

S-30th May, 2015 AC after Circulars from Circular No.1 & onwards+++ - 80 -

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

CIRCULAR NO.SU/Edu./B.Ed. [S.E.] M.R./I.D. I.E.2 Yr. Syll./77/2015

It is hereby informed to all concerned that, as per the norms of the N.C.T.E., the Faculty of Education has **“Revised the Curriculum of Bachelor of Education [Special Education] Mental Retardation/Intellectual Disability & 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 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.
M.R./I.D. & I.E.2 YRS. SYLLABUS /
2015/13582-601
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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**Dr. Babasaheb Ambedkar Marathwada University,
Aurangabad**



Faculty of Education

**Two Years Syllabus of
B.Ed.(S.E.) MR/ID & Inclusive Education**

**Bachelor of Education
(Special Education)
Mental Retardation/Intellectual Disability &
Inclusive Education**

(With Effect from June 2015)

JzSn/5m
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COURSE WISE CREDIT STRUCTURE
B.ED. SE. MR./ ID & Inclusive Education
(First Year)

Part I	Theory Papers (Compulsory)	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
1	Theory (5 Papers)	20x5=100	80x5=400	4x5=20	60x5=300	500
2	Viva-voce for verification of Internal work	50	50	2	60	100
3	IEP 3 cases	50	-	6	50	50
4	Classroom observation 3 special schools Different disabilities	60	-	1	50	60
5	Micro teaching 5 lessons A method 6 B method 6	60	-	6	180	60
6	Individual Observation children	20	-	1	40	20
7	Paper submitted comparative studies for RTE Act. education policies of MR/ID	20	-	1	40	20
8	Develop for worksheets language and games for the disabilities	20	-	1	40	20
9	preparation of a multimedia presentation on a topic from mathematics content SWD	20	-	2	40	20
10	To organizing skill development programme PWDID	20	-	1	40	20
11	Special Teaching inclusive lesson	50+35=85	40	1	120	125
12	Special School group teaching	50+35=85	40	1	120	125
13	Preparation of self study Report individual differences	20	-	1	40	20
14	Organizing of activities	20	-	1	40	20
15	Visit Special Schools	20	-	1	40	20
16	Prepare need based curriculum for ADL skills	20	-	1	45	20
	Total	670	530	47	1245	1200

Theory papers I credit = 15 Hours


Practicals I credit = 35 Hours

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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 Assesment	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	Method A : Pediology of inclusive school subject teaching Languages (Special Reference to Disability) any one 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) Method B - Pediology of inclusive school subject teaching Languages (Special Reference to Disability) any one Part V – History (Special reference to disability) Part VI - Geography (Special reference to disability) Part VII - Mathematics (Special reference to disability)	10	40	2	30	50
		10	40	2	30	50
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 MR/ID)	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	50	-	6	50 Hrs.	50
ESPC-2	Classroom Observation and Report Minimum Three Special Schools for HI, VI, LV, CP, Autism or Multiple Disabilities. Inclusive school available in the neighbourhood.	3	60	-	1	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	60	-	6	180 90 Hrs. for classwork & 90 Hrs. preparation	60
ESPC-4	Observe children in various settings and indentify milestones achieved	4 7/8/9 12 6	20	-	1	40	20
ESPC-5	Prepare & submit term paper on any one comparative study of different settings RTE act in the context of disadvantaged, Educational status of varius groups, Education policy for MR/ID	01	20	-	1	40	20
ESPC-6	Develop work sheet (interactive including language games)	03	20	-	1	40	20
ESPC-7	Preparation of a multimedia presentation on a topic from Mathematics content keeping students with disabilities in view.	03	20	-	2	40	20
ESPC-8	To organize skill development program for PWID in a project mode	02	20	-	1	40	20

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Sr. No.	Activities for Inclusive School (Special Schools MR/ID)	No. of Activities	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
ESPC-9	Special teaching inclusive Lesson planning and teaching for subjects selected curriculum and co-curriculum a. Languages b. Non languages 10 lessons (5 each subject)	10 lesson	75	-	1	120	75
ESPC-10	Special school teaching MR/ID group Lesson planning and teaching focusing on adaptation, evaluation a. Languages b. Non languages 10 lessons (5 groups)	10 lesson	75	-	1	120	75
ESPC-11	Preparation of self study report on individual differences among learners	03	20	-	1	40	20
ESPC-12	Organize activities like quiz, mock-parliament field trips, exhibitions and any other co-curricular activities in schools.	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 ADL Skills 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 Part- II		500	--	25	885	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. MR./ ID & 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	Internship lessons (60 lessons)	250	0	8	560	250
4	Applied paper on Internship	25	25	2	40	50
5	Group Teaching (Final lesson)	50	50	2	40	100
6	Classroom observation for special school	50	0	2	40	50
7	Lesson planning and execution and different levels selected subject	50	0	2	120	50
8	Classroom teaching any disability	50	0	2	50	50
9	Conduct a focus Group discussion	20	0	1	30	20
10	Conduct a Gender analysis of a selected disability act	20	0	1	30	20
11	Psychology Test -4	40	0	2	60	40
12	Organize exhibition on product prepared by PWID	20	0	1	30	20
	Total	675	625	45	1360	1300

Theory papers 1 credit = 15 Hours

Practicals 1 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) (MR/ID) 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.	-	2/50 = 100	1	30	100
Part I-C	Viva-voce for verification of Internal Practical work	-	50	1	30	50
Total of Part I - A,B & C		120	630	18	300	750

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Part I	Activities for Inclusive School (Special Schools MR/ID)	No. of Activities	Internal Marks	External Marks	Total Credits	Total Hours	Total Marks
ESPC 23	Psychological Test of intellectual disability 1. Wechsler Intelligence Scale for Children (WISC): 2. Wechsler Adult Intelligence Scale (WAIS): 3. Stanford-Binet Intelligence Scale 4. BASIC (MR)	4	40	-	2	60	40
ESPC 24	To organize exhibition on products prepared by PWIDs and to raise funds through auction/sale for training livelihood and talent enhancement	1	20	-	1	30	20
Total			525	125	23	960	650

