

SYLLABUS
Syllabus For B.Ed.[Hearing Impaired]
Pune University, Pune

1. Objectives of the Course:

The B.Ed. (Special Education) programme aims to develop teachers for children with disabilities for various settings. The B.Ed. (Special Education) course will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs.

The B.Ed. (Special Education) programme aims to prepare the students for the following:

- (i) To acquire knowledge about change in the prevailing and emerging Indian society in view of recent trends in education and national development.
- (ii) To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.
- (iii) To develop skills and competencies to cater to the needs of children with disabilities in general and special class settings in particular, in cognitive, affective and skill domains.
- (iv) To equip in various techniques of teaching and evaluation in special and inclusive set up.

2. General Framework of the Course:

The B.Ed special education course consists of theory papers as per the following scheme:

Common Papers	: 4
Specialization Papers	: 3
Methodology Papers	: 2 (Methods related to specialization)

3. Duration of the Course:

The duration of the course is one academic year.

4. Distribution of Time for Theory and Practical Work:

The course should be spread over a period of 220 days (minimum) with 1320 working hours in addition to the examination and admission days. The distribution of working hours for the theory and practical is suggested as follows:

Sr. No.	Area	Hours	Marks
1	Core	22%	18%
2	Specialization	17%	13%
3	Methodology	11%	09%
4	Practicum	50%	60%
TOTAL		100%	100%

5. Eligibility For Admission:

A candidate should have passed the bachelor's Degree/Master Degree of any University recognized by University Pune, with at least 50% marks and should have offered at least one school subject at the first and /or second degree level as principle or subsidiary or allied or optional subject. [School subject means the subject included in the syllabus of secondary/higher secondary level in Maharashtra State.] Relaxation of 5% marks will be given to the candidates belonging to S.C&S.T and other notified categories as per Government Rules.

a) Selection Procedure:

Admission to the eligible candidates will be given as per the selection procedure laid down by the State Government of Maharashtra from time to time.

b) Eligibility Norms for appearing at B. Ed. (Hearing Impaired) Examination:

Student teachers should have kept two terms with at least 90% attendance at the periods. In college for both the terms. He should have completed all the practical work expected in all parts of the syllabus up to the satisfaction of the Principal. He should have obtained such a certificate from the Principal of the college. Unless and until he obtains such a certificate he will not be allowed to appear for University Examination.

6. Examination/ Evaluation:

A candidate appearing for B.Ed. (Hearing Impaired) course will be evaluated for the Degree of Bachelor of the education of Hearing Impaired B.Ed [H.I.] in the manner given bellow.

(A) External Examination [University Level Examination]:

Sr. No		Part No.	Particulars	Marks	Total Marks
1	Theory				800
		Part I	Nine Theory Papers	720	
		Part II	Internal test and Tutorials	80	
2	Practical				800
		Part III	Practice Teaching/ Classroom Placement	330	
		Part VI	Capacity Building of the Teachers Trainees	170	
		Part V	Academic Skill Development	300	
			Total	1600	1600

University will conduct this examination at the end of the year for all nine theory courses in part I and evaluation will be done on the basis of the marks obtained by the students.

7. Weightage in terms of hours:

Sr. No.	Theory Papers		
1.	Common Papers	4x60 Hours	240 Hours
2.	Specialization	3x60 Hours	180 Hours
3.	Methodology	2x60 Hours	120 Hours
4.	Practical Work		780 Hours
		Total	1320Hours

8. Passing Minimum:

The minimum marks for passing in the theory papers are 40% in each theory paper, 50% in practical and 50% in aggregate.

9. Nature of Evaluation:

Examination	External	Internal
Theory	80%	20%
Practical	20%	80%

10. Marks for Theory Part I (Total Marks 800):

A. Theory Part I (Total Marks 720):

Paper		Title of the Paper	Total Marks
1. Common Papers	Core Paper 1	Nature And Needs Of Various Disabilities -An Introduction	80
	Core Paper 2	Education In India: A Global Perspective	80
	Core Paper 3	Educational Psychology And Persons With Disabilities	80
	Core Paper 4	Educational Planning And Management, Curriculum Designing And Research	80
2. Specialization 1 Papers	Specialization 1 Paper 1	Facilitating Development Of Language And Communication Skills In Children With Hearing Impairment	80
	Specialization 1 Paper 2	Audio logy And Aural Rehabilitation	80
	Specialization 1 Paper 3	Introduction To Speech And Speech Teaching To The Children With Hearing Impairment	80
3. Specialization 2 Papers	Specialization 2 Paper 1	Method And Contents Of Marathi /English /Hindi	80
	Specialization 2 Paper 2	Group1 Methods And Contents Of History And Geography OR Group2 Method And Contents Of Mathematics And Science OR Group3 Method And Contents Of Mathematics And Geography	80
		Total Marks	720

B. Theory Part II (Total Marks 80):

Particulars	Marks	Total
Tutorials	40	80
Test	40	

11. Marks for Practical (Part III, Part IV & Part V) (Total Marks 800):

Practical Area	Total Marks
Part III : Practice Teaching/ Classroom Placement	330
Part IV : Capacity Building of the Teachers Trainees	170
Part V : Academic Skill Development	300
Total	800

Part III : Practice Teaching/ Classroom Placement:

Practical Area	Total Marks
a. School Observation	50
b. Practice Lessons	180
c. Microteaching Lessons	40
d. IEP Lessons	60
Total	330

Part IV: Capacity Building of the Teachers Trainees:

Practical Area	Total Marks
a. Language and Communication Skills of the teacher trainees	40
b. Disability orientation for the teachers in inclusive schools	15
c. Evaluating learning environment in inclusive schools	15
d. Community Based Rehabilitation	30
e. Adaptation of teaching strategies and evaluation	20
f. Parent Empowerment	10
g. Visits to Rehabilitation institutes	20
h. Preparation of Teaching Aids	20
Total	170

Part V: Academic Skill Development:

Practical Area	Total Marks
a. Language Assessment of the students with Hearing Impairment	40
b. Audio logy and aural rehabilitation	90
c. Assessing and teaching speech	90
d. Psychology	30
e. Skill development in Sign Language OR Signed System	50
Total	300

12. Reappearing facility:

The student who fails in any paper may be allowed to appear in that particular paper only for a maximum of 3 times within three years. If the student fails to pass the examination after three appearances, he/she will be expected to undergo the course again.

13. Improvement of Marks:

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination.

14. Transitory Regulations:

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus / regulations.

15. Teacher-Student Ratios:

The staff-student ratio in the area of B.Ed special education may be 1:8, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and 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.

16. Infrastructure Facilities:

Colleges of Education offering B.Ed (Hearing Impaired) course should have necessary infrastructure facilities such as the psychology laboratory, science laboratory, language laboratory, work experience laboratory, computer room, etc. In addition to the infrastructure facilities, aids and appliances necessary for the specialization Hearing Impairment concerned should also be available. Moreover, the institution should have a model school for children with respective disabilities or all categories attached to it so that the student teachers can have practice teaching during the course.

17. Certification as a Registered Professional:

It is mandatory for every teacher Completing B.Ed (Hearing Impaired) to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of education of Hearing Impaired 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.

18. Award of Degree:

The University will award degree in B.Ed (Hearing Impaired) specialization in Hearing Impairment. While issuing degree certificate, the University will clearly spell out the area of specialization. And methods selected by the candidate

19. Standard of Passing and Award of Class:

Examination	Grand Total	Aggregate 70% and above	Aggregate 60% and above	Aggregate 55% and above	Aggregate 50% and above
		1 st Class with Distn.	1 st Class	Higher Second Class	II Class
B. Ed. (Hearing Impaired)					
PART-I	720	468 and above	396 and above	360 and above	360 and above
PART- II	80	52 and above	44 and above	40 and above	40 and above
PART-III	330	231 and above	198 and above	182 and above	165 and above
PART-IV	170	119 and above	102 and above	94 and above	85 and above
PART-V	300	210 and above	180 and above	165 and above	150 and above
TOTAL	1600	1120 and above	960 and above	880 and above	800 and above
Percentage		70%	60%	55%	50%

20. Award of Class:

Percentage of Aggregate Marks	CLASS
70% and above	First Class with Distinction
60% and above	First Class
55% and above	Higher Second Class
50% and above	Second Class

21. Internal Examination:

There will be a college level internal Assessment Committee. As per university examination norms. University should select one University level Committee. This committee will Moderate Internal practical work.

Contents of Theory Papers

PAPER - 1

NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION 60 Hrs.

Objectives:

The student teacher is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as

1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness
4. Loco motor, Neurological and Leprosy Cured
5. Neuron-developmental Disorders
6. Multiple Disabilities, Deaf blindness

Course Content

Part 1	Time Allotted	Marks
Unit 1: Blindness and Low Vision. 1.1 Definition and Identification 1.2 Incidence and Prevalence 1.3 Characteristics 1.4 Causes and Prevention 1.5 Intervention and Educational Programmers	10 Hrs	12
Unit 2: Hearing Impairment. 2.1 Definition and Identification 2.2 Incidence and Prevalence 2.3 Causes and Prevention 2.4 Types of Hearing Loss and Characteristics 2.5 Modes of Linguistic Communication and Educational Programmers	09 Hrs	12
Unit 3 : Leprosy Cured, Neurological and Locomotors Disabilities: 3.1 Definition and Classification 3.2 Incidence and Prevalence 3.3 Causes and Prevention 3.4 Types, Classification and Characteristics 3.5 Intervention and Educational programmers	09 Hrs	16
Part 2		
Mental Retardation 4.1 Definition and Identification of Mental Retardation and Mental Illness 4.2 Incidence and Prevalence, Causes and Prevention 4.3 Characteristics -Mild, Moderate, Severe, Profound 4.4 Types and Classification of Mental Retardation and Mental Illness 4.5 Intervention and Educational Programmers	09 Hrs.	12
Unit 5: Learning Disabilities 08 Hrs. 5.1 Concept and Definition of Learning Disabilities. . 5.2 characteristics of LD 5.3 Etiological Factors 5.4 Types and Associated Conditions 5.5 Intervention and Educational Programmers	10Hrs	12
Unit 6: Autism Spectrum Disorders and Multiple Disabilities(Deaf Blind, Deaf MR) 6.1 Concept and Definition and Identification. 6.2 Characteristics	13Hrs	16

6.3 Causes and Prevention		
6.4 Incidence and Prevalence		
6.5 Types and Associated Conditions		
6.6 Intervention and Educational Programmers		

Reference books

1. Proem, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tulsa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
4. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
6. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
7. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
8. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
9. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
13. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
14. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
15. Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
16. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
17. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
18. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
19. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

PAPER - 2
EDUCATION IN INDIA: A GLOBAL PERSPECTIVE 60 Hrs

Objectives:

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

1. Explain the history, 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

Part 1	Time Allotted	Marks
Unit 1: Definition, process and philosophy of education. 1.1 Definition and Meaning of Education 1.2 Aims of Education 1.3 Functions of Education 1.4 Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism 1.5 Historical perspective of Education in India and Abroad	10 Hrs	16
Unit 2: Education and Various Commissions 2.1 Principles of education and special education and Inclusive Education 2.2 Aims, objectives and functions of special education and inclusive education 2.3 Direction and priorities of general and special education and inclusive education 2.4 Recent trends in Indian Education and special education and inclusive education 2.5 Education For All movement, Education through 21st Century,	10 Hrs.	12
Unit 3: Education in the Social Context. 3.1 Formal, Informal and Non-formal Education. 3.2 Functional literacy, continuous and Life Long Education. 3.3 Community Based Rehabilitation including education. 3.4 Open Learning, Distance Education with reference to General and Special Education and inclusive education 3.5 Value -Oriented Education.	10 Hrs	12
Part 2		
Unit 4: Educational Agencies for the National Development 4.1 Educational challenges for economic and socio-political development. 4.2 Role of home, community school, society, and mass media. 4.3 Role of Governmental and non-governmental agencies in general and special education. Such as -NCERT, SCERT, RCI, NCTE. (a) Resource mobilization through funding agencies and concessions/facilities for the disabled. Education (b) Various Commissions, Govt. Policies, Acts and Schemes such as NPE 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications. (c) International Legislation for Special Education 4.4 International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM 4.5 International and national legislation including UNCRPD	10 Hrs.	16
Unit 5: Education and the Modern Ethos. 5.1 Democracy, socialism and secularism. 5.2 Constitutional provisions in human rights. 5.3 Equalization of educational opportunities. 5.4 Education and human resource development. 5.5 Planning and management of human resource development. 5.6 Environmental Education	10 hrs	12

Unit 6: Emerging trends in Special and Inclusive Education. 6.1 Concept of impairment, disability (activity limitation) and participation restrictions and their implications 6.2 Concepts and principles of inclusion. 6.3 Inclusive Education a rights based model 6.4 Community linkages and partnership of inclusion 6.5 Role of special schools and special teachers/educators in facilitating inclusive education	10 Hrs	12
Total	60	80

Reference books

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

PAPER - 3
EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES 60 Hrs.

Objectives:

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

1. Explain 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 PWDs.
4. Explain the concept of personality and mental health and their implications to the PWDs
- 5 Define the meaning and techniques of guidance and counseling in general and with special reference to the PWDs

Course Content

Part 1	Time Allotted	Marks
Unit 1: Introduction to Psychology 1.1 Definition, Nature and Scope of Psychology. 1.2 Educational psychology: scope and relevance to general education. 1.3 Role of educational psychology in special education. 1.4 Theories of motivation, attention and perception and its application in education. 1.5 Implications of the above with regard to specific disabilities	10 Hrs.	16
Unit 2: Growth and Development. 2.1 Meaning, Definitions and Principles of Growth and Development. 2.2 Influences of heredity and environment. 2.3 Stages of Development with reference to children with disabilities. 2.4 Developmental needs from infancy through adolescents 2.5 Developmental delay and deviancies	10 Hrs	12
Unit 3 Learning. 3.1 Definition, Meaning of Learning and Concept formation. 3.2 Learning -Domains and factors affecting learning. 3.3 Theories of learning (behavioral, cognitive and social) , and their application to special education 3.4 Memory and strategies for enhancing memory 3.5 Implications of the above with regard to various disabilities.	10 Hrs	12
Part 2		
Unit 4: Intelligence, Aptitude and Creativity. 4.1 Meaning and definition of intelligence and aptitude. 4.2 Theories of intelligence 4.3 Concept of Creativity, its process, characteristics of creative people, and teacher's role in stimulating creativity. 4.4 Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT/BLAT, DST) 4.5 Implications of the above with regard to various disabilities.	10 Hrs	16

Unit 5: Personality. 5.1 Meaning and Definition of personality. 5.2 Theories of personality 5.3 Frustration and conflict, defense mechanisms and behavior deviations, 5.4 Mental health and signs and symptoms of maladjustment 5.5 Implications of disabilities in personality assessment.	10 Hrs	12
Unit 6: Guidance and Counseling 6.1 Meaning nature and scope of guidance and counseling and role of home. . 6.2 Approaches and techniques of guidance and counseling with reference to various disabilities. 6.4 Vocational guidance, assessment, training, avenues and perspectives 6.3 Discipline and management of class room behavior problems. 6.5 Yoga and other adjunctive aids.	10 Hrs.	12
Total	60	80

Reference books

1. Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
2. Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York : Academic Press,
3. Butcher. H.J. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
4. Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
5. Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
6. Hunter, Ian. M.R. (1994). Memory, London : Penguin Books.
7. Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century.
8. Munn. N.L. (1997). Introduction to Psychology. Delhi.
9. Petri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth.
10. Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.
11. Simth, Mdaniel. (1998). Educational Psychology. New York : Allyn & Bacon.
12. Skinner. B.F. (1997). verbal Behaviour. New York : Appleton century Crofts.
13. Travers. R.M. (1993). Educational Psychology. New York: Macmillan,
14. Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev., Vol. 20.
15. Woodworth. R.S. (1994). Experimental Psychology, New York: Hot
16. Barciey. J.R. (1993). Counseling and Philosophy. San Francisco.
17. Floelick. C.P. (1988). Guidance Services in Schools. New York : Allyn & Bacon.
18. Jones. A.P. (1994). Principles of Guidance. New York: Holt.
19. Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India.

