

D.Ed. Special Education

(Hearing Impairment)

Syllabus

Norms, Regulations & Course Content



REHABILITATION COUNCIL OF INDIA

(Statutory Body Under Ministry of Social Justice & Empowerment)

B-22, Qutab Institutional Area

New Delhi – 110 016

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www.rehabcouncil.nic.in

D. Ed. Special Education – (Hearing Impairment)

1.0 Preamble

Human Resource development is one of the major objectives of Rehabilitation Council of India. Diploma in Special Education is an important step towards generating teachers to promote and facilitate full and equal enjoyment of child rights and fundamental freedoms from pre-school to primary level. The said course envisages addressing the special needs of children who are Deaf & Hard of Hearing so as to achieve the national goal of Universalization of Elementary Education (UEE) and Education for All (SSA) It is also designed for contributing towards achievement of Millennium Development Goals (MDG) by way of preparing the teacher trainees to meet the challenges of all round development of the children. The course is geared towards developing knowledge, skills and desirable attitudes in teachers to facilitate the differently abled children to blossom to their fullest by providing a barrier free environment.

2.0 Nomenclature of the Course: D. Ed. Special Education – Hearing Impairment

3.0 Overall Aim and General Objectives of the Course

Aims and Objectives are set with special reference to children hearing impairment

General Objective

The D.Ed. in Special Education course aims to develop professionals for special education within a broad framework of education in the current millennium. The course will enable pre-service teachers to acquire knowledge, develop competencies and practice skills to impart education to Deaf & Hard of Hearing children. The general objective of the course is to prepare special teachers at pre-Primary (Nursery, Kindergarten etc.) and primary (I to IV – lower primary and V to VII – upper primary) levels to serve in the following settings:

- i) Special schools
- ii) Integrated \ Inclusive setup
- iii) Itinerant programmes

Knowledge related objectives

To build adequate knowledge in the following areas:

- 1) Child rights and fundamental freedoms
- 2) Communication options for children hearing impairment and informed choices
- 3) Various legislations, declarations, policies and frameworks pertaining to disabilities
- 4) Various aspects of hearing, hearing loss, its impact and management
- 5) Methods and techniques of teaching language and other school subjects
- 6) Various areas of child development and the relevant mental processes

Skill related Objectives

To develop skills and competencies in the following areas:

- 1) Personal, professional & social competencies & skills required in teachers,

- 2) Development of communication skills in children based on the informed choices.
- 3) Introductory training in using 'Verbal Language', 'Indian Sign Language' (ISL) and 'Total Communication' (TC) for helping children acquires skills in language and speech.
- 4) Subject teaching as per requirement,
- 5) Auditory Training and speech stimulation,
- 6) Development and adaptation of instructional materials,
- 7) Classroom management techniques,
- 8) Individual and group parent interaction.

Attitude related objectives

To develop desirable attitudes towards following issues:

- 1) Respecting and accepting individual differences in children hearing impairment
- 2) Creating equal opportunities, protection of rights and full participation of children with hearing impairment in the inclusive society
- 3) Educational and communication related potentials of children with hearing impairment
- 4) Creating awareness in society regarding the personal social aspects of disability

4.0 General Framework of the Course

The diploma course consists of 4 core papers and additional papers pertaining to specific disability areas. Though the number of papers pertaining to disability specialization may vary, the core papers are common across the specialization areas. Each paper will have a total of 90 hours for curriculum transaction.

5.0 Eligibility

Students who have passed 10+2 or equivalent with 50% of marks in any stream are eligible for the course.

6.0 Duration of the Course

The duration of the course will be two years (four semesters) (220 days consisting of 1320 hrs. each year, thus having a total of 440 days consisting of 2640 hours for theory and practicum)

7.0 Medium of Instruction

The medium of instruction will be English / Hindi / Regional language

8.0 Methodology

The methodology of the course includes lectures, demonstration, project work, discussions, exposure visits to different schools / rehabilitation projects, participation in community meetings, medical camps and community development programmes, practice-teaching in the disability intervention programmes at grassroots level.

9.0 Course Pattern

The course will be offered through semester or any other pattern as directed by RCI from time to time.

10.0 Intake capacity: The intake for each year of the course will be 25 maximum.

11.0 Minimum Attendance: Eighty per cent minimum attendance is required both in theory and practical to be eligible to appear in the semester end examination.

12.0 Staff Requirements: The course should have two lecturers for each year (as mentioned under teaching faculty) of the course and one will assume the charge of course coordinator / head, thus requiring a total teaching staff of four. In addition to this core faculty, guest lecturers may be invited to handle specific topics.

13.0 Examination Scheme: As per RCI's Scheme of Examination.

14.0 Certification as Registered Personnel

It is mandatory for every rehabilitation professional / personnel to obtain a “Registered Personnel / Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge.

15.0 Essential and Desirable Qualifications of Course Coordinator, Faculty and Staff

S.No Staff required

i. Training Coordinator cum lecturer

Essential qualifications:

- a. Masters in Social Sciences, Humanities & Sciences
- b. M.Ed.Spl.Ed.(HI) 2 years classroom teaching experience and 2 years experience of teaching the teacher trainees

Or

- B.Ed.Spl.Ed (H.I.) with minimum experience of 3 years classroom teaching experience and 3 years experience of teaching the teacher trainees
- c. The candidate must have valid registration certificate with RCI

ii Lecturer-cum-supervisor

- a) **Education:** i. Masters in Social Sciences, Humanities & Sciences with B.Ed.Spl.Ed (HI) with 3 years classroom teaching experience, preferably M.Ed.Spl.Ed (HI)
ii. The candidate must have valid registration certificate with RCI

b) Speech and Audiology: i. B.Sc (Speech and Hearing) with internship+2 years experience

(Preferably M.Sc Speech & Hearing with 1 yr experience)

- ii. The candidate must have valid registration certificate with RCI

iii Teacher Supervisor (full time): Graduate with D.Ed.Sp.Ed.–HI with 3 yrs classroom teaching experience and having valid registration certificate with RCI.

iv Lecturer in Psychology

(Part time/ Guest faculty) M.A. in Psychology (Clinical / Education)
(Experience in the area of hearing impairment would be preferable)

(Preference to be given to M.Phil. (Clinical / Rehab

Psychology)

v Guest faculty Same as regular faculty

vi Clerk-cum-accountant As per State Govt. rules

vii Messenger As per State Govt. rules

vii *SPECIAL REQUIREMENT:

a) Sign Language Instructor Preferably Deaf with Level A and Level B
ISL Training + 2 years teaching experience

b) Interpreter A hearing person with one year diploma
in ISL Interpreting

**c) Communication Options
Instructor**

16.0 Minimum Requirement for Labs, Tools and Equipments

Speech and language

Essentials:

1. Mirrors, soft boards
2. Speech trainer
3. Vibrotactile aids
4. Tape recorder and cassettes
5. Toys, games, pictures, story books
6. Models and charts of larynx and brain
7. Chart papers and flash cards
8. Speech kit
9. Photo Articulation Test (PAT)
10. Standard language test like LPT (Linguistic Profile Test), PPV (Peabody Picture Vocabulary Test) etc

Optional

- 1) Software for speech / language assessment and training

Audiology

Essentials

- 1) Single channel Portable Diagnostic Audiometer
- 2) One set of Tuning Forks (256 Hz, 512 Hz, 1024 Hz)
- 3) A set of noise makers for pediatric assessment
- 4) Conditioning materials
- 5) Hearing Aids - - Body level – Monaural Pseudobinaural Binaural

- BTE for Mild, Moderate, strong, and Extra Strong categories

- 6) Different types of ear moulds
- 7) Models of the ear
- 8) Case history sheets, audiogram sheets, pediatric assessment forms, hearing aid trial forms
- 9) Hearing aid repair kit

Optional

- 1) ITC, ITE hearing aids
- 2) Hearing aid analyzer
- 3) Tools / equipments and materials required for ear mould making

Education / Language

Essentials

- 1) T.V. / DVD
- 2) LCD Projector
- 3) Educational toys and games
- 4) Soft boards
- 5) Science models, geographical models, maps
- 6) Chart stands
- 7) Flash cards, word cards
- 8) Books, textbooks (all concerned languages, minimum 3 sets, from pre- primary to VII standard), story books etc.

Optional

Teacher made story cards

- 1) Teacher made aids for teaching subjects
- 2) Slide projector
- 3) Educational tapes and CDs
- 4) Software for programmed learning

Psychology

Essentials

1. Vineland Social Maturity Scale
2. Gessel's Drawing Test
3. Seguin Form Board
4. Developmental Screening Test
5. Draw a Man Test - If possible, Centres may procure –Coloured Progressive Matrices
(Meadow-Kendall Social Emotional Maturity Scale)

17.0 LIBRARY

Books related to course curriculum (initially 200 titles) Minimum 5 periodicals including 2 journals on disability.

18.0 BUILDING / SPACE REQUIRED

Space for Conducting the Course

Sl.No.	Type of Facilities	Area	Remarks
1.	Class Room – 2	40 sq. m. each	
2.	Class Room – 2	25 sq. m. each	
3.	Multipurpose Room/Hall -1	60 sq. m.	
4.	Library-1	60 sq. m.	5 Computers & Internet
5.	Toilet (Male-1, Female-1)	04 sq.m. each	
6.	Principal's Room -1	15 sq. m.	
7.	Resource Room- 1	60 sq. m.	
8.	Staff Room-1	40 sq. m.	
9.	Office Room-1	25 sq. m.	
10.	Store Room-1	25 sq. m.	
11.	Lab. for Psychology/ICT-1	60 sq. m.	
12.	Hostel for Boys and Girls (Separately)	-	Optional
13.	Playground for Outdoor games like football, cricket, etc. If not available, then collaboration with nearby Institute/ University	500 sq. m.	

Furniture for Staff:

1. Full time staff	Tables	-	4
	Chairs	-	4
	Cupboards (steel)		4
2. Visiting Staff	Tables	-	2
	Chairs	-	2
3. Computer Typist-cum-Accountant	Table	-	1
	Chair	-	1
4. Librarian	Table	-	1
	Chair	-	1
5. Peon	Chair	-	1
	Stool	-	1

Furniture and Equipment for the Office

1. Cupboards (Steel)	04
2. Filing Cabinet	01
3. Computer with Printer	01
4. Phone	01
5. Xerox Machine	01

6 .Wall Clock	one each in every room
7. Fans	two each in every room
8. Electrical fittings (lights etc)	two each in every room

Furniture and Equipment for Classroom

1. Tables (for students)	25	
2. Chairs (for students)	25	
3. Audio Visual equipments	02	
4. Black Board	02	
5. Teaching material (Demonstration)	-	Montessori set 01
	-	Kindergarten set 01
	-	Nursery set 01
	-	TLM as per requirement' 01
6. Psychological test material set (for demonstration) (VSMS, Bhatia Battery, BKT, SFB, RPM, and WISC)		01
7. Play therapy equipment set (for demonstration)		01

Furniture for Library

1. Library cupboards	10
2. Library tables (large)	04
3. Library chairs	25

19.0 Minimum Requirements for Practice Teaching Schools Infrastructure

- 1) Minimum of 15 classes ranging from pre-primary to VII standard, and Minimum **100** children Deaf & Hard of Hearing in the school. In addition trainees can be sent to nearby schools for teaching practical.
 - 2) Classroom fitted with group amplification system or all children appropriately fitted with individual hearing aids
 - 3) Classrooms well equipped with appropriate furniture, teaching aids, Black board, proper cupboards, shelves etc.
 - 4) One sound treated audiometric assessment room with necessary equipments
 - 5) One sound-treated or noise-free room for speech therapy with necessary equipment, furniture and therapy material
 - 6) Adequate drinking water and disabled friendly toilets
 - 7) Play ground with adequate indoor and out door play equipments
 - 8) Multi purpose hall for celebrations, functions, parent meeting etc.
 - 9) Trained teachers - D.Ed.Spl.Ed/B.Ed.Spl.Ed (HI) as per State govt. requirements
 - 10) Arts and crafts teachers as per State govt. requirements
- If 25 trainees is the requirement for running a training course, then the strength of the school should be minimum 100 children in the nursery, pre-primary and primary sections OR two schools having 75 to 100 children can be adopted. A Memorandum of Understanding has to be signed by the practice school and the training centre.