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

**B.ED. SE. MR./ ID & Inclusive Education
(Two Years)**

	First Year	Second Year	Total Marks
Total Marks	1200	1300	2500


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FIRST YEAR**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 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) 1.5 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 (Bronfren brunner)
- 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,
- c) Reflexes and responses, neuro-perceptual development
- d) Milestones and variations in Development
- e) Environmental factors influencing early childhood development
- f) 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 -
- 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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- 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) Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
- 6) Hurlocl, E. B. (2006). Developmental Psychology- A life span approach. Tata Mc.Graw Hill Publishing Company, New Delhi.
- 7) Meece, J. S., & Eccles J. L (Eds) (2010). Handbook of Research on Schools, Schooling and Human Development. New York: Routledge.
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- 9) Nisha. M. (2006), Introduction to child development, Isha Books, Delhi.
- 10) 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	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 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 (Budhism, Jainism, Vedanta Darshan, Sankya DarShan)
- e) 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:
 - i. Meaning of equality and constitutional provisions
 - ii. 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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- 15) <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>
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- 22) History of Indian Education – By B.C.Ray, Prakash Kendra, Lucknow 7
- 23) History of Indian Education – Rawat D.I. Ramprasad & Sons, Agra 3
- 24) University Education Commission – (1948-49)
- 25) Secondary Education Committee Report (1952-53)
- 26) Education and National Development – Indian Education Commission (1964-66)
- 27) National policy of Education (1986)
- 28) Revised National policy of Education (1992)
- 29) भारताचे संविधान - भारत सरकार, विधी व न्याय मंत्रालय १९९६


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- 30) शिक्षणाचे समाजशास्त्र एक रूपरेषा - डॉ.अरविंद दुनाखे
 31) भारतीय धर्म व तत्त्वज्ञान - श्री.भा.वर्णेकर
 32) उदयोन्मुख भारतीय समाजातील शिक्षण - प्रा.ना.ग.पवार
 33) भारतातील शैक्षणिक आयोग व समित्या - मिनल नरवणे, नुतन प्रकाशन पुणे ३०
 34) भारतीय शिक्षा का संक्षिप्त इतिहास - बर्शीधर सिंह, भूदेवशास्त्री गयाप्रसाद अॅन्ड सन्स, आग्रा
 35) शिक्षणाचा इतिहास - भाग I II III प्रा.सौ.गीता गद्रे, ल.रा.गद्रे, नुतन प्रकाशन पुणे ३०
 36) भारतीय शिक्षणाचे बहुजनीकरण - डॉ.वास्कर आ, नुतन प्रकाशन पुणे ३०
 37) भारतीय शिक्षा का इतिहास - पी.एल.रावत
 38) भारतीय शिक्षा का इतिहास - जौहरी बी.पी.पाठक पी.डी.विनोद पुस्तक मंदिर आग्रा
 39) भारतीय शिक्षण व्यवस्थेचा विकास - प्राचार्य चौधरी अ.आ.शिवनेरी अंबड रोड जालना
 40) समकालीन भारतीय शिक्षण, २०१५, शेटकर डॉ.गणेश, जोशी डॉ.शोभना, खडकीकर डॉ.बंदिनी औरंगाबाद, मृण्मयी प्रकाशन.
 41) भारतीय शिक्षणाचा इतिहास, २००२ डॉ.शेटकर गणेश, डॉ.शेवतेकर शारदा, डॉ.जोशी शोभना, औरंगाबाद, मृण्मयी प्रकाशन.
 42) स्वातंत्र्योत्तर भारतीय शिक्षण डॉ.पारसनीस न.रा.नुतन प्रकाशन, पुणे.
 43) भारतीय शिक्षणाचा विकास प्रा.डॉ.मोहन जाधव, प्रा.आरती भोसले, प्राचार्य सरपोतदार, कोल्हापूर फडके प्रकाशन.


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PAPER: SEDUCC-3
LEARNING, TEACHING AND ASSESSMENT

Total - 100
Credits - 4

External - 80
Hours - 60

Internal - 20
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:
 - Behaviorism: Pavlov, Thorndike, Skinner
 - Cognitivism: Piaget, Bruner
 - Social Constructism: Vygotsky, Bandura
- c) Intelligence:
 - Concept and definition
 - 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 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 :

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- 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.
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- 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 राऊळ, 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.
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PAPER : SEDUCC – 5
PSYCHO-SOCIAL AND FAMILY ISSUES

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

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

- 1) Realise importance and role of family in rehabilitation of children with ID.
- 2) Develop insight into various Psycho-social issues and their impact on rehabilitation on PLAID, misconception and social practices and develop based approach.
- 3) To realize importance of family involvement in rehabilitation process by forming parents self help group and parent association.
- 4) Understand various Adolescent related issues and challenges their implication for rehabilitation of PwIDs and to explore probable employment opportunities for them.
- 5) Comprehend role of community and community participation and models, advantages
- 6) Disadvantages of CBR programme for PwIDs.

Unit - 1) Family 10 Marks

- a) Family Concept, Definition and Characteristics
- b) Types of family
- c) Reaction and Impact of disability on family
- d) Needs of family and counselling
- e) Role of family in rehabilitation of PWID

Unit - 2) Psycho-Social Issues 20 Marks

- a) Attitude of family, Community, Peer Group, Teachers, Co-workers
- b) Myths, misconception and social practices
- c) Difference between Intellectual Disability and Mental Illness
- d) Psycho-Social Issues — Exploitation, Delinquency, child labour and child Abuse
- e) Rights and Advocacy

Unit - 3) Involving Families 10 Marks

- a) Training and involving families in the rehabilitation process
- b) Parent professional relationship
- c) Formation of Parent Self-Help Group
- d) Parent Associations
- e) Empowering Families

Unit - 4) Adolescent Issues 20 Marks

- a) Physiological Changes: Implication in Emotional and Social Development
- b) Interpersonal relationship — Parents, Siblings, Extended family, Single child, Peer group
- c) Employment, Sexuality, Marriage, Alternative options, Pre- marital counselling
- d) Ethical Issues 4.5 Challenges and Implications

