancing Professional Capacities
(Second Year)

Part I	Activities for Inclusive School (Special Schools HI &IE)	No. of Activities	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
ESPC-15	Aural Intervention (Institute / Clinic) i. carrying out daily listening checks on children with ii. hearing impairment (5 children) iii. Use Aided Audiogram for (2 Children each) iv. Linking Ling's sound test Selecting modality of training (Auditory, Speech reading, Combination) v. Selecting method of communication (Oral vs Manual)	17 lessons	135	0	3	160	135
ESPC-16	Learning and practicing ISL (School / ISL Center) To learn and practice basic vocabulary, common phrases, Conversations, Sample Subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	15 weeks	25	25	2	40	50
ESPC-17	i. Delivering Lessons for special school HI – (05 Lessons) ii. Individualized Lessons for special school HI – (05 Lessons) iii. Delivering Lessons for special school – (05 Lessons)	5+5+5 = 15 Lessons	115	50	2	120	115
ESPC-18	Practicing functioning as teacher for special school HI & IE. Undertaking continuous whole day teaching using daily diary system for planning and recording.	3	50	-	2	40	50
ESPC-19	Development of (TLM), Worksheet for special school HI & IE. Developing 3 Teaching Learning Material (TLM) and 10 Worksheet for the assigned class.	2	50	-	2	120	50
ESPC-20	Assisting Teacher for special school HI & IE Working as teacher assistant for prayers / Assembly, Checking hearing device, Attendance, Home work / Class work, Writing diaries, Preparing TLM, Teaching practice sessions	5	50	-	2	50	50

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	recapitulation, and Break times.						
Part I	Activities for Inclusive School (Special Schools HI &IE)	No. of Activities	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
ESPC-21	Teacher Assistant for special school HI & IE Studying the background of the children in the allotted class & working as teacher assistant for prayers / assembly, attendance, home work / class work, writing diaries & assisting in school celebrations.	1	20	-	1	30	20
ESPC-22	Understanding the plans for special school HI & IE Studying the half yearly, Monthly & Unit plans and Calender of activities and progress report.	1	20	-	1	30	20
ESPC-23	Remedial support for special school HI & IE Teaching special children for specialized support for achieving the content mastery – 2 students.	4	40	-	2	60	40
ESPC-24	Student Evaluation for special school HI & IE Assist the teachers in developing teacher made tests, marking scheme, scoring key, exam supervision, evaluation of answer scripts & reporting.	1	20	-	1	30	20
	Total		575	75	20	680	650

	Part - I A+ I B	Part- II	Total Marks
Total Marks	750	650	1300

**B.ED. SE. HI & Inclusive Education
(Two Years)**

	First Year	Second Year	Total Marks
Total Marks	1200	1300	2500


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PAPER : SEDUCC-1
HUMAN DEVELOPMENT AND UNDERSTANDING SELF

Total - 100	External - 80	Internal - 20
Credits - 4	Hours - 60	Theory Exam Paper- 3 Hours

Objectives: After studying this course the student- teachers will be able to -

- 1) Explain the process of development with special focus on infancy, childhood and adolescence.
- 2) Critically analyze developmental variations among children.
- 3) Comprehend adolescence as a period of transition and threshold of adulthood.
- 4) Analyze different factors influencing child development.

Unit - 1) Approaches to Human Development **20 Marks**

- a) Human development as a discipline from infancy to adulthood
- b) Concepts and Principles of development
- c) Developing Human- Stages (Prenatal development, Infancy, Childhood, Adolescence, Adulthood)
- d) Nature vs Nurture
- e) Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & communication, Social relationship)

Unit - 2) Theoretical Approaches to Development **20 Marks**

- a) Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura)
- b) Psychosocial Theory (Erikson)
- c) Psychoanalytic Theory (Freud)
- d) Ecological Theory (Bronfrenbrenner)
- e) Holistic Theory of Development (Steiner)

Unit - 3) The Early Years (Birth to Eight Years) **20 Marks**

- a) Prenatal development: Conception, stages and influences on prenatal development
- b) Birth and Neonatal development: Screening the newborn - APGAR Score, Reflexes and responses, neuro-perceptual development
- c) Milestones and variations in Development
- d) Environmental factors influencing early childhood development
- e) Role of play in enhancing development

Unit - 4) Early Adolescence (From nine years to eighteen years) **20 Marks**

- a) Emerging capabilities across domains of physical and social emotional
- b) Emerging capabilities across domains related to cognition - metacognition - metacognition
- c) Issues related to puberty
- d) Gender and development
- e) Influence of the environment (social, cultural, political) on the growing child

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References :

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- 2) Brisbane, E. H. (2004). The developing child. Mc.Graw Hill, USA.
- 3) Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
- 4) Hurloel, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
- 5) Hurloel, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
- 6) Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.
- 7) Mittal. S. (2006). Child development- Experimental Psychology. Isha Books, Delhi.
- 8) Nisha, M. (2006). Introduction to child development, Isha Books, Delhi.
- 9) Papalia, D. E., & Olds, S. W. (2005). Human development. Tata Mc.Graw Hill Publishing Company, New York



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PAPER : SEDUCC-2
CONTEMPORARY INDIA AND EDUCATION

Total - 100 Credits - 4	External - 80 Hours - 60	Internal - 20 Theory Exam Paper- 3 Hours
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Objectives : After completing this course the student-teachers will be able to -

- 1) Explain the history, nature and process and Philosophy of education
- 2) Analyse the role of educational system in the context of Modern Ethos
- 3) Understand the concept of diversity
- 4) Develop an understanding of the trends, issues, and challenges faced by the contemporary Indian Education in global context

Unit - 1) Philosophical Foundations of Education **20 Marks**

- a) Education: Concept, definition and scope
- b) Agencies of Education: School, family, community and media
- c) Philosophies of Education: idealism, naturalism, pragmatism, existentialism, humanism, constructivism
- d) Classical Indian Perspective (Buddhism, Jainism, Vedanta Darshan, Sankya Darshan) 1.5 Indian philosophers (Aurobindo, Gandhi, Tagore, Krishna Murthy)

Unit - 2) Understanding Diversity **20 Marks**

- a) Concept of Diversity
- b) Types of Diversity: Gender, linguistic, cultural, socio-economic and disability
- c) Diversity in learning and play
- d) Addressing diverse learning needs
- e) Diversity: Global Perspective

Unit - 3) Contemporary Issues and Concerns **20 Marks**

- a) universalisation of School Education, Right to Education and Universal Access
- b) Issues of a) Universal enrolment b) Universal retention c) Universal learning
- c) Issues of quality and equity: Physical, economic, social, cultural and linguistic, particularly w.r.t girl child, weaker sections and disabled
- d) Equal Educational Opportunity:
 1. Meaning of equality and constitutional provisions
 2. Prevailing nature and forms of inequality, including dominant and minority groups and related issues
- e) Inequality in Schooling: Public-private schools, rural-urban schools, single teacher schools and other forms of inequalities such as regular and distance education system

Unit - 4) Education Commissions and Policy (School Education) **20 Marks**

- a) Constitutional provisions, on education that reflect National Ideals: Equality, liberty, secularism, and social justice
- b) National Commissions and Policies: Education Commission (1964), NPE and POA (1986, 1992), National Policy for Persons with Disabilities (2006)

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- c) National Acts: RCI Act, 1992, PWD Act, 1995, NT Act, 1999, RTE Act (2009_ & 2012).
- d) Programmes and Schemes: IEDC (1974, 1983), SSA (2000, 2011), RMSA, 2009, IEDSS, 2009
- e) International Conventions and Policies: Salamanca Declaration and Framework, 1994; IJNCRPD, 2006; MDG, 2015; INCHEON strategies

References :

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- 16) <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
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- 24) History of Indian Education – By B.C.Ray, Prakash Kendra, Lucknow 7
- 25) History of Indian Education – Rawat D.I. Ramprasad & Sons, Agra 3
- 26) University Education Commission – (1948-49)
- 27) Secondary Education Committee Report (1952-53)

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- 28) Education and National Development – Indian Education Commission (1964-66)
- 29) National policy of Education (1986)
- 30) Revised National policy of Education (1992)
- 31) भारताचे संविधान - भारत सरकार, विधी व न्याय मंत्रालय १९९६
- 32) शिक्षणाचे समाजशास्त्र एक रुपरेषा - डॉ.अरविंद दुनाखे
- 33) भारतीय धर्म व तत्वज्ञान - श्री.भा.वर्णेकर
- 34) उदयोन्मुख भारतीय समाजातील शिक्षण - प्रा.ना.ग.पवार
- 35) भारतातील शैक्षणिक आयोग व समित्या - मिनल नरवणे, नुतन प्रकाशन पुणे ३०
- 36) भारतीय शिक्षा का संक्षिप्त इतिहास - बर्शीधर सिंह, भूदेवशास्त्री गयाप्रसाद अॅन्ड सन्स, आग्रा
- 37) शिक्षणाचा इतिहास - भाग I II III प्रा.सौ.गीता गद्रे, ल.रा.गद्रे, नुतन प्रकाशन पुणे ३०
- 38) भारतीय शिक्षणाचे बहुजनीकरण - डॉ.वास्कर आ, नुतन प्रकाशन पुणे ३०
- 39) भारतीय शिक्षा का इतिहास - पी.एल.रावत
- 40) भारतीय शिक्षा का इतिहास - जौहरी बी.पी.पाठक पी.डी.विनोद पुस्तक मंदिर आग्रा
- 41) भारतीय शिक्षण व्यवस्थेचा विकास - प्राचार्य चौधरी अ.आ.शिवनेरी अंबड रोड जालना
- 42) समकालीन भारतीय शिक्षण, २०१५, शेटकर डॉ.गणेश, जोशी डॉ.शोभना, खडकीकर डॉ.बंदिनी औरंगाबाद, मृण्मयी प्रकाशन.
- 43) भारतीय शिक्षणाचा इतिहास, २००२ डॉ.शेटकर गणेश, डॉ.शेवतेकर शारदा, डॉ.जोशी शोभना, औरंगाबाद, मृण्मयी प्रकाशन.
- 44) स्वातंत्र्योत्तर भारतीय शिक्षण डॉ.पारसनीस न.रा.नुतन प्रकाशन, पुणे.
- 45) भारतीय शिक्षणाचा विकास प्रा.डॉ.मोहन जाधव, प्रा.आरती भोसले, प्राचार्य सरपौतदार, कोल्हापूर फडके प्रकाशन.

