



**SHIVAJI UNIVERSITY KOLHAPUR**

**SYLLABUS FOR**

**BACHELOR OF EDUCATION  
IN  
SPECIAL EDUCATION  
(HEARING IMPAIRMENT)  
B.Ed. (HI)**

**(Ordinance, Regulations and Curriculum)**

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- Paper – II Educational Psychology and Persons with Disabilities.
- Paper – III Educational Planning and Management, Curriculum, Designing and Research
- Paper – IV Facilitating Language and Communication Development in Children with Hearing Impairment.
- Paper – V Audiology and Aural Rehabilitation.
- Paper – VI Introduction to Speech and Speech Teaching to children with Hearing Impairment.
- Paper – VII Social Science Methodology
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- A. PRACTICE TEACHING
  - i) Classroom Observation
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  - iv) Micro teaching and Simulated Teaching
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- B. PRACTICAL RELATED TO CLINIC
  - i) Language Skill
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  - iii) Speech and Speech Teaching'
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- D. ORGANIZING CO-CURRICULAR
- E. EXCURSION.

# SHIVAJI UNIVERSITY, KOLHAPUR

## **Degree of Bachelor of Education in Special Education (Hearing Impairment) (B.Ed. (HI))**

### **(Ordinance, Regulations and Curriculum for the Degree of Bachelor Education)**

**O.Ed.** A candidate for the Degree of Bachelor of Education – Special Education (Hearing Impairment) must be a Graduate of this University or a University recognized by this University in any faculty (Art / Science / Commerce ). In addition a candidate after Graduation should have,

- I. Kept two terms (the first and the second) of lectures on the theory and practical of education in a college of education affiliated to this University for the purpose of B.Ed. (HI)
- II. Completed a course of practical work extending over two terms to the satisfaction of the head of the institution in which candidate is studying consisting of
  - a) Observation and write the observation report in the prescribed classrooms.
  - b) Teaching practice of 5 micro-teaching and 5 simulated teaching, 40 lessons distributed over from pre-primary to secondary classes covering language and teaching subjects.
  - c) Practical work in connection with language skills, Audiology, speech and speech teaching and psychology related to 8 theory papers.
  - d) Organization and participation in co-curricular activities and excursion.
  - e) Appearance of practice teaching examination.

#### **R.Ed.-01:**

The examination for the degree of B.Ed. (HI) will be conduct only once in the academic year i.e. in the month of March / April.

A. The examination for the degree of B.Ed. (HI) will consist of two parts.

Part – I Theory Course (600 marks)

Part – II Practicum Course (600 marks)

B. The B.Ed. (HI) examination will be of 1200 marks.

Part- I : Theory Course : written examination consisting of eight papers each of three hours duration carrying 75 marks each (600 marks).

Part-II: Practicum Course : Practicum Course consisting of

(\*) College Work :

A. Practice Teaching	(400)
1) Classroom Observation	(20)
2) Lesson Planning and Execution	(200)
3) Two Final Lesson	(100)
4) Microteaching and Simulated Teaching	(30)
4) Individualized Educational Programme (IEP)	(50)
C. Clinical Practicum	(150)
1) Language Skills	(40)
2) Audiology	(40)
3) Speech & Speech Teaching	(40)
4) Psychology	(30)
D. Organizing Co-curricular Activities	(30)
E. Excursion	(20)

**R.Ed. 02 :**

The following shall be the theory course of study for B.Ed. (HI) Examination.

Paper – I	Education in Emerging, Indian Society
Paper – II	Educational Psychology and Persons with Disabilities.
Paper – III	Educational Planning and Management, Curriculum, Designing and Research
Paper – IV	Facilitating Language and Communication Development in Children with Hearing Impairment.
Paper – V	Audiology and Aural Rehabilitation.
Paper – VI	Introduction to Speech and Speech Teaching to children with Hearing Impairment.
Paper – VII	Social Science Methodology
Paper – VIII	Science and Mathematic Methodology

**R.Ed. 03:**

A candidate for the examination in Part-I, in Part-II or in both must apply to the register by January 15<sup>th</sup> of the year with Certificate required by O.Ed. – I through the head of institution in which he has received training.

**R.Ed. 04:**

The marks of the B.Ed. (HI) Part – II Practicum Course be converted in to grades.

Standard of Passing

**O.Ed. – 2**

To pass the B.Ed. (HI) Examination, a candidate must obtain;

- I) At least 40% marks in each theory paper and 50% marks in the aggregate of all the theory papers.
- II) At least 50 marks in each practicum head the heads shall be as follows.

<b>Head – A</b>	<b>Practice Teaching</b>		
1)	Classroom Observation	20	} 400
2)	Lesson Planning and Execution	200	
3)	Two Final Lesson	100	
4)	Microteaching and Simulated Teaching	30	
4)	Individualized Educational Programme (IEP)	50	
<b>Head – B</b>	<b>Clinical Practicum</b>		
1)	Language Skills	40	} 150
2)	Audiology	40	
3)	Speech & Speech Teaching	40	
4)	Psychology	30	
<b>Head – C</b>	<b>Organizing Co-curricular Activities</b>		30
<b>Head – D</b>	<b>Excursion</b>		20
		<b>Total :</b>	<b>600</b>

At least B grade in practicum taken together –

Such a candidate shall be declared to have passed B.Ed. (HI) Examination in second class. Such a successful candidate who obtain:

At least 60% marks in the aggregated of all the theory papers taken together and at least ‘A’ grade in the Part – II shall be declared to have passed the B.Ed. (HI) Examination in first class.

- A) At least 70 % marks in the aggregate of the theory papers and at least A<sup>+</sup>Grade in the Part-II shall be declared to have passed the B.Ed. (HI) Examination in first class with distinction.

- B) A candidate who has passed in either B.Ed. (HI) Part-I or Part-II and declared failed, may be exempted at his option, from appearing therein at a subsequent attempt, but a candidate availing himself of such exemption shall not be eligible for first class, first class with distinction and merit list.

Grade assigned to Part-II shall be carried over to the subsequent examination for which the candidate is appearing. A candidate whose grade in Part-II is carried over shall be eligible only for second class.

- C) A candidate who has obtained minimum 50% or more marks in any theory paper of B.Ed.(HI) Part-I examination shall be eligible to claim exemption in that paper. A candidate claiming exemption will not be eligible for first class, first class with distinction and merit list.

### **General Objectives of B.Ed. (HI) Course (Teacher Education Programme)**

The objective of B.Ed. (HI) Course (Teacher Education Programmer) are given below.

- 1) To build knowledge, develop skills and bring about desirable change in the student trainees so as to equip her/him to become an efficient classroom teacher who can function in any kind of integrated and segregated set up having students with hearing impairment.
- 2) To prepare the student teacher to teach from pre-primary to secondary level, the areas of expertise includes.....
  - i) Language and subject teaching to the children with hearing impairment.
  - ii) Ensuing parent professional partnership.
  - iii) Legal, Social and Professional issues involved with hearing impairment.
- 3) To develop skills and competencies to cater to the needs of children in general and children with hearing impairment needs in particular in cognitive, affective and skill domains in various settings.
- 4) To acquire knowledge about change in the prevailing and emerging Indian Society in view of recent trends in education and national development.
- 5) To perceive 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.

