



सत्यमेव जयते



भारतीय पुनर्वास परिषद्

# **Diploma in Early Childhood Special Education (Hearing Impairment)**

**(D.E.C.S.E.) (HI)**

**July, 2023**

**(w.e.f. 2023-24)**

**REHABILITATION COUNCIL OF INDIA**

***(Statutory Body of the Ministry of Social Justice & Empowerment)***

Department of Empowerment of Persons with Disabilities (Divyangjan) Government  
of India

**B-22, Qutab Institutional Area**

**New Delhi – 110 016**

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## **I. PREAMBLE**

Development of Human Resource is one of the major objectives of the Rehabilitation Council of India. Diploma in Early Childhood Special Education (Hearing Impairment) is an important step towards generating teachers to promote and facilitate full and equal enjoyment of Child Rights and Fundamental Freedoms from birth onwards till the attainment of school age.

The United Nations Convention of rights of persons with disabilities (UNCRPD) 2006, to which India is a signatory notably views 'disability has a human diversity'. So the educational Acts and policies in India such as Right to free and compulsory education (RTE) 2009, amended in 2012, the Rights with Persons with Disabilities (RPWD) 2016 and the New National Educational Policy (NEP) 2020 have provided special provisions for education of students with disabilities and is focusing on standardization and promoting Indian Sign Language. The changing perspective endorses inclusive education for which early identification, and early intervention of children with disabilities with oral skills and school readiness becomes vital for higher education.

The said course envisages addressing these special needs of young children with hearing impairment to achieve these stipulated goals. The course prepares the teacher trainees for early identification and intervention. During the process the trainee learns how to counsel, guide and empower the family and parents. The parent is also able to make informed choices about which board of education, and which school the child could be included into. It further helps the trainee to help the parent become the resource person for her child in the inclusive setting.

## **II NOMENCLATURE OF THE PROGRAMME**

Diploma in Early Childhood Special Education (Hearing Impairment): D.E.C.S.E. (HI)

### **OBJECTIVES**

The Diploma aims at

- a) Generating quality teachers who could meet the challenges of the millennium for sustained development in children with hearing impairment in the age range of birth to six years.
- b) Preparing the teachers for maximizing the potentialities and fostering all round development of children with hearing impairment from birth to six years old through a team approach involving the families for achieving the goal of inclusion.
- c) Providing the teachers with knowledge on recognizing the different potentials in the children and changing the approach to suit each child to ensure he or she learns what is being taught.

### **III SCOPE OF THE PROGRAMME**

The scope of the programme would help the teacher trainee develop the following competencies

#### **Knowledge based competencies**

To build adequate knowledge about:

- i. The importance of early identification and early intervention of children with hearing impairment.
- ii. The importance of family involvement & empowerment in the development of the children with hearing impairment.
- iii. Knowledge of maximizing the use of technology.
- iv. Knowledge of legislations, declarations, policies & frameworks pertaining to rehabilitation of individuals with disabilities

#### **Skill based competencies**

To develop skills and competencies

- i. In working with children with hearing impairment.
- ii. In guiding and counseling the family.
- iii. In the use of amplification devices appropriately.
- iv. Classroom management techniques.

#### **Attitude related objectives**

To develop desirable attitudes

- i. Towards respecting individual differences in children and parents.
- ii. Creating equal opportunities in the protection of rights and full participation of children in the society.
- iii. Creating awareness about early identification and early intervention

### **IV GENERAL FRAMEWORK OF THE COURSE.**

The course is a spiral curriculum that gives the teacher trainee a complete know-how on the content of the course and its goals. The emphasis is on practical which helps the teacher trainee to get hands on experience of handling the children. They get the opportunity to learn how to handle different kinds of children and class management.

The emphasis of the Diploma in Early Childhood Special Education (Hearing Impairment) is on helping infants and young children develop early verbal language skills and get included initially into his family and immediate neighborhood and then into inclusive education into the main stream as early as possible.