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PAPER : SEDUCC-3
LEARNING, TEACHING AND ASSESSMENT

Total - 100	External - 80	Internal - 20
Credits - 4	Hours - 60	Theory Exam Paper- 3 Hours

Objectives : After completing this course the student-teachers will be able to -

- 1) Comprehend the theories of learning and intelligence and their applications for teaching children
- 2) Analyse the learning process, nature and theory of motivation
- 3) Describe the stages of teaching and learning and the role of teacher • Situate self in the teaching learning process
- 4) Analyze the scope and role of assessment in teaching learning process in order to introduce dynamic assessment scheme for educational set up towards enhanced learning.

Unit - 1) Human Learning and Intelligence **20 Marks**

- a) Human learning: Meaning, definition and concept formation
- b) Learning theories:
 1. Behaviourism: Pavlov, Thorndike, Skinner
 2. Cognitivism: Piaget, Bruner
 3. Social Constructivism: Vygotsky, Bandura
- c) Intelligence:
 1. Concept and definition
 2. Theories: Two-factor, Multifactor, Triarchic Theory (Robert Steinberg)
- d) Creativity: Concept, Definition and Characteristics
- e) Implications for Classroom Teaching and Learning

Unit - 2) Learning Process and Motivation **20 Marks**

- a) Sensation: Definition and Sensory Process
- b) Attention: Definition and Affecting Factors
- c) Perception: Definition and Types
- d) Memory, Thinking, and Problem Solving
- e) Motivation: Nature, Definition and Maslow's Theory

Unit - 3) Teaching Learning Process **20 Marks**

- a) Maxims of Teaching
- b) Stages of Teaching: Plan, Implement, Evaluate, Reflect
- c) Stages-"Learning: Acquisition, Maintenance, Generalization
- d) Learning Environment: Psychological and Physical
- e) Leadership Role of Teacher in Classroom, School and Community

Unit - 4) Assessment: Strategies and Practices **20 Marks**

- a) Strategies: (Oral, written, portfolio, observation, project, presentation, group discussion, open book test, surprise test, untimed test, team test, records of

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learning landmark, doze set/open set and other innovative measures) Meaning and procedure

- b) Typology and levels of assessment items: Multiple choice, open ended and close ended; direct, indirect, inferential level
- c) Analysis; reporting, interpretation, documentation..feedback and pedagogic decisions
- d) Assessment of diverse learners: •Exemptions, concessions, adaptations and accommodations;
- e) School examinations: Critical review of current examination practices and their assumptions about learning and development; Efforts for exam reforms: Comprehensive and Continuous Evaluation (CCE), NCF (2005) and RTE (2009)

References :

- 1) Amin, N. (2002). Assessment of Cognitive Development of Elementary School Children. A Psychometric Approach, Jain Book Agency, New Delhi.
- 2) Chauhan, S.S. (2013). Advanced Educational Psychology, Jain Book Agency, Delhi.
- 3) King-Sears, E. M. (1994). Curriculum Based Assessment in Special Education. Singular Publishing Group, San Diego, CA.
- 4) Panch, R. (2013). Educational Psychology: Teaching and Learning Perspective, McGraw Hill Education (India) Private Limited, New Delhi.
- 5) Paul, P. (2009) Language and Deafness. Singular publication.
- 6) Salvia, John, Ysseldyke, James, E. And Bolt, Sara. (2007). Assessment in Special and inclusive Education. Houghton Mifflin Company, Boston.
- 7) Whitcomb, S., & Merrell, K.W. (2012). Behavioral, Social, and. Emotional Assessment of Children and Adolescents, Routledge, New York.
- 8) Woolfolk, A., Misra, G., & Jha, AK.(2012). Fundamentals of Educational Psychology, 11th edn, Pearson Publication, New Delhi.
- 9) Bhangale S. D.,(2013) Learner and Learning, Pra,shant Publication, Jalgaon Bhangale S. D. li)hande Pingala,(2013) Assessment and Evaluation, Prashant Publication, Jalgaon
- 10) Psychology, Discovery Publishing house New Delhi.
- 11) W.N. Dandekar - Experimental Psychology, Anmol Prakashan, Pune.
- 12) K.K. Bhatia and Trinath Purohit - Educational Psychology and Technique of Teaching , Kalyani Publishers Ludhiana.
- 13) S.K. Mangal - Educational Psychology, Tandon Publications, Ludiana.
- 14) D. Bhatia, D.K. Walia, J.C. Mangaland T.C. Datt., - Educational Psychology Doaba House , Delhi.
- 15) S.K. Mangal - Advanced Educational Psychology, Prentice hall of India, New Delhi.
- 16) Learning and Instruction - John Decco.
- 17) Tickoo, M.L.(2007), Teaching and Learning English A Source Book for Teachers and Trainers, New Delhi Orient Long Man Pvt. Ltd.
- 18) अध्ययनार्थीचे मानसशास्त्र आणि अध्यापन प्रक्रिया - प्रा.सौ.कळके, डॉ.शिरगावे, प्रा.शेंडगे-फडके प्रकाशन कोल्हापूर.
- 19) अध्ययन व अध्यापन - 2015. शेटकर डॉ.गणेश, जोशी डॉ.शोभना, औरंगाबाद, मृण्मयी प्रकाशन.
- 20) अध्ययन उपपत्ती - डॉ.खानापूरकर ह.कृ.
- 21) अध्ययन उपपत्ती व अध्यापन - डॉ.सत्यवती राजळ, नुतन प्रकाशन, पुणे-३०
- 22) भारतीय शिक्षणातील आधुनिक विचार प्रवाह - प्रा.ना.ग.पवार नुतन प्रकाशन, पुणे.

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PAPER : SEDUCC-4
COMMUNITY BASED REHABILITATION

Total - 100	External - 80	Internal - 20
Credits - 4	Hours - 60	Theory Exam Paper- 3 Hours

Objectives : After completing this course the student-teachers will be able to

- 1) Explain the concept, principles and scope of community-based rehabilitation.
- 2) Learn the strategies for promoting public participation in CBR.
- 3) Apply suitable methods for preparing persons with disability for rehabilitation within the community.
- 4) Provide need-based training to persons with disabilities.
- 5) Develop an understanding of the role of government and global agencies in CBR.

Unit - 1) Introduction to Community Based Rehabilitation (CBR) 20 Marks

- a) Concept and Definition of CBR
- b) Principles of CBR
- c) Difference between CBR and Institutional Living
- d) Socio-cultural and Economic Contexts of CBR
- e) Scope and Inclusion of CBR in Government Policies and Programs

Unit - 2) Preparing Community for CBR 20 Marks

- a) Awareness Program-Types and Methods
- b) Advocacy - Citizen and Self
- c) Focus Group Discussion
- d) Family Counselling and Family Support Groups
- e) CBR and Corporate Social Responsibility

Unit - 3) Preparing Persons with Disability for CBR 20 Marks

- a) School Education: Person Centred Planning, and Peer Group Support
- b) Transition: Individual Transition Plan, Development of Self Determination and Self Management Skills
- c) Community Related Vocational Training
- d) Skill Training for Living within Community
- e) Community Based Employment and Higher Education

Unit - 4) Supports and Collaborations for Inclusive Education 20 Marks

- a) Stakeholders of Inclusive Education & Their Responsibilities
- b) Advocacy & Leadership for Inclusion in Education
- c) Family Support & Involvement for Inclusion
- d) Community Involvement for Inclusion
- e) Resource Mobilisation for Inclusive Education

References :

- 1) Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.

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- 2) McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
- 3) Neufelt, A. and Albright, A (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
- 4) Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
- 5) Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances, - Ministry of Social Welfare, Govt. of India, New Delhi.
- 6) Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare. Govt. of India, New Delhi.
- 7) WHO ,(1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1)
- 8) WHO ,(1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

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PAPER : SEDUCC-5
PSYCHOSOCIAL AND FAMILY ISSUES

Total - 100	External - 80	Internal - 20
Credits - 4	Hours - 60	Theory Exam Paper- 3 Hours

Objectives: After completing the course the student-teachers will be able to

- 1) Explain psychosocial development of early childhood and role of family.
- 2) To understand the family needs and find self-ready to support families for empowering the child with disability.
- 3) Ensure family involvement in educational programs.

Unit - 1) Psychosocial Aspects and Disability 30 Marks

- a) Overview of psychosocial development; wellbeing and quality of life
- b) Implications of hearing impairment on domains of psychosocial development
- c) Role of family in psychosocial development of children with hearing impairment
- d) Role of peers and community in psychosocial development of children with hearing impairment
- e) Challenges and issues in psychosocial development of children with hearing impairment

Unit - 2) Family Needs 25 Marks

- a) Identifying Family Needs for information, decision-making, skill transfer and referral
- b) Fostering family's acceptance of child's impairment and creating a positive environment
- c) Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy
- d) Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits
- e) Encouraging family participation in self-help groups and family support networking

Unit - 3) Family Empowerment 25 Marks

- a) Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting
- b) Encouraging family acceptance of listening devices and ensuring its regular use
- c) Supporting family in fostering and developing communication and language
- d) Involving family in fostering and developing play, recreation and values
- e) Encouraging family involvement in educational programme and participation in community based rehabilitation programme

Engagement/ Practicals

- 1) Compile five activities that could be undertaken to foster parents acceptance of the child's impairment

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- 2) Select a tool to measure parent's self-efficacy and administer it on three parents and submit with brief reflections.
- 3) Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

Transaction & Evaluation

Lecture cum Demonstration, Role Play, Inviting parents as speakers for sharing experiences, Assignments, Tests

Essential Reading

- 1) Dunst, C., Trivette, C., & Deal, A. (1996). Enabling & empowering families: Principles & guidelines for practice. Brookline Books, Cambridge.
- 2) Gregory, S., Bishop, J., & Sheldon, L. (1999). Psychological perspectives of deafness. Cambridge University Press, Cambridge.
- 3) Scheetz, N.A. (2000). Orientation to Deafness. Allyn and Bacon, Boston.
- 4) Spencer, P.E., Erting, C.J., & Marschark, M. (2000). The deaf child in the family and school, Lawrence Erlbaum, New York.

Suggested Reading

- 1) Beazley, S., & Moore, M. (2005). Deaf children their families and professionals dismantling barriers, David Fultron Publishers, London.
- 2) Brown, I., & Brown, R. (2000). Quality of Life and Disability. Jessica Kingsley Publishers, London.
- 3) Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Harvard Family Research Project, Cambridge.
- 4) Corter, M. (1966). Deaf transactions: Deaf families, deaf communities and deaf identities. Jessica Kingsley publishers, London.
- 5) Ila, P. (1996). Cultural and Language Diversity and the Deaf Experience. Cambridge University Press, Cambridge.
- 6) Marschark, M., & Clark, M.D. (1998). Psychological Perspectives on Deafness Vol. I & II. Psychological Press, London.