Calculation of total number of hours and marks per year:

10 academic months per year - 10 months X 4 weeks = 40 weeks/year

Hours per week = 33 hours. (Mon.-Fri.=6 hrs per day x 5=30 hrs Sat.=3 hrs)

Total academic hours : = 40 weeks X 33 hours/week

= 1320 hours per academic year

= 2640 hours for 2 yrs.

Total marks for Theory & Practical : = Theory - 540 marks per academic year

- 1080 marks for both the years

= Practical - - 800 marks per academic year

- 1600 marks for both the years.

First semester : **Theory**, 4 papers, - 300 marks; **Practical** - 350 marks

Second semester : **Theory**, 2 papers - 150 marks; **Practical** - 450 marks

Third semester : **Theory**, 4 papers - 300 marks; **Practical** - 320 marks

Fourth semester : **Theory**, 2 papers - 150 marks; **Practical** - 480 marks

Note : (The 2nd and 4th Saturday will be off for the trainees, unless occasionally a guest lecture has to be arranged. Those 6 hrs lost per month may be adjusted by doing extra time on some days.)

20.0 Scheme of papers (Theory and Practical) for both the years:

Papers	Title	Hours	Marks
Common Papers			
1	Introduction to Disabilities	90	75
2	Educational Psychology	90	75
3	Education in the emerging Indian society and school administration	90	75
4	Inclusive Education for Children with Disabilities	90	75
Disability Specific Papers			
5	Education of Children with Hearing Impairment	90	75
6	Language and communication	90	75
7	Fundamentals of Hearing, Deafness and Audiological Management	90	75
8	Fundamentals of Speech and Speech Teaching	90	75
9	Curricular Strategies & Adaptations of lessons for children with hearing impairment	90	75
10	Family, Community and the child Deaf & Hard of Hearing	90	75
School Subjects (Content Cum Methodology)			
11	Content and Methodology of Teaching Science & mathematics	90	75
12	Content and Methodology of Teaching Social Science	90	75

Practical Work

- School visits
- Observation of lessons, Reports, Teaching Practical (disability & non disability area)
- Individualized Teaching
- Skill Development (Study of Grammar, Text adaptation, Intro., to ISS. ISL. FS, CBR)
- Clinical Practicum (Audiology, Speech, Psychology)
- Content test (text books from I std to VII std.)
- Full time Teaching Practice

Semester System:

- a) First Semester – 4 theory papers (1 core, 3 disability specific)
- b) Second Semester – 2 theory papers (1 core, 1 disability specific)

Full time teaching Practice

- a) In special school for the hearing impairment &
- b) Inclusive set ups with children with hearing impairment

A candidate will be allowed to appear for the final theory as well as the practical examinations only after he/she has produced the certificate of completion of 2 weeks of full time teaching practice from the school authority as well as the training coordinator of the course.

21.0. FIRST YEAR -THEORY Programme Structure - Total 6 papers: 2 Core, 4 DI.Spec

Sl. No	Paper No.	Title	Theory Hrs.	Internal Marks	Final External Exam.	Total Marks
Common Papers						
1.	1	Introduction to Disabilities	90	30	45	75
2.	2	Educational Psychology	90	30	45	75
Disability Specific Papers						
3.	5	Education of children with hearing impairment	90	30	45	75
4.	6	Language and Communication	90	30	45	75
5.	7	Fundamentals of Hearing, Hearing Impairment & Audiological Management	90	30	45	75
6.	8	Fundamentals of Speech and Speech Teaching	90	30	45	75
		Total	450 hrs	180	270	450 marks

22. SECOND YEAR -THEORY Programme Structure - Total 6 papers: 2 Common, 2 Disability Specific & 2 Subject papers

S. No.	Paper No.	Title	Theory Hrs.	Internal Marks	Final External Exam.	Total Marks
Core Papers						
1.	3	Education in the emerging Indian society and school administration	90	30	45	75
2.	4	Inclusive Education for Children with Disabilities	90	30	45	75
Disability Specific Papers						
3.	9	Curricular Strategies and Adaptations for children with hearing impairment	90	30	45	75
4.	10	Family, Community and the children with hearing impairment	90	30	45	75
School Subjects (Content cum Method)						
5.	11	Content and Methodology of Teaching Science and Mathematics	90	30	45	75
6.	12	Content and Methodology of Teaching Social Science	90	30	45	75
		Total	450 hrs	180	270	450 marks

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Semester system - 1 year: 1st Semester Theory

Paper No.	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
1	Introduction to Disabilities	90	30	45	75
5	Education of children with hearing impairment	90	30	45	75
6	Language and Communication	90	30	45	75
7	Fundamentals of Hearing, Hearing Impairment & Audiological Management	90	30	45	75

2nd Semester – Theory

Paper No.	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
2	Educational Psychology	90	30	45	75
8	Fundamentals of Speech and Speech Teaching	90	30	45	75

Distribution of hours and Credits per Paper

Each paper	Item wise Hours for work	Total hours	Credits	Total Credits Per year
Per paper	Lectures : 60 hrs Tutorials : 10 hrs Library time : 10 hrs Assignments And Discussions : 10 hrs	90	6	36 (For 6 theory papers of the first semester)

(Tutorials and discussions may be held in small groups as per the need)

Semester system – 2nd year: Third Semester -Theory

Paper No.	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
3	Education in the emerging Indian society and school administration	90	30	45	75

9	Curricular Strategies and Adaptations of lessons for children with hearing impairment	90	30	45	75
11	Content and methodology of Teaching Science and Mathematics	90	30	45	75
12	Content and Methodology of Teaching Social Science	90	30	45	75

4th Semester -Theory

Paper No.	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
4	Planning and Management of Special and Inclusive Education	90	30	45	75
10	Family, Community and the children with hearing impairment	90	30	45	75

Distribution of hours and Credits per Paper

Each paper	Item wise Hours for work	Total hours	Credits	Total Credits Per year
Per paper	Lectures : 60 hrs Tutorials : 10 hrs Library time : 10 hrs Assignments And Discussions : 10 hrs	90	6 (Each credit of 15 hours)	36 (For 6 theory papers of the first semester)

(Tutorials and discussions may be held in small groups as per the need)

Programme Structure and Evaluation Scheme for Practical for Both the Years

Total Marks

Practical Area	Title	Hrs.	Internal Marks	Final External Exam.	Total Marks
Practical Area 1	Teaching Practice	435		(120)	430
	- School Visits	135	(10)		(10)
	- Observation and Reports on routine classroom teaching	60	(70)	-	(70)
	-Observation and reports on model/demo lessons	120	(30)	-	(30)
	-Text book Content test	60	(80)	--	(80)
	-Practical lessons	60	(120)		(120)
Practical Area 2	1. Communication options a. Oral-Aural 150 hrs b. Total Communication 150 hrs c. Educational Bilingualism 150 hrs	450	(180)	(110)	290
Practical Area 3	Skill development	150	(200)	(90) (Viva)	290
Practical Area 4	Clinical practicum	450			
	1) Audiology	(200)	(85)	(160)	245
	2) Speech	(200)	(85)	(160)	245
	3) Psychology	(50)	(50)	-	50
Practical Area 5	Full time Teaching Practice	75	(50)	-	50
	Total	1560	960	640	1600

(External – 640: Internal – 960)

Scheme of Examination - Practical -First year -AT A GLANCE

Sr. no.	Practical Area	Items (For 1st and 2nd semesters)	Hours	Marks
1.	Practical area I	Teaching Practice	210	160
		1. School visits & report (Minimum 8).	(60)	(10)
		2. Observation of routine classroom teaching at preschool/ Std - I To IV and report (40)	(60)	(40)
		3. Observation of Demonstration cum discussion of model lessons and reports (10 lessons = 5 in preschool and 5 in 1st To 4th std.)	(15)	(10)
		4. Study of textbook content – Std. I To IV: Written Content test in Science, Mathematics, Social science, language	(30)	(40) (Test)
		5. Practice teaching for 20 lessons (15 lessons – Disability area, and 5 lessons Non-disability area)	(45)	(60)
2.	Practical area II	1. Communication options a. Oral-Aural b. Total Communication c. Educational Bilingualism	105	90
3.	Practical area III	Skill Development 1. Grammar – Project Work (15 marks) – Test (25 marks)	165 (60)	110 (15) (25)
		Preparation of TLM for language teaching	105	80
4.	Practical area IV	a) Audiology i) Journal to be prepared (based on the above) (Clinical) ii) Internal iii) External Viva	150	220 (30) (30) (External 160)
		b) Speech and Language i) Journal to be prepared (based on the above.) (Clinical) ii) Internal iii) Auditory Verbal Approach (AVA) (Demo or CD) Report of 2 pages iv) External Viva including AVA	150 Total 780 hrs	220 (25) (25) (10) Ext. (160) Total 800

(External – 320: Internal – 480)

Practical -Second Year -AT A GLANCE (3rd & 4th semesters)

No.	Practical	Items for both 3rd and 4th semesters	Hours	Marks
1.	Practical Area I	Teaching Practice 1. Observation of routine classroom teaching at Std V–VII (10 lessons each in any 3 classes on different subjects, total 30) - Report on observations	225 (60)	270 (30)
		2. Observation of Demonstration cum discussion on model lessons - Report on observations (No.10)	(45)	(20)
		3. Study of textbook content – Std V–VII): Written Content test in Science, Mathematics, Social science, and language.	(30)	(40) (Test)
		4. Teaching Practical i) 20 lessons ii) One Final teaching lesson (External)) (May check previous lessons records / files.)	(90)	(60) (120) (External)
2.	Practical Area II	1. Communication options a. Oral-Aural b. Total Communication c. Educational Bilingualism	90 (60) (30)	200 (90) (110) (External)
3.	Practical Area III	Skill Development in : 1. Text adaptation for subject teaching (5 lessons in different subjects)	135 (30)	180 (30)
		2. CBR activities	(60)	(30)
		3. i) Indian Signing System – (ISS) (Including Indian Manual Alphabet- IMA) -External Viva For All Three -	(45)	(30) (90) (External)
4.	Practical Area IV	1. Psychology - -Journal to be prepared -Internal	270 (90)	100 (50)
		2. Audiology 3. Speech (For both Audio. and Speech -Internal viva, & Internal test will be for the portion covered in the 1st year. Tests & viva may be taken latest by Dec.	(90) (90)	(25) (25) (Viva 5 / 5) Int. test 20/ 20
5.	Practical Area V	Full time Teaching Practice a) Classroom Teaching b) Other school activities	60 (Total 2 weeks) (Total 780 hrs)	50 (30) (20) (Total 800 marks)

(External – 320 : Internal – 480)

SEMESTER WISE DISTRIBUTION OF PRACTICAL WORK
Semester Practical

First year – First

Sr. no	Practical Area	Item	Hours	Marks
1.	Practical area I	Teaching Practice	120	105
		1. School visits & report (This semester 4 centres)	(30)	(5)
		2. Observation & reports of routine class-room teaching at preschool (12 lessons), Std -I To IV (8 lessons), (20 lessons)	(30)	(20)
		3. Observation of Demonstration cum discussion of model lessons and report (10 = 5 in preschool and 5 in std. 1 to 4 , preferably with a follow up lesson in the same class)	(15)	(10)
		4. Study of textbook content - Std 1 - 4 : and the Content test in Science, Mathematics, Social Science, and Language. – (Test by end of August)	(30)	(40)
		5. Practice teaching of 10 lessons– 5 in Disability, and 5 in Non-disability area	(15)	(30)
2.	Practical area III	Skill Development ISL – Indian Sign Language	30	30
3.	Practical area IV	a) Audiology	150	220
		i) Journal to be prepared (based on the above) (Clinical) ii) Internal iii) External Viva		
		Total	Total	355