#### **a) Duration of the Programme**

The duration of the programme will be of 1 year.

**b) Eligibility**

The minimum qualification for admission is successful completion of 10+2 or Higher Secondary Examination or equivalent with 50% marks which is as per Rehabilitation Council of India rules

**c) Medium of Instruction**

The medium of instruction will be English/Hindi/State language.

**d) Methodology**

The Methodology of the programme includes lectures, demonstrations, observations, practice teaching, making a sample of all the teaching learning materials, taking case studies, assessing the children, attending various kinds of meetings, watching various video sessions and visiting other nursery schools and special schools.

**e) Intake Capacity**

Maximum-25(per year)

**f) Minimum Attendance / Working Days**

Minimum of 80% attendance in both theory and practical.

Candidates must be informed about the status of attendance every two months. Examination forms of such candidates who do not have the requisite attendance should not be forwarded by the Institution to the Examining body. Examination forms of the candidates having requisite attendance should only be forwarded to the Examining body. Centers will provide information regarding attendance of the candidates two months in advance to the Examining body.

**g) Semester / Annual Programme Structure with Breakup of Hours and Credits (Theory / Practical)**

This is an annual programme comprising of 1200 hours. leading to 40 credits (30 hours = 1 credit). The weightage to the programme will be 60% practical and 40% theory. The course work will comprise of 720 hours of practical and 480 hours of theory. 30 hours from the theory hours and 30 hours from the practical hours amounting to 60 hours will be for development of Employability skills. The resources for the module are freely downloadable at [www.employabilityskills.net](http://www.employabilityskills.net). This module will enable and empower the trainees with readiness skills for applying, preparing for interviews and developing soft skills for working as professionals in supporting diverse clients across different setups. The module will comprise of practical and theory and will be assessed formatively for internal marks and summative with a final exam.

**h) Examination Pattern: Internal / External / Practical/ Viva**

External Examination as per Rehabilitation Council of India norms.

**Internal Examination** one half yearly and one annual examination

Half yearly

Time – 2 hours for 40 marks

Section 1 – True or False – 4 questions each carrying 1 mark

Section 2 – Answer in one or two sentences – 2 questions each carrying 2 marks

Section 3 – Short notes on any 4 out of 6 – each question carrying 5 marks

Section 4 – Essay question any 1 out of 2 – the question carries 12 marks

**Internal Viva**

Vivas are held for all five papers. The Teaching learning material and records done till date are valued

The internal Annual Examination theory is held before the external final examination following the same format of the external final theory examination. The Internal Annual practical and viva is held for all the five papers but the External final practical examination has only 4 practical and viva. There is no external final practical examination for Paper V psychology. All the teaching learning material and records are evaluated.

**External Examination**

Time 3 hours for 60 marks

Section 1 – True or False – 6 questions each carrying 1 mark

Section 2 – Answer in one or two sentences – 5 questions each carrying 2 marks

Section 3 – Short notes on any 4 out of 6 – each question carrying 5 marks

Section 4 – Essay question any 2 out of 4 – the question carries 12 marks

**i) Criteria for Passing**

As per scheme of RCI

**j) Board Of Examiners / Examination Scheme****Theory**

No	TITLE	Internal Marks	Final Written Exam	Total Marks
1	Early Intervention, Related Schemes and Acts of the Government	40	60	100
2	Curriculum & Teaching Techniques	40	60	100
3	Language Acquisition	40	60	100
4	Audiology & Speech Or * Bilingual and Bimodal Early Intervention (* If a Deaf candidate joins	40	60	100

	and opts for it)			
5	Child Development and Child Psychology	40	60	100
6	Employability Skills	60		60
	Total	260	300	560

### Practical

No	TITLE	Annual Practical Work(IA) Marks	Final Exam Practical/ Viva	Total Marks
1	Early Intervention Leading to Integration	45	30	75
2	Curriculum & Teaching Techniques	75	50	125
3	Language Acquisition	90	60	150
4	Audiology & Speech OR * Bilingual and Biomodal Early Intervention (* If a Deaf candidate joins and opts for it)	60	40	100
5	Child Development and Child Psychology	50	-	50
	Total	320	180	500

TOTAL MARKS: Theory 500+ Practical 500=1000

#### k) Award of Diploma

After successful completion of diploma, candidate will be issued Marks Statement and Diploma Certificate of Diploma in Early Childhood Special Education (Hearing Impairment).