## WEIGHTAGE ACCORDING TO COURSES

Working days: 210  
Daily working hours: 6

Total working Hours: 1260  
Theory: 600, Practicum: 660

Course Paper and Section	Title Name of Paper	Internal Marks	External Marks	Marks	Hours	Weightage in terms of time in hours %
<b>PART-I :THEORY COURSE.</b>						
I	Education in Emerging, Indian Society	15	60	75	75	5.92
II	Educational Psychology and Persons with Disabilities.	15	60	75	75	5.92
III	Educational Planning Management, Curriculum, Designing and Research	15	60	75	75	5.92
IV	Facilitating Language and Communication Development in Children with Hearing Impairment.	15	60	75	75	5.92
V	Audiology and Aural Rehabilitation.	15	60	75	75	5.92
VI	Introduction to Speech and Speech Teaching to children with Hearing Impairment.	15	60	75	75	5.92
VII	Social Science Methodology	15	60	75	75	5.92
VIII	Science and Mathematics Methodology	15	60	75	75	5.92
	Total Part - I	120	480	600	600	47.36

## PART - II - PRACTICUM COURSE

Sr. No.	Title	Internal Mark	Final Exam.	Total Marks	Hours	Weightage in terms of time in hours %
I	Practice Teaching					
1	Classroom Observation	20	--	20	330 Hrs for 1, 2 & 3 taken for together	27.63
2	Lesson Planning & Execution (40 Lesson)	200	--	200		
3	Two Final Lesson		100	100		
4	Microteaching and Simulated Teaching	30	--	30	30	2.37
5	Individualized Educational Programme (IEP)	50	--	50	50	3.95
II	Clinical Practicum					
1	Language Skills	40	--	40	50	3.95
2	Audiology	40	--	40	50	3.95
3	Speech & Speech Teaching	40	--	40	50	3.95
4	Psychology	30	--	30	40	3.16
IV	Organizing Co-Curricular Activities	30	--	30	30	2.37
V	Excursion	20	--	20	30	2.37
	Total Part II	500	100	600	660	53.70
	Grant Total Part I - II	620	580	1200	1260	100



# **CORE PAPERS**

# PAPER I

## Education in Emerging Indian Society

### Objective:

After studying this paper the student teaching 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 roles of educational agencies in India.

### Unit 1 Introduction to Education

- 1.1 Meaning and Nature of Education
- 1.2 Philosophy of Education
- 1.3 Goals of Education
- 1.4 Functions of Education

### Unit 2 Introduction to Special Education

- 2.1 Meaning and Nature of Education
- 2.2 Philosophy of Special Education
- 2.3 Goals of Special Education
- 2.4 Functions of Special Education

### Unit 3 Historical Perspective of Education

- 3.1 Education in Ancient, Medieval and Pre-Independent India
- 3.2 Education in Post-Independent India
- 3.3 History of Special Education (With special emphasis on selected disability an Indian perspective)

### Unit 4 Education in the social context

- 4.1 Agencies of Education (Formal, Informal, Non-Formal)
- 4.2 Role of Home, School Society, Mass Media, GO's and NGO's such as NCERT, SCERT, NCTE, RCI, National Institute for Handicapped, UNICEF, UNESCO, WHO, Action Aid and CBM
- 4.3 Functional Literacy and Continual Education
- 4.4 Value Oriented Education
- 4.5 Community Based Rehabilitation (CBR)

## **Unit 5          Legislation**

- 5.1          Recommendation of various Committees and Commission (Kothari Commission, Radhakrishnan Commission, Mudhaliar Commission)
- 5.2          National Policy of Education – 1986
- 5.3          RCI Act – 1992
- 5.4          PWD Act – 1995
- 5.5          National Trust Act – 1999
- 5.6          IEDC Scheme
- 5.7          Biwako Millennium Framework and its Implication

## **Unit 6          Educational Mainstreaming**

- 6.1          Intergraded Education
  - 6.1.1        Meaning, Definition and Need
  - 6.1.2        Advantage and Disadvantage
  - 6.1.3        Types of Integration
  - 6.1.4        Factors Contributing to successful integration (Child, Family, Special, Regular School And Govt. Policies)
  - 6.1.5        Resources unit and Resource Teacher (Importance and Role)
- 6.2          Inclusive Education

## **Unit 7          Modern Trends in Education**

- 7.1          Barrier Free Education
- 7.2          Community Awareness Programme
- 7.3          Planning and Management of Human Resource
- 7.4          Role of Teacher in Emerging Indian Society

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## **PAPER II**

### **Education Psychology and Persons with Disabilities**

#### **Objective:**

After studying this paper the student teaching are expected to realize the following

1. Discuss the concepts and principles of growth and development
2. describe the various theories of learning and their implication 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 I general and special reference to the disabled.
6. Explain the effects of hearing impairment in child development

#### **Unit 1 Introduction to Educational 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 and Application in Educational Motivation, Attention and Perception
- 1.5 Implications of the above with regard to specific disabilities

#### **Unit 2 Growth and Development**

- 2.1 Concepts of Growth and Development
- 2.2 Concept of growth and development
- 2.3 Principles of Development
- 2.4 Developmental needs of Preschool stage, Childhood and Pre-adolescence
- 2.5 Influence of Heredity and Environment
- 2.6 Individual difference, Development Deviances and related issues with regards to specific disability (HI)

#### **Unit 3 Learning**

- 3.1 Definition, Meaning and Concepts Formation
- 3.2 Learning Domains and factors affecting learning

- 3.3 Theories and application in educational Motivation, Attention and Perception
- 3.4 Remembering, Forgetting and Transfer of learning
- 3.5 Implications of the above with regard o various disability

**Unit 4 Intelligence and Aptitude**

- 4.1 Definition and Meaning of Intelligence and Aptitude
- 4.2 Theories of Intelligence and Intelligence Tests
- 4.3 Concept of Aptitude and Aptitude Tests
- 4.4 Individual differences and their implications in education
- 4.5 Implication of the above with regard to various disabilities

**Unit 5 Personality**

- 5.1 Definition, Meaning and Dimensions of personality
- 5.2 Theories of Personality
- 5.3 Frustration and Conflict, Adjustment Mechanisms and Behavior Deviation
- 5.4 Mental health and stable personality
- 5.5 Implications of the above with regard to the specific disability

**Unit 6 Intervention**

- 6.1 Guidance and Counseling
- 6.2 Nature, Meaning and Scope
- 6.3 Parent Guidance and Stress Management
- 6.4 Discipline and Behavioral Techniques
- 6.5 Play Therapy
- 6.6 Psycho Educational Remedial Work

**Unit 7 Psychological Assessment**

- 7.1 Meaning, Definition and Aims of Assessment
- 7.2 Principles of Assessment
- 7.3 Area of Assessment
- 7.4 Tests and Tools
- 7.5 Role of Psychological Assessment in Education