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Unit - 5) CBR and CPP (Community People Participation)**20 Marks**

- Concept, Definition and Scope of CBR
- Models of CBR — Advantages and Disadvantages
- Types of Community Resources and their mobilization
- Organizing services for PwID in the community
- Role of Special Educator, Family, Community and PwID in CBR

Course Work/ Practical/ Field Engagement (Any One)**Special/ Inclusive School/ Institute**

- To conduct workshops on formation of Parent Self Help Group, Sibling SHG
- To prepare and present a report on assessment of family needs
- To conduct survey on awareness of families about Govt. Schemes for PwID
- To study and submit a report on attitude of neighbours, teachers and non-teaching staff

Essential Readings :

- Basu, S., Das, P., Chakravarty, I. (2007) Family Life of the Disabled Aged, Ageing and Society: Journal of Gerontology, 17 (3 & 4), 75 — 81.
- Blacher, J. (Ed.) (1984) Severely Handicapped Young Children and Other Families: Research in Review Ovlandio: Academic Press Inc.
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- Garginolo, R.M. (1985) Working with Parents of Exceptional Children: A Guide for Professionals, Houghton-Mifflin.
- Kashyap, L. (1996) Measurement Issues in Family Centered Social Work, in Bharat, S. (Ed.) Family Measurement in India, New Delhi: Sage Publications.
- Peshawaria, R Menon, DK Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995) Understanding Indian families having persons with Mental Retardation, Secunderabad NIMH
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and psychological procedures

Suggested Readings :

- Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans - A Training Manual, Cambridge M.A. Brooklnt Books.
- Dei, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
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- 4) Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.
- 5) Glendinning, C. (1986) A Single Door: Social Work with the Families of Disabled Children, London: Allen and Unwin Ltd
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- 9) Sapra, C. L., & Aggarwal, A. (1987): Education in India some critical Issues. New Delhi: National Book Organisation.
- 10) Saraswathi, T. S. (1999). Culture, Socialization and Human Development, New Delhi. Sage Publications.
- 11) Sen, A., & Dreze, J. (1997). India: Economic Development and Social Opportunity. Oxford India: Delhi.



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PAPER : SEDUCC - 6

PEDAGOGY OF TEACHING (SPECIAL REFERENCE TO MR)

Marathi

मराठी अध्यापन पद्धती

Total - 50
Credits - 2External - 40
Hours - 30Internal - 10
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 वाढःमयीन 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, पाठयक्रम 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 पाठयक्रम.
 d) चांगल्या पाठयपुस्तकाचे निकष
 e) पाठयपुस्तकाचे अभ्यासक्रम, पाठयक्रम व पाठय 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) उद्दिष्टे 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 सामुग्री (गुण १०)
 a) मराठीच्या विविध अध्यापन पद्धती - व्याख्यान, कथाकथन, कथन, नाटयीकरण, चर्चा, उद्गामी-अवगामी, प्रकल्प, स्वाध्याय, भूमिकाभिनय. अध्यापनाचे प्रतिमान - सामाजिक अभिरूपता प्रतिमान
 b) शैक्षणिक साधने व अध्यापन सामुग्री - फलक, चित्रे, तक्ते, रेडिओ, ध्वनिमुद्रित, किडिओ, ध्वनिफिती, चित्रीफिती, शब्दपट्ट्या, कात्रणे, भाषासंगणक, इंटरनेट, रांगणक सहाय्यित अनुदेशन व अध्ययन - पॉवर पॉइंटच्या साह्याने सादरीकरण तयार करणे, प्रत्यक्ष सादरीकरण.

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- c) अभ्यासकमांतर्गत 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. गदय- 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.बा.कुंडले
- ३) मातृभाषेचे अध्यापन - चंद्रकुमार डांगे
- 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.बोर्दारई कैलास, डॉ.ह.ना.जगताप व डॉ.वि.रा.भिताडे 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 :

- 1) बालक के सर्वांगीण विकास में हिन्दी भाषा को समझना |
- 2) हिन्दी भाषा के व्यापक उद्देश्यों को समझना |
- 3) शालेय पाठ्यक्रम में दूसरी भाषा के रूप में हिन्दी सीखाने के उद्देश्य को समझ लेने में मदद करना |
- 4) भाषा कौशल और हिन्दी अध्यापन की प्रणालियाँ समझ लेने में मदद करना |
- 5) हिन्दी भाषा की विविध विधाओं, उद्देश्यों एवं विधियों की जानकारी प्राप्त करना |
- 6) हिन्दी भाषा शिक्षक के गुणों को समझ लेने में और गुणों को प्राप्त करने में मदद करना |
- 7) हिन्दी भाषा अध्यापन में विभिन्न शैक्षणिक साधनों का उपयोग करना |
- 8) पाठ्यपुस्तक की विशेषताएँ तथा उनका आलोचनात्मक अध्ययन करने की क्षमता प्राप्त करना |

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|-----------------|---|---------------|
| घटक - १) | हिन्दी भाषा शिक्षा और भाषा कौशल का महत्त्व | गुण १० |
| | <ol style="list-style-type: none"> a) बालक का सर्वांगीण विकास
मानसिक विकास
सामाजिक विकास b) हिन्दी भाषा के व्यापक उद्देश्य - राष्ट्रीय, साहित्यिक, सांस्कृतिक, व्यावहारिक c) भाषा कौशल - <ol style="list-style-type: none"> 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 |
| | <ol style="list-style-type: none"> 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 |
| | <ol style="list-style-type: none"> a) हिन्दी अध्यापन की प्रणालियाँ - <ol style="list-style-type: none"> १. स्वाभाविक प्रणाली २. व्याकरण अनुवाद प्रणाली ३. गठन प्रणाली ४. डा.वेस्ट प्रणाली ५. समन्वयात्मक प्रणाली b) अध्यापन प्रतिमान - सामाजिक अभिरुपता 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, भित्री 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 सूची :