PAPER - 4
EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH 60 Hrs.

Objectives:

1. After studying this paper, the student teachers are expected to realize the following objectives:
2. Discuss the meaning, need and scope of educational management.
3. Define the concept and meaning of curriculum and instructional strategies.
4. Explain the concept, meaning, scope and types of educational technology.
5. Describe the need and scope of educational research.
6. Discuss the meaning, scope and types of educational evaluation.

Course Content	Time Allotted	Marks
Part 1		
Unit 1: Educational Management 1.1 Definition, Meaning, Need, Scope of Educational Management. 1.2 Concept and Principles of Institutional Planning and Management, Admission with focus on zero rejection 1.3 Inspection, supervision and mentoring. 1.4 Institutional Organization, Administration and Evaluation. 1.5 Types of Leadership and Organizational Climate	10 Hrs.	12
Unit 2: Educational Technology. 2.1 Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education. 2.2 Role and types of audio-visual aids in teaching and application of multi media in teaching and learning 2.3 Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning. 2.4 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment. 2.5 TLM: Importance, need and guidelines on use of TLM with reference to various Disabilities.	10 Hrs.	16
Unit 3: Instructional Strategies 3.1 Theories of instruction – Bruner and Gagne. 3.2 Approaches to instruction -cognitive, behavioral, and eclectic. 3.3 Design instruction -macro design. 3.4 Organizing individual, peer, small group, large group instructions. 3.5 Teaching materials -aids and appliances, other equipment -development	10 Hrs.	12
Part 2		
Unit 4: Curriculum 4.1 Definition, Meaning and Principles of Curriculum, 4.2 Principles of curriculum development and disability wise curricular adaptations. 4.3 Curriculum planning, implementation and evaluation – implications for disabilities and role of teacher. 4.4 Types and importance of co-curricular activities 4.5 Adaptations of co-curricular activities.	10 Hrs	12
Unit 5: Educational Research 5.1 Definition, Need and scope of educational research 5.2 Principles of Research in Education. 5.3 Types of research - fundamental, applied and action 5.4 Tools of research. 5.5 Overview of research studies in special education in India.	10 Hrs.	12

Unit 6: Educational Evaluation. 6.1 Definition, Meaning, scope and types of evaluation. 6.2 Various types of tests. 6.3 Characteristics of a good test 6.4 Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation. 6.5 Presentation of data - graphs, tables and diagrams.	10 Hrs	16
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Reference books

1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
2. Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
3. Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
4. Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
5. Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
6. Sita Ram Sharma & A.L. Vohra. (1993). Encyclopedia of Educational Technology. Anmol Publications.
7. Tara Chand. (1992). Educational Technology. Anmol Publication.
8. Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
9. Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
10. Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
11. Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
12. Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
13. Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.
14. Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
16. D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
17. Govt. of India, Persons with Disability Act, 1995.18. Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
19. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada.

SPECIALIZATION PAPERS PAPER - 1

FACILITATING DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT 60 Hrs.

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	Time Allotted	Marks
Part 1		
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	8 hrs	12
Unit 2: Communication 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)	8 Hrs.	12
Unit 3 :Methods and Techniques Of teaching Language 3.1 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) 3.2 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 3.3 Role of Text Book in School Education with special reference to HI and inclusive set up.	14Hrs	16

Part 2		
<p>Unit 4: Role of Functionaries 12 Hrs.</p> <p>4.1 Functionaries: Families, professionals / Para-professionals community and media</p> <p>4.2 Role of team work and Parent-teacher partnership in the process of language development</p> <p>4.3 Importance and methods of parent guidance, counseling and home-training</p> <p>4.4 Sociological implications: attitudes of siblings, peers, parents, teachers and community</p> <p>4.5 Community awareness and role of care givers in residential special</p>	8	12
<p>Unit 5: Literacy: Reading and Writing 12 Hrs.</p> <p>5.1 Literacy: meaning and pre requisites; challenges with children with HI</p> <p>5.2 Models of reading (Top Down, Bottom-Up & Interactive)</p> <p>5.3 Reading readiness (pre-reading skills)</p> <p>5.4 Development of independent reading comprehension,</p> <p style="padding-left: 20px;">a) Goals and Importance of Reading</p> <p style="padding-left: 20px;">b) Classification of Reading –</p> <p style="padding-left: 40px;">b.1) According to goal - (Functional, Recreational, Remedial and Developmental)</p> <p style="padding-left: 40px;">b.2) According to Method - (Loud Reading, Silent Reading)</p> <p style="padding-left: 20px;">c) Methods of Teaching, Reading - Traditional and Recent Methods.</p> <p>5.5 Development of writing</p> <p style="padding-left: 20px;">a. Prewriting skill development</p> <p style="padding-left: 20px;">b. Development of writing {look and write: copying, listen and write: dictation, prompted writing, memorized writing, independent, spontaneous writing }</p> <p style="padding-left: 20px;">c. Assessment of writing: various parameters like productivity, complexity, surface mechanics etc</p>	14	16
<p>Unit 6: Assessment of language at different levels 12 Hrs.</p> <p>6.1 Meaning, definition and scope of language assessment (vocabulary and syntax)</p> <p>6.2 Language assessment & language text book examination, Similarities and Differences</p> <p>6.3 Types of assessment (Standardized/ formal, informal tests and their selection)</p> <p>6.4 Teacher Made Tests at different levels</p> <p>6.5 Classroom assessment techniques</p> <p>6.5.1 Knowledge based/language based</p> <p>6.5.2 Open ended/close ended</p> <p>6.5.3 Direct/Indirect/inferential</p>	8	12
Total	60	80

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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.
21. Gregory, knight, et al. (1998). Issues in Deaf Education. Cromwel Press:
22. Huddar, Asmita (2001). 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.
27. Kale Supriya(2000) कर्णबधिर आणि त्यांचे शिक्षण भाग 2

PAPER - 2

AUDIOLOGY AND AURAL REHABILITATION 60 Hrs.