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## **PAPER III**

### **Educational Planning and Management, Curriculum Designing and Research**

#### **Objective:**

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

1. Explain the Nature of Educational Needs and Classification of Disability
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 type of educational technology
5. Describe the need and scope of educational research
6. discuss the meaning, scope and type of educational evaluation

#### **Unit 1 Introduction of Various Disabilities**

- 1.1 Concepts and Definitions of Impairment, Disability and Handicap
- 1.2 Identification, Characteristics and Classification of Disabilities
  - 1.2.1 Blindness and Low Vision
  - 1.2.2 Hearing Impairment
  - 1.2.3 Mental Retardation
  - 1.2.4 Leprosy Cured, Neurological and Locomotor Disabilities
  - 1.2.5 Learning Disabilities
  - 1.2.6 Autism and other Associated Disorders
  - 1.2.7 Various Combination of Disability
- 1.3 Prevalence of Disabilities
- 1.4 Effects of disability on Educational Achievements
- 1.5 Educational Needs
- 1.6 Educational Management

#### **Unit 2 Educational Management**

- 2.1 Definition, Meaning, Need, Scope of Educational Management
- 2.2 Concept and Principle of Institutional planning and Management, Admission, School plant Classification Provision
- 2.3 Organization and Management of different Educational Programme of HI – PIP, Pre-School, Pre-Primary, Primary, Secondary and Pre- Vocational



- 2.4 Role and Duties of Head Master and Teacher
- 2.5 Time-Table
- 2.6 Inspection and Supervision
- 2.7 Evaluation of Educational Programme

**Unit 3 Curriculum**

- 3.1 Meaning, Definition and Principles of Curriculum.
- 3.2 Principles of Curriculum Construction
- 3.3 Curriculum Planner, Implementation and Evaluation
- 3.4 Study of Existing Curriculum at -
  - Preprimary,
  - Primary,
  - Secondary Level
- 3.5 Role of Text Books
- 3.6 Curriculum Adaptations – Need and Process (at all level)
- 3.7 Co- curricular Activities – Meaning Importance and Types

**Unit 4 Instructional Strategies**

- 4.1 Lesson planning
  - 4.1.2 Task analysis of content
  - 4.1.3 Formulating instructional objectives
  - 4.1.4 Evaluation of instructions
- 4.2 Grouping for instructions
- 4.3 Individualized Education Programme (IEP)
- 4.4 Micro- teaching

**Unit – 5 Educational Technology**

- 5.1 Concept and Scope
- 5.2 Role and types of Audio, Printed, Audio Visuals
- 5.3 Programmed Learning Computer Assistive Learning and Interactive Learning
- 5.4 Teaching Learning Material (Teaching Aids)
- 5.5 Environmental modifications and use of assistive technology for persons with disabilities.

**Unit – 6 Educational Research**

- 6.1 Definition Need and Scope of education research
- 6.2 Principles of research in education

- 6.3 Process of education research
- 6.4 Types of research design
- 6.5 Sources of research problems in special education
- 6.6 Description statistics, measures of central tendencies (mean, medium, mode) variance (Standard deviation ,quartile deviation)
- 6.7 Inferential statistics, correlation rank correlation, construction of different graphs and diagrams.

**Unit – 7 Educational Evaluation**

- 7.1 Definition, meaning , scope and types of educational evaluation
- 7.2 Various types of tests.
- 7.3 Characteristics of a good test
- 7.4 Construction of test items criterion reference test (CRT) norm reference test (NRT), teacher made tests (TMT)

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# **SPECIALIZATION PAPERS**

## PAPER – IV

### Facilitating Language & Communication Development In Children With Hearing Impairment.

#### Objectives :

After studying the paper the student teachers are expected to realize the following objectives.

1. To understand meaning, function and development of communication of language and communication.
2. To study language development hearing effect of hearing impairment on it.
3. To understand the need to develop reading and writing skills to support receptive and expressive languages.
4. To understand various types of assessment of language.

#### UNIT 1: Introduction To Communication

- 1.1 Definition, meaning and scope of communication.
- 1.2 Classification of communication.  
(verbal/manual/graphical, linguistic non linguistic, human/animal)
- 1.3 Modes of linguistic communication.

#### UNIT 2: Methods Communication

- 2.1 Meaning of oralism.  
(Philosophy, Justification, advantages, disadvantage of oralism)
- 2.2 Total communication  
(Philosophy, justification, advantage, disadvantage.)
- 2.3 Educational Bilingualism.  
(Philosophy, justification, advantage, disadvantage.)
- 2.3 Manualism  
(Cused speech, Rochester method, sign system, sign language, finger spelling.)
- 2.4 Speech Reading
  - 2.4.1 Meaning and definition
  - 2.4.2 Role in communication and education
  - 2.4.3 Development of speech reading skills
  - 2.4.4 Speech reading of Indian language.

**UNIT 3: Language**

- 3.1 Definition, meaning and functions of language.
- 3.2 Structure, characteristics of language.
- 3.3 Biological and Psychological foundation of language and concept of critical age.
- 3.4 Development of language in non-impaired child.

**UNIT 4: Languages Of Children With Hearing Impairment**

- 4.1 Language Development of children with hearing impairment.
- 4.2 Principles of teaching language.
- 4.3 Methods of teaching language.
  - \* Natural Method.
  - \* Structural Method
  - \* Combined Method
- 4.4 Special techniques of teaching language.  
(News/Conversation, Directed Activity, Visit, Free play, story Telling, picture comprehension)
- 4.5 Developing grammar.

**UNIT 5: Reading and Writing**

- 5.1 Development of Motor co-ordination visual perception and Auditory perception.
- 5.2 Reading readiness (pre reading skills and sight vocabulary)
- 5.3 Development of Reading
  - a) Goals and Importance of Reading.
  - b) Classification of Reading
    - b-1) According to goal (Functional, Recreational, Remedial and development)
    - b-2) According to method (Loud Reading, silent reading)
- 5.4 Development of Writing.
  - a) Pre writing skill development.
  - b) Goals and Importance of writing.
  - c) Development of writing (look and write, listen and write, write, writing with proper speed and comprehensive (legible) and spontaneous writing).

**UNIT 6: Assessment of Language**

- 6.1 Meaning Definition and scope in education.
- 6.1 Types of assessment (Formal, Informal their selection).
- 6.1 Standardized language testing : meaning scope and Indian tests.
- 6.1 Classroom assessment techniques

- Knowledge based/language based
- Open ended / close ended
- Direct / Indirect/ Inferential

**UNIT 7: Role of Functionaries**

- 7.1 Role of parents and other family members.
- 7.1 Parent teacher partnership.
- 7.1 Parent guidance.
- 7.1 Sociological Implications – attitudes of siblings, peers, parents, teachers, community.
- 7.1 Teacher’s role in community awareness.

