

DR. BABASAHEB AMBEDKAR MARATHWADA UNIVERSITY

CIRCULAR NO.ACAD/SU/B.Ed. Spel.Edu./114/2014

It is hereby notified for information to all the concerned that, on the recommendation of the Academic Council, the Management Council at its meeting held on 24-09-2014 has accepted the **Regulations-2022 to 2027 relating to "Scheme of Examinations & Standard of Passing" for "B.Ed. Special Education [Hearing Impaired]" under the Faculty of Education.**

This is effective from the Academic Year 2014-15 & onwards.

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

University Campus,
Aurangabad-431 004.
REF.NO.ACAD/SU/B.ED.SPEL.EDU./
2014/28729-43
Date:- 18-10-2014.

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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 Director, [E-Suvidha Kendra], in-front of Registrar's Quarter,
Dr. Babasaheb Ambedkar Marathwada University,
- 3] The Superintendent, [Professional Unit],
- 4] The Programmer [Computer Unit-1] Examinations,
- 5] The Programmer [Computer Unit-2] Examinations,
- 6] The Record Keeper.

**Dr. Babasaheb Ambedkar Marathwada
University, Aurangabad - 431 004**



FACULTY OF EDUCATION

Syllabus of
B. ED. SPECIAL EDUCATION
[HEARING IMPAIRED]

[With Effect from June 2014 onwards]

Approved
J. Joshi

Dr. Shobhana V. Joshi
Dean
Faculty of Education
Dr. B. A. M. University,
Aurangabad.

B.ED. SPECIAL EDUCATION (HEARING IMPAIRED) EXAMINATION

- 0.920 The Degree of Bachelor of Education SPECIAL EDUCATION [HEARING IMPAIRED] shall be conferred on a candidate, who has satisfied the following conditions :-
- (a) He must have passed Bachelor's Degree Examination in Arts, Science, Commerce or Agriculture of Dr. Babasaheb Ambedkar Marathwada University or of any other University recognized by this University as equivalent thereto, with not less than 45% marks & in the case of reserved category **40% marks**.
- (b) He must have pursued a regular course of study prescribed for not less than one academic year and must have passed the Bachelor's Degree Examination in Education SPECIAL EDUCATION [HEARING IMPAIRED].
- (c) He must have, after passing the examination pursued a regular course of study for not less than one academic year or the vacation course of two years commencing from may every alternative year as prescribed. A regular course of study means a course wherein the **attendance is not less than 75% of each paper of the course in both terms**. A course means the course in which minimum 200 days as per NCTE norms are devoted for imparting instructions, **and other activities** as provided in the rules framed in that behalf. In special cases. The Vice-Chancellor may, on the recommendation of the Principal condone the deficiency in attendance not exceeding 10% on account **of medical ground**. Supported by the report of an authorized Medical officer approved by the Principal of the College.
- (Added)
- (c) Deleted
- (d) Deleted
- (e) A candidate who has passed the B.Ed. SPECIAL EDUCATION [HEARING IMPAIRED] Examination of this University in any class /division may be allowed to appear at the said examination again with the same medium and same subjects to improve his qualification, provided that he/she appears at the said examination with practical (final lesson) in one attempt with all the papers prescribed for the course, on the basis of which the result is declared. Only two chances will be given for improvement of qualification.
- R.2022 The course of study shall consist of lectures, selected readings, discussion, conference and practice in teaching of classes and other practical work as laid down here in-after.
- R.2023 The External examination shall consist of two parts :-
Part - I Theory
Part - II Practical
- R.2024 A candidate who has completed all the requirements of the course but has failed in written External or practical examination External or in both has to appear for the examination in both without putting in further attendance or practical work [Internal], provided he/she does not change any of the subjects originally offered by him/her.
- R.2025 No candidate shall be allowed to put in attendance for appearing at two examinations at one and the same time.
Note : (a) The selection for admission into the B.Ed. course will be made according to the rules framed by the University/Government.
(b) The medium of instruction and examination will be Marathi or English.
- R.2026 The scheme for the B.Ed. SPECIAL EDUCATION [HEARING IMPAIRED] Examination shall be as follows :
- R.2027 To pass the examination, a candidate must obtain a minimum of **40% marks** in each of the Seven papers under Part-I and 40% of the aggregate of **Part-II, Part-III and Part-IV**.
Besides, a candidate must obtain at least **40%** of marks in each of the three lessons at he at the at the at the practical examination.
To obtain I class, a candidate must obtain a minimum of 55% marks of the aggregate in the Part -I & Part II and 60 or more marks of the aggregate in **Part-I, Part-II, Part-III & Part-IV** taken together. To obtain II class, a candidate must obtain a minimum of 45% marks of the aggregate in Part-I & Part-II 50% or more marks of the aggregate in **Part-I, Part-II, Part-III & Part-IV** taken together. The candidate obtaining 40% or more of the aggregate marks in each of the **four** parts shall be declared to have passed in examination in **pass class**.

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

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

If any Candidate remained his/her Internal work incomplete, in such cases, he/she can not appear in the final examination. If by mistake He/She appeared in the final examination without completing all internal work, his/her performance of external examination will be zero. In such a case the candidate should appear after completion of internal work in the main examination only

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

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

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

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

Scaled Down

There should not be difference of 15% or more between the marks obtained in theory paper out of 700 and internal assessment marks out of 400 allotted by the college. In case the difference in more than 15% the internal assessment marks will be scaled down accordingly. Similarly, if the difference between the marks given by the internal and the external examiner in the final lesson is more than 15%, the marks will be scaled down.


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

O/R Teacher-Student Ratio

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

O/R Infrastructural Facilities

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

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O/R Certification as a Registered Professional

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

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

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Part – IV: Co-curricular Activities related to the Hearing Impairment.

SR. NO	ACTIVITIES	MARKS
IV – 1	Cultural Activities, International Disability Day, Teacher's Day.	10
IV – 2	Psychology practical in the related to Hearing Impairment 1) Vineland Social Maturity Scale 2) Developmental Screening Test 3) Gessells Drawing Test 4) Seguin Form Board 5) Colour progressive Matrices 6) Meadow Kendall Social Emotional Maturity Scale. 7) Tips for Handicapped / Problem Behavior.	40
IV – 3	Weekly Assignments – Total – 14 two of each paper	20
IV – 4	1) Skill Development in Sign Language OR Signed System. 2) Audiology & Speech Language Training.	50
IV – 5	Preparation teaching, learning material field of Hearing Impairment (real material, adaptive teaching learning material & Audiology & Visual material)	30
IV – 6	Project preparation of the audio – visual related to the Hearing Impairment.	15
	TOTAL	165

Total of Part I, II, III

Part – I & II	Part – III	Part – IV	Total
800	235	165	1200

& IV :

EXAM PATTERN FOR THEORY PAPERS**Hours – Three****Marks – 100**

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

Sr. No.	Type of Question	Total Number of Question	Nature of Answer	Marks per Question	Total Marks
1.	Content Based short Answer Type Question	08	Answer in 200-250 words	05	40
2.	Content based Long Answer Type Question	04	Answer in 200-250 words	10	40
3.	Application based essay type Question	02	Detail answer with application	10	20
	TOTAL	14			100

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 Bangalore

SYLLABUS
B.ED. SPECIAL EDUCATION (HEARING IMPAIRED)

CORE PAPERS
PAPER - I
EDUCATION IN EMERGING INDIAN SOCIETY, ITS RELEVANCE TO DISABILITIES

Objectives:

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

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

Course Content:**Unit 1: History, Nature, Process and Philosophy of Education**

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

Unit 2: Education in the Societal Context and Modern Ethos

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

Unit 3: Educational Agencies for the National development

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

Education for All movement, Education through 21st Century.
National Policy on Education (1986) including Special Education.