#### l) Registration of Personnel / Professional and Category of Registration

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 disability rehabilitation and special education in India. A Student who has attended the training and completed the requirements for all modules successfully will be qualified **Special Educator - Personnel** and be eligible to work in the field of Rehabilitation in India as a **Special Educator Early Childhood (Hearing Impairment)**. 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. Each registered professional/personnel will be



required to get himself /herself renew his registration periodically. The periodicity will be decided by the council from time to time. The activities for enrichment training programmes in the form of Continuous Rehabilitation Education (CRE) is decided by the RCI.

## V INFRASTRUCTURE REQUIREMENTS FOR STARTING THE COURSE

- a) Human Resource Requirement
- i. Teacher–Student ratio 1:10
  - ii. Lecturer in Special Education (fulltime) 02
  - iii. Teacher Supervisor (for practice teaching–fulltime) 01
  - iv. \* ISL Instructor (Not mandatory for fully oral programmes) 01
  - v. \* ISL Interpreter (Not mandatory for fully oral programmes) 01

### Part Time faculty

- a) Speech and Audiology
- b) Psychology

### Other guest faculties as per the requirement

- i. Clerk cum Accountant (full time) 01
  - ii. MTS (Multi Task Staff) 01
- b) Teacher Student Ratio 1: 10
- c) Professional qualifications of faculty in core areas

No	Staff required	Essential Qualifications
1	Lecturer in Special Education	i. Post Graduatedegree with 50% marks ii. B.Ed.Spl.Ed.(HI)/B.Ed. in general education with DTY(DHH)/DECSE (HI) with minimum of 3 years' experience in classroom teaching or M.Ed.Spl.Ed (HI) / M.Ed. in general education with DTY (DHH) /DECSE (HI) with minimum of 2 years' experience in classroom teaching (Preference to persons with training in Early Childhood Education of children without disabilities-ECE)
2	Part Time Audiologist / Speech Pathologist	MASLP/M.Sc (Speech and Hearing) or BASLP/B.Sc (Speech and Hearing) with 02yrsofexperience

3	Teacher Supervisor	i. Post Graduate degree with 50% marks ii. DTY(DHH)/DECSE(HI)with minimum of 3 years experience in class room teaching (Preference to persons with training in Early Childhood Education)
4	Part Time Lecturer in Psychology	M.A.in Psychology and experience with children with hearing impairment (Preference should be given to Child Psychologist)
5	ISL Instructor	Not mandatory for completely oral programmes – Graduate in any discipline from recognized University with DTISL / Certificate in C Level
6	ISL Interpreter	Not mandatory for completely oral programmes Graduate in any discipline from recognized University with DTISL / Certificate in C Level
7	Clerk cum Accountant	i. B.Com.with minimum 3 years of experience in accounts ii. Must have working knowledge of computer by using different applications iii. Knowledge of Tally, Bank reconciliation, receipts & expenditure (Desirable)
8	MTS (Multi Tasking staff)	i. Secondary school examination passed. ii. Candidates having knowledge of computer will be preferred.

d) School / Clinical infrastructure (as applicable)

1. Model school having minimum 50 children with hearing impairment in the age ranges of 0 to 6 years, should have special teachers with DTY (DHH) / D.Ed.Spl.Ed.(HI) /DECSE(HI) qualification with valid registration.
2. All children appropriately fitted with individual hearing aids.
3. Classrooms well equipped with appropriate furniture, teaching aids, blackboard, shelves etc.
4. Adequate drinking water and disabled friendly toilets
5. Playground with adequate indoor and outdoor play equipment.
6. Sandpit with play materials for sand play.
7. Multipurpose hall for celebrations, functions, parent meeting etc.

e) Library

The training center should have a minimum of 10 books per Paper covering the syllabus and a minimum of 2 journals subscribed periodically pertaining to education of

children with hearing impairment.