**Reference:**

1. Bender, R., The conquest of deafness. Cleveland, OH Western Reserve University, 1985.
2. Davis, 3, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1g77.
3. Davis, H., Silverman, S.R., Hearing and deafness. New York Holt, Rinehart & Winston, 1970.
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6. Ling, D., Speech and the hearing-impaired child Theory and Practice. Washington, DC The Alexander Graham Bell Association for the Deaf. Inc., 1976.
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10. O’rourke, T., A basic course in manual communication, Siller Spring MD National Association of the Deaf, 1970.
11. Sanders, D.A., Aural rehabilitation. Englewood Cliffs, NJ: Prentice Hall, 1971.



## PAPER – V

### AIDIOLOGY AND AURAL REHABILITATION

#### Objectives :

After studying the paper the student teachers are expected to realize the following objectives.

1. Describing the Anatomy and Physiology of the ear. Assessing the hearing capability of an Individual.
2. Operating an Audiometer and assessing the hearing loss in adults, infants and children.
3. Understanding the functions of hearing aids and use of hearing aid.
4. Counseling the parents regarding the role of hearing aids rehabilitation of the hearing impaired child

#### UNIT 1: Hearing Mechanism

- 1.1 Basic Anatomy and Physiology
  - 1.1.1 Basic Anatomy and Physiology of hearing mechanism – outer, middle and inner ear
  - 1.1.2 Central hearing mechanism
- 1.2 Nature & classification of hearing impairment
  - 1.2.1 Degree of hearing impairment
  - 1.2.2 Type of hearing impairment
  - 1.2.3 Time of onset (Age of onset)
- 1.3 Causes and prevention of hearing loss (Types of services available for prevention of hearing loss in India) – Role of GO's and NGO's – 3 levels of prevention, professionals involved in prevention, importance of prevention

#### UNIT 2: Early Identification and Importance Test

- 2.1 Early Identification of hearing loss
  - 2.1.2 Need and importance of early identification
- 2.2 Importance Test
  - 2.2.1 Subjective and Objective methods of identification concept of 'subjective' and 'objective' tests
    - List of subjective tests
    - List of objective tests
    - BOA- Pediatric hearing assessment

Concept of conditioning (Visual, Auditory)

Conditioning audiometry

2.2.2 School screening

**UNIT 3: Introduction to Physics of Sound**

3.1 Concept, definition of 'Sound'

3.2 Production and propagation of sound

3.3 Attributes of sound – Frequency, Intensity, Quality and their psychological  
Correlates

3.4 Concept of dB – (pressure and power) – Brief orientation

**UNIT 4: Audiometry**

4.1 Sound propagation of sound and parameters of sound zero dB reference for  
pressure and power

4.2 Puretone Audiometry and speech Audiometry use of masking parts and use of  
audiometers. Free field audiometry, aided and unaided audiogram

4.3 Interpretation of Audiogram, concept of speech banana basic and educational  
implications

4.4 Case History and its importance. Skills required for taking a case History

**UNIT 5: Hearing Aid**

5.1 Hearing Aid

5.1.1 Parts of hearing aid, their function

5.1.2 Types of hearing aid,

5.1.3 Selection of Hearing Aid

5.1.4 Daily assessment of hearing aid – 6 sound test

5.1.4 Hearing aid use

5.2 Ear Mould

5.2.1 Types of ear mould

5.2.2 Importance of ear mould

5.3 Care and maintenance of Hearing Aid and Ear Mould

5.3.1 Trouble shooting and minor repairs

5.4 Harness

**UNIT 6: Classroom Management**

6.1 Setting up of a classroom for children with hearing impairment children and  
classroom acoustics, sound, Noise ratio ways to improve it.

- 6.2 Classroom amplification devices, hard wire, Induction loop, FM system and intra red speech trainer

**UNIT 7: Auditory Training and Aural Rehabilitation**

- 7.1 Definition, meaning and scope of Auditory training and importance for comprehension of spoken language and approaches
- 7.2 Stages of Auditory training
- 7.3 Use of gross sounds, environment sounds and voice
- 7.4 Discrimination between speech sound loudness, stress and temporal factors like rhythm and pauses
- 7.5 Aural Rehabilitation
- 7.5.1 Role of Parents
- 7.5.2 Assistive listening devices
- 7.5.3 Cochlear Implant

**References:**

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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.
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.
9. Stark, 3. Reading failure: A language based problem. Asha, 1975 17, 832-834.
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## **PAPER VI**

### **Introduction to Speech and Speech Teaching to the Children with Hearing Impairment**

#### **Objective**

1. To acquaint the student teacher with the Anatomy and Physiology of the Articulatory system.
2. To acquaint the teacher with the normal development of speech.
3. To acquaint the teacher with the normal development of speech in a Hearing Impairment child.
4. To acquaint the teacher with the disorders in the speech in a Hearing Impairment 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.

#### **UNIT 1: Speech Mechanism**

- 1.1 Definition and functions of speech
- 1.2 Anatomy and Physiology of the Respiratory, Phonatory, articulatory, Resonatory, Regulatory system
- 1.3 Pre-requisites for the production of speech
- 1.4 Speech as an overlaid function

#### **UNIT 2: Normal Speech Production and Reception**

- 2.1 Characteristics of speech, parameters of speech intelligibility speech
- 2.2 Non segmental and supra segmental aspects of speech  
(Voice, duration pitch, loudness, quality rhythm, rate, intonation, stress, accent phrasing, pause)
- 2.3 Multi sensory speech reception, hearing and vision, hearing and touch, vision and touch, hearing

#### **UNIT 3: Introduction to Phonetics**

- 3.1 Definition, meaning of phonetics
- 3.2 Description and classification of speech sounds
- 3.3 Classification of speech sounds (Vowels, Consonants and Diphthongs)
- 3.4 Introduction to I.P.A. with reference to phonemes of Indian languages

3.5 Relevance of phonetics in the correction of speech of Hearing Impaired children

**UNIT 4: Development of Speech**

4.1 Development of speech in children with normal hearing (Pre – requisites and stages)

4.2 Factors affecting development of speech

4.3 Development of speech in children with hearing impairment (Pre lingual and post lingual)

**UNIT 5: Characteristics of Speech Children with Hearing Impairment**

5.1 Articulation of errors

5.2 Voice defects

5.3 Errors in supra-segmental

**UNIT 6: Speech Perception and Assessment of Speech**

6.1 Perception of speech with and without hearing aid

6.2 Description and classification of speech errors presents in the speech of a hearing impaired child

6.3 Assessment of voice vocalization, duration, loudness, pitch and voice quality

6.4 Assessment of speech sounds (articulation) vowels, consonants, diphthongs

6.5 Equipment and soft wares available for assessment and correction of speech

6.6 Planning for correction of the error detected

**UNIT 7: Speech Teaching**

7.1 Models of speech teaching (Developmental and correctional)

7.2 Approaches to speech teaching  
(Auditory global, multi sensory syllable unit and associated phoneme unit)

7.1 Stages and principles of speech teaching by D. Ling

7.2 Individual speech teaching, classroom speech teaching activities and speech teaching strategies, teaching aids, equipments and software's

7.3 Speech teaching strategies and teaching aids for pre-primary and secondary school level

7.4 Role of parents in development and maintenance of intelligible speech in the children with hearing impairment

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# **METHODOLOGY PAPERS**



## PAPERS VII

### Social Science Methodology

#### Objective:

After studying the paper the student teachers are expected to realize the following objectives.