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

Unit 4: Introduction to Disabilities

- a. Blind and low vision – Definition, prevalence, causes & Prevention, characteristics & classification, referral.
- b. Hearing impairment – Definition, Prevalence, causes & Prevention, characteristics & classification, referral.
- c. Locomotors disabilities- Definition, prevalence, causes & prevention, characteristics & classification, referral.
- d. Mental retardation and mental illness- definition, Prevalence! Causes & prevention, characteristics 7 classification, referral.
- e. Biogenic and other disorders – Definition, prevalence, causes & Prevention, characteristics & classification, referral.

Unit 5: Emerging trends in Education & Special Education

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

References -

1. The teacher and Education in Emerging Society – N.C.E.R.T. Publication No.01 to 06
2. Philosophy of Education-Bhatia & Bhatia
3. Philosophy of Education Saffaya and Shaeda
4. Sociological approach – Mathur S.S.
5. Foundation of Education –Bokil V.P.
6. Philosophical and Sociological bases of Education – Ahuja R.L.
7. Selected questions on Education – Aggrawal J.C.
8. Indian Emerging society – Mohite
9. Groundwork of Educational philosophy – Ross
10. Four Philosophies and their practice in Education and religion – Batler and Donald J.
11. Seven great Western thinkers –
12. Education in social context – N.C.E.R.T.
13. Theory and principles of education – Bhatia
14. Philosophy of Education – Ramakant Shukla
15. Some great Western Educators – S.B. Choube (Ram Prasad & sons Bhopal)
16. Learning to be – Deolor's committee report
१७. भारताचे संविधान - भारत सरकार, विधी व न्याय मंत्रालय १९९६.
१८. शिक्षणाचे समाजशास्त्र एक रूपरेषा - डॉ.अरविंद दुनाखे
१९. भारतीय धर्म व तत्त्वज्ञान - श्री.भा.वर्णेकर
२०. उदयोन्मुख भारतीय समाजातील शिक्षण - प्रा.ना.ग.पवार
२१. ग्रामीण शिक्षण आणि ग्रामीण विकास - प्रा.म.पं.सुरवसे, नुतन प्रकाशन पुणे १९८९
२२. उदयोन्मुख भारतीय समाजातील शिक्षण व शिक्षक - डॉ.हिरा आहेर

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२३. शिक्षण आणि भारतीय समाज - सुरेश करंदीकर
२४. शैक्षणिक तत्त्वज्ञान शैक्षणिक समाजशास्त्र - म.वा.कुंडले
२५. शिक्षण व शिक्षक - प्रा.प्र.कृ.वीरकर व प्रा.डॉ.प्रतिमा वीरकर
२६. शैक्षणिक समाजशास्त्राची रुपरेखा - ग.वि.अकोलकर
२७. शैक्षणिक समाजशास्त्र - प्रा.प.व.भंडारी
२८. स्वातंत्र्योत्तर भारतीय शिक्षण - डॉ.न.रा.पारसनीस
२९. प्रगत शैक्षणिक तत्त्वज्ञान, डॉ.दुनाखे अरविंद, नुतन प्रकाशन, पुणे.
३०. भारतातील शैक्षणिक नियोजन, डॉ.पारसनीस न.रा.नुतन पकाशन, पुणे
३१. राष्ट्रीय प्रौढ शिक्षण प्राचार्य डांगे चंद्रकुमार, नूतन प्रकाशन पुणे.
३२. अनौपचारिक शिक्षण, प्रा.कुलकर्णी प्रा.फेगडे, नुतन प्रकाशन, पुणे.
३३. प्रौढ शिक्षण अनौपचारिक शिक्षण व निरंतर शिक्षण - प्रा.वा.रा.बोले
३४. समानतेसाठी शिक्षण - महाराष्ट्र राज्य शैक्षणिक संशोधन व प्रशिक्षण परिषद पुणे ३०
३५. भारतीय संस्कृती कोष - खंड - १-१० पं.महदेवशास्त्री जोशी
३६. चार शिक्षण तज्ञ प्रा.श.श्री.वाशीकर, नुतन प्रकाशन पुणे.
३७. भारतीय समाजातील शिक्षण व शिक्षक -वाटप प्र.ग.
३८. शिक्षणाचे तत्त्वज्ञान - बोकील वि.पा.
३९. शिक्षणाचे शिल्पकार - बोकील, व बापट.
४०. शिक्षणाचे अधिष्ठान तात्विक, सामाजिक, सांस्कृतिक, य.च.म.मु.वि.नाशीक भाग १ व २
४१. दिवास्वप्न, गिजूभाई बधेका
४२. शिक्षणाचे अधिष्ठान प्रा.गाजरे व डॉ.पाटील, प्रा.चिटणिस, नुतन प्रकाशन पुणे.
४३. उदयोन्मुख भारतीय समाजाचे शिक्षण (तात्विक अधिष्ठान) प्रा.शालिनी कुलकर्णी, नुतन प्रकाशन पुणे.
४४. उदयोन्मुख भारतीय समाजातील शिक्षण तज्ञ, प्रा.ना.ग.पवार, नुतन प्रकाशन पुणे.
४५. शिक्षण क्षेत्रातील विचारवंत - प्रा.ना.ग.पवार, नुतन प्रकाशन पुणे.
४६. भारतीय शिक्षणाचा इतिहास - प्रा.देशपांडे व प्रा.माळी, नुतन प्रकाशन पुणे.