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PAPER : SEDUCC - 6

PEDAGOGY OF TEACHING (SPECIAL REFERENCE TO MR)

Marathi

मराठी अध्यापन पद्धती

Total - 50	External - 40	Internal - 10
Credits - 2	Hours - 30	Theory Exam Paper- 1.5 Hours

उद्दिष्टे -

- १) मराठीच्या अध्यापकांना अध्यापनाच्या आधुनिक व शास्त्रीय पद्धतीचा परिचय करून देणे.
- २) अत्याधुनिक पद्धतीचा वर्गाध्यापनात प्रत्यक्ष कसा उपयोग करता येईल व विद्यार्थ्यांमध्ये भाषिक कौशल्याची निर्मिती कशी करता येईल याबाबत उद्बोधन करणे.
- ३) विद्यार्थ्यांमध्ये वाङ्मयीन अभिरुची निर्माण करून विद्यार्थ्यांना सृजनशीलतेकडे आणण्याचा दृष्टिकोन भावी अध्यापकात निर्माण करणे.
- ४) मराठी अध्यापकात मातृभाषा म्हणून व राज्यभाषा म्हणून मराठीचे प्रेम व सार्थ अभिमान निर्माण करणे.

घटक - १) मराठी भाषेचे अभ्यासक्रमातील स्थान व महत्त्व (गुण ५)

- a) मराठी भाषेचे अभ्यासक्रमातील स्थान व महत्त्व,
- b) मराठी भाषेचा इतर शालेय विषयांशी समवाय.

घटक - २) अभ्यासक्रम, पाठ्यक्रम व पाठ्यपुस्तक (गुण १०)

- a) चांगल्या अभ्यासक्रमाची तत्वे
- b) मराठीच्या माध्यमिक व उच्च माध्यमिक स्तरावरील अभ्यासक्रमाची उद्दिष्टे व त्यांचा राष्ट्रीय उद्दिष्टांशी समवाय.
- c) मराठीचा माध्यमिक व उच्च माध्यमिक स्तरावरील पाठ्यक्रम.
- d) चांगल्या पाठ्यपुस्तकाचे निकष
- e) पाठ्यपुस्तकाचे अभ्यासक्रम, पाठ्यक्रम व पाठ्य पुस्तकाच्या आधारे परीक्षण.

घटक - ३) मराठी अध्यापनाची उद्दिष्टे व क्षमता - (गुण १०)

- a) मराठी भाषेची भाषिक उद्दिष्टे (श्रवण, भाषण, वाचन व लेखन)
- b) इतर क्षेत्रे (आकलन, भाषेचा व्यवहारात उपयोग, कार्यात्मक व्याकरण, स्वयंअध्ययन, शब्दसंपत्तीवर प्रभुत्व) उद्दिष्ट व क्षमतांच्या विकासाची उद्दिष्टे, अध्ययन अनुभव आणि मूल्यमापन.
- c) मराठीच्या वर्गाध्यापनाची उद्दिष्टे व त्यांचे मूल्यमापन.

घटक - ४) मराठीच्या विविध अध्यापन पद्धती शैक्षणिक साधने व अध्यापन सामग्री (गुण १०)

- a) मराठीच्या विविध अध्यापन पद्धती - व्याख्यान, कथाकथन, कथन, नाट्यीकरण, चर्चा, उद्गामी-अवगामी, प्रकल्प, स्वाध्याय, भूमिकाभिनय. अध्यापनाचे प्रतिमान - सामाजिक अभिरूपता प्रतिमान
- b) शैक्षणिक साधने व अध्यापन सामग्री - फलक, चित्रे, तक्ते, रेडिओ, ध्वनिमुद्रित, व्हिडिओ, ध्वनिफिती, चित्रीफिती, शब्दपट्टया, कात्रणे, भाषासंगणक, इंटरनेट, संगणक सहाय्यित अनुदेशन व अध्ययन - पॉवर पॉइंटच्या साह्याने सादरीकरण तयार करणे, प्रत्यक्ष सादरीकरण.

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- c) अभ्यासक्रमांतर्गत व अभ्यासपूरक उपक्रम - वाङ्मय मंडळ, हस्ताक्षर स्पर्धा, गायन स्पर्धा, वाचन स्पर्धा, लेखन स्पर्धा, वक्तृत्व स्पर्धा, भाषिक खेळ, शब्दकोडे, पुस्तक परीक्षण, सुविचार लेखन, दिनविशेष लेखन, चिंतनिका स्पर्धा, कोश व संदर्भग्रथांचा वापर, पाठांतर.

घटक - ५) मराठीतील साहित्य प्रकार व मराठीचा शिक्षक (गुण ०५)


- a) मराठीतील प्रमुख साहित्य प्रकारांचे स्वरूप व वैशिष्ट्ये -
 १. गद्य- कादंबरी, कथा, लघुकथा, निबंध, आत्मचरित्र, दलित साहित्य, ग्रामीण साहित्य, नाटक.
 २. पद्य- संतकाव्य, पंतकाव्य, ओवी, अभंग, पोवाडा, लावणी, भावगीत, आधुनिक कविता, नवकाव्य.
- b) मराठीचा शिक्षक - चांगल्या मराठीच्या शिक्षकातील गुण वैशिष्ट्ये.
- c) मराठी शिक्षकाची (आशय ज्ञान अभिवृद्धी) पाठय घटकासंदर्भात आवश्यक आशय ज्ञानाचे संपादन

प्रात्यक्षिक कार्य -

- १) घटक चाचणी तयार करणे.
- २) एका वर्गाचे वार्षिक व घटक नियोजन तयार करणे.
- ३) संगणकाच्या वापराचा एक पाठ तयार करणे.
- ४) एका पाठयघटकात संगणकाच्या आधारे शैक्षणिक साहित्य वापरणे.
- ५) एक शैक्षणिक साहित्य तयार करणे.
- ६) माध्यमिक स्तरावरील एका पाठयपुस्तकाचे परीक्षण करणे.
- ७) एका शालेय पाठयघटकासाठी पॉवरपॉइंटचे सादरीकरण तयार करणे.

संदर्भ ग्रंथ -

- १) मराठीचे अध्यापन - अकोलकर, पाटणकर
- २) मराठीचे अध्यापन - म.वा. कुंडले
- ३) मातृभाषेचे अध्यापन - चंद्रकुमार झांगे
- ४) मराठी भाषेचे अध्यापन व मूल्यमापन - लीला पाटील
- ५) मराठी भाषा कशी शिकवावी - देवधर, देशपांडे
- ६) मराठी भाषेचे अध्यापन - म.वि. फाटक
- ७) मराठीचे अध्यापन - द.त्र्यं. साठे
- ८) मराठीचे अध्यापन - डॉ. शोभना जोशी - मृण्मयी प्रकाशन - २००७
- ९) वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन - २००६
- १०) पाठनियोजन डॉ. शेटकर, डॉ. श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
- ११) मातृभाषा मराठीचे आशययुक्त अध्यापन - प्रा. ना. ग. पवार नुतन प्रकाशन पुणे.
- १२) मराठीचे आशययुक्त अध्यापन - डॉ. अरविंद दुनाखे नुतन प्रकाशन पुणे.
- १३) आशययुक्त अध्यापन - प्रा. मखिजा नुतन प्रकाशन पुणे.
- १४) आशययुक्त अध्यापन पध्दती - डॉ. बोंदाई कैलास, डॉ. ह. ना. जगताप व डॉ. वि. रा. भिंताडे नुतन प्रकाशन पुणे.
- १५) मराठीचे अध्यापन - डॉ. सुरेश करंदीकर
- १६) संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ. शोभना जोशी, सौ. मेघना शिराढोणकर, मृण्मयी प्रकाशन, औरंगाबाद, २००७.


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PAPER : SEDUCC – 6
PEDAGOGY OF TEACHING (SPECIAL REFERENCE TO MR)

HINDI
हिन्दी अध्यापन पदधति

Total - 50	External - 40	Internal - 10
Credits - 2	Hours - 30	Theory Exam Paper- 1.5 Hours

उद्देश्य :

१. बालक के सर्वांगीण विकास में हिन्दी भाषा को समझना |
२. हिन्दी भाषा के व्यापक उद्देश्यों को समझना |
३. शालेय पाठ्यक्रम में दूसरी भाषा के रूप में हिन्दी सीखाने के उद्देश्य को समझ लेने में मदद करना |
४. भाषा कौशल और हिन्दी अध्यापन की प्रणालियाँ समझ लेने में मदद करना |
५. हिन्दी भाषा की विविध विधाओं, उद्देश्यों एवं विधियों की जानकारी प्राप्त करना |
६. हिन्दी भाषा शिक्षक के गुणों को समझ लेने में और गुणों को प्राप्त करने में मदद करना |
७. हिन्दी भाषा अध्यापन में विभिन्न शैक्षणिक साधनों का उपयोग करना |
८. पाठ्यपुस्तक की विशेषताएँ तथा उनका आलोचनात्मक अध्ययन करने की क्षमता प्राप्त करना |

- घटक - १) हिन्दी भाषा शिक्षा और भाषा कौशल का महत्त्व गुण १०
- a) बालक का सर्वांगीण विकास
मानसिक विकास
सामाजिक विकास
 - b) हिन्दी भाषा के व्यापक उद्देश्य - राष्ट्रीय, साहित्यिक, सांस्कृतिक, व्यावहारिक
 - c) भाषा कौशल -
 - १) श्रवण : महत्त्व एवं दोष
 - २) भाषण : महत्त्व एवं दोष
 - ३) वाचन : महत्त्व एवं दोष (वाचन के प्रकार)
 - ४) लेखन : महत्त्व एवं दोष (अशुद्ध वर्तनी के कारण)
- घटक - २) पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक तथा शिक्षा के साधन गुण १०
- a) अच्छे पाठ्यचर्या निर्माण के तत्व
 - b) माध्यमिक और उच्च माध्यमिक स्तर पर हिन्दी पाठ्यचर्या के उद्देश्य
 - c) विद्यालयीन पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्त्व
 - d) अच्छे पाठ्यपुस्तक की विशेषताएँ
 - e) शिक्षा के साधन - चित्र, नक्शा, प्रतिकृति, रेखाचित्र, रेडियो, रेकॉर्डर, ओ.एच.पी., सिनेमा आदि शिक्षा साधनों के लाभ
- घटक - ३) हिन्दी अध्यापन की प्रणालियाँ और हिन्दी अध्यापक के गुण गुण १०
- a) हिन्दी अध्यापन की प्रणालियाँ -
 १. स्वाभाविक प्रणाली
 २. व्याकरण अनुवाद प्रणाली
 ३. गठन प्रणाली
 ४. डा.वेस्ट प्रणाली
 ५. समन्वयात्मक प्रणाली
 - b) अध्यापन प्रतिमान - सामाजिक अभिरूपता प्रतिमान
 - c) हिन्दी अध्यापक के गुण तथा कर्तव्य

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घटक - ४) भाषा अध्यापन की विधाएँ और तकनिक

गुण १०

a) भाषा अध्यापन की विधाएँ

१. गदय - उद्देश्य, विधियाँ - चर्चा, कथाकथन
२. पदय - उद्देश्य, विधियाँ - चर्चा, रसास्वादन
३. व्याकरण - उद्देश्य, विधियाँ - आगमन, निगमन
४. रचना - उद्देश्य, प्रकार - नियमबद्ध एवं मुक्त

b) तकनिक - भाषिक खेल, भाषिक प्रतियोगिता, कार्यशाला, भाषा मंडल, पुस्तक प्रदर्शनी, भिती पत्रक, हिन्दी दिवस.