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	Hours	Marks.
Part 1		
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.	10 Hrs.	12
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	12 Hrs.	16
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 Training parents regarding use, care and maintenance of hearing aids.	8 Hrs	12
Part 2		
Unit 4 Ear Mould 4.1 Importance of ear moulds, 4.2 Types of ear moulds 4.3 Care and Maintenance of mould. 4.4 Recent Development in medical intervention, Cochlear Implant: Important, meaning, types and importance.		

Unit 5: Setting up and Audiological Management of special and inclusive classrooms 5.1 Setting up of a classroom for children with hearing impairment and Classroom acoustics: S/N ratio, ways to improve it 5.2 Adjustments of children with various degrees of loss in one group 5.3 Classroom amplification devices, Group: hard-wire system, induction Loop system, FM system, infrared system, Individual: speech trainer 5.4 Care and Maintenance of all group hearing aid systems 5.5 Comparison between group hearing aid systems and individual hearing aids	12 Hrs.	16
Unit 6: Auditory Training. 6.1 Auditory training: definition, meaning and scope, and benefits of auditory training and auditory physiology, 7 sound test. 6.2 Stages of Auditory Training-Detection, discrimination, identification, comprehension using gross sounds, environmental sounds and speech 6.3 Discrimination and comprehension of non speech and speech sounds using segmental, non segmental and supra segmental features 6.4 Importance of Auditory training in the comprehension of spoken language 6.5 'Auditory learning' listening training and uni-sensory approaches	12 Hrs	16

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.
6. Emerick, L., Hatten, J., Diagnosis and evaluation in speech pathology. Englewood Cliffs, NJ Prentice-Hall, 1985.
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8. Winitx, H. From Syllable to conversation. Baltimore: University Park press, 1975.
9. Stark, 3. Reading failure: A language based problem. Asha, 1975 17, 832-834.
10. Jeffers & Barley, N., Speech reading (Lip reading). Spring field, IL Charles C. Thomas, 1975.
11. O'rourke, T., A basic course in manual communication, Siller Spring MD National Association of the Deaf, 1970.
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PAPER - 3
INTRODUCTION TO SPEECH AND SPEECH TEACHING
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	Hours	Marks
Part 1		
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	10Hrs.	12
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	10Hrs	16
Unit 3: Phonetics. 3.1 Definition of phonology and phonetics 3.2 Description and classification (Vowels, Consonants and Diphthongs) of Speech sounds	8Hrs	12
Unit 4: Speech Corrections 4.1 Introduction to I.P.A. with reference to phonemes of regional languages 4.2 Relevance of Phonetics in the correction of speech of Hearing Impaired children 4.3 Speech profile of typical Indian children with hearing impairment	4	8

<p>Unit 5 : Speech Perception, Production and Evaluation</p> <p>5.1 Perception of Speech with and without Hearing Aid. Development of speech in a child with the hearing impairment</p> <p>5.2 Description and classification of speech error present in the speech of a hearing impaired child (Problems relating to voice, articulation, breathing or supra-segmental)</p> <p>5.3 Assessment of voice - vocalization, duration, loudness, pitch and voice quality</p> <p>5.4 Assessment of speech sounds (articulation) vowels, consonants, diphthongs</p> <p>5.5 Planning for correction of the error detected. (Lesson Plan)</p>	<p>12 Hrs.</p>	<p>16</p>
<p>Unit 6: Remedial Measures.</p> <p>6.1 Models of speech teaching (developmental and correctional)</p> <p>6.2 Stages of speech teaching developed by Ling ()</p> <p>6.3 Consonant and vowel correction: Place, manner and voicing; deviant patterns</p> <p>6.4 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</p> <p>6.5 Individual speech teaching and classroom speech teaching activities</p>	<p>12 Hrs</p>	<p>16</p>

Reference books

1. Bender, R., The conquest of deafness. Cleveland, OH Western Reserve University, 1985.
2. Davis, J., (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
3. Davis, H., Silverman, S.R., Hearing and deafness, New York Holt, Rinehart & Winston, 1970.
4. Frisna, R., (Ed.) A bicentennial monograph on hearing impairment Trends in the USA. The Volta Review, 1976 (4).
5. Hart, B.O. Teaching reading to the deaf, Washington, DC The Alexander Graham Bell Association for the Deaf. Inc., 1963.
6. Ling, D., Speech and the hearing-impaired child Theory and Practice. Washington, DC The Alexander Graham Bell Association' for the Deaf. Inc., 1976.
7. Streng, A., Syntax, Speech and hearing. New York Grunne and Stration, 1972.
8. Furth, H.G., Thinking without language. New York Free Press 1966.
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10. Dale P. Language development, New York Holt Rinehart & Winston
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13. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & rwo, 1977.
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स्पेशलायझेशन 2 पेपर 1
मराठीतील पध्दती व आशयज्ञान
भाग 1