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PAPER – II:
EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Objectives:

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

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

COURSE CONTENT:**Unit 1: Introduction to Psychology**

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

Unit 2: Developmental Psychology

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

Unit 3: Learning, Intelligence and Aptitude

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

Unit 4: Personality Development

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

Unit 5: Guidance and Counseling

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

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Recommended Books

1. Advanced Educational psychology- N.L.Dosujh.
2. Educational Psychology- Dr.G.L.Kandu & Dr.D.N.Tutoo sterling publishers (P)Ltd. New Delhi- 1988
3. Advanced Educational Psychology- Chauhan S.S., Vikas Publishing House Pvt.Ltd., New Delhi, 1987.
4. Child Development Hurlok (1978) Mc- Grow Hills Book Co. New York.
5. Child Psychology and child Guidance, Kale S.V. (1983) Himalaya publishing House, Girgaon, Bombay.
6. The psychology of Human Growth and Development, Baller W.B. & chales D.C. (1961) New York. Ltd. Rinchart&Winsten.
7. Personality strategies and Issues Spingler D. Michael and Lieber, M.Robert (1989) – Books/Cole publishing company pacific Grow, California.
8. Psychological foundations of Education Dandekar W.N. (1981) (2ns Ed) Macmillan India Ltd.
9. Modern Educational psychology- E.S.Avans London- Rout ledge and Kegan paul New York, Humanities Press.
10. Psychology and Exceptional Children- Cruisk-shank W.M.Prentice Hall 1975.
11. Theories of Personality (3rd Edn)- 1978 Hall and Lindzwey wiley Eastern Ltd. New Delhi.
12. Educational psychology- Das.
13. Learning and Instruction – John Decco.
14. Education psychology- J.S.Walia.
15. शैक्षणिक व प्रायोगिक मानसशास्त्र - प्रा.वा.ना.दांडेकर, विद्या प्रकाशन शनिवार पेठ, पुणे ३०
16. शैक्षणिक मानसशास्त्र - डॉ.सुरेश करंदीकर, फडके प्रकाशन, कोल्हापूर.
17. सुबोध शैक्षणिक मानसशास्त्र - प्रा.प्र.ल.नानकर
18. शैक्षणिक व प्रायोगिक मानसशास्त्र - डॉ.ह.ना.जगताप, नुतन प्रकाशन, पुणे-३०
19. शिक्षणाचे मानसशास्त्रीय अधिष्ठान - प्रा.आफळे, प्रा.वापट श्री, विद्या प्रकाशन, पुणे -३०
20. शैक्षणिक मानसशास्त्र - प्रा.के.व्ही.कुलकर्णी श्री, विद्या प्रकाशन, पुणे -३०
21. प्रगत शैक्षणिक मानसशास्त्र - डॉ.न.रा.पारसनीस, नुतन प्रकाशन, पुणे-३०
22. प्रगत शैक्षणिक मानसशास्त्र - प्रा.आ.पा.खरात, विद्या प्रकाशन, पुणे -३०
23. उच्चतर शिक्षण मनोविज्ञान - डॉ.रामनाथ शर्मा, डॉ.रचना शर्मा हटवांटीक, पब्लिशर्स आणि डिस्ट्रीब्युटर्स वी-२ विशाल एचक्येट, नई दिल्ली ११००२७
24. अध्ययन उपपत्ती व अध्यापन - डॉ.सत्यवती राऊळ, नुतन प्रकाशन, पुणे-३०
25. भारतीय मानसशास्त्र अथवा पातंजल योगदर्शन - कोल्हाटकर कृष्णाजी दुलारी आवृत्ती प्रकाशक के.व्ही.एचळे मुंबई

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PAPER III
EDUCATIONAL PLANNING AND MANAGEMENT, EVALUATION
AND RESEARCH

Objectives

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

1. Discuss the meaning, need and scope of educational management.
2. Define the concept and meaning of curriculum and instructional strategies.
3. Explain the concept, meaning, scope and types of educational technology.
4. Describe the need and scope of educational research.
5. Discuss the meaning, scope and types of educational evaluation.

Course Content**Unit 1: Educational Management**

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

Unit 2: Instructional Strategies

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

Unit 3: Educational technology

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

Unit 4: Educational Evaluation

- a. Definition, Meaning, scope and types of evaluation.
- b. Various types of tests.
- c. Characteristics of a good test
- d. Planning and preparing – i) year -plan, ii) unit -plan, iii) lesson -plan, steps of lesson plan
 i) Introduction/set induction ii) statement of aim
 iii) Presentation, iv) Recapitulation, v) Application, (measurement of applicable objectives-application, skill and attitude) vi) Evaluation- (Measurement of knowledge and understanding) vii) Home work
- e. Preparing and designing of a standardized test-blue print, question forming, editing the test, marking scheme and scoring key, item analysis.
- f. Descriptive statistics, measures of central tendencies (Mean, Median, Mode);

- g. Standard Deviation, Quartile Deviations.
- h. Construction of different graphs and diagrams
- i. Correlation – Spearman's Rank difference Method.

Unit 5: Action Research

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

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23. Evaluation in schools-Dandekar W.N., Vidya prakashan Pune 30
24. Evaluation Measurement – Lind guise, America council of Education-Washington.

- 25. शैक्षणिक मूल्यमापन आणि संख्याशास्त्र - वा.ना.दांडेकर श्री विद्या प्रकाशन पुणे ३०
- 26. शिक्षणातील परिक्षण आणि मापन - प्रा.सौ.पाठक नुतन प्रकाशन पुणे.
- 27. शैक्षणिक मूल्यमापन चा.प.कदम, चौधरी, नुतन प्रकाशन, पुणे.
- 28. शैक्षणिक मूल्यमापनासाठी सुबोध संख्याशास्त्र ना.के.उपासनी के.व्ही.कुलकर्णी विद्या प्रकाशन पुणे.
- 29. मूल्यमापन तंत्र आणि मंत्र- डॉ.उपासनी जोशी वझे न.र.महाराष्ट्र पुणे.
- 30. पाठनियोजन - डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृत्तीय आवृत्ती २००५
- 31. शैक्षणिक संख्याशास्त्र - मस्के टी.ए.प्रज्ञा प्रकाशन संगमनेर.
- 32. शैक्षणिक संख्याशास्त्र - डॉ.के.एम.भांडारकर, नुतन प्रकाशन पुणे.
- 33. शिक्षणातील परिक्षण व मापन - प्रा.माणिक फाटक नुतन प्रकाशन पुणे.
- 34. शैक्षणिक व मानसिक मापन - डॉ.शेटकर, डॉ.शोभना जोशी--मृण्मयी प्रकाशन, औरंगाबाद.
- 35. शैक्षणिक मूल्यमापन आणि कृतिसंशोधन - डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन औरंगाबाद २००७
- 36. संगणक सहाय्यित अनुदेशन व अध्ययन - डॉ.शोभना जोशी, सौ.मेघना शिराढोणकर, मृण्मयी प्रकाशन, औरंगाबाद. २००७.