प्रात्यक्षिक कार्य :

- १) संगणक की सहायता से पाठ लेना |
- २) इकाई नियोजन करना |
- ३) भाषा इकाई की कसौटी तैयार करना |
- ४) किसी एक कक्षा के पाठ्यपुस्तक की समीक्षात्मक आलोचना |

संदर्भ ग्रंथ सूचि :

- 1) हिन्दी भाषा शिक्षण - भाटिया और नारंग.
- 2) भाषा की शिक्षा - सीतराम चतुर्वेदी.
- 3) हिन्दी शिक्षण - सुरेन्द्र सिंह कादियान.
- 4) हिन्दी शिक्षण - डा. उमा मंगल.
- 5) हिन्दी भाषा शिक्षा - भोलानाथ तिवारी और भाटिया.
- 6) हिन्दी शिक्षा की विधियाँ और पाठनियोजन लक्ष्मीनारायण शर्मा - विनोद पुस्तक मंदिर आगरा.
- 7) भाषा शिक्षण - रवीन्द्र श्रीवास्तव (मैकमिलन कंपनी)
- 8) हिन्दी अध्यापन पद्धति - डा.स.रा.केणी-कुलकर्णी, व्हीनस प्रकाशन, पुणे.
- 9) हिन्दी व्याकरण - कामता प्रसाद गुरू, नागरी प्रचारिणी सभा, काशी.
- 10) राष्ट्रभाषा का अध्यापन - साठे ग.ना. प्रा.महाराष्ट्र सभा.
- 11) हिन्दी भाषा की शिक्षा विधि - रघुनाथ सफाया पंजाब किताब घर, जालंधर.
- 12) हिन्दी भाषा की शिक्षा विधि - सिन्हा, शत्रुघ्न प्रसाद, दिल्ली पुस्तक सदन दिल्ली.
- 13) हिन्दी भाषा शिक्षा - रामनारायण शर्माप्रसाद, अलाहाबाद.
- 14) हिन्दी भाषा शिक्षण - भाई योगेन्द्र जीत, विनोद पुस्तक मंदिर आगरा.
- 15) भाषा शिक्षा विधियाँ पाठनियोजन भाग १,२ - लक्ष्मीनारायण शर्मा - विनोद पुस्तक मंदिर आगरा.
- 16) हिन्दी शिक्षण अभ्यास - लक्ष्मीनारायण अग्रवाल आगरा.
- 17) हिन्दी शिक्षण - डा.रामशुक्ल पांडेय, विनोद पुस्तक मंदिर आगरा.
- 18) मातृभाषा शिक्षण - के.क्षात्रय, विनोद पुस्तक मंदिर आगरा.
- 19) पाठनियोजन - डा.गणेश शेटकर, डा.शोभना जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५.
- 20) वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन, औरंगाबाद २००६.
- 21) हिन्दी शिक्षण - लालरमण बिहार, सरतांली प्रकाशन, नरळ.
- 22) हिन्दी अध्यापन पद्धति - सी.म.तिवारी, नूतन प्रकाशन, पुणे.
- 23) हिन्दी कैसे पढाएँ - रा.तु.भगत, इंडियन इन्स्टिट्यूट ऑफ एज्युकेशन, पुणे.
- 24) राष्ट्रभाषा का सरल व्याकरण - डा. भोलानाथ तिवारी, राजकमल प्रकाशन, दिल्ली.
- 25) हिन्दी अध्यापन पद्धति - प्रा.बा.सं.बोबे, नूतन प्रकाशन, पुणे.
- 26) द्वितीय भाषा हिन्दी, विषय ज्ञान एवं अध्यापन पद्धति - डा.अरविंद दुनाखे, डा.अंशुमती दुनाखे, नूतन प्रकाशन, पुणे.
- 27) संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी, सौ.मेघना शिराढेणकर, मृण्मयी प्रकाशन, औरंगाबाद. २००७.
- 28) वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन - २००६.

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PAPER : SEDUCC - 6
PEDAGOGY OF TEACHING (SPECIAL REFERENCE TO MR)

ENGLISH

Total - 50	External - 40	Internal - 10
Credits - 2	Hours - 30	Theory Exam Paper- 1.5 Hours

Objectives: After completing the course student-teachers will be able to -

- 1) Know the present status of English in India.
- 2) Know the present position of English in the school curriculum in Maharashtra.
- 3) Acquire the general aims and objectives of teaching English
- 4) Know the instructional objectives and specification.
- 5) Know the current methods of and approaches to the teaching of English
- 6) Know the skills necessary to plan and use a variety of learning experiences and instructional materials in the teaching of English.
- 7) Know the skills necessary to teach English effectively in the secondary class-room.
- 8) Acquire a favorable attitude towards English as subject.
- 9) Knowledge of the evaluation procedure used in evaluating the language learning of his/her pupils in the class-room.
- 10) Acquire the skills necessary to evaluate the language learning of his/her pupils in the class- room.
- 11) Acquire 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.
- 12) Acquire A familiarity with the text-books currently used in schools.
- 13) Acquire 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 - 1) Fundamental of Language

10 Marks

- a) Need, importance, language awareness in a multilingual society in the era of globalization.
- b) Factors affecting language learning physical, psychological and social.
- c) Principle and maxims of language teaching..

Unit - 2) Curriculum, Syllabus and Text-book of English, Methods and approaches -10 Marks

- a) Principles of a good curriculum.
- b) Present curriculum and syllabus of Secondary and Higher Secondary level in Maharashtra.
- c) Characteristics of text book of English and manual/handbook of English.
- d) General and instructional objectives of teaching English with their specification and evaluation
- e) Methods and approaches - Direct Method, Communicative Approach, constructive approach.

Unit - 3) Aspects of language teaching and lesson planning

10 Marks

- a) Prose :- Techniques - (Discussion, Narration, Questioning) methods - story telling, dramatization
- b) Poetry :- Methods (Recitation, Song Action) Techniques of appreciation
- c) Grammar :- Types - (Functional, Formal)
 - Methods - (Inductive, Deductive)
 - Model - Social Simulation Model

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- d) Language Acquisition inside / outside classroom
1. Listening – Concept Significance, Activities to develop listening
 2. Speaking – Concept Significance, Activities to develop speaking
 3. Reading – Concept, methods (phonic, whole word) Types – (Loud, Silent, Intensive, Extensive and Supplementray)
 4. Writing – Types of composition (Guided, free and creative)

Unit - 4) English Teacher and Learning Resources**10 Marks**

- a) Qualities of an English Teacher.
- b) Professional growth of English Teacher
- c) Learning Resources :-
 1. Support material – picture, slides, OHP, tape recorder, video, T.V., radio etc.
 2. Support System – excursion, quiz, puzzle, riddle etc.
- d) Content Knowledge Enrichment.(Detail study of the Teaching Unit)

Practicum – (Any One)

- 1) Preparation of Unit Plan with the help of Computer [Digital Unit Plan].
- 2) Criticize any Secondary School English Text book.
- 3) Prepare a Year Plan and Unit Plan.
- 4) Prepare student support material with the help of Computer.

Recommended Books (English)

- 1) Randolph Quirk – The Use of English (Longmans).
- 2) Teaching English in India Today (Parimal Prakashan).Yardi V.V.
- 3) Teaching English as a second Language (Mc Graw Hill) Narold B.Allen .
- 4) The Teaching of English in India (Oxford).Thompson & Wyatt .
- 5) Teaching English in India (Shree Vidya prakashan). Saraf R.S.
- 6) Essentials of English Teaching (Vinod pustak Mandir). Jain R.K.
- 7) Methods of Teaching English in India (Laxmi Narayan).Sharma K.L.
- 8) Language Teaching (Tata Mc Graw Hill). Robert Lado
- 9) Simple Audio-Visual Aids to foreign Language Teaching (Oxford). Lee W.L. and Heien Copen
- 10) Better English Pronunciation (ELBS and Cambridge). J.O.O.Connor .
- 11) An Introduction to the pronunciation of English (ELBS). Gimson A.C.
- 12) An Outline of general phonetics(Oxford). Bansal R.K.
- 13) Teaching and Testing English (Hunter resonation London Press) Ballard P.B.-
- 14) Testing English as a Second Language (Mc Graw Hill). David P.Harris
- 15) Teaching English –A Training Course for Teachers (OUP). Duff A. (1988)
- 16) Class room testing (Longman).Heaton J.B. (19990).
- 17) Language Teaching Methodology (Printice Hall) Nunan D. (19991)
- 18) Lesson Plan Dr.Shetkar G.V., Dr.Smt.Joshi S.V. Mrunmai Prakashan A`bad 2005
- 19) Teaching Foreign Language skills (University of Chicago Press). Rivers W.M. (1981)
- 20) English for the Teacher (OUP).Sprat M. (1994)
- 21) Fundamental Concept of Language teaching (OUP) Stern (1993)
- 22) Teaching Aspect of English Language (Nutan Praksan, Pune.) Gurav H.K. (1990)
- 23) Communicative Language – teaching in English- B.B.Pandit, Pro.Suryanshi, Pro. Kute.
- 24) पाठनियोजन - डा.गणेश शेटकर, डा.शोभना जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५.
- 25) संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन, औरंगाबाद. २००७.
- 26) वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन -२००६

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PAPER : SEDUCC – 6
PEDAGOGY OF TEACHING (SPECIAL REFERENCE TO MR)
SCIENCE

Total - 50	External - 40	Internal - 10
Credits - 2	Hours - 30	Theory Exam Paper- 1.5 Hours

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 these 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 - 1) Nature and Scope of Teaching of Science. 10 Marks**
- 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 Galileo, Einstein, Luise pasture
 - d) Eminent Indian Scientists - C.V.Raman, Dr.Homi Bhabha, Dr.A.P.J.Abdul Kalam, Vijay Bhatkar.
 - e) Professions in area of Science.
 - f) Correlation with other school subjects.
- Unit - 2) Curriculum, Syllabus and Text book of Science:- 10 Marks**
- a) Curriculum and resource Utilisation
 - b) Approaches to Curriculum organization 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 - 3) Methods, support material and Co-curricular activities. 10 Marks**
- 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 Computer based support material with the help of power point presentation.
 - 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 - 4) Science Teacher**10 Marks**