- 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 - भोलेनाथ तिवारी और भाटिया.
- 6) हिन्दी शिक्षा की विधियाँ और पाठनियोजन लक्ष्मीनारायण शर्मा - विनोद पुस्तक मंदिर आगरा.
- 7) भाषा शिक्षण - रवीन्द्र श्रीवास्तव (मकमिलन कंपनी)
- 8) हिन्दी अध्यापन पद्धत - 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.क्षत्रिय, 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 चिहार, सरताली प्रकाशन, नेरळ.
- 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 पद्धत - प्रा.बा.सं.बांबे, 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
Credits - 2

External - 40
Hours - 30

Internal - 10
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
- d) Language Acquisition inside / outside classroom

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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) Critisize 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 Me Graw Hill). Robert Lado
- 9) Simple Audio-Visual Aids to foreign Language Teaching (Oxford). Lee W.L. and Heien Coppen
- 10) Better English Pronunciation (ELBS and Cambridge). J.O.O.Connor .
- 11) An Introductison 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 शिराडोणकर,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 – Galilio, 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, Inquiry 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 assisted 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

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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. कॅ. गु. बौदाई
- शास्त्राचे अध्यापन - ल. रा. गद्रे
- शैक्षणिक मूल्यमापन व संख्याशास्त्र - वा. ना. दांडेकर
- पाठ नियोजन - जोशी अ. न. सुरवसे म. पं. पाटील व दा. 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, दिघे पाटनकर
- 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

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

- a) Qualities of a good History teacher.
- b) Professional growth of History teacher.

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- c) Content knowledge enrichment for the History teacher. (deep study of teaching unit)

Practicum : (Any One)

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

Recommended Books:

- 1) Teaching of History Ghate V.D.– Oxford University press, Bombay.
- 2) The teaching of History Johnson. – McMillan and comp. Bombay.
- 3) Creative Teaching of History Ghosh K.D. - Oxford University press, Bombay.
- 4) Teaching of History Kocher S.K. - Starting Publisher.
- 5) The teaching of History V.P. Chate .
- 6) Teaching of History.Nirmal Yadav.
- 7) Teaching of History.B.D. Shaida and Saheb Singh.
- 8) Hand book for History teachers, R. Vajreshwari. Allied Publishers, Bombay.
- 9) Mufasil Tadril-E-Tarique,Dr.Moin Fatema – Zaheer publication. Aurangabad(2011).
- 10) इतिहास कसा शिकवावा,श.दा.वितळे.
- 11) इतिहासाचे अध्यापन,धरूरकर व पारसनीस.
- 12) इतिहासाचे अध्यापन,ब.आ.निरंतर.
- 13) इतिहासाचे अध्यापन,बी.पा.बोकील श्री.मा.पत्की.
- 14) पाठ नियोजन डॉ.शेंडकर,डॉ. श्रीमती जोशी, - मृण्मयी प्रकाशन,औरंगाबाद. तृतीय आवृत्ती २००५.
- 15) इतिहासाच्या अध्यापनाच्या दिशा कु.प.वेदरकर.
- 16) पाठ नियोजन,अ.न.जोशी, म.प.सुरवसे, ब.दा.पाटील
- 17) इतिहास शास्त्र आणि कला वि.द.घाटे.
- 18) इतिहासाचे अध्यापन एक दृष्टिकोण प्रा.ब.न.हाजीरनीस.
- 19) इतिहासाचे अध्यापन अरविंद दुगाखे.
- 20) इतिहासाचे अध्यापन वि.न.विवादी
- 21) संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ. शोभना जोशी, सौ. मेघना शिराढोणकर, मृण्मयी प्रकाशन, औरंगाबाद, २००७.
- 22) 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

Objetives:

- 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) Grammer 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.
- 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.

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- d) Importance of internet in Geography – Google Earth, Wikipedia.
e) GPS navigation system, importance of GPS in a mobile phone.

Practicum: (Any One)

- 1) Preparation 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. Darjeeling.
- 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 – Brucs & Joyce & Marsha will.
- 13) सूक्ष्म अध्यापन म.राज्य पाठ्यपुस्तके मंडळ, पुणे.
- 14) शैक्षणिक मूल्यमापन दांडेकर वा.ना.
- 15) भूगोल य.च.म.मुक्त वि.नाशीक पोंक्षे 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,पोंक्षे द.बा. नुतन प्रकाशन. पुणे ३०
- 19) पाटील उषा, जोशी सुरेखा,आशययुक्त अध्यापन पध्दती 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 मेटड भूगोल - सौ.शैलजा सांगळे नुतन प्रकाशन, पुणे.
- 28) संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ. शोभना जोशी, सौ.मेघना शिराढोणकर, मृण्मयी प्रकाशन, औरंगाबाद, २००७.
- 29) वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन - २००६

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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 सेर-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.झोल
- 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) विशेष अ.प.गणिताचे अध्यापन -य.च.मुक्त.वि.नाशिक
- 17) गणिताचे अध्यापन- डॉ.द.बा.पोंक्षे,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.पोंक्षे,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

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

- 1) Comprehend historical perspective, nature and needs and characteristics of persons with Intellectual Disability.
- 2) Understand various procedures, areas and approaches of assessment and their relevance.
- 3) Gain insight into importance of assessment at Pre School and school level and become familiar with development and adaptive behavioural assessment and assessment tools at pre school level.
- 4) Get familiarized assessment tools for independent living, provisions, and schemes for vocational skills development and implication of assessment.
- 5) Develop understanding about significance of different types of family needs their assessment and implications for extending support to their families, demonstration.