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Part I-B :
Paper - IV

Optional Papers - Methodology of School subjects
METHODOLOGY TEACHING - MARATHI

मराठी अध्यापन पद्धती

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.
१. मराठी भाषेचे अभ्यासक्रमातील स्थान व महत्त्व
मराठी भाषेचे अभ्यासक्रमातील-स्थान व महत्त्व,
मराठी भाषेचा इतर शालेय विषयांशी समवाय.
२. अभ्यासक्रम, पाठयक्रम व पाठ्यपुस्तक
अ. चांगल्या अभ्यासक्रमाची तत्वे
ब. मराठीच्या माध्यमिक व उच्च माध्यमिक स्तरावरील अभ्यासक्रमाची उद्दिष्टे व त्यांचा राष्ट्रीय उद्दिष्टांशी समवाय,
क. मराठीचा माध्यमिक व उच्च माध्यमिक स्तरावरील पाठयक्रम,
ड. चांगल्या पाठ्यपुस्तकाचे निकष
इ. पाठ्यपुस्तकाचे अभ्यासक्रम, पाठयक्रम व पाठ्य पुस्तकाच्या आधारे परीक्षण.
३. मराठी अध्यापनाची उद्दिष्टे व क्षमता -
अ. मराठी भाषेची भाषिक उद्दिष्टे (श्रवण, भाषण, वाचन व लेखन)
ब. इतर क्षेत्रे (आकलन, भाषेचा व्यवहारात उपयोग, कार्यात्मक व्याकरण, स्वयंअध्ययन, शब्दसंपत्तीवर प्रभुत्व) उद्दिष्ट व क्षमतांच्या विकासाची उद्दिष्टे, अध्ययन अनुभव आणि मूल्यमापन.
क. मराठीच्या वर्गाध्यापनाची उद्दिष्टे व त्यांचे मूल्यमापन
४. मराठीच्या विविध अध्यापन पद्धती शैक्षणिक साधने व अध्यापन सामुग्री
अ. मराठीच्या विविध अध्यापन पद्धती - व्याख्यान, कथाकथन, कथन, नाट्यीकरण, चर्चा, उद्गामी-अवगामी,
प्रकल्प, स्वाध्याय, भूमिकाभिनय.
ब. शैक्षणिक साधने व अध्यापन सामुग्री - फलक, चित्रे, तक्ते, रेडिओ, ध्वनिमुद्रित, व्हिडिओ, ध्वनिफिती, चित्रफिती, शब्दपट्ट्या, कात्रणे, भाषासंगणक, इंटरनेट, संगणक सहाय्यीत अनुदेशन व अध्ययन - पॉवर
पॉइंटच्या साह्याने सादरीकरण तयार करणे, प्रत्यक्ष सादरीकरण.
क. 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.
५. मराठीतील साहित्य प्रकार व मराठीचा शिक्षक
मराठीतील प्रमुख साहित्य प्रकारांचे स्वरूप व वैशिष्ट्ये -
अ. गद्य- कादंबरी, कथा, लघुकथा, निबंध, आत्मचरित्र, दलित साहित्य, ग्रामीण साहित्य, नाटक.
ब. पद्य- संतकाव्य, पंतकाव्य, ओवी, अभंग, पोवाडा, लावणी, भावगीत, आधुनिक कविता, नवकाव्य.
मराठीचा शिक्षक - चांगल्या मराठीच्या शिक्षकातील गुण वैशिष्ट्ये.

क. 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. कूंडले
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. बोंदाई कैलास, डॉ. ह. ना. जगताप व डॉ. वि. रा. भिंताडे नुतन प्रकाशन पुणे.
१५. मराठीचे अध्यापन - डॉ. सुरेश करंदीकर

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METHODOLOGY TEACHING - HINDI

हिंदी अध्यापन पद्धती

उद्देश -

१. शालेय पाठ्यक्रम में हिंदी का स्थान समझ लेने में सहायता करना |
२. माध्यमिक पाठशाला में दूसरी भाषा के रूप में हिंदी सिखाने के उद्देश को समझ लेने में मदद कराना |
३. हिंदी भाषा शिक्षा की विभिन्न प्रणालियों समझ लेने में मदद करना |
४. हिंदी भाषा शिक्षा के विविध अंगों का अध्यापन करने की विधि अवगत करना तथा भाषा कौशल प्राप्त करने में मदद करना |
५. हिंदी भाषा शिक्षक के गुणों को समझ लेने में और गुणों को प्राप्त करने में मदद करना |
६. शिक्षा साधनों का महत्त्व तथा उनके लाभ समझने में मदद करना |
७. पाठ्यपुस्तक की विशेषताएँ तथा उनका आलोचनात्मक अध्ययन करने की क्षमता प्राप्त करना |

घटक - १ हिन्दी भाषा शिक्षा का महत्त्व और उद्देश्य

- अ. हिन्दी भाषा शिक्षा के व्यापक उद्देश्य -राष्ट्रीय, सांस्कृतिक, साहित्यिक तथा व्यावहारिक
- ब. राष्ट्र भाषा और संपर्क भाषा के रूप में तथा महाराष्ट्र राज्य माध्यमिक शाला पाठ्यक्रम में त्रिभाषा सूत्र के अनुसार हिंदी का स्थान एवं महत्त्व
- क. हिन्दी का अन्य विषयों से संबंध

घटक -२ पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक

- अ. अच्छे पाठ्यचर्या निर्माण के तत्व
- ब. माध्यमिक और उच्च माध्यमिक स्तरपर हिन्दी पाठ्यचर्या के उद्देश्य
- क. माध्यमिक और उच्च माध्यमिक कक्षाओंका पाठ्यक्रम
- ड. अच्छे पाठ्यपुस्तककी विशेषताएँ
- इ. पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक के आधारपर माध्यमिक स्तरपर एक पाठ्यपुस्तक का परीक्षण

घटक -३ हिंदी भाषा शिक्षाके विविध अंगोंका अध्यापन

- अ. गद्य, पद्य, व्याकरण, रचना का अध्यापन
- ब. श्रवण, भाषण, वाचन, लेखन भाषा के इन अंगों के अध्यापन के उद्देश्य, अध्ययन अनुभूती और मूल्यमापन
- क. हिंदी भाषा शिक्षाके कक्षा अध्यापन के उद्देश्य, उनका स्पष्टीकरण और उद्देश्यों का मूल्यमापन

घटक -४ भाषा शिक्षा की प्रणालिया और, शिक्षा साहित्य

- अ. प्रणालियाँ -स्वाभाविक प्रणाली, व्याकरण-अनुवाद प्रणाली, डॉ.वेस्ट प्रणाली, गठन प्रणाली, समन्वयात्मक प्रणाली
- ब. शिक्षासाहित्य - चित्र, तासिका, प्रतिकृति, नकशा, रेखाचित्र, श्यामपट, फ्लैनेल बोर्ड, रेडिओ, टेपरेकॉर्ड, रेकॉर्ड प्लेअर, दूरदर्शन शैक्षणिक सिनेमा, ओ.एच.पी., पारदर्शिका
- क. तकनिक - भाषिक खेल, भाषिक पतियोगिता, कार्यशाला, भाषा मंडल, पुस्तक प्रदर्शनी, भित्ती पत्रक, हिंदी दिवस
- ड. हिंदी भाषा शिक्षा के अनुदेशन और अध्ययन में संगणक का उपयोग - पॉवरपॉइंट के आधारपर सादरीकरण तयार करना और सादर करना.