- f) Physical space required
  - a. Coordinators office
  - b. Faculty room
  - c. Office for admins
  - d. Lecture classroom
- g) Office furniture and equipment

Comfortable chairs and tables for the staff to sit and work. A Computer with printer with internet access for the staff to use.

- h) Equipment required

Essentials

1. Playground with age-appropriate play equipment
2. Sandpit
3. Age-appropriate toys
4. Age-appropriate educational aids
5. Age-appropriate puzzles and indoor games
6. Picture books
7. Age-appropriate story books for children
8. Flashcards with pictures and matching words
9. Word cards
10. Teacher made sequential story cards
11. Teacher made aids for language comprehension
12. Blackboards, Softboards, Chart stands, Mirrors
13. Hearing Aids–Body level–Monaural/Pseudo binaural/Binaural
14. BTE–Mild/Moderate/Strong/Extra Strong
15. Different types of ear moulds
16. Models and charts of the ear
17. Case history sheets, audiogram sheets, pediatric assessment forms,
18. Hearing aid repair kit
19. OHP/LCD/DVD/Digital Recording System
20. TV screen
21. A set of noise makers for pediatric assessment
22. Conditioning materials

23. Single channel Portable Diagnostic Audiometer
24. Indian Sign language videos \*
25. Foundation ISL Text Books \*

\* Not mandatory for completely oral programmes

#### Optional

1. Educational CDs/DVDs
2. Hearing aid analyzer
3. Tools/equipment and materials required for ear mould making
4. Model of Cochlear Implant

## **VI Programme content**

## **THEORY**

### **PAPER I:**

#### **EARLY INTERVENTION AND FAMILY EMPOWERMENT**

Credits 3

**Hours:90**

#### **OBJECTIVES**

##### **Knowledge related objectives:**

1. Aims and objectives of Early Intervention
2. Chronological events in the field of education of the children with hearing impairment in India & progression to the present day.
3. Different educational options available for the children with hearing impairment.
4. Schemes of the Central Government & State Governments in the field of the education of children with hearing impairment.
5. Scheme of Integrated Education, DPEP, SSA&NIOS.
6. Provisions of the UNCRPD, PWD Act, RTE Act, RCI Act& National Trust Act.
7. Problems faced by the educators of the children with hearing impairment.
8. Problems faced by family members of the children with hearing impairment.
9. Attitudes of the parents and family members.

##### **Skill related objectives:**

1. Ability to effectively counsel and guide parents and families with different attitudes.
2. Ability to help in the integration of the child with mother, father, siblings and extended family.
3. Ability to counsel parents to accept the hearing aids.
4. Ability to empower the care givers as effective resource persons for young children with hearing impairment.

#### **COURSE CONTENT**

Unit 1: Education of children

18 hours

- 1.1 History of education of the children with hearing impairment.
- 1.2 Change in the perspective towards education of the children with hearing impairment.
- 1.3 The educational facilities available for children with hearing impairment and problems faced by educators
- 1.4 Current status of inclusive educational placement of children with hearing impairment in India

1.5 Achievements and challenges for children with hearing impairment joining inclusive schools

Unit2: Early Intervention of children (18hours)

2.1 Need and importance of Early Identification and Early Intervention

2.2 Principles and Philosophy of education of infants and young children

2.3 Need and scope of raising awareness in Early Identification, Early Diagnosis, & Early Intervention

2.4 Emergence of Early Intervention practices in India

2.5 Procedures in managing Early Intervention services–admissions, criteria etc.

Unit3: Role of Family in early intervention (18hours)