भाग 1 अध्यापन पद्धती	तासिका	गुण
युनिट 1 :- मराठीचे स्थितितील स्थान, मराठीचे महत्व, व मराठीच्या अध्ययनाची मूलतत्वे.	4	16
युनिट 2 :- मराठी अध्ययनाची ध्येये ,उद्दिष्टे ,त्याचा इतर विषयाशी समवाय.	3	
युनिट 3 :- मराठी अध्यापनाची सुत्रे व विविध पद्धती .	5	
युनिट 4 :- .मराठी अध्यापनाचे अधुनिक प्रवाह व नवविकसित तंत्रज्ञान (टी.व्ही. , टेप, रेडिओ.)	2	
युनिट 5 :- मूल्यमापन नैदानिक चाचण्या व उपचारात्मक अध्यापन.	2	16
युनिट 6 :- भाषा शिक्षकाचे गुण , भाषा शिक्षकांना मराठी अध्यापनात येणाऱ्या अडचणी. मराठी अध्यापक संघ व त्याच्या समस्या.	6	8
युनिट 7 :- मराठीच्या पाठ्यपुस्तकाचे गुणधर्म	2	
युनिट 8 :- माध्यमिक शाळेत मराठीचे गद्य,पद्य,व्याकरण व इतर घटकांचे अध्यापन ,निबंध व पत्रलेखन	6	
एकूण	30	40
भाग 2 आशय ज्ञान		
घटक 1 :- अ. वर्णविचार, वर्णमाला. ब.शब्दविचार शब्दाच्या जाती विभक्ती प्रत्यय,कारक अर्थ क. वाक्यविचार 1. वाक्याचे प्रकार 2. काळ वत्याचे प्रकार 3. वाक्याचे प्रयोग व त्याचे प्रकार	11	12
घटक 2 :- शब्द सिद्धी 1. सिद्ध आणि साधित शब्द 2. उपसर्ग घटितशब्द. 3. प्रत्यय घटित शब्द 4. संधी व प्रकार नियम 5. समास व त्याचे प्रकार	11	8
घटक 3 :- 1. शुध्दलेखन विषयक नियम व उपयोग 2. लेखन प्रकार अ.पत्रलेखन -कौटुंबिक व व्यावसायिक पत्रे	6	12
घटक 4 :- 1. इयत्ता 5 ते 12 पर्यंतच्या पाठ्यपुस्तकामध्ये आलेले वाकप्रचार , म्हणी याचा परिचय	2	8
एकूण	30	40

स्पेशलायझेशन -२ पेपर १
Content cum Methodology / English Education Methodology

भाग १ अध्यापन पद्धती		
आशय	तासिका	गुण
Unit १ : Content cum Methodology in teaching learning of English language. Concept, Nature, Importance, Need and Implementation.	४	१२
Unit २ : English language and its structure, sub-system skills and place of English in school curriculum.	४	
Unit ३ : Pedagogical analysis of English (Nature, Need, Principles and objectives of teaching)	२	
Unit ४ : Methods, Approaches, Techniques of teaching English Grammar - Translation, Dr. West's new, Direct Methods, structural Approach, Communicative Approach, Prose, Poetry, Grammar, Compositions and linguistic items, language skills and general techniques	८	१२
Unit ५ : Evaluation Procedure.	४	१६
Unit ६ : Audio-Visual Aids and New technology.	४	
Unit ७ : Characteristics of good English teacher.	२	
Unit ८ : Curriculum Adaptation and Text Book.	२	
Total	३०	४०
<i>Part 2</i>		
<u>CONTENT:</u>		
Unit ९ : English Grammar (Parts of Speech, Types of sentences, Tenses, Degrees, Voices, Singular- Plural, Case Markers etc.)	१२	१६
Unit १० : Rules of writing English, Letter and Story Writing.	६	१६
Unit ११ : From class text Books V to X - Idioms and Phrases.	१२	८
Total	३०	४०

स्पेशलायझेशन -२ पेपर १

हिंदी अध्यापन पद्धती और आशययुक्त अध्यापन |

भाग १ अध्यापन पद्धती		
आशय	तासिका	गुण
अध्याय १ : हिंदी विषयकी आशययुक्त अध्यापन पद्धती [[स्वरूप, पार्श्वभूमी, अर्थ, महत्व, आवश्यकता]]	४	१२
अध्याय २ : हिंदी भाषा और शिक्षाके उद्देश, अभ्यासक्रममे हिंदी का स्थान	२	
अध्याय ३ : हिंदी भाषा विषय संरचना,अर्थ, स्वरूप, आवश्यकता, भाषिक कौशल्य,अन्यविषयोंसे समन्वय	४	
अध्याय ४ : अभ्यासक्रम, पाठ्यक्रम, आशय विश्लेषण, गद्य तथा पद्यका अध्यापन	४	१२
अध्याय ५ : अध्यापन पद्धती तथा अध्ययन अनुभुती [अध्यापन सुत्र, व्याख्यान,चर्चा पद्धती, विभिन्न अध्यापन सहाय्यक साधन]	६	
अध्याय ६ : मूल्यमापन, स्वरूप, मूल्यांकन	२	
अध्याय ७ : हिंदी भाषा विकास हेतू अभ्यासानुवर्ती तथा अभ्यासेतर कार्यक्रम	२	१६
अध्याय ८ : हिंदी अध्यापक के गुण	२	
अध्याय ९ : हिंदी भाषा का पाठ्यपुस्तक, तथा Curriculum Adaptation	४	
कुल	३०	४०
विभाग २ आशय:-		
अध्याय १० : वर्णविचार,शब्दविचार, वाक्यविचार तथा हिंदीका व्याकरण आदी	१०	१२
अध्याय ११ : हिंदी लेखनके नियम, लेखन प्रकार, पत्र, कथा, निबंध लेखन	१०	१२
अध्याय १२ : कक्षा ५ से १० तक पाठ्यपुस्तक मे स्थित कहावते तथा वाक्यप्रचार	१०	१६
कुल	३०	४०