घटक -५ हिन्दी भाषा के प्रमुख साहित्य और हिन्दी शिक्षक

१. हिन्दी भाषा के प्रमुख साहित्य
गद्य-कथा, नाटक,एकांकी,निबंध,उपन्यास, आत्मकथा,पद्य-संतकाव्य,दोहे,पद,भक्तिगीत,ठकोसला.
२. हिन्दी भाषा शिक्षक के गुण
हिन्दी शिक्षक की आशयज्ञान अभिवृद्धी (पाठ्यघटकनुसार जरूरी ज्ञान संपादन करना)

प्रात्यक्षिक कार्य -

१. इकाई नियोजन करना
२. भाषा इकाई की कसौटी तयार करना
३. किसी एक कक्षा के पाठ्यपुस्तक का परीक्षण करना
४. एक पाठ्यघटक संगणक के आधार पर पाठ लेना

5. संगणक के आधार से पाठनियोजन करना
6. पावरपॉइंट का उपयोग करके सामग्री तयार करना

संदर्भ ग्रंथ सूची -

1. भाषा शिक्षा की विधियों और पाठनियोजन लक्ष्मीनारायण शर्मा- विनोद पुस्तक मंदिर आगरा.
2. हिन्दी भाषा शिक्षा भोलेनाथ तिवारी और भाटिया
3. भाषा शिक्षण - रवीन्द्र श्रीवास्तव (मैकमिलन कंपनी)
4. हिन्दी अध्यापन पद्धत - डॉ. स. रा. केणी - कुलकर्णी व्हीनस प्रकाशन पुणे.
5. हिन्दी व्याकरण - कामता प्रसाद गुरु, नागरी प्रचारिणी सभा, काशी
6. राष्ट्रभाषा का अध्यापन साठे ग.न.प्रा.महाराष्ट्र भाषा सभा.
7. हिन्दी भाषा की शिक्षाविधि - रघुनाथ सफाया पंजाब किताब घर, जालंदर
8. हिन्दी भाषा की शिक्षा विधि - सिन्हा, शुक्ल प्रसाद, दिल्ली पुस्तक सदन, दिल्ली
9. हिन्दी भाषा शिक्षा - रामनारायण शनीप्रसाद, अलाहाबाद
10. हिन्दी भाषा शिक्षण - भाई योगेन्द्र जीत, विनोद पुस्तक मंदिर आगरा
11. भाषा की शिक्षा - पं सीताराम चतुर्वेदी हिन्दी साहित्य कुटीर वाराणसी
12. भाषा की शिक्षा विधियों पाठनियोजन भाग 1, 2 लक्ष्मीनारायण शर्मा विनोद पुस्तक मंदिर आगरा.
13. हिन्दी शिक्षण अभ्यास - लक्ष्मीनारायण अग्रवाल आगरा-2
14. हिन्दी शिक्षण - डॉ. रामशुक्र पांडेय, विनोद पुस्तक मंदिर आगरा
15. मातृभाषा शिक्षण - के क्षत्रिय, विनोद पुस्तक मंदिर आगरा.
16. पाठनियोजन डॉ. शेटकर, डॉ. श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती 2004
17. वर्गाध्यापनाच्या उद्दिष्टांचे मूल्यमापन - मृण्मयी प्रकाशन - 2006
18. हिन्दी शिक्षण - तालरमण बिहार, सरताली प्रकाशन नेरळ
19. हिन्दी अध्यापन पद्धती - सी.म. तिवारी नुतन प्रकाशन पुणे
20. हिन्दी कैसे पढाएं - रा. तु. भगत, इंडियन इन्स्टिटयुट ऑफ एज्युकेशन पुणे
21. राष्ट्रभाषा का सरल व्याकरण भाग 1, 2, 3- राष्ट्र भाषा प्रचार समिती, वर्धा
22. हिन्दी भाषा का सरल व्याकरण - डॉ. भोलानाथ तिवारी, राजकमल प्रकाशन दिल्ली.
23. हिन्दी अध्यापन पद्धत प्रा. वा. स. वोंवे नुतन प्रकाशन, पुणे.
24. द्वितीय भाषा हिन्दी, विषय ज्ञान एवम अध्यापन पद्धती, डॉ. अरविंद दुनाखे, डॉ. अंशमती दुनाखे नुतन प्रकाशन पुणे.

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METHODOLOGY OF TEACHING - ENGLISH

OBJECTIVES:

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

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

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

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

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

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

- a. Methods-lecture, discussion, Inductive-deductive, Project, and their application in teaching.

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

Unit – IV English Teacher

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

PRACTICUM:-

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

6. Recommended Books (English)

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

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METHODOLOGY OF TEACHING - SCIENCE

OBJECTIVES :

Student teacher to have the ability to :

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

Unit – I Nature and Scope of Teaching of Science.

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

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

- a) Curriculum and resorce Utilisation
- b) Approaches to Curriculum 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 – III Methods, support material and Co-curricular activities.

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

Unit – IV Science Teacher

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

Practicum –

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

Recommended Books :

1. Teaching science in today's secondary schools – Walter A- Thuber, prentice Hall of India (Pvt.Ltd.) New Delhi
2. The Teaching of science in secondary schools science master's Association.
3. The Teaching of physics and chemistry in India – Ghanshamadas.
4. Source book of science – UNESCO
5. Teaching of science – T.S.Nagpal
6. Teaching of science – Sharma & Sharma
7. Teaching of general science in Topical secondary school – H.N. Sanders. UNESCO
८. शास्त्र आशययुक्त पध्दती - प्रा.चारुदत्त कदम / प्रा.कै.गु.बौदार्ड
९. शास्त्राचे अध्यापन - ल.रा.गद्रे
१०. शैक्षणिक मूल्यमापन व संख्याशास्त्र - वा.ना.दांडेकर
११. पाठ नियोजन - जोशी अ.न. सुरवसे म.पं.पाटील व दा.य.च.म.मुक्त विद्यापीठ नाशीक २००२
१२. पाठनियोजन डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
१३. शास्त्रकसे शिकवावे - गो.प्र.सोहनी
१४. शास्त्राचे अध्यापन वनारसे, दिघे पाटनकर
१५. शिक्षक हस्तपुस्तिका - महाराष्ट्र राज्य पाठ्यपुस्तक मंडळ, पुणे.
१६. शास्त्र अध्यापन - प्रभाकर हकीम
१७. विशेष अध्यापन पध्दती विज्ञान य.च.म.मुक्त विद्यापीठ, नाशीक
१८. विज्ञानाचे आशययुक्त अध्यापन - डॉ.प्रभाकर हकीम नुतन प्रकाशन पुणे.