3.1 Importance of natural environment for early intervention

3.2 Family Acceptance to develop positive attitude

3.3 Family's role in developing all domains of development

3.4 Family's role in developing foundation in literacy and numeracy skills in children

3.5 Family's role in the early intervention programme.

Unit4: Early intervention facilitating Inclusive education (18hours)

4.1 Role of Early Intervention Centers in preparing the child for inclusive education

4.2 Role of special educators in the integration of the children

4.3 Role of the caregivers/families in the inclusion of the children

4.4 Pre-requisites for children with hearing impairment ready for inclusive schools

4.5 Role of educators(general)in mainstream schools.

Unit 5 Role of Government and NGOs in early intervention (18 hours)

5.1 Legislation and National polices: RPWD Act, RCI Act, National Trust Act, Mental Health Act, Right to Education Act and UNCRPD

5.2 Programmes and concessions by the Government of India

5.3 Programmes and concessions by the respective State Governments

5.4 Apex Institutes such as the National Institutes, Statutory and Autonomous bodies in the field of disabilities

5.5 Applying for Disability certificates and UDID cards and its benefits

### References

1. Hearing Impairments in Young Children-Arthur Boothroyd-1988-A.G.Bell Association for the Deaf and Hard of Hearing-Washington D.C.U.S.A
2. CanyourchildHear-AguideforthosewhocareaboutDeafchildren-RogerDFreeman -1981-Croom Helm Ltd.
3. It isn't Fair-Siblings of children with disabilities-Sternley DKlein & Maxwell

- JSchleifer-1993-Bergin & Garvey
- 4 When your child is Deaf- A guide for Parents–David M.Luterman & Mark David Rose –1991-YorkPress
  - 5 25 ways to Promote Spoken language in your child with a hearing loss – Amanda Mangiardi - Alexander Graham Bell Association for the Deaf and Hard of Hearing - Washington D.C.U.S.A
  - 6 YoumaketheDifference-Inhelpingyourchildlearn–AyalaManolson-1995–TheHananCenter
  - 7 Ittakestwototalk-AParentsguidetohelpingchildrencommunicate–AyalaManolson,1992–theHananCenter
  - 8 Thehearing-impairedchildandthefamily–MichaelNolan-1981–SouvenirPress
  - 9 ParentsandTeachers-PartnersinLanguageDevelopment—AerdreyAnnSimmons-1990-AGBell-WashingtonD.C.U.S.A
  - 10 The young Deaf Child–David M. Luterman–1999-Yorkpress
  - 11 Programme&ConcessionstothepersonswithdisabilitiesthroughtheCentralGovt. Ministry of Social Justice & empowerment.
  - 12 Concession, facilities available through State/ Union Territory Government.
  - 13 The Possible Dream-Mildred LOberkotter–AGBell.U.S.A
  - 14 Questions Teachers ask A Guide for the mainstream classroom teacher with a hearingimpairedstudent–JulieWinslowOtto&VictoriaJKozak–1998–CentralInstitutefortheDeaf
  - 15 Facilitating hearing and listening in young children – Carol Flexer - 1994 – Singular Publishing Group Inc.
  - 16 Hearing Care for Children – Fredrick N Martin & John Clark Greer - 1996 – Allyn & Bacon
  - 17 Deaf-Ability not Disability-A guide for parents – W. Mc Crarken & H. Sutherland - British Library
  - 18 Oral Education today and tomorrow – Ann M Mulholland - 1981 - Alexander Graham Bell Association for the Deaf and Hard of Hearing–Washington D.C
  - 19 ThesilentGarden-RaisingyourDeafChild–PaulWOgden-1996–GallaudetUniversityPress
  - 20 Parenting-Guide to your Toddler – Paula Spencer - The Ballentine Publishing Group
  - 21 Counselling children with Hearing Impairment and their families–Kristina M. English
  - 22 Not Deaf Enough, Raising a child who is hard of hearing with hugs, humour and imagination – Patricia Ann Morgan Candlish – Alexander Graham Bell Association for the Deaf and Hard of Hearing–Washington D.C

**PAPER II:**  
**CURRICULUM AND TEACHING TECHNIQUES**

Credits: 3

Hours:90

**OBJECTIVES**

**Knowledge related objectives:**

1. What to expect of children with hearing impairment from birth to 6years.
2. Activities to be included in a time table.
3. The records to be maintained by the school and the teachers. Techniques to assess children with hearing impairment
4. The different techniques used in developing early verbal language skills in children with hearing impairment
5. The sequential development of readiness skills in reading, writing and arithmetic.