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

Practicum – (Any One)

- Prepare a Unit test.
- Prepare a teaching aid
- Prepare some material for an experiment.
- Prepare a plan for computer-assisted instruction.
- Criticize a text book with reference to curriculum syllabus and characteristics of the text book.
- Prepare year plan & Unit plan of a class.
- 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. Sanders. UNESCO
- शास्त्र आशययुक्त पध्दती - प्रा.चारुदत्त कदम / प्रा.कै. गु.बौदार्ड
- शास्त्राचे अध्यापन - ल.रा.गद्रे
- शैक्षणिक मूल्यमापन व संख्याशास्त्र - वा.ना.दांडेकर
- पाठ नियोजन - जोशी अ.न. सुरवसे म.पं.पाटील व वा.य.च.म.मुक्त विद्यापीठ नाशीक २००२
- पाठनियोजन डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
- शास्त्रकसे शिकवावे - गो.प्र.सोहनी
- शास्त्राचे अध्यापन वनारसे, दिचे पाठनकर
- शिक्षक हस्तपुस्तिका - महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ, पुणे.
- शास्त्र अध्यापन - प्रभाकर हकीम
- विशेष अध्यापन पध्दती विज्ञान य.च.म.मुक्त विद्यापीठ, नाशीक
- विज्ञानाचे आशययुक्त अध्यापन - डॉ.प्रभाकर हकीम नुतन प्रकाशन पुणे.
- संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद.२००७.
- वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन -२००६.

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PAPER : SEDUCC – 6
PEDAGOGY OF TEACHING (SPECIAL REFERENCE TO MR)

HISTORY

Total - 50	External - 40	Internal - 10
Credits - 2	Hours - 30	Theory Exam Paper- 1.5 Hours

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.
- 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 - 1) Nature, Importance and Place of History **10 Marks**


- a) Meaning and scope, Nature of History as a subject, changing concept of History, Importance of History in daily life.
- b) Correlation of History with other school subjects – Literature, Geography, Science, Maths.

Unit - 2) Aims, objectives and values of teaching History **10 Marks**

- a) Objectives and specification of teaching History.
- b) Various methods of organizing the History syllabus
 1. Chronological method
 2. Periodic method
 3. Concentric method
 4. The place of local, national and world History in the syllabus.

Unit - 3) Teaching Methods, Models, support system of teaching History - 10 Marks

- a) **Teaching Methods** a) Story telling b) Source method c) Project method d) Dramatization and role play method e) Lecture method f) Discussion method g) Narration method.
- b) **Model-** Enquiry training model.
- c) **Teaching Materials-** print materials, text book, supplementary reading materials, work books, general reference material, advance books on History teachers hand book and manuals pictures, maps, charts time line and time charts, slides, filmstrips, models, green board, radio, tape recorder, projectors, T.V., video motion pictures etc. computer assisted instruction and learning – creating a power point presentation.
- d) **History room :** Need and importance, equipment, nature, maintenance and role of teacher.
- e) **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


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Unit - 4) History Teacher.**10 Marks**

- Qualities of a good History teacher.
- Professional growth of History teacher.
- Content knowledge enrichment for the History teacher. (deep study of teaching unit)

Practicum : (Any One)

- Preparation of unit test.
- Preparation of one teaching aid.
- Visit to historical place and report it.
- Prepare a power point presentation for any school level teaching unit in History.

Recommended Books:

- Teaching of History Ghate V.D.– Oxford University press, Bombay.
- The teaching of History Johnson. – McMillan and comp. Bombay.
- Creative Teaching of History Ghosh K.D. - Oxford University press, Bombay.
- Teaching of History Kocharar S.K. - Starting Publisher.
- The teaching of History.V.P. Chate .
- Teaching of History,Nirmal Yadav.
- Teaching of History.B.D. Shaida and Saheb Singh.
- Hand book for History teachers, R. Vajreshwari, Allied Publishers, Bombay.
- Mufasil Tadrise-Tarique,Dr.Moin Fatema – Zaheer publication, Aurangabad(2011).
- इतिहास कसा शिकवावा,श.दा.चितळे.
- इतिहासाचे अध्यापन,घारूरकर व पारसनीस.
- इतिहासाचे अध्यापन,ब.आ.निरंतर.
- इतिहासाचे अध्यापन,बी.पा.बोकील श्री.मा.पत्की.
- पाठ नियोजन डॉ.शेटकर,डॉ. श्रीमती जोशी, - मृण्मयी प्रकाशन,औरंगाबाद. तृतीय आवृत्ती २००५.
- इतिहासाच्या अध्यापनाच्या दिशा कृ.द.बेदरकर.
- पाठ नियोजन,अ.न.जोशी, म.प.सुरवरी, ब.दा.पाटील
- इतिहास शास्त्र आणि कला वि.द.घाटे.
- इतिहासाचे अध्यापन एक दृष्टिकोन प्रा.ब.न.हाजीरनीस.
- इतिहासाचे अध्यापन अरविंद दुनाखे.
- इतिहासाचे अध्यापन चिं.ह.तिवारी
- संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ. शोभना जोशी, सौ. मेघना शिराढोणकर, मृण्मयी प्रकाशन, औरंगाबाद. २००७.
- वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन - २००६

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PAPER : SEDUCC - 6
PEDAGOGY OF TEACHING (SPECIAL REFERENCE TO MR)
GEOGRAPHY

Total - 50	External - 40	Internal - 10
Credits - 2	Hours - 30	Theory Exam Paper- 1.5 Hours

Objectives:

- 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 - 1) Nature, importance and place of geography in school curriculum - 10 marks

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

Unit - 2) Curriculum, syllabus, textbooks 10 marks

- a) Principles of a good curriculum. Objectives of teaching geography at secondary and higher secondary school level.
- b) Methods of curriculum construction of geography – concentric, unit.
- c) A critical analysis of a secondary level text book with reference to curriculum, syllabus and characteristics of text book.
- d) Instructional objectives of teaching geography and their specifications.

Unit - 3) Methods, models and geography teacher 10 marks

- a) Geography methods – Project, excursion, journey, regional, observation, laboratory, correlation, descriptive, discussion, etc.
- b) Models of teaching: Concept attainment, Enquiry training model.
- c) Qualities of a good geography teacher.
- d) Geography club, geography exhibition, geography museum, geography room - importance and utilization.

Unit - 4) Instructional materials in teaching of geography 10 marks

- a) Importance of maps in teaching of Geography, types of maps, when and how to use political map, physical map and other maps.

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- b) Use of atlas, globes, charts, models, specimens, pictures in teaching of geography.
- c) Importance of power point presentation in teaching of geography, creating PPT.
- d) Importance of internet in Geography – Google Earth, Wikipedia.
- e) GPS navigation system, importance of GPS in a mobile phone.

Practicum: (Any One)

- 1) Preparataion of year plan and unit plan.
- 2) Critical analysis of any one geography text book.
- 3) Excursion and its report.
- 4) Prepare a power point presentation on any one topic in geography subject.

Recommended books:

- 1) Teaching of Geography – Shaida B.D., Sharma J.C., Dhanpat Rai & Sons, Delhi.
- 2) Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan, Darjeeling.
- 3) Teaching of Geography – Arora K.L., Prakash Brothers, Ludhiana.
- 4) Principles and practice for Geography Teaching – Barnard University tutorials Press, London.
- 5) Models of Teaching – Bruce Joyce & Marsha Weil.
- 6) Teaching of Geography, Shaida B.D., Sharma J.C. Dhanpat Rai & Sons, Delhi.
- 7) Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan. Darajeeling.
- 8) Geography Teaching – Varma O.P. & Vedanayagan E.G., sterling publishers, Jullunder.
- 9) Teaching Geography-Arora K.L., Prakash Brothers, Ludhiyana.
- 10) Principles and practice for Geography Teaching – Barnard, University tutorials press, London.
- 11) Becoming Better Teacher – Mirco Teaching Approach, Pary H.K., Sahitya Mudranalaya, Ahmadabad.
- 12) Models of Teaching – Brues & Joyce & Marsha will.
- 13) सूक्ष्म अध्यापन म.राज्य पाठयपुस्तके मंडळ, पुणे.
- 14) शैक्षणिक मूल्यमापन दांडेकर वा.ना.
- 15) भूगोल य.च.म.मुक्त वि.नाशीक पौक्षे द.बा.
- 16) भूगोलाचे अध्यापन,पाटनकर वा.वि. मॉडर्न बुक डेपो, पुणे.
- 17) भूगोल अध्ययन व अध्यापन,बापाट भा.गो. व्हिलस प्रकाशन पुणे.
- 18) भूगोलाचे अध्यापन,पौक्षे द.बा. नुतन प्रकाशन. पुणे ३०
- 19) आशययुक्त अध्यापन पध्दती पाटील उषा, जोशी सुरेखा. - तंत्र भूगोल, एस.एस.जोशी प्रकाशन नाशीक
- 20) पाठनियोजन डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
- 21) भूगोल आशययुक्त अध्यापन पध्दती २००२ य.च.म.वि.नाशीक
- 22) सूक्ष्म अध्यापन देशपांडे करंदीकर
- 23) सूक्ष्म अध्यापन वाशीकर
- 24) अध्यापनाची प्रतिमाने,फडके वासंती.
- 25) भूगोलाचे आशययुक्त अध्यापन पध्दती प्रा.पाटील गजानन, निराली प्रकाशन पुणे.
- 26) विशेष अध्यापन पध्दती भूगोल य.च.म.मुक्त विद्यापीठ, नाशीक
- 27) दृष्टिक्षेपात स्पेशल मेथड भूगोल - सौ.शैलजा सांगळे नुतन प्रकाशन, पुणे.
- 28) संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ. शोभना जोशी, सौ.मेघना शिराढोणकर, मृण्मयी प्रकाशन, औरंगाबाद. २००७.
- 29) अध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन - २००६.

PAPER : SEDUCC – 6
PEDAGOGY OF TEACHING (SPECIAL REFERENCE TO MR)
MATHEMATICS

Total - 50	External - 40	Internal - 10
Credits - 2	Hours - 30	Theory Exam Paper- 1.5 Hours

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) To appreciate the contribution of various mathematicians.
- 4) To know the methods of planning instruction for the classroom.
- 5) Prepare Co-curricular activities and organize the library and book as per the needs.
- 6) Appreciate and organize activities to develop aesthetics of Mathematics.
- 7) Obtain feedback both about teaching as well as student's learning.