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METHODOLOGY OF TEACHING - MATHEMATICS

COURSE OBJECTIVES

To enable the pupil teacher to :

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

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

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

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

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

Unit - III Methods, models, support material

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

Unit – IX The teacher of mathematics –

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

PRACTICUM:-

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

7. Paper a Power point presentation.

Recommended Books (mathematics):

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.
७. गणित जगतकी सैर - शर्मा
८. गणिताचे अध्यापन - व.पा.देशमुख
९. गणितातील गमती जमती - मुनोर चा.पा., नरेकर
१०. गणित कसे शिकवावे - ल.रा.गद्रे
११. वैदिक गणित - वा.प. कुलकर्णी
१२. गणिताचा शिक्षक - म.ना.झोले
१३. गणिताचे अध्यापन - रा.मो.कुट
१४. गणित अध्यापन पध्दती - ओक राऊत
१५. विशेष अ.प.गणिताचे अध्यापन - य.च.म.मुक्त वि. नाशीक
१६. गणिताचे अध्यापन डॉ.द.बा.पोंक्षे, प्रा.मखीजा नुतन प्रकाशन पुणे.
१७. गणित अध्यापन पध्दती - ह.ना.जगताप
१८. जोशी अ.प.सुरवसे म.प., पाटील ब.दा.पाठ नियोजन य.च.म.मुक्त वि. नाशीक
१९. पाठनियोजन डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
२०. गणित - आशययुक्त अध्याग्न - डॉ.ह.ना.जगताप, नुतन प्रकाशन पुणे.
२१. गणित अध्यापन व आशययुक्त अध्यापन पध्दती - डॉ.द.बा.पोंक्षे व प्रा.मखीजा नुतन प्रकाशन पुणे.

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METHODOLOGY OF TEACHING - GEOGRAPHY

COURSE OBJECTIVE

To enable the pupil teacher to :

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

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

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

UNIT II – CURRICULUM, SYLLABUS, TEXTBOOKS AND CONTENT

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

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

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

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

Unit IV - THE TEACHER OF GEOGRAPHY

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

PRACTICUM :**Any one of the following :**

1. Preparation of unit-test.
2. Preparation of one teaching aids.
3. Critical analysis of any one text-book for Geography.
4. Prepare the subject structure.
5. Excursion and its report.
6. Preparation of year plan & Unit plan.
7. Prepare computer assisted lesson.
8. Prepare a power point presentation for any school level teaching unit in Geography.

Recommended Books:

1. Teaching of Geography, Shaيدا B.D., Sharma J.C. Dhanpat Rai & Sons, Delhi.
2. Geography and Education – Mukherji S.P., Jiwan Jyoti Prakashan, Darajeeling.
3. Geography Teaching – Varma O.P. & Vedanayagan E.G., sterling publishers, Jullunder.
4. Teaching Geography-Arora K.L., Prakash Brothers, Ludhiyana.
5. Principles and practice for Geography Teaching – Barnard, University tutorials press, London.
6. Becoming Better Teacher – Mirco Teaching Approach, Pary H.K., Sahitya Mudranalaya, Ahmadabad.
7. Models of Teaching – Bruce & Joyce & Marsha will.
८. सूक्ष्म अध्यापन म.राज्य पाठ्यपुस्तके मंडळ, पुणे.
९. दांडेकर वा.ना.शैक्षणिक मूल्यमापन
१०. पौंक्षे द.बा.भूगोल य.च.म.मुक्त वि.नाशीक
११. पाटनकर वा.वि.भूगोलाचे अध्यापन मॉडर्न बुक डेपो, पुणे.
१२. बापाट भा.गो.भूगोल अध्ययन व अध्यापन, व्हिलस प्रकाशन पुणे.
१३. पौंक्षे द.बा.भूगोलाचे अध्यापन नुतन प्रकाशन पुणे ३०
१४. पाटील उषा, जोशी सुरेखा - आशययुक्त अध्यापन पध्दती - तंत्र भूगोल, एस.एस.जोशी प्रकाशन नाशीक
१५. पाठनियोजन डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
१६. भूगोल आशययुक्त अध्यापन पध्दती २००२ य.च.म.वि.नाशीक
१७. देशपांडे करंदीकर सूक्ष्म अध्यापन
१८. वाशीकर सूक्ष्म अध्यापन
१९. फडके वासंती - अध्यापनाची प्रतिमाने
२०. डॉ.पौंक्षे द.बा.भूगोलातील पाठयांश - पध्दती एकात्मता नुतन प्रकाशन पुणे ३०
२१. प्रा.पाटील गजानन, भूगोलाचे आशययुक्त अध्यापन पध्दती निराली प्रकाशन पुणे.
२२. विशेष अध्यापन पध्दती भूगोल य.च.म.मुक्त विद्यापीठ, नाशीक
२३. दृष्टिक्षेपात स्पेशल मेथड भूगोल - सौ.शैलजा सांगळे नुतन प्रकाशन, पुणे.

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METHODOLOGY OF TEACHING - HISTORY

Objectives :-

To enable student teacher to,

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

Unit – I Nature, Importance & place of History

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

Unit – II Aims, objectives and values of teaching History

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

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

Methods –

- | | |
|---------------------------------------|----------------------|
| 1) story telling | 5) Lecture Method |
| 2) Source Method | 6) Discussion method |
| 3) Project Method | 7) Narration Method |
| 4) Dramatization and role play Method | |

Model – Enquiry training model.

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

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

Support System –

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

Unit – IV The role of the Teacher

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

Practicum

Any one of the following.

1. Preparation of unit test.
2. Preparation of one teaching Aid.
3. Critical study of any one book of std.IX & X

4. Visit to historical place and report it.
5. The subject structure.
7. Preparation of one unit plan for computer assisted instruction.
8. Prepare a power point presentation for any school level teaching unit in History.

Recommended Books (History):

1. The teaching of history – V.P.Ghale
2. Teaching of history – Nirmal Yadav.
3. Teaching of history – B.D.Shaida & Saheb Singh
4. The teaching of history – S.K.Koachar.
५. इतिहास कसा शिकवावा - शं.दा.चितळे - अनाथ विद्यार्थी प्रेस पुणे
६. इतिहासाचे अध्यापन - धारुरकर व पारसनीस - व्हीनस प्रकाशन पुणे
७. इतिहासाचे अध्यापन - व.आ.निरंतर मॉर्डन बुक पुणे
८. इतिहासाचे अध्यापन - वी.पा.बोकील - चित्रशाळा प्रेस पुणे
९. इतिहासाचे अध्यापन - श्री.मा.पत्की
१०. पाठनियोजन डॉ.शेटकर, डॉ.श्रीमती जोशी - मृण्मयी प्रकाशन, औरंगाबाद तृतीय आवृत्ती २००५
११. इतिहासाच्या अध्यापनाच्या दिशा - कृ.द.वेदरकर - निळकंठ प्रकाशन पुणे
१२. पाठनियोजन - जोशी अ.न.सुरवसे म.पं.पाटील व.दा. य.च.म.मु.वि.नाशीक
१३. इतिहास शास्त्र आणि कला - वि.द.घाटे
१४. इतिहासाचे अध्यापन एक दृष्टिकोन - प्रा.द.म.हजीरनीस
१५. इतिहासाचे अध्यापन - अरविंद दुनाखे - नुतन प्रकाशन पुणे
१६. इतिहासाचे अध्यापन - चिं.ह.तिवारी - नुतन प्रकाशन पुणे

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Part: I – C) SPECIALIZATION PAPERS**Paper – V****FACILITATING DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT****Objectives**

After studying this paper, the student teachers are expected to be able to:

1. Describe the importance of various aspects related to the concepts communication and of language.
2. Explain various methods, principles and techniques of language teaching / development
3. Discuss the roles and responsibilities of the various functionaries in language development.
4. Describe various models and ways to develop and assess literacy skills.
5. Describe the theoretical base of language assessment.