Unit - 1) Intellectual Disability - Nature and Needs **20 Marks**

- a) Historical Perspective of Intellectual Disability (ID)
- b) Definitions of Intellectual Disability – ICD-10, AAIDD, WHO, PwD Act 1995,
- c) RPD bill (Proposed), DSM (Latest)
- d) Etiology Causes and Prevention
- e) Classification – Medical, Psychological, Educational (Recent) and ICF
- f) Screening, Identification, Characteristics and Needs of PwID

Unit - 2) Assessment **20 Marks**

- a) Concept, Meaning, Definition and purpose of Educational assessment
- b) Methods of Assessment - Observation, Interview and Rating Scale
- c) Types and Approaches - NRT, CRT, CBA & Teacher Made Tests
- d) Areas of Assessment - Medical, Psychological, Educational, Behavioural & Ecological
- e) Documentation of assessment, Result interpretation & Report writing– Implication of all the above for Inclusion

Unit - 3) Assessment at Pre-School and School levels **10 Marks**

- a) Importance of Assessment at Pre- School and School level
- b) Developmental and Adaptive Behaviour Assessment
- c) Assessment Tools at Pre-School level – Upanayan, Aarambh, Portage, MDPS, FACP
- d) Assessment Tools at School Ages – MDPS, BASIC-MR, GLAD, Support Intensity Scale RCI B.Ed.Spl.Ed. Curriculum Page 173 - 15 May 2015
- e) Documentation of assessment, Result interpretation & Report writing– Implication of class level assessment & its relation to Inclusion with resource support

Unit - 4) Assessment at Adult and Vocational levels **10 Marks**

- a) Significance of Assessment for Independent living of PwIDs
- b) Assessment for Transition from School to Work
- c) Assessment Tools for Independent Living –BASAL-MR, VAPS
- d) Provisions & Schemes of MoSJE for Vocational Skill Development

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- c) Documentation of assessment, Result interpretation & Report writing – Implications of assessment, Outcomes for Community living

Unit - 5) Assessment of Family Needs**20 Marks**

- Significance of psychosocial needs and its assessment in family
- Assessment of parental needs and its implication in planning IFSP
- Assessment of siblings and its implication in planning IFSP
- Assessment of extended families needs and its implication in planning IFSP
- Assessment of family and community resources for inclusion and strengthening of family, documentation, recording and reporting

Course Work/ Practical/ Field Engagement (Any one)**Camp/ Community Mode**

- To conduct awareness programs on MR/ID in urban/ rural areas
- To organize awareness rally involving stakeholder like Parents, Families, Teachers & Employers
- To conduct advocacy program for PwIDs

School Mode

- To organise workshops for Parents, Siblings, Peer Group.
- To conduct awareness program on Skill Development for PwID
- To organize skill development program for PwID in a project mode
- To organize events for co-curricular activities
- To organise exhibition on subject TLMs related to maths, language, science, etc.

Clinical Mode

- Presentation of Case Study on Behaviour Modification
- To organize workshops for preparing Teacher Made Tests, Identification tools, TLM
- Kits, Report Writing, Schedules for parental and service user feedback.
- To present Clinical Observation, Anecdotal analysis & Book/ Journal Reviews related
- to disability RCI B.Ed.Spl.Ed. Curriculum Page 174 - 15 May 2015


Essential Readings

- Baine, D. (1988). Handicapped Children in Developing Countries. Assessment,
- Curriculum and Instruction. University of Alberta, Alberta,
- Evans, P. & Verma, V. (Eds.) (1990). Special Education. Past Present and Future.
- Improving instruction. Allyn & Bacon, Boston.
- Longone, (1990). Teaching Retarded learners Curriculum and Methods for
- Mental retardation, NIMH, Secunderabad.
- Myreddi, V., & Narayan, J. (1998). Functional Academics for students with Mild
- Myreddi, V., & Narayan, J. (2004). FACP – PMR, NIMH, Secunderabad.
- Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad
- Narayan, J. (2003) Educating children with learning problems in regular schools
- Narayan, J. (2003) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad
- Narayan, J., Myreddi, V. Rao, S. (2002) Functional Assessment Checklist for NIMH, Secunderabad.
- Overton, T. (1992). Assessment in Special Education: An Applied Approach. New Jersey
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas
- Repp, A.C. (1983) Teaching the Mentally Retarded. New Jersey, Prentice Hall The Faimer Press. York McMillan.

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Suggested Readings

- 1) Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mental retardation - A guide for teachers. Secunderabad: NIMH.
- 2) Narayan, & Kutty, A.T.T. (1989) .Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- 3) Narayan, J. (Ed.) (1999). School readiness for children with special needs. Secunderabad, NIMH.
- 4) Peshwaria, R., & Venkatesan. (1992) .Behavioural approach for teaching mentally retarded children :A manual for teachers, NIMH, Secunderabad
- 5) Polloway, E.A., & Patton, J.R. (1993). Strategies for teaching learners with special needs. New York: Macmillan Publishing Company.
- 6) Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India.
- 7) Romila, S. (1997) .School Readiness programme. New Delhi: NCERT
- 8) Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi
- 9) Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children


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PAPER : SEDUCC - 8
CURRICULUM DESIGNING, ADAPTATION & EVALUATION

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

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

- 1) Understand nature of curriculum, principles and steps of curriculum designing, domains and curriculum evaluation.
- 2) Develop insight into importance of early childhood special education, its domains and school readiness programme and their implications.
- 3) Acquire knowledge about curriculum domains at secondary, prevocational and vocational level and understand its implications.
- 4) Understand different strategies for curriculum adaptation, accommodation, modification and their significance.
- 5) Evaluation and make effective use of different techniques.