First Year – Second Semester

Sr. no.	Practical Area	Item	Hours	Marks
1.	Practical area I	Teaching Practice 1. School visits & report (This semester 4 centres)	90 (30)	55 (5)
		2. Observation of routine classroom teaching at preschool/ Std -I To IV and report (20)	(30)	(20)
		3. Practice teaching of 10 lessons (Disability area)	(30)	(30)
2.	Practical area II	1. Communication options a. Oral-Aural b. Total Communication c. Educational Bilingualism	90	90
3.	Practical area III	Skill Development	135	80
		1. Grammar – Project Work (15 marks) – Test (25 marks)	(60)	(40)
		2. Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA) (5)	(5) (5) (5)	(15)
		3. Indian Signing System (ISS) (Manual Code for spoken Indian languages)	(60)	(25)
4.	Practical area IV	Speech and Language	150	220
		i) Journal and Language (based on the above.)(clinical)		(25)
		ii) Internal		(25)
		iii) Auditory Verbal Approach (AVA) (CD or Demonstration). (Report on main points of the CD or the Demonstration)		(10)
		iv) External Viva for all the above i, ii, iii.		(Ext.160)
		Total 480 hrs	Total 445 marks	

Second Year – Third Semester

Sr. no	Practical Area	Item	Hours	Marks
1.	Practical area I	Teaching Practice 1. Observation of routine classroom teaching at Std V–VII) and report (This semester -total 20 lessons in any 6 classes on different subjects, - with at least one follow up lesson)	75 (30)	70 20
		2. Observation of Demonstration cum Discussion of model lessons - Report on observations (No.10)	(15)	10
		3. Study of textbook content - Std 5 - 7 : Content test in Science, Mathematics, Social science, and language. (Test to be given latest by August end)	(30)	40
2.	Practical area II	1. Communication options a. Oral-Aural b. Total Communication c. Educational Bilingualism	60	90
3.	Practical area III	Skill Development in : 1. Text adaptation for subject teaching (5 lessons in different subjects)	75 (30)	60 (30)
		2. i) . Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA) ii) Indian Signing System – (ISS)	(3) (3) (4) (30)	(1) (1) (3) (25)
4.	Practical area IV	Psychology - -Journal to be prepared - Internal	90 (45) (45)	50 (25) (25)
			(Total 300 hrs)	(Total 270 marks)

Second Year – Fourth Semester

Sr. no	Practical Area	Item	Hours	Marks
1.	Practical area I	Teaching Practice	150	200
		1. Observation of routine classroom teaching at Std V–VII) and report (This semester - total 20 lessons in any 6 classes on different subjects, - with at least one follow up lesson)	(30)	(10)
		2. Observation of Demonstration and follow up lesson cum Discussion of model lessons - Reports (No.10) (Std V–VII)	(30)	(10)
		3. Teaching Practical i) 20 lessons (Std V–VII) ii) One Final teaching lesson (External)	(90)	(60) (120 External)
2.	Practical area II	Lesson Plan(five on each communication options)	30	(110 External)
3.	Practical area III	- CBR activities - External Viva for all 1, 2, 3 of the 3rd and 4th semester	60	120 (30) (90 External)
4.	Practical area IV	1. Audiology,	90	50 (25)
		2. Speech (For both Audio. and Speech – Internal viva, & Internal test of the portion covered in the 1st year - tests & viva may be taken by Dec.)	90	(25) (Audio. and Speech – Viva 5/5, test 20/20)
5.	Practical Area V	Full time Teaching Practice a) Classroom Teaching b) Other school activities	60 (Total 2 weeks)	50 (30) (20)
			(Total 480 hrs.)	(Total 530 marks)

23.0 DETAILS OF PRACTICAL WORK -FIRST YEAR –1st and 2nd semester

Practical Area I – Teaching Practice (All records to be maintained and report to be submitted in the prescribed format)

Activities																											
1	School visits -Total minimum a) Educational Integration Programme with or without resource unit / teacher – minimum 1 centre b) Educational Integration Programme without resource unit – minimum 1 centre c) Vocational Training Centre – minimum 1centres d) Special school for other disabilities – minimum 3 centres - Special schools for children with Hearing Impairment – minimum 2 centres -- Report on school visits																										
2	Observation of routine class teaching (class room placement of trainees) at preschool/ Std –I to Std IV (4 weeks – approx. – total 40 lessons) - Report on observations																										
3	Observation of Demonstration cum discussion of model lessons specially arranged for the trainees (language and subject) with follow up –10 lessons – 5 in preschool and 5 in any classes from 1st to 4th std. - Report on observations of model lessons																										
4	Study of content from text books from Std I - IV (After studying the content of each textbook, students have to appear for a content test in science, mathematics, social science and language.) (<i>It – tests of 1st & 3rd semesters together -may be treated as assignment for one theory paper.</i>)																										
5	<p>Practice teaching of 20 lessons (planning and execution under the guidance of supervisor. One lesson per day and remaining hours for observation)</p> <p>Break up Number of language lessons in non disability area = 4 Number of language lessons in disability area (pre-school, std I to IV) = 10 No. of subject teaching lessons in disability area (pre-school, Std. I to IV) = 6</p> <p>Disability area :</p> <table border="1"> <thead> <tr> <th>Sr. No</th> <th>. Classes</th> <th>Topics</th> <th>Lessons</th> </tr> </thead> <tbody> <tr> <td rowspan="5">1</td> <td rowspan="5">Pre-Primary</td> <td>Conversation / News</td> <td>2</td> </tr> <tr> <td>Directed Activities</td> <td>2</td> </tr> <tr> <td>Stories</td> <td>2</td> </tr> <tr> <td>Rhymes</td> <td>2</td> </tr> <tr> <td>Number work</td> <td>2</td> </tr> <tr> <td rowspan="4">2</td> <td rowspan="4">Standard 1 & 4</td> <td>Text book (language)</td> <td>2</td> </tr> <tr> <td>Math</td> <td>2</td> </tr> <tr> <td>Environment</td> <td>2</td> </tr> <tr> <td>Total No. of Lessons</td> <td>16</td> </tr> </tbody> </table>	Sr. No	. Classes	Topics	Lessons	1	Pre-Primary	Conversation / News	2	Directed Activities	2	Stories	2	Rhymes	2	Number work	2	2	Standard 1 & 4	Text book (language)	2	Math	2	Environment	2	Total No. of Lessons	16
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1	Pre-Primary	Conversation / News	2																								
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Practical Area II – Individualized Teaching – FIRST YEAR Activities

i) Observation of Individualized Teaching Lesson (ITP)

It is expected that the trainees will get adequate information about Individualized Teaching and demonstrations and explanations on their queries.

Trainees should be given the opportunity to observe the Individualized teaching lessons in progress – 5 lessons - before they undertake the task themselves. USE THE same format of Observation of the group lessons.

-Reports on observation

ii) Individualized Teaching

Trainee candidate will take 30 lessons with one child only and the child should preferably be from the preprimary section to 2nd standard.

- **5 lessons (any) supervised**
- **25 lessons unsupervised.**

The **pre-assessment** of the child for Individualized teaching shall be carried out under the supervision of an experienced trained teacher of the children with hearing impairment. If the trainee for some reason is not able to handle a particular child, she may take another one with the permission of the authority. However, the same procedure will have to be repeated with the new child including the required number of lessons. (She may take the advice of her guide when required.)

In the 1st year's final lesson, the T.C. will compare the child's 'pre-lessons and post lessons' performance, and give marks accordingly.

Please note:

Only one and the same child is to be taken for ITP for both the years.

Practical area III - Skill Development - FIRST YEAR Activities

	Activities
1	<p>Project work in grammar</p> <p>(This is for improving the insight of the trainee-teacher into the grammar of the language that the trainee is going to use for practice teaching and grammar in general.)</p> <p>Areas of grammar to be studied by the trainees are:</p> <p>a) Parts of speech b) Person number gender-concord c) Case markers & tenses d) Auxiliary verbs e) Question forms f) Types of sentences, Negation, Active – passive voice g) Degrees of comparison h) Case markers <i>(The purpose of this project is to develop the trainees' competency in understanding the basic grammar of their school/state language and be able to detect the deviancies / mistakes in the deaf child's language; and subsequently to think of and employ suitable strategies / techniques to help the child internalize / acquire and use grammatically correct language through teaching-learning in natural and contrived situations. The grammatical concepts are described in simple terms in Paper VI, Unit 3 under 3.2.3 as a) b) c) d) e) f).</i> (It is not for the purpose of answering questions like “ How will you teach grammar to a deaf child ?”</p> <p style="text-align: center;"><i>(It may be treated as assignment for one theory paper.)</i></p>
2	<p>Basic skill development in :</p> <p>1) Finger spelling (FS) - English one handed and two handed (for information only), and Indian Manual Alphabet (IMA) for the Indian languages.</p> <p>2) Indian Sign System -Total Communication (ISS-TC) – designed to represent the spoken and written form of Indian languages. It is a manual representation of speech or written text to the extent possible. It is also termed as Total Communication where each and every word and word part is signed as it is spoken. In fact one must speak with signing. Some signs are borrowed from the ISL.</p> <p>3) Indian Sign Language -(ISL) - It is the language of the deaf communities in India, it is a very neat practical form of language with its own vocabulary and grammar. It serves the purpose of fast communication and transfer of information amongst the deaf and with the persons who know sign language.</p> <p style="padding-left: 40px;">However it cannot be spoken or written.</p> <p><i>(Note : Use of Auditory Verbal Approach, Aural-oral approach, reading & writing, FS, ISS-TC or ISL by trainees, for teaching in classrooms, will depend on the education policy of the model school.)</i></p>

Practical area III - Skill Development - FIRST YEAR Activities

	Activities
1	<p>Project work in grammar</p> <p>(This is for improving the insight of the trainee-teacher into the grammar of the language that the trainee is going to use for practice teaching and grammar in general.)</p> <p>Areas of grammar to be studied by the trainees are:</p> <p>a) Parts of speech b) Person number gender-concord c) Case markers & tenses d) Auxiliary verbs e) Question forms f) Types of sentences, Negation, Active – passive voice g) Degrees of comparison h) Case markers <i>(The purpose of this project is to develop the trainees’ competency in understanding the basic grammar of their school/state language and be able to detect the deviancies / mistakes in the deaf child’s language; and subsequently to think of and employ suitable strategies / techniques to help the child internalize / acquire and use grammatically correct language through teaching-learning in natural and contrived situations. The grammatical concepts are described in simple terms in Paper VI, Unit 3 under 3.2.3 as a) b) c) d) e) f).</i> (It is not for the purpose of answering questions like “ How will you teach grammar to a deaf child ?”</p> <p><i>(It may be treated as assignment for one theory paper.)</i></p>
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Practical area III - Skill Development - FIRST YEAR Activities

	Activities
1	<p>Project work in grammar</p> <p>(This is for improving the insight of the trainee-teacher into the grammar of the language that the trainee is going to use for practice teaching and grammar in general.)</p> <p>Areas of grammar to be studied by the trainees are:</p> <p>a) Parts of speech b) Person number gender-concord c) Case markers & tenses d) Auxiliary verbs e) Question forms f) Types of sentences, Negation, Active – passive voice g) Degrees of comparison h) Case markers <i>(The purpose of this project is to develop the trainees’ competency in understanding the basic grammar of their school/state language and be able to detect the deviancies / mistakes in the deaf child’s language; and subsequently to think of and employ suitable strategies / techniques to help the child internalize / acquire and use grammatically correct language through teaching-learning in natural and contrived situations. The grammatical concepts are described in simple terms in Paper VI, Unit 3 under 3.2.3 as a) b) c) d) e) f).</i> (It is not for the purpose of answering questions like “How will you teach grammar to a deaf child ?”</p> <p style="text-align: center;"><i>(It may be treated as assignment for one theory paper.)</i></p>
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Practical area IV – FIRST YEAR