स्पेशलायझेशन -२ पेपर २

**शालेय विषय अध्यापन पद्धती व आशय ज्ञान
प्रथम गट इतिहास /भूगोल अध्यापन पद्धती व आशय ज्ञान
विभाग १
इतिहास अध्यापन पद्धती व आशय ज्ञान**

भाग १ अध्यापन पद्धती	तासिका	गुण
युनिट १: इतिहास पद्धती: इतिहास अध्यापनाची ध्येय व उद्दिष्टे. इतिहास पाठाची शैक्षणिक उद्दिष्टे.	२	१६
युनिट २: इतिहास शिकवण्याच्या पद्धती.कथन पद्धती ,नाट्यीकरणपद्धती ,आधारपद्धती, प्रकल्प पद्धती ,समस्या पद्धती.	१	
युनिट ३: इतिहास अध्यापनाची साधने . ३.१ छापिल साहित्य ,नियतकालिके , पुस्तके, वर्तमानपत्रे ३.२ दृकसाहित्य-स्लाईड्स,चित्रफिती, प्रतिवृत्ती नकाशे, तक्ते,चित्रसाहित्य, पृथ्वीचा गोल, आणि नकाशे	२	
युनिट ४:- इतिहासाचा शिक्षक कसा असावा?	१	
विभाग २:- आशय ज्ञान		
युनिट १ :- इतिहास पूर्व काळाचा थोडक्यात आढावा.१.१ पुराण अश्मयुग. १.२ मध्य अश्मयुग.१.३ नवअश्मयुग (नवाश्मयुग)	३	८
युनिट २: अ. प्राचीन भारतीय संस्कृती - हडप्पा, वैदिक संस्कृती. ब. भारतातील धार्मिक चळवळी बौद्ध, जैन धर्म, हिंदू धर्म, शंकराचार्य. क. ख्रिस्ती धर्म - उदय व शिकवण. ड. इस्लाम धर्म - उदय व शिकवण.	५	
युनिट ३ मध्ययुगातील विविध राजघराण्यांचा राजकीय,आर्थिक, सांस्कृतिक स्थितीबाबत तुलनात्मक अभ्यास. मौर्य,गुप्त, सुलतान, मोगल, हिंदवी स्वराज्य (छत्रपती शिवाजी महाराज)	५	८
युनिट ४:- क्रांती युग ४.१ अमेरिकन राज्यक्रांती- कारणे,परिणाम, स्वातंत्र्याची घोषणा अमेरिकेचा उदय, गुलामांची समस्या. ४.२ फ्रेंच राज्यक्रांती कारणे,परिणाम, महत्त्व विविध विचारवंतांचे योगदान. ४.३ औद्योगिक क्रांती :-अर्थ, स्वरूप, कारणे,शेतीमधील क्रांती, औद्योगिक क्षेत्रातील क्रांती , औद्योगिक क्रांती, सामाजिक व आर्थिक परिणाम ४.४ रशियन राज्यक्रांती (लेनीनप्रणेता) कारणे, परिणाम, लेनिन - कार्य, स्टॅलिन - कार्य वैचारिक जागृती.	५	८
युनिट : ५ भारताचा स्वातंत्र्यासाठी लढा - १८५७ ते १९४७ १८५७ चा उठाव, कारणे परिणाम, सामाजिक प्रबोधन, राष्ट्रीय सभा, मवाळ व जहाल मतवाद, महात्मा गांधीजीचे तत्वज्ञान, विविध चळवळी, स्वातंत्र्याकडे वाटचाल, स्वातंत्र्यप्राप्ती.	६	
एकूण	३०	४०

स्पेशलायझेशन -२ पेपर २

**शालेय विषय अध्यापन पद्धती व आशय ज्ञान
प्रथम गट इतिहास /भूगोल अध्यापन पद्धती व आशय ज्ञान
विभाग २
भूगोल अध्यापन पद्धती व आशय ज्ञान**

भाग १ अध्यापन पद्धती	तासिका	गुण
युनिट १- भूगोल अध्यापनाची ध्येये, उद्दिष्टये व स्पष्टीकरणे.	२	१६
युनिट २ - अध्यापन पद्धती, अध्यापन साधने, भूगोल शिक्षक.	८	
विभाग - २ - आशय ज्ञान :		
युनिट १- सामान्य भूगोल: १) सूर्यमाला २) खडक - प्रकार, उदाहरणे व उपयोग ३) खनिजे ४) भू स्वरूपे ५) हवामान ६) वादळ ७) भूकंप ८) ज्वालामुखी	५	८
युनिट २ - वातावरण: १. रचना व स्तर २. सौर उर्जा - सूर्यापासून मिळणारी उर्जा - उष्णता ३. वातावरणाचादाब ४. बाष्प	३	८
युनिट ३ जलावरण: १. समुद्रतळाची रचना २. समुद्राची क्षारता ३. भरती - ओहोटी - त्यांचे परिणाम ४. समुद्रसंपत्ती	३	
युनिट ४ जीवचक्र : १. सजीव व त्यांचे भोवतालचे पर्यावरण २.त्यांचा समतोल संबंध/पर्यावरण समतोल ३. वातावरणातील प्रदुषण	४	८
युनिट ५ इतर धडे : १. मुख्य व्यवसाय २.शेती ३.कारखाने ४. वाहतुक - दळणवळण ५.लोकसंख्या व वसाहत	५	
एकूण	३०	४०