Unit - 1) Curriculum Designing 20 Marks

- a) Meaning, Definition, Concept and Principles of Curriculum
- b) Types and Approaches of Curriculum Designing
- c) Curriculum Domains - Personal, Social, Academics, Recreational and Community living
- d) 1.4. Steps in developing curriculum, challenges of developing curriculum for inclusion
- e) 1.5. Curriculum evaluation, Implementation in inclusion

Unit - 2) Curriculum at Pre-School and Primary School level 20 Marks

- a) Significance of Early Childhood Education and School Readiness
- b) Early Childhood Education Curricular domains – Enhancement of domain in Motor, Personal, Cognitive and Communication areas
- c) Curriculum Domains for Early Childhood Education and Sensory Mechanism
- d) Sensitization of family, involvement in pre-school and primary level
- e) Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing

Unit - 3) Curriculum at Secondary, Pre-vocational and Vocational level 15 Marks

- a) Curriculum domains at Secondary level
- b) Curriculum domains at Pre- vocational level
- c) Curriculum domains at Vocational level
- d) Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)
- e) Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting. RCI B.Ed.Spl.Ed. Curriculum Page 177 - 15 May 2015

Unit - 4) Curriculum Adaptations 10 Marks

- a) Need for Curricular Adaptation, Accommodation and Modification
- b) Adaptation, Accommodation and Modification for Pre –academic Curriculum
- c) Adaptation, Accommodation and Modification for Academics Curriculum

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- d) Adaptation, Accommodation and Modification for Co-Curriculum
- e) Adaptation, Accommodation and Modification for School Subjects

Unit - 5) Curriculum Evaluation**15 Marks**

- a) Concept, Meaning, Definition of Curriculum Evaluation
- b) Types and Approaches of Evaluation
- c) Emerging trends in evaluation –CCE, Teacher Made Tests, Grading System
- d) Differential evaluation of PwID in inclusive setup
- e) Implications of evaluation for inclusion

Course Work/ Practical/ Field Engagement (Any One)**Special/ Inclusive schools**

To prepare need based curriculum for training in

1. ADL Skills
2. School Readiness
3. Transition from School to Work
4. Movement/Dance/Yoga/Sports skills
5. Computer usage
6. House Keeping/ Laundry
7. Gardening / Horticulture
8. Creative / Performing Arts

Essential Readings

- 1) Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- 2) Bos, C.S. & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Boston: Allyn and Bacon.
- 3) Jeyachandaran, P., & Vimala, V. (2000). Madras Developmental Programming System.
- 4) Luftig, R.L. (1949). Teaching the Mentally Retarded Student: Curriculum, Methods and Strategies. Library of Congress Cataloging-in-publications data.
- 5) Myreddi, V., & Narayan, J. (1998). Functional Academics for students with mild mental retardation, NIMH, Secunderabad.
- 6) Myreddi, V. & Narayan, J. (2005) FACP – PMR, NIMH, Secunderabad.
- 7) Narayan, J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad. RC1 B.Ed.Spl.Ed. Curriculum Page 178 - 15 May 2015
- 8) Narayan, J. (2003) .Educating children with learning problems in regular schools
- 9) NIMH, Secunderabad.
- 10) Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- 11) Narayan, J. Myreddi, V. & Rao, S. (2002). Functional Assessment Checklist for Programming, NIMH, Secunderabad.
- 12) Overton, T. (1992). Assessment in Special Education an Applied Approach. New York McMillan.
- 13) Panda, K.C. (1997). Education of Exceptional Children. New Delhi, Vikas Publications.
- 14) Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall

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Suggested Readings

- 1) King-Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group
- 2) Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons Pre-primary level. NIMH, Secunderabad.
- 3) Peshwaria, R. and Venkatesan. (1992) Behavioural retarded children A manual for teachers. NIMH, Secunderabad.
- 4) Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi Mittal Publication.
- 5) Sharma, P. (1995). Basics on Development and Growth of a child, New Delhi Reliance.
- 6) Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- 7) Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston: Allyn & Bacon.
- 8) Van Riper, C.A. and Emerick, L. (1990). Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall
- 9) Video Films. (2002). Help them learn make it easy, NIMH, Secunderabad
- 10) Measurement and Statistics in Education – Rawat D.S. Ramprasad & Sons Agra.
- 11) Evaluation in schools-Dandekar W.N., Vidya prakashan Pune 30
- 12) Evaluational Measurement – Lindguise, America council of Education- Washington.
- 13) शैक्षणिक मूल्यमापन आणि संख्याशास्त्र - वा.ना.दांडेकर श्री विद्या प्रकाशन पुणे ३०
- 14) शिक्षणातील परिक्षण आणि मापन - प्रा.सौ.पाठक नुतन प्रकाशन पुणे.
- 15) शैक्षणिक मूल्यमापन चा.प.कदम, चौधरी, नुतन प्रकाशन, पुणे.
- 16) शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र ना.के.उपासनी के.व्ही.कुलकर्णी विद्या प्रकाशन पुणे.
- 17) मूल्यमापन तंत्र आणि मंत्र- डॉ.उपासनी जोशी वझे न.र.महाराष्ट्र पुणे.
- 18) पाठनियोजन - डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
- 19) शैक्षणिक संख्याशास्त्र - मस्के टी.ए.प्रज्ञा प्रकाशन संगमनेर.
- 20) शैक्षणिक संख्याशास्त्र - डॉ.के.एम.भांडारकर, नुतन प्रकाशन पुणे.
- 21) शिक्षणातील परिक्षण व मापन - प्रा.माणिक फाटक नुतन प्रकाशन पुणे.
- 22) शैक्षणिक व मानसिक मापन- डॉ.शेटकर, डॉ.शोभना जोशी-मृण्मयी प्रकाशन, औरंगाबाद.
- 23) शैक्षणिक मूल्यमापन आणि कृतिसंशोधन - डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद २००७
- 24) संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी,सौ.मेघना शिराढोणकर,मृण्मयी प्रकाशन,औरंगाबाद.२००७.



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PAPER : SEDUCC – 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 student-teachers will be able to-

- 1) Appreciate and orient oneself in understanding, planning and using intervention appropriately and demonstrate it.
- 2) Realize the importance of developing IEP, acquire the required competencies for its development, implementation and evaluation.
- 3) Understand basic of learning and teaching and acquire competency to select and demonstrate appropriate teaching strategies for teaching in different curriculum areas.
- 4) Understand nature and identification maladaptive behaviour and develop insight into various modes of its management.
- 5) Develop understanding of various therapeutics interventions, their objectives, scope, modalities, and require intervention.