1. Understand place and importance of school curricular and human life.
2. Understand methods, techniques and devices of teaching history.
3. Use verity of learning's experience of instructional materials white teaching subject.
4. Co-curricular and curricular activities related to school subject.

#### UNIT 1: Place in the Curriculum and Life

- 1.1 Importance
- 1.2 Objective and specifications of teaching at Primary, Secondary and Higher Secondary Levels of education
- 1.3 Correlation with other school subjects, internal, external

#### UNIT 2: Maxims and Methods of Teaching

- 2.1 Maxims of Teaching: Known to Unknown, Simple to Complex, Concrete to Abstract
- 2.1 Methods of Teaching: Importance, Procedures, Advantage and Limitations of following Methods:
  - A) Lecture Methods (Higher Secondary)
  - B) Discussion Methods
  - C) Project Method
  - D) Source Method (History)
  - E) Journey Method (Geography)
  - F) Regional Method (Geography)
  - G) Demonstration Method (Geography)
  - H) Problem Solving Method
- 2.1 Techniques of Teaching: Importance, Procedures, Advantage and Limitations of following techniques:
  - A) Dramatization, Role play
  - B) Programmed Learning
  - C) Self Study

- D) Story Telling
- E) Microteaching
- F) Team Teaching
- G) Simulated Teaching

**UNIT 3: Planning and Testing (Practical Aspects Only)**

- 3.1 Lesson Plan, Unit Plan, Year Plan, Unit Test (Practical Aspect Only)
- 3.1 Diagnostic Testing and Remedial Teaching
- 3.1 Difficulties in teaching social science and suggestive measures to overcome them

**UNIT 4: Curriculum and Text Books**

- 4.1 Critical study of Syllabus (I to X)
- 4.2 Organization of content on the basis of concentric and regressive approach – its advantage and limitations
- 4.3 Characteristics of good text book and critical analysis of prescribed text book
- 4.4 Importance and organization of co-curricular activities: Club, Visits, Museums, Festivals, Celebration of day of national importance

**UNIT 5: Role of Teachers**

- 5.1 Qualities and Qualifications
- 5.2 Professional growth

**UNIT 6: Facilities**

- 6.1 Instructional materials and teaching aids
- 6.2 Subject room

**UNIT 7: Evaluation**

- 7.1 Concept of evaluation
- 7.2 Types and tools of evaluation
- 7.3 Preparation of drafting questions papers for tests

**Reference:**

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3. NCERT (1970) Teaching History in Secondary School Publication, Delhi.
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९. तिवारी सी. म. (१९८७) इतिहासाचे अध्यापन, नुतन प्रकाशन, पुणे.
१०. ठिगळे एस. एस. (१९७१) इतिहास कसा शिकावा व शिकवावा, सुहास प्रकाशन, अहमदनगर.
११. पत्की श्रीनिवास (१९८०) इतिहास अध्यापन पद्धती व तंत्र, मिलिंद प्रकाश, औरंगाबाद.
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१३. बोकील वि.पा. (१९५७) इतिहासाचे शिक्षण, चित्रशाळा प्रेस, पुणे.
१४. हाजीरनीस ब. ग. (१९८९) इतिहास शिक्षण चित्रशाळा प्रेस, पुणे.
१५. जोशी अनंत - आशययुक्त अध्यापन पद्धती, यशवंतराव चव्हाण मुक्त विद्यापीठ, नाशिक.
१६. डॉ. सुशिला ओडियान - इतिहास आशययुक्त अध्यापन पद्धती.
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२७. देशपांडे के. ना. दिक्षित उषा - परिसराभ्यास व भूगोल, निराली प्रकाशन, पुणे.
२८. पाटणकर ना. वि. - भूगोलाचे अध्यापन, मॉडर्न बुक डोपो, प्रकाशन पुणे.
२९. जैन मदनलाल भूगोल अध्यापन : रामप्रसाद अँड सन्स, आगरा.
३०. पाटील उषा व जोशी सुरेखा - आशययुक्त अध्यापन पद्धती तंत्र भूगोल.
३१. सचिन जोशी, राजेंद्र बिरारी, नाशिक

## PAPERS VIII

### Science and Mathematics Methodology

#### Objective:

After studying the paper the student teachers are expected to realize the following objectives.

1. Understand place and importance of school curricular and human life.
2. Understand methods, techniques and devices of teaching history.
3. Use verity of learning's experience of instructional materials white teaching subject.
4. Co-curricular and curricular activities related to school subject.

#### UNIT 1: Place in the Curriculum and Life

- 1.1 Importance
- 1.2 Objective and specifications of teaching at Primary, Secondary and Higher Secondary Levels of education
- 1.3 Correlation with other school subjects, internal, external

#### UNIT 2: Maxims and Methods of Teaching

- 2.1 Maxims of Teaching:
  - A) Known to Unknown,
  - B) Whole to part
  - C) Empirical to rational
  - D) Concrete to abstract
  - E) Known to unknown
  - F) Particular to genral
- 2.2 Methods of Teaching: Importance, Procedures, Advantage and Limitations of following Methods:
  - A) Lecture Methods –cum- demonstration
  - B) Laboratory
  - C) Heuristic
  - D) Project
  - E) Inductive-deductive
  - F) Analytic-synthetic
  - G) Problem solving

- 2.3 Techniques of Teaching: Importance, Procedures, Advantage and Limitations of following techniques:
- A) Dramatization, Role play
  - B) Programmed Learning
  - C) Group study
  - D) Self Study
  - E) Story Telling
  - F) Microteaching
  - G) Team Teaching
  - H) Simulated Teaching

**UNIT 3: Planning and Testing (Practical Aspects Only)**

- 3.1 Lesson Plan, Unit Plan, Year Plan, Unit Test (Practical Aspect Only)
- 3.2 Practical examination in science- need, planning and organizing, evaluation
- 3.3 Diagnostic Testing and Remedial Teaching
- 3.4 Difficulties in teaching Maths/ Science and suggestive measures to overcome them

**UNIT 4: Curriculum and Text Books**

- 4.1 Organization of content on the basis of
  - A) Concentric
  - B) Topical
  - C) Historical
- 4.2 Critical study of Syllabus (V to XII)
- 4.3 Critical and evaluation of good text book
- 4.4 Importance and organization of co-curricular activities
  - A) Clubs
  - B) Games, quiz, seminar, workshop, environmental, raffle, exhibition, newsletters
  - C) Planning, preparation and maintenance in Science of –
    - A) Museum
    - B) Aquarium
    - C) Botanical garden
    - D) Herbarium
    - E) Improvised apparatus
    - F) Specimen
    - G) Laboratory: a) Importance of Laboratory  
b) Planning: Layout, equipment, administration