Course content**Unit 1: Communication and Language - Definition and Scope .**

- 1.1 Definition and scope of communication.
- 1.2 Definition, nature and functions of language
- 1.3 Biological and psychological foundations of language
- 1.4 Prerequisites and developmental phases in non impaired children.
- 1.5 Concept of critical period and early intervention for language acquisition

Unit 2: Communication Methods and Techniques

- 2.1 Principles of developing language in the HI
- 2.2 Options in Linguistic Communication for the HI
(Philosophy, justification, advantages & disadvantages, types & programmes in India)
 - a) Oralism -Auditory Oral Education (AOE), Auditory Verbal Education (AVE) – (Unisensory and Multi-sensory Approaches)
 - b) Total Communication (TC) (simultaneous use of speech and Sign System)
 - c) Educational Bilingualism (use of Sign Language and literacy of verbal language)
- 2.3 Methods of teaching language to children with Hearing Impairment
 - a) Natural method: Concept and the principles (Groht- 1977 & others)
 - b) Structural method: Concept and the principles (eg Fitzgerald key and APPLE TREE)
 - c) MRM and Other Combined Method: Concept & Principles (Uden 1977 and others)
- 2.4 Techniques of teaching language to children with Hearing Impairment:
 - a) News/Conversation b) Story telling c) Directed activity
 - d) Visit e) Free play f) Picture description
 - g) Dramatization h) Poems i) Unseen passages
- 2.5 Role of Text Book in School Education with special reference to HI

Unit 3: Role of Functionaries .

- 3.1 Functionaries: Families, professionals / para-professionals community and media
- 3.2 Role of team work and Parent-teacher partnership in the process of language development
- 3.3 Importance and methods of parent guidance, counseling and home-training
- 3.4 Sociological implications: attitudes of siblings, peers, parents, teachers and community
- 3.5 Community awareness and role of care givers in residential special and inclusive set up.

Unit 4: Literacy: Reading and Writing

- 4.1 Literacy: meaning and pre requisites; challenges with children with HI
- 4.2 Models of reading (Top Down, Bottom-Up & Interactive)
- 4.3 Reading readiness (pre-reading skills)

4.4 Development of independent reading comprehension.

a) Goals and Importance of Reading

b) Classification of Reading –

b.1) According to goal - (Functional, Recreational, Remedial and Developmental)

b.2) According to Method - (Loud Reading, Silent Reading)

c) Methods of Teaching, Reading - Traditional and Recent Methods.

4.5 Development of writing

a. Prewriting skill development

b. Development of writing {look and write: copying, listen and write: dictation, prompted writing, memorized writing, independent, spontaneous writing}

c. Assessment of writing: various parameters like productivity, complexity, surface mechanics etc

Unit 5: Assessment of language at different levels

5.1 Meaning, definition and scope of language assessment (vocabulary and syntax)

5.2 Language assessment & language text book examination, Similarities and Differences

5.3 Types of assessment (Standardized/ formal, informal tests and their selection)

5.4 Teacher Made Tests at different levels

5.5 Classroom assessment techniques

5.5.1 Knowledge based/language based

5.5.2 Open ended/close ended

5.5.3 Direct/Indirect/inferential

Reference books

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2. Garretson, M. (1976). Total Communication. Volta Review 78, 4, 88 - 95.
3. Goetzinger, C.P. (1978). The psychology of hearing impairment. In Katz, J. (ed). Handbook of Clinical Audiology London: Williams and Wilkins.
4. Kadar, Fatima, Gorawar Pooja and Huddar Asmita (2002). Communication Options Available for the Deaf: The Indian Scenario in The Journal of the Indian Speech and Hearing Association, Vol -16 -
5. Lynas, Windy (1994). Communication Options, Whurr Publications: England.
6. Oliver, M. (1990). The Politics of Disablement. London: Macmillan.
7. Paul, Peter, V. and Quigley, Stephen P (1994) Language and Deafness. Singular Publishing: California.
8. Quigley, Stephen P and Kretschmer Robert E. (1982). The Education of the Deaf Children: University Park Press.
9. Vashishta, Madan; Woodward, James and Santis, Susan (1980). In Introduction to Indian Sign Language, All India Federation of the Deaf publication.
10. Zeshan, Ulrike, (2000), Sign language in Indo-Pakistan, John Benjamin: PA
11. Zeshan, Ulrike, Language-Sign Language - Indian Sign Language Common wrong beliefs about sign language: Publication of ISL Cell, AYJNIHH.
12. Lyons J. (1995) 'Theoretical Linguistics' Cambridge University press
13. Palmer an Yantis (1990) Communication Disorders.
14. Quigley & Paul (1984) Language and Deafness College - Hill Press Inc. California.
15. Yule George (1997) 'The study of language' Cambridge University Press.
16. Brown, Roger, (1973) First language: Early stages.
17. Gee, James Paul, (1990). An Introduction of Human Language, Prentice Hall: New Jersey.
18. Ingram, David, (1989). Child Language Acquisition. Cambridge University Press: New York.
19. Owens, Robert, (2001). Language Development: An Introduction. Allen and Baum: MA
20. Parmler, John M, and Yantis, Philip A. (1990). Survey of Communication Disorders. Williams and Wilkins: London.

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22. Huddar, Asmita (2201). Language Assessment Practices in Education of Children with Hearing Impairment. (Unpublished Dissertation)
23. Karanth, Prathiba. (1993). Growth of Language & Language Pathology in India: Evaluation, Current status & Future Trends. Speech Hearing In India: Thirty years. 53 – 60. Methuen and company: London.
24. Paul, Peter V. Quigley Stephen P. (1994). Language & Deafness. Singular publishing: San Diego.
25. Poham, James. W. (1993). Educational Evaluation. New Jersey: Prentice Hall.
26. Sanders, Derek A. (1993). Management of Hearing. New Jersey: Prentice Hall Inc.