Activities

Audiology

1. 1.1 Case history taking
- 1.2 Identifying parts of the ear from the model of ear
- 1.3 Identifying different sounds/ noise makers
- 1.4 Identifying parts of the audiometer
- 1.5 Pediatric Assessment (observation)
- 1.6 Conditioning and play audiometry (observation)
- 1.7 Audiogram interpretation (25 audiograms) (Journal)
- 1.8 Identifying & handling types /parts of individual hearing aids
- 1.9 Making harness for hearing aid
- 1.10 Checking the hearing aid & Six-sound test on 10 children
- 1.11 Auditory training (observation) - 5 individual lessons (20 minutes each)
- 5 group lessons (30 minutes each)
- 1.12 Auditory training (planning and execution with supervision)
-2 individual children X 5 sessions 20 minutes (each) (10 marks)
- 5 group lessons (planning, discussion, execution - 30 min. each)
Orientation to aided audiograms of 5 children. (10 marks)
- 1.13 Getting familiar with group amplification systems.
- 1.14 Observation of these 5 children for Hearing aid selection.
- 1.15 Observation of ear mould making.
- 1.16 Troubleshooting/minor repairs of hearing aids (10 marks)

Journal to be prepared based on the above Speech and Language

2. Speech and Language

- 2.1 Recording speech of non impaired children (2 samples)
- 2.2 Identifying various parameters of speech by listening to tapes (10 samples)
- 2.3 Intelligibility rating (5 samples)
- 2.4 Varying own speech parameters/recording
- 2.5 Labeling parts of speech systems
- 2.6 Making diagrams of sagittal sections of sounds in own language
- 2.7 Word-lists for sounds (in Initial, Medial & Final Positions) of own language (use pictures)
- 2.8 Identifying errors in speech samples of HI children (tapes)
- 2.9 Observation of speech assessment of 5 children
- 2.10 Planning activities of group speech teaching – only with respect to Non- Segmental / segmental / suprasegmental (duration control, loudness control, pitch control)
- 2.11 Making speech kit
- 2.12 Speech assessment using speech kit (5 children) (5 marks)
- 2.13 Handling aids & equipment (observation and supervised work)
- 2.14 Observation (Group speech teaching) 5 lessons (30 minutes each)
- 2.15 Planning and executing 5 sessions of group speech teaching. (10 marks)
- 2.16 Planning and executing 5 sessions of individual Speech teaching for 2

- children (30 minutes each) – Total 10 Individual plans (**10** marks)
- 2.17 Role play (amongst the trainees) – teaching and activities for correction of different speech sounds
- 2.18 Auditory Verbal Approach (AVA) Use of CD or Demonstration if possible

-Journal to be prepared based on the above = (25 marks)

DETAILS OF PRACTICAL WORK -SECOND YEAR

Practical Area I – Teaching Practice

	Activities -(The work has been divided in to 2 semesters. Please see each semester's plan)																										
1	Observation of routine classroom teaching at Std I – VII – 60 lessons (Class room placement of trainees) - Report on observation of 1 & 2																										
2	Observation of Demonstration cum discussion of model lessons specially arranged for trainees (language and subjects) with follow up - 15 lessons Report on observation of 1 & 2																										
3	Study of content from text books from Std I - IV (After studying the content of each textbook, students have to appear for a content test in science, mathematics, social science and language.)																										
4	<p>Teaching Practicals</p> <p>-20 lessons X 4 marks each = 80 marks -Preferably one lesson per day and observation for remaining hours)</p> <p>- Plan for one final teaching practical, - One language/subject lesson or math with word problems only (No poems) -100 marks</p> <p>Distribution of lessons</p> <table border="1"> <thead> <tr> <th>Classes</th> <th>Topics</th> <th>Lessons</th> </tr> </thead> <tbody> <tr> <td rowspan="5">5th to 7th (Language teaching)</td> <td>Poems / Rhymes</td> <td>2</td> </tr> <tr> <td>Picture Description</td> <td>2</td> </tr> <tr> <td>Language Text Books Teaching adapted</td> <td>3</td> </tr> <tr> <td>Language Text Books Teaching unadapted</td> <td>3</td> </tr> <tr> <td>Second Language</td> <td>2</td> </tr> <tr> <td rowspan="5">2 Subject teaching</td> <td>History</td> <td>2</td> </tr> <tr> <td>Geography</td> <td>2</td> </tr> <tr> <td>Science</td> <td>2</td> </tr> <tr> <td>Maths</td> <td>2</td> </tr> <tr> <td>Total</td> <td>20</td> </tr> </tbody> </table>		Classes	Topics	Lessons	5th to 7th (Language teaching)	Poems / Rhymes	2	Picture Description	2	Language Text Books Teaching adapted	3	Language Text Books Teaching unadapted	3	Second Language	2	2 Subject teaching	History	2	Geography	2	Science	2	Maths	2	Total	20
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2 Subject teaching	History	2																									
	Geography	2																									
	Science	2																									
	Maths	2																									
	Total	20																									
Please note: Lessons should be followed by follow up lessons wherever appropriate																											

Practical Area II – Individualized Teaching -2nd YEAR

Activities

1. Execution of Individualized teaching lesson.

Trainees would be undertaking Individualized teaching lesson on any one of the two children that they have observed for individualized teaching lesson.

Total lessons to be undertaken for individualized teaching per trainee = 30 in the 2nd semester

- Lesson duration 30 to 40 minutes
- Unsupervised lessons: 25 per trainee = marks to be given on the basis of submitted lessons plan file and performance of the child)
- Supervised lessons: any 5 per trainee
- Final External Viva for individualized teaching = **30 marks**
- In the 1st year's final lesson, the T.C. will compare the child's pre-lessons and post lessons' performance, and give marks accordingly.

Note:

- Two or more trainees should **NOT** take one and the same deaf & hard of hearing student for individualized teaching execution.
- Children should be in the age range - 4 to 7 years, and from preschool classes 3 and 4 and 1st and 2nd std.
- One and the same child should be taken for both the years.
- * Activity and submission of report to be done in both the years separately.

However the evaluation of report and submission of marks to be made only in the second year.

Practical Area III – Skill Development -SECOND YEAR

	Activities
1	Skill development in Text Adaptation for subject teaching in the following areas : <ul style="list-style-type: none"> • Knowledge • Language • Illustrations • Presentation styles
2	CBR activities a) Conducting parents meeting (Each teacher trainee prepares and discusses one issue for 5 to 10 minutes during parent meeting and a report is made and submitted.) b) Conducting awareness programme (slums or rural area) and a report to be submitted involving following areas 1) Prevention 2) Identification 3) Intervention Note: Activity and submission of report to be done in both the years separately. However the evaluation of report and submission of mark to be made only in the second year.
3	i) Indian Signing System – (ISS) including IMA
4	-Viva for all the three topics given above

Practical Area IV – Psychology - SECOND YEAR

	Activities
1	<p>Psychology</p> <p>Preparing case history using interviewing techniques</p> <p>Select and administer independently screening - appropriate to the child - tests from the following:</p> <p>Vineland Social Maturity Scale</p> <p>Gessel's Drawing Test</p> <p>Seguin Form Board</p> <p>Developmental Screening Test</p> <p>Draw a Man</p> <p>Coloured Progressive Matrices</p> <p>Mendow-Kendall Social Emotional Maturity Scale</p> <p><i>(Some of these tests may not be available. Centres should try to get at least the first 4 tests, - minimum 4 tests.)</i></p> <p>Record, analyze and report test data and findings efficiently and effectively</p> <p>Communicate effectively with parents of child regarding:</p> <p>Test findings</p> <p>Further referrals</p> <p>Placement programming</p> <p>Psycho educational and perceptual training</p> <p>Submit a journal of the year's placement. General guidelines for the journal are:</p> <ul style="list-style-type: none"> -Content -Introduction -Broad areas of testing -Commonly used screening tests -Observation and recommendations of 3 case reports <p style="text-align: right;">-Journal to be prepared based on above</p>
2	<p>Audiology / Speech -3rd semester by end of Dec.</p> <p>Internal viva, and Internal test of the portion covered in the 1st year as part at a suitable time before December. It may be treated as assignment for one theory paper. It will be done separately for both the subjects.</p> <p><i>(This is a sort of revision of the portion learnt last year, which is found to be necessary by the training coordinators for the benefit of the trainees and the HI children.)</i></p>

Practical Area V – SECOND YEAR 4th semester

Activities -Full time teaching practice

1. The trainees will be placed in special schools for full time for 2 weeks. They will be involved in the following activities of the school:
 - a) Other school activities:

The trainees will be involved in the following activities : **(1 week)**

 - o Working as a teacher helper in activities like writing homework, making exercise sheet, planning educational activities etc.

- o Organization and Management of classes
- o Preparation of teaching aids
- o Use of aids and appliances
- o Involvement in co-curricular activities
- o Involvement in school examination
- o Involvement in parents meeting

(This will be followed by classroom teaching)

b) Classroom teaching :

This will involve actual classroom teaching where trainees cover the school portion as per the routine of the school. They may not write the elaborate lesson plans used for earlier 40 lessons. However they maintain regular diary or record of what has to be taught like the schoolteachers. The model schoolteachers of the concerned classroom will supervise this teaching. Two classes (one pre-school (3 days) and one primary (2 days)) may be selected per trainee for classroom teaching. **(1 week)**

FORMATS FOR RECORD OF MARKS – PRACTICAL WORK

All records of marks for Practical Work in all the 5 areas to be maintained in the prescribed 6 formats given on the next 6 pages by the centres.

The reports for practical work / marks may be submitted at the end of each year in the 1st and 2nd format to the examination body .

1. Format for Practical marks for the

1st and 2nd Semesters

Practical Area	Items (For 1st and 2nd semesters) (Details on pages 23 to 26)	Total Marks	Marks obtained
Practical area I	Teaching Practice 1. School visits & report (Minimum 10).	160 (10)	
	2. Observation of routine classroom teaching at preschool/ Std -I To IV and report (40)	(40)	
	3. Observation of Demonstration cum discussion of model lessons and reports (10 lessons = 5 in preschool and 5 in 1st To 4th std.)	(10)	
	4. Study of textbook content – Std. I To IV: - Written Content test in Science, Mathematics, Social science, language	(40) (Test)	
	5. Practice teaching for 20 lessons (15 lessons – Disability area, and 5 lessons Non-disability area)	(60)	
Practical area II	Individualized Teaching -Attending Lectures, then observation of (5 lessons) (May make notes) - Teaching one child - (30 lessons)	90	
Practical area III	Skill Development 1. Grammar – Project Work (15 marks) – Test (25 marks)	110 (15) (25)	

	2. a) Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) -Indian Manual Alphabet (IMA) for the Indian speech sounds / script / akshar b) Indian Sign Language (ISL) c) Indian Signing System (ISS) (Manual Code for spoken Indian languages)	(5) (5) (5) (30) (25)	
Practical area IV	a) Audiology i) Journal to be prepared (based on the above) (Clinical) ii) Internal iii) External Viva	220 (30) (30) Ext. (160)	
	b) Speech and Language i) Journal to be prepared (based on the above.) (Clinical) ii) Internal iii) Auditory Verbal Approach (AVA) (Demo or CD) Report of 2 pages iv) External Viva	220 (25) (25) (10) Ext. (160) Total 800	