Unit - 1) Intervention **10 Marks**

- a) Concept, Significance, Rationale, Scope, Advantages of Early Intervention
- b) Types of Early Intervention
- c) Intervention Techniques
- d) Record Maintenance and Documentation
- e) Implication of Early Intervention for pre-school Inclusion

Unit - 2) Individualised Education Programme **10 Marks**

- a) Need, Importance and Historical Perspective of IEP
- b) Steps and Components of IEP
- c) Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
- d) IFSP – Planning and writing
- e) Application of IEP for Inclusion

Unit - 3) Teaching Strategies and TLM **20 Marks**

- a) Stages of Learning
- b) Principles of Teaching
- c) Multi-sensory Approaches – Montessori Methods, VAKT Method, Orton - Gillingham Method, Augmentative and Alternative Communication
- d) Teaching Strategies – Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement, Role Play, Play Way method, RCI B.Ed.Spl.Ed. Curriculum Page 180 - 15 May 2015
- e) Development and Use of TLM for ID

Unit - 4) Intervention for Mal-adaptive Behaviour **20 Marks**

- a) Definition and types of Mal-adaptive behaviour
- b) Identification of Mal-adaptive behaviour
- c) Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)
- d) Management of Mal-adaptive behaviour at Home and School, Parental Counselling Individual, Group and Community
- e) Ethical Issues in behaviour management and implications for Inclusion

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- Unit - 5) Therapeutic Intervention** **20 Marks**
- Occupational Therapy – Definition, Objective, Scope, Modalities and Intervention
 - Physiotherapy – Definition, Objective, Scope, Modalities and Intervention
 - Speech Therapy – Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
 - Yoga and Play therapy – Definition, Objective, Scope and Intervention
 - Therapeutic intervention: Visual and Performing Arts (eg: Music, Drama, Dance movement, Sports, etc.)

Course Work/ Practical/ Field Engagement (Any One)

Special/ Inclusive Schools/ Institute

- To deliver Modular/ Thematic lecture on relevant topic
- To organise competitions for co-curricular activities at Local, District and State level
- To organize exhibition on products prepared by PwIDs and to raise funds through auction/sale for training livelihood and talent enhancement

Essential Readings

- Alberto, P.A. & Trontman, A:C. (1995). Applied Behaviour Analysis for Teachers
- (4th edition). London: Merrill Publishing Company.
- Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, Curriculum and Instruction. University of Alberta, Alberta,
- Berkell, D.E.I & Brown, J.M. (1989). Occupational Transaction from school to work for persons with disabilities, London: Longman.
- Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future.
- Gardiner, M.D. (1985). The principles of exercise therapy. Delhi: CBS Publishers & distributors.
- Jacobs, K (1990). Occupational therapy: Work related programmes and assessment, Boston: Little Brown.
- Jayachandra, P. (2001) Teaching yogasanas for persons with mental retardation, Chennai: Vijay Human Services.
- Jeyachandaran, P. Vimala, V. (2000). Madras Developmental Programming System
- Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for Mentally Handicapped.
- Myreddi V. & Narayan J. (1998). Functional Academics for students with mild
- mental retardation, NIMH, Secunderabad.
- Narayan J. (1990). Towards independence series 1 to 9. NIMH, Secunderabad.
- Narayan J. (2003) Educating children with learning problems in regular schools
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- Narayan, J. (1998) Grade Level Assessment Device for Children with Learning Problems in Regular Schools, NIMH, Secunderabad.
- Narayan, J. Myreddi, V. Rao, S. (2002). Functional Assessment Checklist for programming
- Overton, T. (1992). Assessment in Special Education an Applied Approach. New
- Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas
- Pandit, A & Grover U (2001), Self Instructional Modules on occupational therapy/physiotherapy, BED (MR) SPE, Bhoj University, Bhopal.
- Peshawaria, R & Venkatesan, S. (1992). Behaviour approach in teaching mentally
- Repp A.C. (1983) Teaching the Mentally Retarded, New Jersey, Prentice Hall King-
- Sears, H.E. (1994) Curriculum Based Assessment in Special Education. San Diego Singular Publishing Group.
- Shesborne, V. (1990). Developmental movement for children, Cambridge: Cambridge University Press.
- Subba Rao, T.A. (1992), Manual on Developing Communication Skills in mentally retarded persons, NIMH, Secunderabad.

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- 26) Swaminathan, M. (1990) Play activity for young children. India: UNICEF.
- 27) Thomson, A., Skinner, A. & Piercy, J. (1991). Tidy's physiotherapy (Twelfth edition). Oxford: Butterworth – Heinmann Ltd.
- 28) Van Riper, C.A. and Emerick L (1990) Speech Correction – An introduction to Speech Pathology & Audiology, Eighth Edition, Prentice Hall

Suggested Readings

- 1) A.C.Ornstein (1990). Strategies for Effective Teaching. Harper and Row, Publishers, Inc.
- 2) David W. (1998). Teaching and Learning in the Early Years. London and New York: Routledge.
- 3) Jackman H.L. (1999). Sing Me a Story: Tell Me a Song. California: Crown Press, Inc.
- 4) Mastropieri S. (1987). Effective Instruction for Special Education, Little, Brown and Company, Inc.
- 5) Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
- 6) Peshwaria, R. and Venkatesan. S. (1992) Behavioural retarded children A manual for Publication.
- 7) Pun, M. & Sen A.K. (1989) Mentally Retarded Children in India. New Delhi.
- 8) Robert A. Gable and Steven F.W. (1993). Strategies for Teaching Students with Mild to Severe Mental Retardation, London and Philadelphia: Jessica Kingsley Publishers.
- 9) Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Children. NIMH, Secunderabad.
- 10) Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.

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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 student-teachers will be able to -

- 1) Comprehend role of technology in educating children with ID and acquire knowledge about its various approaches and modes.
- 2) Understand nature of ICT, its basis, development, and use.
- 3) Use computer programme and software for the benefit of children with ID.
- 4) Develop skills and competencies in use of Punarjani and C-DAC and integrate technology for instructions and inclusion.
- 5) Apply technology for developing lesson plan and adapted assistive devices.

Unit - 1) Technology in Education and Instruction **15 Marks**

- a) Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance
- b) Educational Technology and Instructional Technology – Role and Recent Trends.
- c) Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.
- d) Differential Instruction, Universal Design of learning and Individualised Instruction.
- e) Implication of the above for inclusion.