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PAPER - VI

AUDIOLOGY AND AURAL REHABILITATION

Objectives

After studying this paper, the student teachers are expected to be able to:

1. Describe the Anatomy and Physiology of the ear.
2. Describe the theory behind Operating an Audiometer and assessing the hearing loss in adults, infants and children.
3. Explain the functions, types and parts of hearing aids.
4. Enumerate the use of hearing aids to compensate for the hearing impairment and development of language.
5. Discuss the concept, need and stages of auditory training to facilitate development of spoken language
6. Link the above theory with educo-audiological issues and decision making

Course content

Unit 1: Hearing Mechanism

- 1.1 Basic Anatomy and Physiology of hearing mechanism
- 1.2 Types of hearing impairment (hard of hearing, deaf, pre-lingual, post-lingual, sensory-neural, conductive, Functional, Central).
- 1.3 Hearing loss - prenatal, perinatal, postnatal causes, prevention
- 1.4 Early identification of hearing loss - its importance, tests (subjective and objective) and other methods available.
- 1.5 Impact of earlier identification / intervention on overall development.

Unit 2: Audiometry

- 2.1 Sound, propagation of sound and parameters of sound, zero dB reference for pressure and power
- 2.2 Pure tone audiometry and speech audiometry, use of masking - parts and use of audiometers
- 2.3 Free field audiometry, aided and unaided audiograms
- 2.4 Interpretation of audiogram, concept of speech banana, basic and educational implications
- 2.5 Case reports and their interpretation in relation to educational decision making like mode of communication, type of educational setting and educational goal setting etc

Unit 3: Amplification Devices and Cochlear implant

- 3.1 Parts of a hearing aid, their functions
- 3.2 Types and trouble shooting of hearing aids / ALDs, (Body worn, B.T.E., in the ear and Programmable hearing aid); and Parameters for determining good quality of Hearing aids
- 3.3 Importance of ear moulds, Types of ear moulds
- 3.4 Recent Development in medical intervention, Cochlear Implant: Important, meaning, types and importance.
- 3.5 Training parents regarding use, care and maintenance of hearing aids and moulds

Unit 4: Setting up and Audiological Management of special and inclusive classrooms

- 4.1 Setting up of a classroom for children with hearing impairment and Classroom acoustics: S/N ratio, ways to improve it
- 4.2 Adjustments of children with various degrees of loss in one group
- 4.3 Classroom amplification devices, Group: hard-wire system, induction Loop system, FM system, infrared system, Individual: speech trainer
- 4.4 Care and Maintenance of all group hearing aid systems
- 4.5 Comparison between group hearing aid systems and individual hearing aids

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Unit 5: Auditory Training

- 5.1 Auditory training: definition, meaning and scope, and benefits of auditory training and auditory physiology, 7 sound tests.
- 5.2 Stages of Auditory Training-Detection, discrimination, identification, comprehension using gross sounds, environmental sounds and speech
- 5.3 Discrimination and comprehension of non speech and speech sounds using segmental, non segmental and supra segmental features
- 5.4 Importance of Auditory training in the comprehension of spoken language
- 5.5 'Auditory learning' listening training and uni-sensory approaches

Reference books

1. Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press, 1978.
2. Dale, P. Language development, New York Holt Rinehart & Winston 1976.
3. Templin, M., Certain language skills in children. Minneapolis University of Minnesota Press, 1957.
4. Trantham, C., & Pederson, Normal language development. Baltimore Williams & Wilkins Co., 1976.
5. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Rwo, 1977.
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7. Travis, E. (Ed) Handbook of speech pathology. Englewood Cliffs NJ Prentice Hall, 1971.
8. Winitx, H. From Syllable to conversation. Baltimore: University Park press, 1975.
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11. O'rourke, T., A basic course in manual communication, Siller Spring MD National Association of the Deaf, 1970.
12. Sanders, D.A., Aural Réhabilitation. Englewood Cliffs, N.J: Prentice-Hall, 1971.

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PAPER - VII

INTRODUCTION TO SPEECH AND SPEECHTEACHING TO THE CHILDREN WITH HEARING IMPAIRMENT

Objectives

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

1. To acquaint the student teacher with the Anatomy and Physiology of the Articulatory system.
2. To acquaint the student teacher with the normal development of speech.
3. To acquaint the student teacher with the development of speech in a Hearing Impaired child.
4. To acquaint the student teacher with the disorders in the speech of Hearing Impaired children.
5. To acquaint the student teacher with methods of correcting the disorders in the Speech of the Hearing Impaired, individually and in the classroom.

Course content:

Unit 1 Speech Mechanism .

- 1.1 Definition and functions of Speech
- 1.2 Anatomy and Physiology of the Respiratory, Phonatory, Articulatory, Resonatory systems
- 1.3 Speech as an overlaid function
- 1.4 Mechanism of breathing, breathing for speech, vocal cord adjustments
- 1.5 Prerequisites for the production of speech

Unit 2: Normal Speech - Production and Reception

- 2.1 Characteristics of Speech, , parameters of speech
- 2.2 Segmental, Non-Segmental and Supra-segmental aspects of speech (voice, duration, pitch, loudness, quality, rhythm, rate, intonation, stress, accent, phrasing, pause)
- 2.3 Speech Intelligibility: meaning, assessment and improvement
- 2.4 Multi-sensory speech reception: hearing-only, hearing and vision, hearing and touch, vision and touch
- 2.5 Technology for assessment and teaching of speech

Unit 3: Phonetics

- 3.1 Definition of phonology and phonetics
- 3.2 Description and classification (Vowels, Consonants and Diphthongs) of Speech sounds
- 3.3 Introduction to I.P.A. with reference to phonemes of regional languages
- 3.4 Relevance of Phonetics in the correction of speech of Hearing Impaired children
- 3.5 Speech profile of typical Indian children with hearing impairment

Unit 4: Speech Perception, Production and Evaluation

- 4.1 Perception of Speech with and without Hearing Aid. Development of speech in a child with the hearing impairment
- 4.2 Description and classification of speech error present in the speech of a hearing impaired child (Problems relating to voice, articulation, breathing or supra-segmental)
- 4.3 Assessment of voice - vocalization, duration, loudness, pitch and voice quality
- 4.4 Assessment of speech sounds (articulation) vowels, consonants, diphthongs
- 4.5 Planning for correction of the error detected. (Lesson Plan)

Unit 5: Remedial Measures

- 5.1 Models of speech teaching (developmental and correctional)
- 5.2 Stages of speech teaching developed by Ling ()
- 5.3 Consonant and vowel correction: Place, manner and voicing; deviant patterns
- 5.4 Use of auditory global method and multi-sensory approach and electronic visual, (Such as voice lite, mirror), tactile aids for development /for correction of speech
- 5.5 Individual speech teaching and classroom speech teaching activities

Reference books

1. Bender, R., The conquest of deafness. Cleveland, OH Western Reserve University, 1985.
2. Davis, J., (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.

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3. Davis, H., Silverman, S.R., Hearing and deafness, New York Holt, Rinehart & Winston, 1970.
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