2. Format for Practical marks for the 3rd and 4th Semesters

Practical	Items for both 3rd and 4th semesters	Total Marks	Marks Obtained
Practical Area I	Teaching Practice 1. Observation of routine classroom teaching at Std V–VII (10 lessons each in any 3 classes on different subjects, total 40) - Report on observations	270 (30)	
	2. Observation of Demonstration cum discussion on model lessons - Report on observations (No.10)	(20)	
	3. Study of textbook content – Std V–VII : Written Content test in Science, Mathematics, Social science, and language.	(40) (Test)	
	4. Teaching Practical j) 20 lessons ii) One Final teaching lesson (External)	(60) (120) (External)	
Practical Area II	Individualized Teaching - Execution of Individualized Teaching - 30 lessons -Final External Viva for individualized teaching	200 (90) (110) (External)	
Practical Area III	Skill Development in : 1. Text adaptation for subject teaching (5 lessons in different subjects)	180 (30)	
	2. CBR activities	(30)	
	3. i) Indian Signing System – (ISS) (Including Indian Manual Alphabet- IMA) - External Viva For All Three -	(30) (90) (External)	
Practical	1. Psychology -	100	

Area IV	-Journal to be prepared -Internal	(50)	
	2. Audiology	(25)	
	3. Speech (For both Audio. and Speech - Internal viva, & Internal test will be for the portion covered in the 1st year. Tests & viva may be taken latest by Dec.	(25) (Viva 5/5) Int. test 20 /20	
Practical Area V	Full time Teaching Practice a) Classroom Teaching b) Other school activities	50 (30) (20) (Total 800 marks)	

3. Format for Practical marks for the 1st Semester

Practical Area	Items -1st Semester	Total Marks	Marks Obtained
Practical area I	Teaching Practice	105	
	1. School visits & report (This semester 4 centres)	(5)	
	2. Observation and reports of routine classroom teaching at preschool (12 lessons), Std -I To IV (8 lessons), (20 lessons)	(20)	
	3. Observation of Demonstration cum discussion of model lessons and report (10 = 5 in preschool and 5 in std. 1 to 4 , preferably with a follow up lesson in the same class)	(10)	
	4. Study of textbook content - Std 1 - 4 : and the Content test in Science, Mathematics, Social Science, and Language. – (Test by end of August)	(40)	
	5. Practice teaching of 10 lessons– 5 each) (Disability and Non-disability area	(30)	
Practical area III	Skill Development ISL – Indian Sign Language	30	
Practical area IV	a) Audiology i) Journal to be prepared (based on the above) (Clinical) ii) Internal iii) External Viva	220 (30) (30) Ex.(160) Total 355	

		Marks	
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4. Format for Practical marks for the 2nd Semester – 1st year

Practical Area	Items -2nd Semester	Total Marks	Marks Obtained
Practical area I	Teaching Practice 1. School visits & report (This semester 4 centres)	55 (5)	
	2. Observation of routine classroom teaching at preschool/ Std -I To IV and report (20)	(20)	
	3. Practice teaching of 10 lessons (Disability area)	(30)	
Practical area II	Individualized Teaching -Attending Lectures and observation (5 lessons) -Teaching one child (30 lessons)	90	
Practical area III	Skill Development 1. Grammar – Project Work (15 marks) – Test (25 marks)	80 (40)	
	2. Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA)	(15)	
	3. Indian Signing System (ISS) (Manual Code for spoken Indian languages)	(25)	
Practical area IV	Speech and Language	220	
	i) Journal and Language (based on the above.)(clinical)	(25)	
	ii) Internal	(25)	
	iii) Auditory Verbal Approach (AVA) (Demonstration or viewing the CD and writing the main points of AVA.)	(10)	
	iv) External Viva	(160)	
		Total 445 marks	

5. Format for Practical marks for the 3rd Semester – 2nd year

Practical Area	Items -3rd Semester	Total Marks	Marks Obtained
Practical area I	Teaching Practice 1. Observation of routine classroom teaching at Std V–VII) and report (This semester - total 20 lessons in any 6 classes on different subjects, - with at least one follow up lesson)	70	20
	2. Observation of Demonstration cum Discussion of model lessons - Report on observations (No.10)	10	
	3. Study of textbook content - Std 5 - 7 : Content test in Science, Mathematics, Social science, and language. (Test to be given latest by August end)	40	
Practical area II	Individualized Teaching -Execution of Individualized Teaching lessons : (30 lessons) .	90	
Practical area III	Skill Development in : 1. Text adaptation for subject teaching (5 lessons in different subjects)	60 (30)	
	2. i) . Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA)	(1) (1) (3)	
	ii) Indian Signing System – (ISS)	(25)	
Practical area IV	Psychology - -Journal to be prepared -Internal	50 (25) (25)	
		(Total 270 marks)	

6. Format for Practical marks for the 4th Semester – 2nd year

Sr. no	Practical Area	Items -4th Semester	Total Marks	Marks Obtained
1.	Practical area I	Teaching Practice	150	200
		1. Observation of routine classroom teaching at Std V–VII) and report (This semester - total 20 lessons in any 6 classes on different subjects, - with at least one follow up lesson)	(30)	(10)
		2. Observation of Demonstration and follow up lesson cum Discussion of model lessons - Reports (No.10) (Std V–VII)	(30)	(10)
		3. Teaching Practical i) 20 lessons (Std V–VII) ii) One Final teaching lesson (External)	(90)	(60) (120) (External)
2.	Practical area II	Final External Viva for Individualized Teaching (including a few revision lessons)	30	110 (External)
3.	Practical area III	- CBR activities - External Viva for all 1, 2, 3 of the 3rd and 4th semester	60	120 (30) 90 (External)
4.	Practical area IV	1. Audiology,	90	50 (25)
		2. Speech (For both Audio. and Speech – Internal viva, & Internal test of the portion covered in the 1st year - tests & viva may be taken as test by Dec.)	90	25 (Viva 5/5 internal test 20/20)
5.	Practical Area V	Full time Teaching Practice a) Classroom Teaching b) Other school activities	60 (Total 2 weeks)	50 (30) (20)
			(Total 480 hrs.)	(Total 530 marks)

Content of the Theory Papers

PAPER - 1

1st Year—Semester I (COMMON PAPER)

THEORY PAPER I: INTRODUCTION TO DISABILITIES

Total Marks: 75

Total hours: 90

Objectives:

After completion of this paper, the learner is expected to:

1. Understand the differences disability and functioning
2. Understand the educational needs of various categories of persons with disabilities.
3. Know the common causes and preventive aspects of different kinds of disabilities
4. Know the importance of early identification and intervention
5. Understand the importance of different agencies in human resource development

Unit 1: Understanding Disability

(15 Hours)

- 1.1 Historical development in understanding disability
- 1.2 Emerging trends: Concept and Definition of Impairment, Disability, Handicap(ICIDH) and Functioning(ICF)
- 1.3 Definition and Categories of Disability as per National laws
- 1.4 Prevalence and demographic profile
- 1.5 Causes and prevention of disability

Unit 2: Definition, types and educational needs of children with disabilities (15 Hours)

- 2.1. Hearing Impairment: Definition and types
- 2.2. Visual Impairment: Definition and types
- 2.3. Mental Retardation: Definition and types
- 2.4. Neuro–muscular: Definition and types
- 2.5. Autism Spectrum Disorder: Definition and types

Unit 3: Definition, types and educational needs of children with disabilities(15 Hours)

- 3.1. Mental Illness: Definition and types
- 3.2. Specific Learning Disabilities / Difficulties: Definition and types
- 3.3. Deafblindness: Definition and types
- 3.4. Locomotor Disabilities: Definition and types
- 3.5. Multiple Disabilities: Definition and types

Unit 4: Early Identification and intervention

(15 Hours)

- 4.1 Concept and need of early identification
- 4.2 Screening and referral
- 4.3 Involvement of parents and the community
- 4.4 Role of special teacher/ educator in Early Intervention and related matters
- 4.5 Models of Early Intervention- Home based and centre based

Unit 5: Human Resource in Disability Sector

(15 Hours)

- 5.1 Concept and need of Human Resource in disability sector
- 5.2 Role of National Institutes
- 5.3 Role of International bodies
- 5.4 Role of NGOs and the Community
- 5.5 Status of Human Resource in India

Experiential Learning

(15 Hours)

1. Prepare a checklist for identification of at least one disability.
2. The students are expected to visit at least two institutes for disabilities and observe children with disabilities learning, and submit a report of their observation.

Reference material:

1. Madhavan, T. Kayla, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists
2. Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown and Benchmark Publishing
3. Lindgren H (1988) Educational Psychology in the Classroom, Harper and Raw
4. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
5. Smith, D.D, and Luckasan, R.(1992), Introduction to Special Education, Allyn and Bacon, Boston
6. Alan H. and Ravic R. (1998). Best and promising Practices in Developmental Disabilities, Texas, PRO – ED, Inc
7. Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
8. Myron G. Eisenberg, Robert L. Glueckauf, Herbert H. Zaretsky (1999) Medical Aspects of Disability: A Handbook for the Rehabilitation
9. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
10. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children
11. Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From Segregation to Inclusion
12. S.S. Chauhan (2002) Education of Exceptional Children

PAPER - 2

PAPER-2: EDUCATIONAL PSYCHOLOGY

Total Marks: 75

Total Hours: 90

Objectives: After completion of this paper, the students are expected to:

1. Clearly delineate the nature of child development including delayed development.
2. Gain insights into various aspects of growth and development including personality development.
3. Acquire and apply knowledge about cognition and intelligence.
4. Demonstrate clear comprehension of different perspectives of learning.
5. Acquire knowledge of different behavior problems among children and their management.

Unit I: Psychology and Theories of Learning

(15 Hours)

- 1.1 Educational Psychology – Nature, Importance and Scope.
- 1.2 Individual differences and methods of dealing with the differences
- 1.3 Importance of principles of psychology for the educators of children with disabilities.
- 1.4 Theories of Learning: Behaviorist (Classical & Operant), Social Learning (Bandura), Cognitive Learning (Information Processing).
- 1.5 Role of teacher and learner in different teaching-learning situations- Learning Styles and Learning in Constructivist Perspective

Unit II: Nature of Child Development

(15 hours)

- 2.1 Child Development: meaning and nature
- 2.2 Principles of growth and development
- 2.3 Significance of child development for special educators in understanding the learner with disability
- 2.4 Concept of developmental delay and / differences
- 2.5 Factors influencing development: heredity and environmental

Unit III: Major Aspects of Development

(20 hours)

- 3.1 Physical and Motor Development: meaning, growth and maturation, gross and fine motor development skills in infancy and pre-school children
- 3.2 Social Development: meaning, significance, stages, psycho-social development
- 3.3 Emotional Development: meaning, development of emotions at different stages
- 3.4 Personality Development: meaning, definition and factors affecting
- 3.5 Language Development: meaning and significance, bilingual and multilingual language situations, implications for teachers

Unit IV: Cognition and Intelligence

(15 hours)

- 4.1 Cognitive Development: Concept, Piaget's stages of cognitive development
- 4.2 Understanding socio-cultural difficulties and factors influencing cognition
- 4.3 Role of cognition in learning
- 4.4 Intelligence: meaning, definition and measurement of IQ.

4.5 Howard Gardner's theory of Multiple Intelligence

Unit V: Behaviour Problems and Management

(10 hours)

5.1 Common behaviour problems in children

5.2 Assessment of problem behaviour

5.3 Functional analysis

5.4 Behaviour management techniques

5.5 Planning, Implementation and Evaluation of Behavioural Management Programme

Experiential Learning

(15 Hours)

The student learner is expected to observe problem behaviour of two children with disability and write a report.

Reference material:

1. Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
2. Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists,
3. Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT
4. Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyani Publishers.
5. Sharma, P (1995) Basics on Development and Growth of a Child. New Delhi: Reliance Publishing House.
6. Sharma, R and Sharma, R (2002) Child Psychology Atlantic: New Delhi.
7. Mohan Mathew (1972) Child Psychology in Indian Perspective
8. Jan Borms (1984) Human Growth and Development
9. Madhavan, T. Kayla, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists
10. Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown and Benchmark Publishing
11. Lindgren H (1988) Educational Psychology in the Classroom, Harper and Raw
12. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
13. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
14. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children

PAPER - 3

THEORY PAPER III: EDUCATION IN THE EMERGING INDIAN SOCIETY AND SCHOOL ADMINISTRATION

Total Marks: 75

Total Hours: 90

Objectives: After completion of this paper, the students are expected to:

1. Understand the different facets of education in India.
2. Describe various philosophies and their educational implications.
3. Appreciate the role of various agencies of education.
4. Know various significant legal policies initiative concerning education of children with disabilities.
5. Acquire proficiency in school-administration and documentation matters.