Unit - 1) Place and importance of Mathematics in the school curriculum. 10 Marks

- a) Meaning, nature and scope of Mathematics.
- b) Values and importance of Mathematics.
- c) Place of Mathematics in school curriculum
- d) Branches of Mathematics (pure & applied), language of maths, logic, induction & deduction.
- e) Correlation of Mathematics with other school subjects.
- f) Contributions of eminent mathematicians with reference to Aryabhata, Bhaskaracharya, Ramanujan, Euclid, Pythagoras and Rene-Descartes.

Unit - 2) Curriculum, Syllabus and Text-book of Mathematics. 10 Mark

- 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 - 3) Method, Techniques and Support system 15 Marks

- a) Maxims of teaching Mathematics
- b) Methods of teaching Mathematics - (i) Inductive – Deductive (ii) Analytical-Synthetic (iii) Heuristique (iv) Laboratory (v) Project (vi) Experimental (vii) Lecture cum Demonstration (viii) Problem Solving
- c) Techniques of teaching Mathematics (i) Assignment (ii) Co-operative learning (iii) Drill work – oral & written (iv) Technology based technique
- d) Models of teaching (i) Concept attainment model (ii) Advanced organizer model
- e) Support technology
 1. 2D: Chart, Boards (all type) cutouts, pictures, graphs
 2. 3D : Model, objects, abacus,
 3. T.V., Slides, VCD, DVD, LCD Projector, Use of Internet.

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- f) Computer assisted instruction and learning – preparation of a power point presentation for teaching units.
- g) Co-Curricular Activities – Games, quiz, puzzles, visits, talks, Mathematics club, Riddles, Magic squares etc.
- h) Vedic Mathematics – learning about short cuts in Vedic Mathematics.
- i) Diagnostic testing & remedial teaching

Unit - 4) The teacher of Mathematics**05 Marks**

- a. Qualities of a good Mathematics teacher.
- b. Content knowledge enrichment for the Mathematics teacher.
- c. Different approaches for the professional growth

Practicum:-

- 1) Preparing Year plan and Unit plan.
- 2) Preparing Mathematical Tools.
- 3) Collection of information of Mathematicians.

Recommended Books (Mathematics):

- 1) The Teaching of secondary Mathematics- Butler and Wren.
- 2) The Teaching of Mathematics in new education – Aiyengar.
- 3) The Teaching of modern Mathematics – Fleteher.
- 4) Teaching of Mathematics – Sindhu.
- 5) Teaching of Mathematics – Dharmveer and Agrawal
- 6) Teaching of Arithmetic's, Algebra & Geometry in school-Math's Association.
- 7) गणित जागतकी सैर-शर्मा
- 8) गणिताचे अध्यापन -व.पा.देशमुख
- 9) गणितातील गमती जमती -मनोर, चा.पा.नरेकर
- 10) गणित कसे शिकवावे - ल.रा.गद्रे
- 11) वैदिक गणित - चाटप कुलकर्णी
- 12) गणिताचा शिक्षक -म.ना.झाल
- 13) गणिताचे अध्यापन - रा.मो.कुट
- 14) गणित अध्यापन पध्दती - ओक राऊत
- 15) गणित अध्यापन पध्दती- डॉ.रमेश वसंतराव पाटील,प्रा.दादाराव रामजी चव्हाण
- 16) विशंभ अ.प.गणिताचे अध्यापन -य.च.मुक्त.वि.नाशिक
- 17) गणिताचे अध्यापन- डॉ.द.बा.पॉक्षे,प्रा.मखिजा नुतन प्रकाशन पुणे.
- 18) गणित अध्यापन पध्दती - ह.ना.जगताप
- 19) पाठ नियोजन जोशी अ.प.सुरवसे,म.प.पाटील ब.दा. य.च.मुक्त.वि.नाशिक
- 20) पाठनियोजन - डॉ.शेटकर ,डॉ.श्रीमती जोशी मृण्मयी प्रकाशन औरंगाबाद तृतीय आवृत्ती
- 21) गणित आशययुक्त अध्यापन - डॉ.ह.ना.जगताप नुतन प्रकाशन पुणे.
- 22) गणित अध्यापन व आशययुक्त अध्यापन पध्दती -डॉ.द.बा.पॉक्षे,प्रा.मखिजा नुतन प्रकाशन पुणे.
- 23) संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद. २००७.

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SECOND YEAR**PAPER : SEDUCC - 7
ASSESSMENT AND IDENTIFICATION OF NEEDS**

Total - 100	External - 80	Internal - 20
Credits - 4	Hours - 60	Theory Exam Paper- 3 Hours

Objective: After completing the course student-teachers will be able to-

- 1) Explain the need and techniques for early identification of hearing loss in children.
- 2) Acquire knowledge in the area of audiological assessment and its relevance in education.
- 3) To discuss communicative and language related needs with the understanding of its development and assessment.
- 4) Understand the need for assessment of various processes involved in production of speech.
- 5) Describe and identify different components of educational assessment and analyse various educational needs of individuals with hearing impairment.

Unit - 1) Early Identification of Hearing Loss: Need and Strategies **20 Marks**

- a) Need for early identification of hearing loss
- b) Overview to behavioral and objective techniques in screening for hearing loss
- c) Team members involved in hearing screening and their role
- d) Use of checklists and behavioral observation in early identification of hearing loss by school teachers (congenital & acquired)
- e) Referral of children based on signs and symptoms of hearing loss

Unit - 2) Audio logical Assessment **20 Marks**

- a) Orientation: Sound, Physical and psychological parameters/attributes, concept of dBHL vs dB SPL, Auditory milestones in typical children (0-2 years)
- b) Assessment & methods of assessment: Subjective & Objective tests: Orientation to these tests and their importance
- c) Audiometer: Block diagram, parts & use; Types of audiometry [sound field (BOA, VRA) & close field]; role of special educators in conditioning for pure tone audiometry
- d) Audiogram: Understanding of audiogram and its implication in assessing the educational needs of children with different types and degrees of hearing loss.
- e) Concept of unaided, aided audiograms, Speech spectrum and its applications

Unit - 3) Assessment of Language & Communication **15 Marks**

- a) Communication: Concepts and types (Linguistic versus Non Linguistic)
- b) Receptive and Expressive Language: Concept, Types (verbal and manual) and Structure
- c) Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and

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environmental (parental participation, access to language early intervention services) factors

- d) Assessing communication and language: Developmental checklists, Scales, Standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness)
- e) Identification of needs related to communication and language

Unit - 4) Assessment of Speech 10 Marks

- a) Respiration and Phonation: Pre-requisites, process, types and need for assessment
- b) Basics of Articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation)
- c) Suprasegmental aspects of speech and its assessment
- d) Milestones of speech development in typically developing children
- e) Speech Intelligibility: Concept, Factors & Assessment

Unit - 5) Educational Assessment and Identification of Needs 15 Marks

- a) Educational assessment: Concept and Scope
- b) Factors affecting educational performance: individual, family and environment
- c) Types of Assessment: Norm referenced and Criterion Referenced test, Comprehensive and Continuous assessment, Summative and Formative, Formal and Informal, Conventional & alternate, Performance based and Curriculum based
- d) Tools and techniques of Educational Assessment: Observations, Interviews, Developmental scales, Standardized and Criterion based tests, Teacher Made Tests at different levels and classroom assessment techniques (Conventional and Modern)
- e) Current trends and challenges in assessment: Independent, dual purpose and constructivist perspective and adaptations

Course work/ Practical/ Field Engagement

- 1) Compiling checklists (at least two) to identify hearing impairment in children
- 2) Using the audiograms of children (at least two), identify the audiological needs of each
- 3) Profiling the speech of children (at least two) by using a speech assessment kit
- 4) Record the interaction with the three year old typically developing child and write your brief reflections in terms of use of vocabulary and syntax
- 5) Compile various tools used for educational assessment of children

Transaction and Evaluation

Lecture cum Demonstration, Tutorials, Assignments, Tests

Essential Readings


- 1) Bel, R.L., & Frisbie, D.A. (1991) Essentials of Educational Measurement (5th ed). Prentice Hall Publication, New Jersey.
- 2) Brigance, A.H., & Hargis, C.H. (1993). Educational Assessment, Charles C Thomas publication, USA
- 3) Jais R, Nandurkar A., & Bantwal A., (2006). Introduction to Hearing Impairment. Kanishka Publication, New Delhi.

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- 4) Jurs, S.G., & Wiersma, W. (1990) Educational Measurement and Testing(2nd ed). Allyn and Bacon, Boston
- 5) Linn, R. L., & Gronlund, N. E. (1995) Measurement and Assessment in Teaching (7th ed). Prentice Hall Publication, New Jersey.
- 6) Martin, F. N., & Clark, J.G. (2012). Introduction to Audiology (11th ed.). Pearson Education, Boston.
- 7) Martin, FN & Clark, J.G. (2009). Introduction to Audiology. 10th ed. Pearson Education, Boston.
- 8) Mathew, S., & Misra, A. (2010) Knowledge based evaluation of students with hearing impairment, Journal of NCED, Vol 2(1). 26-33.
- 9) Newby, H. A., & Popelka, G. R. (1992). Audiology (6th ed.). Appleton-Centurycrofts, New York.
- 10) Nitko, A. J. (1983) Educational Tests and Measurement, An Introduction, Harcourt Brace Publication, New York
- 11) Northern, J.L., & Downs, M.P. (2002). Hearing in Children. (5th ed.). Lippincott Williams and Wilkins, Philadelphia.
- 12) Patel, R.N. (1985). Educational Evaluation, Himalaya Publication, Bombay
- 13) Quigley, S., & Paul, P. (1984). Language and Deafness. College – Hill Press Inc., California.
- 14) Status of Disability in India. (2007). Hearing Impairment and Deaf-blindness. Rehabilitation Council of India, New Delhi.
- 15) UNICEF. (2006). New Trends in Development Evaluation. Retrieved from http://www.unicef.org/ceecis/new_trends_dev_evaluation.pdf

Suggested Readings

- 1) Boyle, J., & Fisher, S. (2007) educational testing (A competence based approach). BPS Blackwell Publication, Singapore.
- 2) Evens, P., & Varma, V. (1990). Special Education Past, Present and Future, The Falmer Press, London.
- 3) Gregory, J. (1998). Issues in Deaf Education. Cromwel Press, Wiltshire.
- 4) Madell, J.R., & Flexer, C. (2008). Pediatric Audiology: Diagnosis, Technology and Management. Thieme Medical Publishers, New York.
- 5) McMillan, J.H. (2001). Classroom assessment: Principles & practices for effective instruction (2nd Eds), Allyn & Bacon, Boston.
- 6) Poham, J. W. (1993). Educational Evaluation. Prentice Hall, New Jersey.
- 7) Singh, B. (2004) Modern educational Measurement and Evaluation System, Anmol Publication, New Delhi.
- 8) Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. Plural Publishing, San Diego.
- 9) Warden, P., Winter, J., & Broadfoot, P. (2002). Assessment, Routledge Falmer Publication, London.
- 10) Yoshinaga-Itano, C. (2003). From screening to early identification and intervention: Discovering predictors to successful outcomes for children with significant hearing loss. Journal of deaf studies and deaf education, 8(1), 11-30.