Unit - 2) ICT **10 Marks**

- a) ICT – Meaning, Definition, Scope and Significance
- b) Psychological bases for ICT among teachers and learners
- c) Development of ICT – Stages, Requirement and Process
- d) Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference
- e) Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

Unit - 3) Use of Multimedia in Education **20 Marks**

- a) Multi Media - Meaning, Nature, Scope, Definition and Approches.
- b) Types of Instructional Aids: Projected & non-projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smartboard, e-Flash Cards, Educational Toys
- c) Advantages, Limitations and Challenges of Using Multi media in Education
- d) Recent Trends in Multimedia
- e) Implication of Multimedia in teaching learning.

Unit - 4) Technology Based Instructions **20 Marks**

- a) Enhancing Technology Friendly Practices among Teachers.
- b) Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites
- c) Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC
- d) Developing Technology Integrated Lessons – Individual and Group
- e) Implications of Technology based instruction in Inclusion

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Unit - 5) Application of Technology **15 Marks**

- a) Application of Technology in Lesson Planning, Worksheet Preparation, Report writing and Evaluation
- b) Application of Technology in Assistive Devices – For example, JAWS, Smartphones, Screen Readers
- c) Application of Technology in Instruction – Individual, small group and large group
- d) Advantages, merits and demerits
- e) Implications for inclusion

Course Work/ Practical/ Field Engagement (Any One)**Special/ Inclusive School/ Institute**

- 1) To organize workshops for use ICT for disability friendly activities
- 2) To develop technology supported lesson plans for PwID
- 3) To use mass media/multi media for creating awareness on disability in rural areas

Essential Readings


- 1) Kulkarni, S.S. (1986). Introduction to Education Technology, New Delhi: Oxford & IBH Publishing Co.
- 2) Kumar, K.L. (1996). Educational Technology and Communication Media, Cuttack: Nalanda.
- 3) McMillan, J.H. & Schumacher, S. (1989). Research in Education: A Conceptual Introduction, New York: Harper & Collins.
- 4) Mehra, Vandana (2004) Educational Technology, New Delhi : S S Publishers.
- 5) Mohanty, J. (1992). Educational Technology, New Delhi: Deep and Deep Publication.
- 6) Mukhopadhyaya, M. (ed.) (2005). Education Technology Knowledge Assessment, New Delhi: Shipra Publications.
- 7) R., Robertson, S. and Peter John. (2009). Improving Classroom Learning with ICT, New York: Routledge.
- 8) Takewale, R. G. (1995). Technologies for Educational Network, Presidential address in the seminar on Technologies for Educational Networking, New Delhi: IGNOU.
- 9) Richmond, W. R. (ed.) (1900). The Concept of Education Technology: A Dialogue with Yourself, London: Weidenfield and Nicolson.
- 10) Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). Introduction to Educational Technology, New Delhi: Sterling Publishers Private Limited.
- 11) Sharma, Hemant Lata and Sharma, Savita (2010). Learning to Learn with Love: Theory and Practice of Co-operative Learning, New Delhi: Gagandeep Publications Sutherland.

Suggested Readings

- 1) Cima M Yeole. (1991). Educational Technology, CimaMyeole.
- 2) D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
- 3) Dipika Bhadrash Shah, (1991). Educational Technology for developing teaching competency GavendraPrakashan
- 4) JaganathMohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
- 5) Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
- 6) Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers
- 7) Tara Chand. (1992). Educational Technology. Anmol Publication
- 8) सुक्ष्म अध्यापन - देशपांडे व करंदीकर नुतन प्रकाशन पुणे.
- 9) सुक्ष्म अध्यापन - श्री. वाशीकर
- 10) कमन्वीत अध्ययन - श्री भोसले व श्री.शेंडे

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- 11) अध्यापनाची प्रतिमाने - श्रीमती वासंती फडके
- 12) प्रगत शैक्षणिक तंत्रज्ञान - सुमन ओक
- 13) संगणक शिक्षण व शिक्षक - डॉ. मिनाक्षी वरबे नुतन प्रकाशन पुणे.
- 14) शै. तंत्रविज्ञान - डॉ. नरेद्र कडू, डॉ. छाया महाले पिंपळापुणे अँड कं. पब्लिशर्स, नागपूर.
- 15) शै. तंत्रविज्ञान व व्यवस्थापन - डॉ. अर्चना अलोणी अँड कं. पब्लिशर्स, नागपूर.
- 16) शैक्षणिक तंत्रविज्ञान - राव उषा, महाराष्ट्र राज्य विद्यापीठ ग्रंथ निर्माती मंडळ नागपूर.
- 17) शिक्षणातील आधुनिक विचार प्रवाह - जगताप ह. ना. नुतन प्रकाशन पुणे ३०
- 18) शालेय संघटन - सगर, खंडगावे
- 19) मूल्यमापन व मूल्यनिर्धारण - य. च. म. मुक्त वि. नाशीक.
- 20) शालेय प्रशासन- सुरेश करंदीकर
- 21) शैक्षणिक तंत्रविज्ञान, डॉ. जगताप ह. ना. नुतन प्रकाशन पुणे.
- 22) शैक्षणिक व व्यावसायिक मार्गदर्शन आणि समुपदेशन, डॉ. दुनाखे अरविंद, नुतन प्रकाशन पुणे.
- 23) शैक्षणिक प्रशासन व नियोजन भाग २ प्रा. ताम्हाणकर श्री. दा.
- 24) शिक्षणातील परीक्षण आणि मापन प्रा. सौ. फाटक माणिक
- 25) क्रमान्वित अध्ययन म. रा. शैक्षणिक संशोधन परिषद पुणे.
- 26) माहिती तंत्रज्ञान - डॉ. शोभना जोशी, सौ. मेघना शिराढोणकर, मृण्मयी प्रकाशन, औरंगाबाद.
- 27) शैक्षणिक तंत्रज्ञान आणि व्यवस्थापन डॉ. शारदा शेवतेकर (बडवे) प्रज्ञा प्रकाशन पुणे.
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