Unit I: Nature and Emerging Priorities of Education (15 Hours)

- 1.1. Meaning, Definition and Scope of Education
- 1.2. Aims and objectives of general education and special education with reference to pre-primary and elementary level(Primary and upper primary)
- 1.3. Value education
- 1.4. Gender-equity (women's education) with particular reference to special education
- 1.5. Prevocational education

Unit II: Philosophies and Educational Implications (15 Hours)

- 2.1. Idealism
- 2.2. Naturalism
- 2.3. Pragmatism
- 2.4. Humanism
- 2.5. Implications of Educational Philosophies in special education

Unit III: Agencies of Education (15 Hours)

- 3.1. Formal – special and regular schools
- 3.2. Informal – family, community and mass media
- 3.3. Open and distance education with reference to special education
- 3.4. Roles of governmental and non-governmental agencies in general and special education
- 3.5. Equalization of educational opportunities

Unit IV: Significant Legal/Policy Initiatives Concerning Education of Children with Disabilities (15 Hours)

- 4.1. United Nations Convention on the rights of Persons with Disabilities (UNCRPD) and Incheon Strategy
- 4.2. The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995/ Replacement Legislation
- 4.3. National Trust Act for Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities (1999)

4.4. National Policy for Persons with Disabilities (2006)

4.5. The Right of Children to Free and Compulsory Education Act (RTE) (2009) along with Amendment

Unit V: Introduction to School Administration and Documentation (15 Hours)

5.1. Definition and principles of school organization and administration

5.2. Organization of Special School and Inclusive School

5.3. Duties and responsibilities of the head of school

5.4. Annual school plan and Preparation of time-table

5.5. Maintenance of school-record--progress report, cumulative record, case histories, Continuous and Comprehensive Evaluation (CCE)

Experiential Learning

(15 Hours)

The student is expected to take up one of the important facets of education such as gender- equity, value education, prevocational education or any of the legal initiatives and develop a review of literature.

Reference material:

1. Ashok Kumar (1991) Current Trends in Indian Education. New Delhi: Ashish Pub. House
2. Garg, V.P. (1990) Development of Perspectives in India education. New Delhi: Metropolitan Pub.
3. Agrawal, S.P. and J.C. (1994) Third Historical Survey of Educational Development of India. New Delhi: Concept Pub. Co.
4. Sharma, S.N. (1995) Philosophical and Sociological Foundation of Education. New Delhi: Kanishka.
5. Smt, D.D. and Luckasson (1992) Introduction to Special Education. Boston: Allyn and Bacon.
6. Nanda, V.K Education Emerging Indian Society
7. B.N. Dash (2004) Theories of Education and Education in the Emerging Indian Society

PAPER - 4

THEORY PAPER IV: Inclusive Education for Children with Disabilities

Total Marks: 75

Total Hours: 90

Objectives:

On completion of this paper, the student-teachers will be able to:

1. Define inclusion
2. Relate inclusion to all aspects of life and service delivery
3. Discuss the advantages and potential challenges of inclusion
4. Understand and use the methods and strategies of enhancing/promoting inclusion
5. Describe the roles of the community and society in general for successful inclusion

Unit I: Introduction to Inclusive Education

(15 hours)

- 1.1. Understanding Inclusive Education: Meaning and Definition
- 1.2. Benefits of Inclusion
- 1.3. Difference between special, integrated and inclusive education
- 1.4. SSA, IEDSS and RMSA
- 1.5. Barriers to Inclusion: Systemic barriers, Societal barriers and Pedagogical barriers

Unit II: Accessing Inclusive Education

(15 hours)

- 2.1. Fundamental elements of inclusive school
- 2.2. Strategies for making schools inclusive
- 2.3. Need for Curriculum differentiations and assessment
- 2.4. Classroom Management and Teaching Strategies – Cooperative Learning and Peer Tutoring
- 2.5. Physical accessibility of schools and Universal Design Model

Unit III: Including Children with Disabilities in Education

(15 hours)

- 3.1. Identifying special needs of children with disabilities
- 3.2. Curriculum Adaptations
- 3.3. Use of Technology, Teaching Learning Material and Educational Aids
- 3.4. Continuous and Comprehensive Evaluation in Disabilities
- 3.5. Developing resource room and resource facilities

Unit IV: Networking for Inclusive Education

(10 hours)

- 4.1. Developing partnerships with family
- 4.2. Developing partnership with school functionaries and peer group
- 4.3. Collaborative Teaching and team work
- 4.4. Mobilizing support for learners-role of voluntary organizations, community, special school, Health care professional and local bodies
- 4.5. Understanding the role of BRCs, CRCs and school management committees

Unit V: Major components of successful change toward Inclusion (10 hours)

- 5.1 Communication
- 5.2 Interpersonal skills
- 5.3 Positive attitudes
- 5.4 Flexibility
- 5.5 Success Stories, Financial Resources and Infrastructure.

Experiential Learning (15 Hours)

(The students are expected to visit one inclusive setting and observe classroom teaching and prepare case studies of students with disabilities in this school.)

Reference material:

1. Fernandez, G., Koenig, C., Mani M.N.G., and Tensi, S. (1999). See with the Blind. Bangalore : Books for Change and CBM International.
2. ICEVI (1995). Proceedings of the Asia Regional Conference on “Reaching the Unreached”. Organized by the International Council for Education of People with Visual Impairment at Ahmedabad, India.
3. Jangira, N.K. and Mani, M.N.G. (1990). Integrated Education for the Visually Handicapped: Management Perspective. Gurgaon: Academic Press Rehabilitation Council of India (2000). Status Report on disability 2000.
4. Mani, M.N.G. (2001). Inclusive Education in Indian Context. Coimbatore, IHRDC
5. Murickan S.J.J, and Kareparampil, G. (1995). Persons with Disabilities in Society. Trivandrum: Kerala Federation of the Blind.
6. Mukhopadhyay, S. and Mani. M.N.G. (1999). Education of Children with Special Needs, Country Report, New Delhi : National Institute of Educational Planning and Administration.
7. Punani, B., and Rawal, N. (1993). Handbook : Visual Impairment. New Delhi : Asish Publishing House.
8. Awareness Package for Upper Primary teachers : NCERT, New Delhi, 2003
9. Inclusive Education : An Orientation Package for Teacher Educators. Department of Education of Groups with Special Needs, NCERT, New Delhi, 2002 (both in Hindi & English).
10. Planning and Managing Inclusive Education in the Indian Context. Department of Education of Groups with Special Needs, NCERT and UNESCO, 2004.
11. Assessment of Needs for Inclusive Education : Report of the First Regional Workshop of NCERT and UNESCO, 2000.

DISABILITY SPECIFIC PAPERS

PAPER - 5

THEORY PAPER V: EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT (90 Hours)

Objectives:

Knowledge related objectives: - Development of knowledge in the following areas:

1. Educational needs and goals
2. Types of education settings like segregated and integrated set up
3. New trends in education
4. Develop an understanding about management of educational settings
5. Understand the role of board of personnel
6. Develop an understanding of inspection and supervision in special education

Skill related objectives: Development of skills in the following areas:

1. Identifying appropriate option for the students
2. Providing guidance and follow up activities in integrated set up
3. Be trained in schedule planning and record keeping

Unit 1. Special education needs in Early Intervention Programmes (EIP) (18 hrs)

- 1.1 Philosophy and goals of Special Education.
- 1.2 Educational needs of Children with HI
- 1.3 Early intervention programme for children with HI
 - need, importance and objective,
 - organizing EIP
 - Types of EIP (Home-based intervention)
- 1.4 Need-based curriculum of EIP
- 1.5 School readiness for children with hearing impairment.

Unit 2: Options for education - Special School (18 hours)

- 2.1 Types: Residential Schools, Day Schools
- 2.2 Brief historical perspective of post independence period in India
- 2.3 Levels and availability: Pre-school, Primary, Upper Primary, and Secondary Schools
 - a. Strengths and limitations
 - b. Open schooling with special reference to Deafness: specially for educationally disadvantaged children Deaf & Hard of Hearing

Unit 3: Options for education - Mainstream Educational settings (18 hours)

- 3.1 Integration - Concept and need
 - 3.1.1 Models of integrated education
 - a) Resource unit and resource teachers
 - b) Itinerant teachers
 - 3.1.2 Factors influencing success of educational integration
 - a) Candidacy and selection: parameters and procedure
 - b) Tuning the system for better integration: Parents, School Authorities, classmates, Special Educators & Community Teachers,
 - 3.1.3 Strengths and Limitations
- 3.2 Inclusion - Concept and need
 - 3.2.1 Factors influencing success of educational inclusion
 - a) Candidacy and selection: parameters and procedure

- b) Tuning the system for better Inclusion: Parents, School Authorities,
Classmates, Special Educators & Community Teachers,
- 3.2.2 Strengths and Limitations
- 3.3 Inclusion, Integration – Principles of Normalization

Unit 4: Organization of Special education and administration (18 hours)

- 4.1 Approaches to management – systems approach, MBO, GRID
- 4.1.1 Principles of school management
- 4.1.2 Planning institutional environment
- 4.2: Board of Personnel & their Responsibilities
- 4.2.1 Professional relationship with Staff/students/parents/community
- 4.2.2 Coordination with personnel of other institutions
- 4.3 Inspection and supervision
- 4.3.1 Meaning, function and scope
- 4.3.2 Difference between Inspection and supervision
- 4.3.3 Need and types of supervision
- 4.3.4 Role of supervisors
- 4.3.5 Responsibilities of supervisors

Unit 5: Schedule and Record keeping (18 hours)

- 5.1 Types of schedules – yearly, monthly, weekly, daily
- 5.2 Factors affecting preparation of time table
- 5.3 Planning of curricular and co-curricular activities
- 5.4 Transition Planning
- 5.4.1. Definition type and stages
- 5.4.2. Individualized Transition Planning
- 5.4.3 Transition Process
- 5.4.4 Transition in Educational settings
- 5.4.5 Transition Team members

References

- Alice, M., Raj, K., & Rao, D. B. (2004). *Deaf Education*. New Delhi: Sonali Publications.
- Alur, M., & Timmons, V. (2009). *Inclusive Education Accross Cultures*. New Delhi: Sage Publications.
- Brelje, W. (1999). *Global Perspective on the Education of the Deaf in Selected Countries*. Hillsboro: Butte Publications.
- Dash, M. K., & Singh, J. P. (2005). *Disability Development in India*. New Delhi: Kanishka Publication.
- Goldstein, D. (1989). *The Hearing Impaired Child*. England: NFER - Nelson Publication.
- Jone, V. F., & Jones, L. S. (2003). *Comprehensive Classroom Management*. Boston: Allyn & Bacon.
- Mehdiratta, M. (2002). *Dictionary of Special Education*. Raleigh: IVY Publishing House.
- Northcott, W. H. (1973). *The Hearing Impaired Child in a Regular Classroom*. Washington: The Alexander Graham Bell Association for the Deaf Inc.