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PAPER : SEDUCC – 8
CURRICULUM DESIGNING, ADAPTATION AND EVALUATION

Total - 100	External - 80	Internal - 20
Credits - 4	Hours - 60	Theory Exam Paper- 3 Hours

Objectives: After completing the course the student-teachers will be able to -

- 1) Familiar with concept of curriculum and explain the importance of designing it for children with hearing impairment in the context of 21st Century learning skills.
- 2) Develop capacity of developing literacy skills of reading and writing in children with hearing impairment.
- 3) Describe the need for curricular adaptation and decide suitable adaptation and undertake it.
- 4) Appreciate the need for curricular evaluation and describe the tools and methods for evaluating it.

Unit - 1) Curriculum and Its' Designing **20 Marks**

- a) Curriculum-Concept, Types and Models
- b) Approaches and Steps for Curriculum designing
- c) Curricular needs of children with hearing impairment in scholastic areas
- d) Curricular needs of children with hearing impairment in non-scholastic areas
- e) Curricular framework for 21st Century.

Unit - 2) Developing Literacy Skills: **20 Marks**

- a) Reading :
 1. Pre-requisites for reading and emergent reading skills
 2. Assessment of reading skills at different levels
 3. Approaches and Strategies to develop reading skills and independent reading
 4. Types and Models of developing reading skills
 5. Challenges and Remedial strategies
- b) Writing:
 1. Pre-requisites for writing and emergent writing skills
 2. Assessment of written language at different levels
 3. Components and types of writing
 4. Steps and Strategies in Developing Writing
 5. Challenges and Remedial Strategies

Unit - 3) Curricular Adaptation **20 Marks**

- a) Curricular Adaptation- Meaning and Principles
- b) Need Assessment and decision making for Adaptation
- c) Adapting Curriculum- Content, Teaching-learning Material, and Instruction
- d) Types of Adaptation and Process
- e) Adaptation and Accommodations in Student's Evaluation and Examinations

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Unit - 4) Curricular Evaluation**20 Marks**

- Concept, Need for Curricular Evaluation
- Factors associated with Curricular Evaluation (Learner, Content, Instructor and Resources)
- Areas of Curricular Evaluation: Context, Input, Process and Product
- Methods and Tools for Curricular Evaluation
- Challenges in Curricular Evaluation

Course Work/ Practical/ Field Engagement

- Study the syllabus, annual calendar and time table of any class in a school and write your brief reflections on how syllabus is converted into action plan
- Go through any pre-school curriculum and write your reflections on how this differs from school curriculum in terms of structure, activities and evaluation
- Take any two pages from either history or science text book from secondary section and adapt the content and presentations of the same for a child with hearing impairment.

Transaction & Evaluation


Lecture-cum-Demonstration, Group assignments, Discussion, Assignments and Tests

Essential Readings

- Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoretical and practical considerations. MA: College-Hills Press, Boston.
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension. Genre and Context Literacy. NH: Heinemann, Portsmouth.
- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment. Kanishka Publishers, New Delhi.
- Marsh, C.J. (2004). Key concepts for understanding curriculum. Routledge Falmer.
- Moores, D.F., & Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction. Gallaudet University Press.

Suggested Readings

- Bialostok, S. (1992). Raising Readers: Helping your child to literacy. Peguis Publishers, Winnipeg, MB.
- Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. Scholastic, New York.
- Posner, G.J., & Rudnitsky, A.N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson, London.
- Measurement and Statistics in Education – Rawat D.S. Ramprasad & Sons Agra.
- Evaluation in schools-Dandekar W.N., Vidya prakashan Pune 30
- Evaluational Measurement – Lindguise, America council of Education-Washington.
- शैक्षणिक मूल्यमापन आणि संख्याशास्त्र - वा.ना.दांडेकर श्री विद्या प्रकाशन पुणे ३०
- शिक्षणातील परिक्षण आणि मापन - प्रा.सौ.पाठक नुतन प्रकाशन पुणे.
- शैक्षणिक मूल्यमापन चा.प.कदम, चौधरी, नुतन प्रकाशन, पुणे.


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- 10) शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र ना.के.उपासनी के.व्ही.कुलकर्णी विद्या प्रकाशन पुणे.
- 11) मूल्यमापन तंत्र आणि मंत्र- डॉ.उपासनी जोशी वझे न.र.महाराष्ट्र पुणे.
- 12) पाठनियोजन - डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
- 13) शैक्षणिक संख्याशास्त्र - मस्के टी.ए.प्रज्ञा प्रकाशन संगमनेर.
- 14) शैक्षणिक संख्याशास्त्र - डॉ.के.एम.भांडारकर, नुतन प्रकाशन पुणे.
- 15) शिक्षणातील परिक्षण व मापन - प्रा.माणिक फाटक नुतन प्रकाशन पुणे.
- 16) शैक्षणिक व मानसिक मापन- डॉ.शेटकर, डॉ.शोभना जोशी-मृण्मयी प्रकाशन, औरंगाबाद.
- 17) शैक्षणिक मूल्यमापन आणि कृतिसंशोधन - डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद २००७
- 18) संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद. २००७.

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PAPER : EDUCC – 9
INTERVENTION AND TEACHING STRATEGIES

Total - 100	External - 80	Internal - 20
Credits - 4	Hours - 60	Theory Exam Paper- 3 Hours

Objectives: After completing the course the student-teachers will be able to-

- 1) To understand about programmes for early intervention of infants and children with Hearing Impairment.
- 2) Describe the need, stages and importance of auditory listening & Speech reading for facilitating development of spoken language of children with hearing impairment.
- 3) Explain various approaches to teaching, strategies for speech intervention.
- 4) Describe methods, techniques, and options to facilitate language and communication.
- 5) Explain the concept, principles and practices, linkages and outcomes of educational intervention.

Unit - 1) Need & Strategies for Early Intervention of Hearing Loss 15 Marks

- a) Parent-infant programmes for children with HI: Overview, need, requirements and plan of action,
- b) Pre-school training programmes: Overview, need, requirements and plan of action.
- c) Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.
- d) Impact of early intervention on school outcomes
- e) Intervention of late identified children with hearing impairment: Challenges & Strategies

Unit - 2) Auditory Learning (AVT & Auditory Training) & Speech Reading- 15 Marks

- a) Concept of 'Auditory Listening': Unisensory & Multisensory approaches
- b) Auditory training: Importance, types (Individual & Group) and Stages
- c) Auditory Verbal Therapy: Principle, importance and role of teacher
- d) Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
- e) Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

Unit - 3) Speech Intervention Strategies 20 Marks

- a) Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach
- b) Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants
- c) Orientation to acoustics of speech
- d) Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities
- e) Individual and Group speech teaching: Strengths and challenges

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Unit - 4) Communication and Language Teaching Strategies **10 Marks**

- a) Methods of teaching language: Natural, Structural and Combined
- b) Principles and Techniques of developing language
- c) Communication options: Compare and contrast
- d) Communication options: justification and challenges
- e) Tuning the environment (Home & School) for facilitating language & Communication

Unit - 5) Educational Intervention Strategies **20 Marks**

- a) Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)
- b) Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services
- c) Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)
- d) Partnership of various professionals & agencies in educational intervention
- e) Child & Family Outcomes of Early Educational Intervention

Course Work/ Practical/ / Field Engagement

- 1) Observe any two activities in a Parent-infant programme / pre-school programme and write a report.
- 2) Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training
- 3) Read and reflect upon five lesson plans for teaching speech to children with hearing impairment
- 4) Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)
- 5) Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

Transaction & Evaluation - Lecture cum Demonstration, Role playing, Assignments, Tests**Essential Readings**


- 1) Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching. Vikas Publishing House, New Delhi.
- 2) Beattie, R. G. (2001). Ethics in Deaf Education: The First Six Years. Academic Press Inc., New York.
- 3) Bess, F. H., & Humes, L. E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- 4) Calvert, D.R., & Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- 5) Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families. Corwin,
- 6) English, K. M. (2002). Counseling Children with Hearing Impairment and Their Families. Allyn and Bacon. Boston.
- 7) Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Alexander Graham Association for Deaf, Washington DC.

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- 8) Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Theime-Stratton, New York.
- 9) Guralnick, M. J. (2005). The Developmental Systems Approach to Early Intervention. PAULH Brooks, London.
- 10) Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Williams and Wilkins, Baltimore.
- 11) Ling, D. (2000). Early Intervention for Hearing Impaired Children. Amazon
- 12) Ling, D. (2002). Speech hearing-impaired child: Theory and practice. (2nd Ed). Alexander Graham Bell Association for the Deaf. Washington, DC.
- 13) Livingston, S. (1997). Rethinking the Education Deaf Students: Theory and Practice from a Teachers Perspective. Heinemann, London.
- 14) Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.
- 15) Mahendru, M. (2005). Activity Book for Language Development in Children with Hearing Impairment. Educare Publication, New Delhi.
- 16) Mahshie S. N. (1995). educating deaf children bilingually. Gallaudet University. Washington
- 17) Maluccio, C., & Vecchiato, T. (2002). Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Columbia Press, New York.
- 18) Marschark, M. S., & Patricia, E. (2003). Oxford Handbook of Deaf Studies Language and Education. Oxford University Press, London.
- 19) Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy through High School Years. Andover Medical Publishers. Boston.
- 20) Moores, D. F. (1997). Educating the deaf. Houghton Mifflin Company, Boston.
- 21) Nerbonne, M. A., & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Allyn and Bacon, Boston.
- 22) Nerbonne, M. A., & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Pearson Education, Boston.
- 23) Owens, R.E. (2012). Language development: An introduction, Pearson Education, Boston.
- 24) Paul, P. V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- 25) Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). Education of the Hearing Impaired Child. Taylor and Francis Ltd., San Diego.
- 26) Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Charles C. Thomas, Springfield: Illinois.
- 27) Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.

Suggested Readings

- 1) Jeffers, J., & Barley, M. (1975). Speech reading (Lip reading). Charles C. Thomas. Springfield, IL.
- 2) Paul, P.V., & Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Jones and Bartlett Learning, Boston.
- 3) Rossetti, L. M., & Kile, J. E. (1997). Early intervention for special populations of infants and toddlers. Singular Publishing Group, Inc., San Diego.