स्पेशलायझेशन - २ - पेपर - २

**शालेय विषय अध्यापन पद्धती व आशय ज्ञान
द्वितीय गट - गणीत / विज्ञान अध्यापन पद्धती व आशयज्ञान**

भाग - १

गणीत अध्यापन पद्धती व आशयज्ञान :

भाग १ अध्यापन पद्धती		
आशय	तासिका	गुण
युनिट १ : गणीत अध्यापनाचे माध्यमिक व उच्च माध्यमिक स्तरावरील उद्दिष्टे.	२	१६
युनिट २ : गणीत अध्यापन पद्धती-इंडक्टिव्ह/डिडक्टिव्ह ,प्रायोगिक, संयोजन व पृथःकरण पद्धती.	४	
युनिट ३ : दृक्श्राव्य साधनांचा गणीत अध्यापनासाठी उपयोग आलेखात्मक साधने , फळा ,---बोर्ड, चुंबकिय बोर्ड व इतर संबधित साहित्य मॉडेल्स.	२	
युनिट ४ : गणीत शिक्षक	२	
विभाग २ आशय		
युनिट १ १ संच, त्याचे प्रकार व त्याचे वेन डायग्रॅम . २ विविध संच नैसर्गिक संख्यांचा संच, पुर्णांक संख्यांचा संच, अपूर्णांक संख्यांचा संच.	२	१०
युनिट २ : १ पदावल्या व त्यावरील मूलभूत क्रिया. २ पदावल्यांचे संक्षिप्त रूप व विस्तारित रूप ३ समिकरणे : समिकरणे, वर्गसमिकरणे, सायमल्टेनियस. ४ प्रमाण विचलन .	४	
युनिट ३ : रेषीय समीकरणे व त्यांची आलेखावरून उकल. १ वर्गसमीकरणांचे आलेख २ भौमितीक रचना.	४	१०
युनिट ४ : भूमिती मूलभूत संकल्पना : १. बिंदू, किरण, रेषा, रेषाखंड, प्रतल, कोन , चौकोन, बहुभुज, क्षेत्रफळ, समरुपता, लंबरेषा , समांतर रेषा . २. समांतर रेषा ,त्रिकोण समांतर भूज चौकोन, वर्तुळ, क्षेत्रफळ त्यावरील क्रिया, प्रमेय व सिद्धता	४	
युनिट ५ त्रिकोणमितीय गुणोत्तरे, त्यांची ओळख व सहसंबंध. ३०,४५,,६०,,९०,च्या विविध कोनांसाठी त्रिकोणमितीय गुणोत्तरे उंची अंतर विषयक उदाहरणे.	६	४
एकूण	३०	४०

स्पेशलायझेशन - २ - पेपर - २

शालेय विषय अध्यापन पद्धती व आशय ज्ञान
द्वितीय गट - गणीत / विज्ञान अध्यापन पद्धती व आशयज्ञान
भाग - २
विज्ञान अध्यापन पद्धती व आशयज्ञान:

भाग १ अध्यापन पद्धती	तासिका	गुण
युनिट १: विज्ञान अध्यापनाची उद्दिष्टे व वैशिष्टे .	२	१६
युनिट २: विज्ञान अध्यापन पद्धती : ह्युरेस्टिक पद्धती, दिग्दर्शन पद्धती, प्रयोगशाळा पद्धती, प्रकल्प पद्धती.	४	
युनिट ३: विज्ञान अध्यापनातील आधुनिक तंत्र व विचार. फिल्मप्रोजेक्टर, टेपरेकॉर्डर , ओव्हरहेड प्रोजेक्टर , स्लाईड प्रोजेक्टर चा उपयोग	२	
युनिट ४: विज्ञान शिक्षक , त्याचा दृष्टिकोण, व प्रशिक्षण.	२	
विभाग २ आशयज्ञान		
१. जीवशास्त्र	५	८
युनिट १: सजीवातील जीवनप्रक्रिया: बिजांकुरण , श्वसन, प्रकाश संश्लेषण , प्रजोत्पादन, पचन , पोषण उत्सर्जन व वाढ व विकास.		
युनिट २: पेशी वनस्पती, प्राणी पेशी , पेशी रचना , पेशी तयार होणे , गुणसुत्र , हरितद्रव्य, पेशी विभाजन	२	
युनिट ३: वनस्पतींचा अभ्यास , त्यांचे विविध भाग, मूळ, खोड, पाने, फुले, बी व त्यांचे कार्य	१	
२. भौतिक शास्त्र	२	८
युनिट ४: प्रकाश उगमस्थाने, प्रकाशाचे परावर्तन , प्रकाशाचे नियम. वेग, तिव्रता, परावर्तन.		
युनिट ५: उष्णता, उर्जा संकल्पना, उष्णता व तापमान, विशिष्ट उष्माधारकता.	२	
युनिट ६: चुंबक: चुंबक व त्याचे गुणधर्म. चुंबक तयार करण्याच्या पद्धती.	२	
३. रसायन शास्त्र. :	४	८
युनिट ७: अणू त्याची रचना, आयसोटोप, अणूचे विशिष्ट स्वरूप, अणू-रेणू, व्हॅलेंसी, आयन.		
युनिट ८: रासायनिक अभिक्रिया, रासायनिक संयुगांची निर्मिती, आम्ल व आम्लारी.	२	
एकूण	३०	४०