- Ramar, L. R., & Kusuma, A. (2004). *Hearing Impairment an Educational Consideration*. New Delhi: Discovery Publishing House.
- Reddy, G. L. (2010). *Education of Children with Special Needs*. Delhi: Pooja Books Supplier.
- Reddy, G. L., Ramar, R., & Kusuma, A. (2004). *Special Education Series: Hearing Impairment an Educational Consideration*. New Delhi: Discovery Publishing House.
- Reed, M. (1984). *Education of Hearing Impaired Children*. Milton Keynes: Open University Press.
- Sharma, M. (2009). *Vishishth Balak: Avdharana, Vikash Evam Shiksha*. New Delhi: Kanishka Publication.
- Singh, V. P. (2004). *Concepts and Method of Special Education*. New Delhi: Sarup & Sons Publishers.
- Vittachi, S., Raghavan, N., & Raj, K. (2007). *Alternative Schooling in India*. New Delhi: Sage Publications.

PAPER - 6

Theory Paper VI: LANGUAGE AND COMMUNICATION

(90hours)

Objectives:

Knowledge related objectives:- Development of knowledge in the following areas:

1. Meaning, scope, structure and function of communication and language
2. Language of the hearing impaired
3. Assessment of language
4. Developing language
5. Concept of Basic Language Competence

Skills related objectives:- Development of skills in the following areas:

1. Identifying errors in language of the students
2. Different methods of teaching language
3. Understanding and interpreting standardized test results
4. Techniques of teaching language
5. Planning and executing teaching for various grammatical aspects of the concerned language

Unit 1: Introduction to Communication & Language

(18 hours)

- 1.1 Definition, Meaning and Scope of Communication
- 1.2 Classification of Communication:
 - a) Human and Animal Communication
 - b) Human Communication (Linguistic and Non-linguistic)
- 1.3 Definition, Meaning and Scope of Language
 - a) Structure, Characteristics and Functions of Language
- 1.4 Innateness of language
 - a) Competence and performance
 - b) Deep and surface structure
- 1.5 Language Development in Non-impaired (Hearing) Children
 - a) Pre-requisites of language development
 - b) Developmental phases

Unit 2: Modes of Linguistic Communication:

(18 hours)

- 2.1 Oralism
 - a) Principles
 - b) Justification, Limitations & Programmes in India
 - c) New Trends – Auditory Verbal Approach/Habilitation (AVA)
- 2.2 Educational Bilingualism:
 - a) Principles
 - b) Sign Language (ISL, ASL, BSL, etc.)
 - c) Justification, Limitations & Programmes in India
- 2.3 Total Communication
 - a) Principles
 - b) Justification, Limitations & Programmes in India
 - c) Signing System (ISS – Indian Signing System i.e. Signed Hindi, Signed Marathi, Signed Tamil, etc., Signed English, Signed French, etc. – Part of Total Communication), Cued speech

Unit 3: Assessment of Language (18hours)

- 3.1
 - a) Meaning, Definition, Role and Scope of assessment in education
 - b) Formal Testing, Informal Testing & Teacher Made Test (TMT):
Meaning, difference and selection
 - c) Formal Assessment: standardized language testing with reference to Indian tests
 - d) Informal Assessment : consistency, feedback and documentation
- 3.2 Assessing Basic Language Competence (BLC)
- 3.2.1 What is BLC
- 3.2.2 Language & education problems of hearing impaired children related to BLC
- 3.2.3 Assessing Specific language aspects involved in BLC

(Please note: The aspects given below need not be tested in isolation. The test items should be so designed as to give information on more than one aspect. Also the assessment should be based on the teaching-learning activities and the accompanying language interaction done with the child/children over a period of 3 to 4 yrs. The teacher may also assess the child's performance in terms of Receptive language, i.e. comprehension; and Expressive language abilities, i.e. wrong response, or one word correct response, or response in complete sentence on demand.)

- a) Everyday vocabulary (all parts of speech)
- b) Use of sentence types (positive and negative statements, imperative, exclamatory, interrogative, simple, complex and compound)
- c) Use of questions (Yes / No question, Wh questions and tag questions)
- d) Use of case markers
- e) Use of person, number, gender markers
- f) Use of tense / aspects markers

Unit 4: Acquisition of Language Competence by Children with Hearing Impairment (18 hours)

- 4.1 Principles of teaching language
- 4.2 Methods of teaching language
 - 4.2.1 Structural Method - Fitzgerald Key, APPLE TREE programme, Barry Five Slate system, Colour Code System
 - 4.2.2 Natural Method
 - 4.2.3 Combined Method (Maternal Reflective Method)
- 4.3 Techniques of teaching language to children with hearing impairment –
Conversation/News, Directed Activities, Story Telling, Visits, Poems, Rhymes
- 4.4 Development of Language in Pre-primary Section
- 4.4.1 Activities for early language Development

Unit 5: Literacy skills (Listening, Speaking, Writing and Reading) (18 hours)

- 5.1 Meaning and Scope
 - Literacy related problems of Child with hearing impairment.
 - Development of Auditory skills (Listening)
 - Development of Oral Skills (Speaking)
- 5.2 Reading Skills :
 - Activities for pre-reading skills
 - Developmental, Functional, Remedial and Recreational

- Conversation based and text based reading
- Loud reading and silent reading
- Guided reading & independent Reading

5.3 Development of Writing Skills

- Activities for pre-writing skills
- Copying
- Guided Writing
- Independent and Creative Writing

References

- Blackwell, P. M. (2007). *Sentences and Other Systems*. Washington D.C.: The A. G. Bell Association for the Deaf.
- George, Y. (1997). *The Study of Language*. New Delhi: Cambridge University Press.
- Lownbraun, Appelman, & Callahan. (1980). *Teaching the Hearing Impaired*. Charles E. Ohio: Merrill Publishing Company.
- Mc Anally, P. L., Rose, S., & Quigley, S. P. (1987). *Language Learning Practices with Deaf Children*. Boston: College Hill Press.
- Moog, J., & Kozak, V. J. (1983). *Teacher Assessment of Grammatical Structures*. Louis MO: Central Institute for the Deaf St.
- Paul, P., Quigley, S., Taylor, & Francis. (1984). *Language and Deafness*. London: College Hill Press.
- Peter, P., Quigley, V., & Stephen, P. (1994). *Language and Deafness*. California: Singular Publishing.
- Quigley, S., & Kretschmer, R. (1982). *The Education of Deaf Children*. U.S.A.: University Park Press.
- Reddy, G. L., Ramar, R., & Kusuma, A. (2004). *Hearing Impairment an Educational Consideration*. New Delhi: Discovery Publishing House.
- Stauffer, R. G. (1960). *The Language - Experience Approach to the Teaching of Reading*. New York: Harper and Row Publishers.
- Streng, A. H. (1978). *Language Learning and Deafness*. New York: Harcourt Brace Jovanovich Publishers.
- Strong, M. (1998). *Language Learning and Deafness*. New York: Cambridge University Press.
- Uden, A. V. (1977). *The World of Language for Deaf Children, Part - I: Basic Principles*. Amsterdam: Swets & Zeitlinger B. V.
- Ulrike, Z. *Language - Sign Language - Indian Sign Language Common Wrong Beliefs about Sign Language*. AYJNIHH, Mumbai: Publication of ISL Cell.
- Windy, L. (1994). *Communication Options*. England: Whurr Publications.

PAPER - 7
Theory Paper – VII: FUNDAMENTALS OF HEARING, DEAFNESS AND
AUDIOLOGICAL MANAGEMENT
(90 Hours)

Objectives:

Knowledge related objectives: Development of Knowledge in the following areas:

1. Anatomy of ear and physiology of hearing
2. Hearing impairment and its classification
3. Causes and prevention of hearing loss
4. Identification and assessment
5. Amplification devices and their optimum utilization

Skill related objectives: Development of skills in the following areas:

1. Educational planning for various types and degrees of hearing loss
2. Identification of hearing impairment
3. Conditioning techniques
4. Observing and documenting auditory behavior / responses
5. Audiogram interpretation for the purpose of educational planning and management

Unit 1: Hearing & Deafness

(18 hrs.)

1. Importance of hearing
2. Parts of the ear and process of hearing
3. Introduction to physics of sound, production and propagation of sound, physical and psychological attributes of sound
4. Hearing Impairment – Definition, Classification in terms of age of onset, type, degree, nature

Unit 2: Causes, Prevention and Effects of Deafness, Factors Influencing achievements

(18 hrs.)

1. Causes
2. Prevention
3. Effects of HI on
 - a) On language and communication
 - b) On cognitive functioning
 - c) On academic achievement
 - d) On social personal development
 - e) On vocational training and employment
4. Factors influencing achievements

Unit 3: Identification of Deafness and Assessment of Hearing

(18 hrs.)

1. Developmental milestones of auditory behavior
2. Early Identification – Its meaning, importance and educational relevance, concept of critical periods, Early v/s. Late Identification
3. Assessment of Hearing

Unit 4: Amplification Devices

(18 hrs.)

1. Hearing aids – Parts, functioning, types
2. Ear Moulds

3. ALDs/Group amplification systems
4. Orientation to CI
5. Hearing aid selection procedures orientation
6. Hearing aid maintenance and troubleshooting

Unit 5: Auditory Learning

(18 hrs.)

1. Meaning, Scope and Rationale
2. Stages and activities for Auditory training (with reference to non speech/ speech, gross/fine, individual/group and music)
3. Auditory training as a part of daily learning
4. Factors conducive to Auditory learning
5. Various approaches

References

- Ballantyne, J., & Martin, J. A. (1984). *Deafness (ed.4)*. New York: Chruchill Livingstone.
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PAPER - 8
Theory Paper – VIII: Fundamentals of Speech and Speech Teaching
(90 Hours)

Objectives:

Knowledge related objectives: Development of knowledge in the following areas:

1. Nature and characteristics of human speech and speech production
2. Development of speech
3. Evaluation of speech
4. Teaching speech
5. Use of aids and equipments

Skill related objectives: Development of skills in the following areas:

1. Identifying parameters of speech in children with and without hearing impairment.
2. Identifying and classifying speech problem in children with hearing impairment.
3. Evaluation of speech.
4. Creation of appropriate home and school environment for the development of speech.
5. Planning and execution of various approaches and techniques to teach speech in the classroom.
6. Optimum utilization of aids and appliances.

Unit I: Introduction to speech and speech production (18 hrs)

- 1.1 Definition of speech characteristics of normal speech and functions of speech
- 1.2 Parameters of speech
- 1.3 Mechanism of speech production – structure and function of Respiratory, Phonatory, Articulatory, Resonatory and Regulatory system
- 1.4 Speech as an overlaid function

Unit II: Description of speech sounds (18 hrs)

- 2.1 Non segmental
- 2.2 Segmental:
 - a) Definition of consonants, vowels, diphthong and blends
 - b) Classification of consonants – place, manner, voicing
 - c) Classification of vowels
- 2.3 Suprasegmentals

Unit III: Development of speech (18 hrs)

- 3.1 Stages of development of speech in children with typical (normal) hearing children
- 3.2 Prerequisites for normal speech and language development
- 3.3 Stages of development of speech in hearing impaired children
- 3.4 Factors influencing development of speech in children with hearing impairment
- 3.5 Language development in pre and post lingual children with hearing impairment.

Unit IV: Speech problems in children with hearing impairment (18 hrs)

- 4.1 Articulation errors
- 4.2 Voice problems
- 4.3 Errors in suprasegmentals
- 4.4 Speech intelligibility
- 4.5 Evaluation of speech
- 4.6 Evaluation of speech in terms of voice, articulation and Suprasegmentals
- 4.7 Profiling in speech of the students in classrooms

Unit V : Teaching speech to the children with hearing impairment (18 hrs)

5.1 Different methods used for teaching speech – Auditory Global, Multisensory syllable unit, Association phoneme unit method, Cued speech, Auditory Verbal Therapy (AVT)

5.2 Introduction to Ling's approach

5.3 Individual and group speech teaching - advantages and limitations

5.4 Aids and equipments for development of speech: Auditory aids (speech trainer), Visual aids (mirror etc.), tactile aids (Vibrotactile aids), etc.