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- 5) Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to elderly (3rd edn). Englewood Cliffs, Prentice-Hall, New York.
- 6) Yarrow, L.J., Rubenstein, J.L., & Pedersen, F.A. (1975). Infant and Environment: Early Cognitive and Motivational Development. John Wiley and Sons, New York.
- 7) Nolan, M., & Tucker, I. (1984) Educational Audiology. Croom Helm, London.
- 8) Plant, G.S., & Karl E.. (1995). Profound Deafness and Speech Communication. Whurr Publishers Ltd. London.
- 9) McCracken, W., & Laoide-Kemp (1997). Ed. Audiology in Education. Whurr Publishers Ltd., London.
- 10) Richerg, C.M., & Smily, D.F. (2012). School-Based Audiology. Plural Publishing, San Diego.
- 11) McAnally, P.L., Rose, S., & Quigley, S.P. (1987). Language Learning practices with Deaf Children. A College-Hill Publication, San Diego.
- 12) Van Riper, C., & von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology, 7th Ed. Englewood Cliffs Prentice Hall Inc. NJ.



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PAPER : SEDUCC - 10
TECHNOLOGY AND DISABILITY

Total - 100	External - 80	Internal - 20
Credits - 4	Hours - 60	Theory Exam Paper- 3 Hours

Objectives: After completing the course the student-teachers will be able to -

- 1) Enumerate various listening devices and describe ways of effective usage and maintenance.
- 2) Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.
- 3) Narrate the range of technological applications that can be used for facilitating communication and language.
- 4) Explain the present and future technologies facilitating the education of children with hearing impairment.
- 5) Identify different resources (financial & human) to obtain technology.

Unit - 1) Listening Devices and Classroom Acoustics 20 Marks

- a) Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures
- b) Ear moulds: Types, Importance, Care & maintenance
- c) Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management
- d) Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme
- e) Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Unit - 2) Technology for Management for Speech 10 Marks

- a) Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)
- b) Use of computer based speech equipment for management of voice in children with hearing impairment
- c) Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment
- d) Basic infrastructure required for using computer based speech training aids/equipment
- e) Tele Speech Therapy

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Unit - 3) Technology Facilitating Language & Communication **15 Marks**

- a) Low cost technology and its application in development of teaching learning material
- b) Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps
- c) Web based technology for using and training of ISL
- d) Sign to text and Text to sign technology
- e) Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

Unit - 4) Technology Facilitating Education **20 Marks**

- a) Technology and its impact on education: Changing Trends in teaching & learning
- b) Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & selflearning packages, Multimedia)
- c) Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning
- d) ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning
- e) Future technologies: Universal Design: Meaning & Scope

Unit - 5) Resource Mobilisation for Technology **15 Marks**

- a) Agencies for Aids & Appliances: Government and non-government
- b) Eligibility criteria for availing funding under Government schemes
- c) Procedure for availing funding from different agents
- d) Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome
- e) Agencies/Strategies to locate required human resources for various services and referrals

Course work/ Practical/ / Field Engagement

- 1) Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
- 2) Prepare a list of agencies for procuring equipment and software for teaching speech
- 3) Make a story using web based content, pictures, images and video clips
- 4) Compile different educational apps
- 5) Compile a list of government and non-government funding agencies for aids & appliances.

Transaction & Evaluation


Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

Essential Readings

- 1) Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. Whurr Publishers, London.
- 2) Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deaf-blind. Springer, New York.

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- 3) Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. Plural Publishing, San Diego.
- 4) Bess, F.H., & Humes, L.E. (1990). Audiology: The fundamentals. Williams & Wilkins, London.
- 5) Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. Theime-Stratton, New York.
- 6) Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- 7) Kumar, K. L. (2009). Educational Technology; A Practical Textbook for Students, Teachers, Professionals and Trainers .Amazon Pub.
- 8) Lynas, W. (1994). Communication Options in the Education of Deaf Children. Whurr Publishers Ltd, London.
- 9) Maltby, M.T. (1994). Principles of Hearing Aid Audiology. Whurr Publishers, London.
- 10) Mathew, S.M. (2012). Technology for persons with hearing impairment. Status of Disability in India, RCI, NewDelhi.
- 11) Moores, D. F. (1997). Educating the deaf, Houghton Nifflin Compan
- 12) Rapp, W.H. (2014). Universal design for learning in action. Baltimore MD: Brooks
- 13) Rieckhof, L. L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- 14) Schirmer, B. R. (2001). Psychological, Social and Educational Dimensions of Deafness. Allyn and Bacon, Boston.
- 15) Stewart, D.A., & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. Allyn & Baccon, London.
- 16) Taylor, B.M., & Gustav, H. (2011). Fitting and Dispensing Hearing Aids. Plural Publishing. San Diego.
- 17) Tweedie, J. (1987). Children's Hearing Problems. Their Significance. Detection and Management. The Bath Press, Bristol.
- 18) क्मन्वीत अध्ययन - श्री भोसले व श्री.शेंडे
- 19) अध्यापनाची प्रतिमाने - श्रीमती वासंती फडके
- 20) प्रगत शैक्षणिक तंत्रज्ञान - सुमन ओक
- 21) संगणक शिक्षण व शिक्षक - डॉ.मिनाक्षी वरवे नुतन प्रकाशन पुणे.
- 22) शै.तंत्रविज्ञान - डॉ.नरेद्र कडू, डॉ.छाया महाले पिंपळापुरे अॅण्ड कं.पब्लिशर्स, नागपूर.
- 23) शै.तंत्रविज्ञान व व्यवस्थापन - डॉ.अर्चना अलोणी अॅण्ड कं.पब्लिशर्स, नागपूर.
- 24) शैक्षणिक तंत्रविज्ञान - राव उषा, महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्माती मंडळ नागपूर.
- 25) शिक्षणातील आधुनिक विचार प्रवाह - जगताप ह.ना.नुतन प्रकाशन पुणे ३०
- 26) शैक्षणिक तंत्रविज्ञान, डॉ.जगताप ह.ना.नुतन प्रकाशन पुणे.
- 27) शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, डॉ.दुनाखे अरविंद, नुतन प्रकाशन पुणे.
- 28) शैक्षणिक प्रशासन व नियोजन भाग २ प्रा.ताम्हाणकर श्री.दा.
- 29) शिक्षणातील परीक्षण आणि मापन प्रा.सौ.फाटक माणिक
- 30) क्मान्वित अध्ययन म.रा.शैक्षणिक संशोधन परिषद पुणे.
- 31) माहिती तंत्रज्ञान - डॉ.शोभना जोशी, सौ.मेघना शिराढोणकर, मृण्मयी प्रकाशन, औरंगाबाद.
- 32) शैक्षणिक तंत्रज्ञान आणि व्यवस्थापन डॉ.शारदा शेवतेकर (बडवे) प्रजा प्रकाशन पुणे.
- 33) भारतीय शिक्षणातील आधुनिक विचार प्रवाह - प्रा.ना.ग.पवार नुतन प्रकाशन, पुणे.
- 34) शिक्षणातील नवप्रवाह व नवप्रवर्तने, ह.ना.जगताप नुतन प्रकाशन, पुणे.


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**PAPER : SEDUCC- 11
INCLUSIVE EDUCATION**

Total - 100	External - 80	Internal - 20
Credits - 4	Hours - 60	Theory Exam Paper- 3 Hours

Objectives: After completing the course the student-teachers will be able to -

- 1) Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- 2) Explicate the national & key international policies & frameworks facilitating inclusive education.
- 3) Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- 4) Describe the inclusive pedagogical practices & its relation to good teaching.
- 5) Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Unit - 1) Introduction to Inclusive Education 10 Marks

- a) Marginalisation vs. Inclusion: Meaning & Definitions
- b) Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion
- c) Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity
- d) Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment
- e) Barriers to Inclusive Education: Attitudinal, Physical & Instructional

Unit - 2) Policies & Frameworks Facilitating Inclusive Education 15 Marks

- a) International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990)
- b) International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006)
- c) International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002)
- d) National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of
- e) Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006)
- f) National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013)

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- Unit - 3) Adaptations Accommodations and Modifications** **20 Marks**
- Meaning, Difference, Need & Steps
 - Specifics for Children with Sensory Disabilities
 - Specifics for Children with Neuro-Developmental Disabilities
 - Specifics for Children with Loco Motor & Multiple Disabilities
 - Engaging Gifted Children
- Unit - 4) Inclusive Academic Instructions** **20 Marks**
- Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment
 - Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching
 - Differentiated Instructions: Content, Process & Product
 - Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies
 - ICT for Instructions
- Unit - 5) Supports and Collaborations for Inclusive Education** **15 Marks**
- Stakeholders of Inclusive Education & Their Responsibilities
 - Advocacy & Leadership for Inclusion in Education
 - Family Support & Involvement for Inclusion
 - Community Involvement for Inclusion
 - Resource Mobilisation for Inclusive Education

Practical & Field Engagement

- Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
- Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
- Design a Poster on Inclusive Education
- Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy


Transactions - Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks.

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
- Daniels, H. (1999). Inclusive Education. London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.

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- 7) Gargiulo, R.M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- 8) Gartner, A., & Lipsky, D.D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.
- 9) Giuliani, G.A. & Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- 10) Gore, M.C. (2004) . Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.
- 11) Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press, Sage Publishers.
- 12) Karant, P., & Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- 13) Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- 14) King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California: Singular Publications.
- 15) Lewis, R. B., & Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey: Pearson.
- 16) McCormick, S. (1999). Instructing Students who Have Literacy Problems. 3rd Ed. New Jersey, Pearson.
- 17) Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- 18) Ryandak, D. L. & Alper, S. (1996). Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon.
- 19) Sedlak, R. A., & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.
- 20) Stow L. & Seife, L. (1989). Understanding Children with Special Needs. London: Unwin Hyman.
- 21) Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey: Prentice-Hall.Inc.
- 22) Vlachou D. A. (1997). Struggles for Inclusive Education: An Ethnographic Sstudy. Philadelphia: Open University Press.
- 23) Westwood, P. (2006). Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom. 4th Edition, London Routledge Falmer: Taylor & Francis Group.
- 24) Learning Disability, Haughton, Mifflin Co. Boston. Panda, K. C., (2002) .
- 25) Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd. Peterson, J. (2003).
- 26) Inclusive Teaching Creature Effective Schools for all Learners. Allan & Bacon, Boston.
- 27) Reddy, L. G., Ramar R, & Kusuma A. (2000).
- 28) Education of Children with Special Needs. New Delhi: Discovery Publishing House.
- 29) शेठकर गणेश, खडकीकर बंदिनी, २०१३, विशेष शिक्षण, औरंगबाद, मृण्मयी प्रकाशन.


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