**UNIT 5: Use of Instructional Materials**

5.1 Types, Importance

- A) Audio Aids : Broadcast-radio, tape recorder
- B) Visual Aids
- C) Projected Aids: Slides, Film Strips, Transparencies, Epidiascope
- D) Non Projected Aids:
  - a) Reference Materials: Text Book, Journal, Encyclopedia, Reference books, Hand Books, Work Books
  - b) Display Boards, Chalk Board, Magnetic Boards, Peg Boards
  - c) Mobiles, Charts, Pictures
- E)
  - a) Audio-Visual Aids (Motion Pictures, T. V, Video)
  - b) New Emerging Media: C.C.T.V, Calculators, Computers
  - c) Criteria for evaluation of instruction materials

**UNIT 6: Evaluation**

6.1 Concept of evaluation

6.2 Types and tools of Evaluation

6.3 Preparation of drafting questions papers for tests

**UNIT 7: The Role of Subject Teachers**

7.1 Qualification and Qualities

7.2 Professional growth

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- २३ ढोंदाईए कैलासए बोंदाईए आशिवनए कदम चा. प. (१०००) शास्त्र आशययुक्त अध्यापन पध्दती पुणे : नुतन प्रकाशन.
- २४ जड देशपाडे, आहरे (१९९३) ए विज्ञान अध्यापन पध्दती, एक अभ्यास नागपूर : महाराष्ट्र विद्यापीठ, ग्रंथनिर्मिती मंडळ.
- २५ जोशीए अनंत (२००३) आशययुक्त अध्यापन पध्दती. नाशिक : यशवंतराव चव्हाण मुक्त विद्यापीठ.
- २६ यशवंतराव चव्हाण मुक्त विद्यापीठ नाशिक, आशययुक्त अध्यापन पध्दती (विज्ञान)
- २७ यशवंतराव चव्हाण मुक्त विद्यापीठ नाशिक, आशययुक्त अध्यापन पध्दती (मुलभूत)
- २८ हकीम, प्रभाकर (१९९६) विज्ञानाचे अध्यापन, पुणे : नुतन प्रकाशन.
- २९ महाराष्ट्र राज्य पाठयपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ पुणे यांच्या शिक्षण हस्तपुस्तिका, पाठयक्रम, इयत्ता ५ वी ते १० वी ची विज्ञान पाठयपुस्तके.

- 30 Aggarwal S.M.(1990), A Course teaching of modern mathermatics, Dhanpat Raj & Sons New Delhi.
31. Brucece joyce/Marsha Weil (1985), Models of Teaching, Prentice Hall of India Pvt.Ltd. New Delhi.
32. Mangal S.K.(1990), Teaching of Mathemartics, Prakash Brothers Educational Publishers. Ludhiyana.
33. Siddhu K.P.(1995) The Teaching of Mathematics, Sterling Publishers Pvt.Ltd. New Delhi, 110016.
- ३४ ओक अ. वा. सत्यवती राऊळ (१९९१) गणित स्वरूप अध्यपन – अध्ययन, नुतन प्रकाशन, पुणे.
३५. आपटे मोहन (१९९३) गणिताच्या पाऊलखुणा, अश्वमेघ प्रकाशन, डोंबिवली.
३६. बापट भा. गो. कुलकर्णी वि. ना. गणित अध्ययन आणि अध्यापन, व्हीनस प्रकाशन पुणे.
३७. भिंताडे विनायक, जगताप ह. ना. बोंदाई कैलास (१९९३) , आशययुक्त अध्यापन पध्दती, आशय प्रकाशन, सोलापूर.
३८. देशमुख व. पा. (१९७२) ए गणिताचे अध्यापन, मॉडर्न बुक डोपो प्रकाशन, पुणे.
३९. जगताप ह. ना. (१९९१) प्रगत शैक्षणिक तंत्रविज्ञान, नुतन प्रकाशन, पुणे.
४०. जगताप ह. ना. (१९९१) गणित अध्यापन पध्दती, नुतन प्रकाशन पुणे.
४१. गणित क्रमिक पुस्तके ५ वी ते ९ वी महाराष्ट्र राज्य पाठयपुस्तक निर्मिती व अभ्यासक्रम संशोधन मंडळ (बालभारती) पुणे.
४२. यादव अजित, आशययुक्त अध्यापन पध्दती (गणित), (जून २००१), सन्मित्र प्रकाशन, कोल्हापूर.



## **PART B : DETAILS OF PRATICUM**

### **I. Practice Teaching**

#### **I.1 Classroom Observation:**

The candidates will have to do the observation and write the observation report in the prescribed classrooms before delivering the 40 lessons.

#### **I.2 Lesson Planning and Execution:**

The candidate will have to plan and deliver minimum 40 lessons in prescribed format. The lessons would spread over from preprimary to secondary classes covering language and teaching subjects.

#### **I.3 Two Final Lesson:**

Plan for Two Final teaching practice – One Language and One Subject Lesson.

#### **I.4 Microteaching / Simulated Teaching :**

Microteaching – 5 lessons x 3 marks (during 15 minutes)

Simulated teaching – 5 lessons x 3 marks (duration 15 minutes).

#### **I.5 Individualized educational programme :**

10 lessons x 5 marks (duration 15 minutes)

### **II. Clinical / Academic Practicum**

#### **II.1 Languages Skills :**

1. Skill development in finger spelling.

2. Skill development in ISL/ISS

3. Project work in grammar

(Study of grammar of the language as decided by the training centre)

a) Parts of speech

b) Person number gender-concord

c) Case markers & tenses

d) Auxiliary Verbs.

e) Question forms

f) Negation

g) Active – passive voice

h) Types of sentences

i) Clauses

- j) Degrees of comparison
  - k) Case markers.
4. Language usage by the trainee.
- \* Simple writing: paragraph compositions.
  - \* Simple oral delivery – speaking for 3 minutes
    - On a given topic
    - Story telling and dramatization.
  - \* Reading text with proper intonation, stress And rhythm including nursery rhymes Poems (with action)
  - \* Framing relevant questions of different Types when given a text.
  - \* Exercises in comprehending a passage or Drawing inferences and answering questions.
  - \* Finding the main theme of a passage or Story and summarize it or process writing.
  - \* Elaborating an idea.
  - \* Note taking and report writing.
5. Skill development in informal and informal assessment of language
6. Skill development in test adaptation.

## **II.2 Audiology:**

- Case History taking
- Identifying parts of the ear from the model of ear
- Identifying different sounds/noise makers
- Identifying parts of the audiometer.
- Pediatric Assessment (observation)
- Conditioning and play audiometry (observation)
- Audiogram interpretation (25 audiograms)
- Identifying and handling types / parts of individual hearing aids.
- Making harness for hearing aid.
- Six-sound test (on 10 children at least)
- Auditory training (observation).
  - Individual lessons (20 min. each)
  - Group lessons (30 min. each)
- Auditory training (planning and execution with supervision)
- Getting familiar with group amplification system.
- Observation, H/A selection.