5.5 Role of family in stimulation of speech and language and home training

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PAPER – 9
CURRICULAR STRATEGIES AND ADAPTATIONS FOR CHILDREN
WITH HEARING IMPAIRMENT (90 hours)

Objectives

Knowledge related objectives: - Development of knowledge in the following areas:

1. Concept of curriculum and its relevance
2. Nature, scope, strengths and limitations of existing curriculum and areas of curriculum planning
4. Objectives and methods of teaching and learning language as a school subject
5. Various aspects of planning and evaluation of language lessons
6. Language curriculum and role of text books
7. Study of content of language text books from Std. I to VII
8. Various co-curricular activities in language teaching

Skill related objectives: Development of skills in the following areas:

1. Studying existing curriculum and adapting the curriculum
2. Planning curricular and co-curricular activities
3. Curricular strategies in various areas of curriculum
4. Planning and organizing content for teaching Language
5. Competency in teaching language at different stages using appropriate method and their adaptation to teach the HI.
6. Prepare and use of instructional materials for teaching language

Unit 1: Introduction to Curriculum and Curricular Strategies (18 hrs)

- 1.1 Definition and Principles of Curriculum.
 - a. Types of Curriculum - Child-centered, Subject-Centred, Horizontal, Vertical, Spiral,
- 1.2 Stages of Curriculum planning
- 1.3 Curricular Strategies
 - 1.3.1 Teaching Learning Process
 - 1.3.2 Grouping for instructions
 - 1.3.3 Individualized Teaching (Need, Components & Procedure)

Unit 2: Existing Curriculum and Adaptations (18 hrs)

- 2.1 Study of existing curricula at pre-primary level
 - 2.1.1 Montessori, Kindergarten, Play-way method etc.
 - 2.1.2 Need for Curriculum Adaptation (for the H.I.) at Pre-primary level
- 2.2 Studying existing curriculum at primary level
 - 2.2.1 Studying the textbooks at primary level
 - 2.2.2 Adaptation of the curriculum (for the hearing impaired) at primary (lower and upper) level
 - a) Skills and strategies for Ist and IInd standard
 - b) Skills and strategies for IIIrd and IVth standard
 - c) Skills and strategies for Vth, VIth and VIIIth standard

Unit 3: Techniques of Evaluation for Curricular Activities (18 hrs)

- 3.0 Co-curricular activities: Planning and execution
- 3.1 Techniques of Evaluation for Curricular Activities**
 - 3.1.1 Meaning and Scope
 - 3.1.2 Types: Formative and Summative
 - 3.1.3 Knowledge Based and Language Based
 - 3.1.4 Open Ended and Close Ended
 - 3.1.5 Direct, Indirect and Inferential
 - 3.1.6 Execution of Evaluation

PAPER 10

Theory Paper – X: FAMILY, COMMUNITY AND HEARING IMPAIRED CHILD (90 hours)

Objectives :

Knowledge related objectives:- Development of knowledge in the following areas:

1. Concept of family and community and their role in rehabilitation of disabled; in identification prevention & intervention of disability.
2. Guiding the family and community for better rehabilitation.
3. Ways and means of empowering parents of disabled children.

Skills related objectives:- Development of skills in the following areas

1. Identifying the role of family and community in the rehabilitation process
2. Guiding and counseling the disabled and their family
3. Mobilizing various sources and schemes which are beneficial for disabled.

Unit 1: Family

(18 hrs)

- 1.1. Definition, types and Impact
- 1.2 Importance of family involvement & support
- 1.3 Role of parents, siblings, grandparents, family members & extended family
- 1.4 Family empowerment, counseling and guidance
- 1.5 Need for informed choices

Unit 2: Issues, concerns and concessions

(18 hrs.)

- 2.1 Issues related to students, teachers, schools & families
- 2.2. Areas of Concern - Multi-lingualism, Social structure
- 2.3 Issues related to Geographical conditions & communication facilities
- 2.4 Literacy, awareness and attitudes of community
- 2.5 Different concessions offered by the Government.

Unit 3: Involvement and Empowerment of families

(18 hrs)

- 3.1 Scope and need
- 3.2 Home training
- 3.3 Capacity building of families to be agents of change.
- 3.4 Family's role in creating a right based society
- 3.5 Role of family in Advocacy

Unit 4: Community in Rehabilitation process

(18 hrs)

- 4.1 Community - Definition, nature and type
- 4.2 Common misconceptions of community towards disability
- 4.3 Role of community in prevention identification, and intervention of disability
- 4.4 Community and rehabilitation
- 4.5 Strategies for empowering community in rehabilitation

Unit 5: Community Based Rehabilitation

(18 hrs)

- 5.1 Scope, need and importance
- 5.2 Organization of CBR
- 5.3 Type of programmes for community awareness
- 5.4 Materials for community awareness
- 5.5 Creating barrier free environment for hearing impaired (Induction loop, light signaling etc.)

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PAPER 11

Theory Paper – XI: CONTENT AND METHODOLOGY OF TEACHING SCIENCE AND MATHEMATICS (90 HOURS)

Objectives:

Knowledge related objectives: Development of knowledge in the following areas:

1. Aims and objectives of teaching and learning science and mathematics
2. Various maxims and methods used for teaching science and mathematics
3. Various aspects of planning and evaluation of Science and maths lessons
4. Science and Mathematics curriculum and role of text books
5. Study of content of science and mathematics text books from Std. I to VII
6. Various co-curricular activities in Science and Maths teaching

Skill related objectives: Development of skill in the following areas:

1. Planning and organizing content for teaching Science and Mathematics
2. Competency in teaching Science and Mathematics at different stages using appropriate method and their adaptation to teach the HI.
3. Proficiency in organizing suitable learning experience for effective pupil involvement
4. Prepare and use of instructional materials for teaching Science and Mathematics
5. Skills in preparing tools for effective Science and Mathematics evaluation

Unit 1: Introduction to Science & Mathematics (18 hrs)

1.1 Introduction to Science

- 1.1.1 Definition 1.1.2 Aims and objectives 1.1.3 Science Education in India

1.2 Introduction to Mathematics

- 1.2.1 Definition 1.2.2 Aims and objectives 1.2.3 Mathematics Education in India

1.2.4 Number Concepts

- a) Developing basic concepts like quantity, sizes, shapes, measurements, units, fractions etc.
- b) Understanding numbers and their value, calendar work, clock time concept.
- c) Basic mathematical calculations, addition, subtraction, multiplication, & division.
- d) Mathematical languages and concepts.

1.3 Correlation of science and mathematics within & with other subjects

Unit 2: Maxims and Methods of teaching Science (18 hrs)

2.1 Maxims of teaching

- 2.1.1 Simple to complex 2.1.2 Whole to part
2.1.3 Empirical to rational 2.1.4 Concrete to abstract
2.1.5 Known to Unknown 2.1.6 Particular to General
- ##### 2.2 Methods of teaching Science - Importance, Procedure, Advantage & Limitations
- 2.2.1 Lecture cum demonstration 2.2.2 Heuristic method
2.2.3 Project method 2.2.4 Problem solving
2.2.5 Self study 2.2.6 Inductive – deductive
2.2.7 Analytic – Synthetic 2.2.8 Methods of teaching and its adaptation to teach the children with HI
- ##### 2.2.9 Techniques of teaching science (Field trips, Directed activity, story etc)

Unit 3 : Maxims and Methods of teaching Mathematics (18 hrs)

3.1 Maxims of teaching

- 3.1.1 Simple to complex 3.1.2 Whole to part
3.1.3 Empirical to rational 3.1.4 Concrete to abstract

- 3.1.5 Known to Unknown
 3.1.6 Particular to General
- 3.2 Methods of teaching Mathematics- Importance, Procedure, Advantages & Limitations
- 3.2.1 Lecture cum demonstration
 3.2.2 Heuristic method
 3.2.3 Project method
 3.2.4 Problem solving
 3.2.5 Self study
 3.2.6 Inductive – deductive
 3.2.7 Analytic – Synthetic
 3.2.8 Methods of teaching and its adaptation
 3.2.9 Techniques of teaching mathematics (Field trips, Directed activity, story, rhymes etc)

Unit 4: Planning and evaluation of Science & Mathematics and TLM (18 hrs)

- 4.1 Planning , preparation and maintenance of teaching learning materials
- 4.1.1 Teaching learning materials for science and mathematics different subjects
 4.1.2 Adaptation of Teaching Learning Material for Children with hearing impairment
 4.1.3 Improvised aids
 4.1.4 Other materials
- 4.2 Planning
- 4.2.1 Year planning, unit plan
 4.2.2 Lesson planning, preparation & organization of practical work)
- 4.3 Evaluation
- 4.3.1 Formative
 4.3.2 Summative
- 4.3.3 Preparation of unit test (Planning, Preparation of blue print and question paper, editing and administration and evaluation)
- 4.4.4 Teaching learning materials in Science & Mathematics

Unit 5: Curriculum and textbooks for science and mathematics (18 hrs)

- 5.1 Curriculum and text book
- 5.1.1 Organization of content
 5.1.2 Study of state syllabus and content of text books (Std. I–VII)*
 5.1.3 Adaptation of science & mathematics text books for Children Deaf & Hard of Hearing

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PAPER 12
CONTENT AND METHODOLOGY OF TEACHING SOCIAL SCIENCE
(90 HOURS)

Objectives:

Knowledge related objectives: Development of knowledge in the following areas:

1. Aims and objectives of teaching and learning social science
2. Various maxims and methods used for teaching Social science
3. Various aspects of Planning and evaluation of Social Science lessons
4. The Social Science curriculum and role of text books
5. Study of content of Social science text books from standard I to VII
6. Various co-curricular activities in Social Science teaching

Skill related objectives: Development of skill in the following areas:

1. Planning and organizing content for teaching Social Science
2. Competency in teaching Social Science at different stages using appropriate method and their adaptation to teach the HI.
3. Proficiency in organizing suitable learning experience for effective pupil involvement
4. Prepare and use of instructional materials for teaching Social Science
5. Skills in preparing tools for effective Social Science evaluation

Unit 1: Introduction to Social Science and Maxims and Methods of teaching Social Science (18 hrs)

1.1 Introduction to Social Science

1.1.1 Definition 1.1.2 Aims and objectives 1.1.3 Social Science education in India

1.2 Maxims of teaching

1.2.1 Simple to complex 1.2.2 Whole to part 1.2.3 Empirical to rational

1.2.4 Concrete to abstract 1.2.5 Known to Unknown 1.2.6 Particular to General

1.3 Methods of teaching Social Science Importance, Procedure, Advantage & Limitations

1.3.1 Lecture cum demonstration 1.3.2 Heuristic method

1.3.3 Project method 1.3.4 Historic Method

1.3.5 Team Teaching 1.3.6 Self study

1.3.7 Methods of teaching and its adaptation to teach the children with HI

1.3.8. Techniques of teaching Social science and mathematics (Field trips, Directed activity, story, etc)

Unit 2: Social Science Teaching – Planning and evaluation (18 hrs)

2.1 Planning 2.1.1. Year planning, unit plan

2.1.2. Lesson planning, preparation & organization of practical work)

2.2 Evaluation

2.2.1 Formative 2.2.2 Summative

2.2.3 Preparation of unit test (Planning, Preparation of blue print and question paper, editing and administration and evaluation)

Unit 3: Curriculum and text books (18 hrs)

3.1 Curriculum and text book 3.1.1 Organization of content

3.1.2 Study of state syllabus and content of text books (std.I–VII)*

Unit 4: Adaptation of Social science text books for Children with HI (18 hrs)

4.1 Adaptation of Social Science Text Book Lessons - Std.I - VIII

4.2 Correlation of Social science within & with other subjects

4.3 Co-curricular activities

Unit 5: Teaching learning materials in Social Science (18 hrs)

5.1 Planning, preparation and maintenance of teaching learning materials

5.2. Teaching learning materials for Social science

5.3. Adaptation of Teaching Learning Material for Children Deaf & Hard of Hearing
Improvised aids

5.4. Other materials

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