- Orientation to aided audiograms and its implications.
- Observation of ear mould making.
- Troubleshooting/minor repairs of hearing aids.

### **II.3 Speech:**

- Recording speech of non impaired children.
- Identifying various parameters of speech by listening to tapes.
- Intelligibility rating.
- Varying own speech parameters / recording.
- Labeling parts of speech systems.
- Making diagrams of sagittal sections of sounds in own language.
- Word-lists for sounds of own language.  
(with pictures in IMF)
- Identifying errors in speech samples of HI children (tapes)
- Observation of speech screening of 10 children.
- Planning activities of group speech teaching – only with respect to Non-segmentals (duration control, loudness control, pitch control)
- Observation of speech screening.
- Making speech kit.
- Speech screening using speech kit.
- Handling aids and equipment (observation and supervised)
- Observation (Group speech teaching) 10 group lessons.
- Planning and executing 10 sessions of group speech teaching.
- Planning and executing 5 sessions of individual speech teaching for 3 children.
- Role play (amongst the trainees) – teaching and activities for correction of different speech sounds.

### **II.4 Psychology:**

- \* Structured intake interview to draw up the child's case history.  
(Including: Developmental, Medical, Family, Social and Educational History.)
- \* Appropriate choice and administration of the following screening Tests :
  - Vineland Social Maturity Scale.
  - Developmental screening test.
  - Gessells Drawing Test.
  - Seguin Form Board.
  - Colour progressive Matrices.

- Meadow Kendall Social Emotional Maturity Scale.
- \* Recording of observations made during interview and interaction with the child.  
Calculating and interpreting test findings.
- \* Communication to parents / informant with regards to :
  - Test findings
  - Placement
  - Stimulation on as per deficits reported for psychology educational and perceptual training.
  - Tips for handicap problem behavior
  - Further referrals, if any
- \* Maintaining of all the details in a journal to be submitted Guidelines of Journal Contents are.
  - What is Psychology and its Scope.
  - Broad areas of Testing
  - Relevance of Psychology to Education.
  - Detail of commonly used Test.
  - Principles of Testing and special reference to testing the Hearing Impaired child.
  - Non-testing methods in Psychology.
  - Classification of Intelligence (D.S.M.)
- Detail of at least 5 cases observed.

## **II. 5 Organizing Co-curricular Activities**

Morning assembly, gardening and Sharmdan will be the integral part of co-curricular activities

## **II. 6 Excursion**

- A) Educational Integration Programme with or without resource unit/ teacher Center  
– Minimum – 140
- B)
- C) Educational Integration Programme without resource unit– Minimum -1
- D) Vocational Training Center – Minimum – 1
- E) Special School for other Disabilities – Minimum – 2
- F) Special School for Children with Hearing Impairment – Minimum – 2

Report on School Visit

**प्रात्यक्षिक (HI)**  
**प्रात्यक्षिक 1- विषयांशी संबंधित प्रात्याक्षिक**

**Head- A** स्वाध्याय

अ. स्वाध्याय उद्दिष्टे

(एकूण गुण :- 80)

1. छात्राध्यापकास सतत अभ्यासाची सवय लावणे.
2. छात्राध्यापकास वार्षिक परीक्षेच्या दृष्टीने लेखनाची सवय लावणे.
3. छात्राध्यापकाने शिकविलेल्या भागापैकी किती आत्मसात केले याचा शोध घेणे.
4. छात्राध्यापकास स्वयंमूल्यमापनाची सवय लावणे.

कालावधी:- 20 तास

( गुण :- 20)

योग्य कालखंड :- 15 आगस्टपासून पुढे प्रत्येक महिन्यास एक याप्रमाणे जानेवारी अखेरपर्यंत.

**प्रात्यक्षिकांसाठी पूर्वावश्यक तात्विक भाग :-**

ज्या विषयाचा ज्या घटकांचा प्रपाठ/निबंध असेल तो शिकवून पूर्ण झाला पाहिजे. प्रात्यक्षिकांसाठी आवश्यक आधारप्रणाली:-

संदर्भपुस्तके, प्रपाठ/निबंध यासाठी कागद.

**प्रात्यक्षिकाचा आशय व आयोजन:-**

प्रत्येक पेपरसाठी एक याप्रमाणे एकूण सहा प्रपाठ/निबंध छात्राध्यापकाने पूर्ण करावयाचे आहेत. हे प्रपाठ/निबंध परीक्षा पध्दती वातावरणातच पूर्ण करावे.

**ब. अंतर्गत परीक्षा**

उद्दिष्टे:-

1. छात्राध्यापकाने बी.एड.( एच.आय.) अभ्यासक्रमातील सैध्दांतिक विषयात प्राप्त केलेले प्राविण्य मोजणे.
2. छात्राध्यापकास वार्षिक लेखी परीक्षेच्या दृष्टीने लेखनाची सवय लावणे.
3. छात्राध्यापकातील विशेष प्राविण्य असलेल्या छात्राध्यापकाचा शोध घेणे.

कालखंड:- 20 तास

( गुण :- 20)

योग्य कालखंड:- मार्चचा दुसरा आठवडा

पूर्वावश्यक तात्विक भाग-1

सर्व पेपरमधील सर्व घटक शिकवून पूर्ण झालेले असावेत. परीक्षेच्या घटकांची यादी संबंधित विषय प्रशिक्षकांनी काच पेटित लावावी.

**नियोजन:-**

अंतर्गत परीक्षा ही सर्व घटक शिकवून पूर्ण झाल्यावर मार्चचा दुस-या आठवड्यात घ्यावी. प्रत्येक पेपर हा 100 गुणांचा असावा. प्रश्नपत्रिकेचे स्वरूप विद्यापीठाच्या प्रश्नपत्रिकेच्या स्वरूपाप्रमाणे असावे. प्रत्येक पेपर 3

तासांचा असेल. एकूण 600 गुणांची परीक्षा असेल. एकूण 600 गुणांपैकी मिळालेल्या गुणावरून 20 पैकी गुण द्यावेत.

**Head- B** सराव पाठ (एकूण गुण :- 370)  
प्रात्यक्षिक 2:-

अ) सुक्ष्मअध्यापन  
**उद्दिष्ट्ये:-** छात्राध्यापकास

1. महत्वाच्या सामान्य अध्यापन कौशल्याक्षमता साध्य करण्यास मदत करणे.
2. विविध अध्यापन कौशल्यांचे एकात्मिकरण करण्यास मदत करणे.  
कालावधी:- 30 तास ( गुण :- 30)  
सुक्ष्मअध्यापन:- 5 पाठ x 3 गुण ( 15 मिनिटांचा पाठ )  
अभिरूप अध्यापन:- 5 पाठ x 3 गुण ( 15 मिनिटांचा पाठ )

ब) वर्गअध्यापन निरीक्षण एकूण कालावधी ( ब व क):- 330  
**उद्दिष्ट्ये:-**

1. कर्णबधीर मुलांना शिकविताना शिक्षक वापरत असलेल्या अध्यापन पध्दती व तंत्रे समजून घेणे.
2. वर्गव्यवस्थापन करण्यास शिकणे.
3. योग्यवेळी शैक्षणिक साधनांचा वापर करण्यास शिकणे.

गुण:- 10

सरावपाठ घेण्याच्याअगोदर कमीत कमी 40 तास वर्गअध्यापन निरीक्षण छात्राध्यापकाने करावे की, जेणेकरून सरावपाठ ज्या वर्गावर घ्यावयाचा आहे त्या विद्यार्थ्यांची भाषा, वाचा किती विकसित झाली आहे याचा अंदाज येईल.

क) सरावपाठांचे नियोजन व सादरीकरण:-

**उद्दिष्ट्ये:-**

1. वर्ग अध्ययन कार्यासाठी आवश्यक अशा अध्यापन पध्दती, तंत्रे व क्लृप्त्या या विषयी माहिती मिळविण्यास मदत करणे.
2. पाठ नियोजन तत्वानुसार विविध पाठांचे नियोजन करण्यास मदत करणे.
3. अध्यापनाचा सराव देवून अध्यापन पध्दती आत्मसार करण्यास मदत करणे.

**कालावधी:-** ( गुण :- 200)

छात्राध्यापकाने पाठांचे विशिष्ट स्वरूपात नियोजन करून नियोजन करून प्रत्येकी 40 पाठ घ्यावेत.  
प्रत्येक पाठास 5 गुण असतील.

5 गुण x 40 सराव पाठ = एकूण गुण 200

**सरावपाठ परीक्षा**

योग्य कालखंड फेब्रुवारी

गुण:- 100 ( प्रत्येक पाठास 50 गुण) असे दोन अध्यापन (एक भाषा अध्यापन पध्दती व एक सामाजिकशास्त्र/विज्ञान/गणित/अध्यापन पध्दतीवर एक आशा दोन अध्यापन पध्दतीवर)

क) वैयक्तिक शैक्षणिक उपक्रम (IEP)

उद्दिष्ट्ये:-

1. कर्णबधीर मुलांची भाषा आणि वाचा विकसित करण्यास शिकविणे.
  2. मुलांचा व्याकरण विकास करणे, श्रवण शिक्षणद्वारे मुलांचे श्रवण कौशल्य विकसित करणे.
- कालावधी:- 50 तास

IEP चे प्रथमसत्रात पाच पाठ व द्वितीय सत्रात पाच पाठ अशाप्रकारे एकूण 10 IEP चे पाठ घेण्यात येतील. प्रत्येक पाठास 3 गुण असतील. याप्रमाणे  $10 \times 3 = 30$  गुण IEP पाठासाठी असतील.

**Head- C** क्लिनिकल प्रात्यक्षिक ( एकूण गुण :- 110)

प्रात्यक्षिक 3:-

अ) भाषा कौशल्य

कालावधी:- वर्षभर चालणारे प्रात्याक्षिक ( एकूण गुण :- 30)

क्षेत्र:-

1. करपल्लवी कौशल्य विकसन
2. ISL/ISS कौशल्य विकसन
3. व्याकरणावर आधारित प्रकल्प
4. छात्राध्यापकामध्ये भाषा विकसित
5. औपचारिक व अनौपचारिक भाषा मुल्यमापन कौशल्य विकसन
6. पाठ्यपुस्तकांचे अनुकूलन कौशल्य विकसित

**ब) श्रवणशास्त्र (ऑडिओलॉजी)**

(एकूण गुण :- 30)

कालखंड-वर्षभर चालणारे प्रात्यक्षिक

क्षेत्र:-

1. जीवनवृत्तांत
2. कानाच्या प्रतिरूपच्या (मॉडेल) माध्यमाने कानाचे विविध भाग ओळखणे.
3. वेगवेगळ्या प्रकारचे आवाज/आवाज निर्माण करणारी साधने ओळखणे.
4. ऑडिओमीटरचे भाग ओळखणे.
5. पेडरेहरिक मुल्यांकन (निरिक्षण)
6. अभिसंधान ऑडिओमीटर आणि प्ले ऑडिओमीटरी (निरिक्षण)
7. ऑडिओग्रॅम अन्वयार्थ (इन्टरप्रिडेशन) ( 25 ऑडिओग्रॅम)
8. वैयक्तिक श्रवणयंत्रे व त्याचे भाग ओळखणे व हाताळणे.
9. श्रवणयंत्राकरीता हारनेस (श्रवणयंत्राची पिशवी) तयार करणे.
10. सिक्स साउंड टेस्ट (कमीत कमी 10 मुलांवर)
11. श्रवण प्रशिक्षण (निरिक्षण/पाठ)
12. कर्णसाचा बनविण्याचे निरीक्षण
13. श्रवणयंत्राची निगा, काळजी आणि किरकोळ दुरुस्ती.

**क) वाचा ( स्पीच):-**

कालखंड:- वर्षभर चालणारे प्रात्यक्षिक (एकूण गुण :- 30)

1. ऐकण-या सामान्य मुलांचे वाचा ध्वनीमुद्रण करणे.
2. स्पीच इन्वेबिझिलिटी रेडिंग
3. मातृभाषा शब्दावली (सुरुवात-मध्य-शेवट)
4. कर्णबधीर मुलांच्या वाचेतील सर्वससाधारण दोष ओळखणे.
5. स्पीच किट तयार करणे.
6. वचा उपकरणे व साधने हाताळणे.

7. स्पीच टिचिंग- वैयक्तिक व गट याप्रमाणे विविध शैक्षणिक साधने व कृतीतून वाचा दुरुस्ती करणे.

**ड) मानसशास्त्र:-**

कालावधी:- वर्षभर चालणारे प्रात्यक्षिक ( एकूण गुण :- 20)  
- संरचित मुलाखतीच्या साहाय्याने जीवनवृत्तांत घेणे.

खालील घटकांवर जनरल तयार करणे.

1. मानसशास्त्र म्हणजे काय? व त्याची व्याप्ती
2. मानसशास्त्राचा शिक्षणांशी संबंध
3. साधारण वापरल्या जाणा-या मानसशास्त्रीय चाचण्या
4. चाचण्याची तत्त्वे व कर्णबधीर मुलांसाठी वापरल्या जाणा-या विशेष-चाचण्या.
5. मानसशास्त्रातील अप्रमाणित चाचण्या
6. बुंध्दीमत्तेचे वर्गीकरण
7. 5 जीवनवृत्तांत निरीक्षण

**Head- D** अभ्यासक्रमपूरक उपक्रमाचे आयोजन ( एकूण गुण :- 20)  
प्रात्यक्षिक 4:-  
कालावधी:- वर्षभर

**Head- E** शैक्षणिक सहल ( एकूण गुण :- 20)  
प्रात्यक्षिक 5:-

शैक्षणिक सहलीमध्ये कर्णबधीर शाळा, संस्था व अपंग संस्थांना भेटी देणे