**Skill related objectives:**

1. Ability to develop an age-appropriate curriculum for children with hearing impairment.
2. Ability to assess the progress of children with hearing impairment.
3. Ability to draw a timetable for children from birth to 6years.
4. Ability to maintain the different records.
5. Ability to use the different techniques of developing language in children with hearing impairment.
6. Ability to develop sequential readiness skills in reading, writing and arithmetic in children.
7. Ability to get down to the level of the child and tell stories using different aids.
8. Ability to help young children acquire environmental information.

**COURSE CONTENT**

Unit1: Curriculum & syllabus

(18hours)

- 1.1 Definition of Curriculum & Syllabus
- 1.2 Need for Curriculum Development
- 1.3 Principles of Curriculum
- 1.4 Stages of Curriculum Development
- 1.5 Need for curriculum for Early Intervention Birth to 3 years, 3 to 6 years

Unit2: Planning different types of Activities (daily and weekly) to fulfill curricular requirements of children from birth to 3years

(18hours)



- 2.1 For children birth to 1 year
- 2.2 For children 1 year to 1½ years
- 2.3 For children 1½ to 2 years
- 2.4 For children 2 years to 2½ years
- 2.5 For children 2½ to 3 years

Unit 3: Planning different types of Activities (daily and weekly) to fulfill curricular requirements of children from 3 years to 6 years (18 hours)

- 3.1 For children 3 to 3½ years
- 3.2 For children 3½ to 4 years
- 3.3 For children 4 to 5 years
- 3.4 For children 5 to 5½ years
- 3.5 For children 5½ to 6 years

Unit 4: Planning a weekly/daily timetable in the Early Intervention Centre (18 hours)

- 4.1 For children from Birth to 1½ years
- 4.2 For children from 1½ to 2½ years
- 4.3 For children from 2½ to 3 years
- 4.4 For children from 3 to 3½ years
- 4.5 For children from 3½ to 6 years

Unit 5: Educational Assessment and Maintenance of Records (18 hours)

- 5.1 Meaning, Purposes and Definitions of Assessment
- 5.2 Types and approaches of assessment
- 5.3 Methods of Assessment of children from birth to 3 years
- 5.4 Methods of Assessment of children from 3 to 6 years
- 5.5 Evaluation – Assessment cards, Cumulative records, Report Cards and Administrative records

## References

1. Reading – Ayesha Chatterjee – 1981 – Teachers Centre with the Assistance of the British Council
2. Read to me, Raising kids who love to read – Bernice E Cullinan, – 1992 – Scholastic Inc.
3. Creative Play – Dorothy Einon, – 1986 – Penguin group
4. History and Philosophy of Pre-Primary and Nursery Education - J.C. Aggarwal – 1992 – Doaba House - New Delhi
5. Elementary Education and Teacher functions – J.C. Agarwal - 1990 - Doaba House – New Delhi
6. Methods and Materials of Nursery Education - J.C. Agarwal – 1993 – Doaba House – New

Delhi

- 7 Ready to Write–Kelly McMahon–1997–Totline Publications
- 8 The Exploring child a hand book for Pre-primary teachers–RuthKohn–1984–Orient Longman Ltd.
- 9 Early Communicative Skills–Gibert Mackay &William Dunn–1989–Roultag
- 10 Fun to grow on–Morin K, Virginia
- 11 CurriculumGuide–HearingimpairedChildrenandtheirparents–NorthcottH, Winifred
- 12 Teaching Reading to Deaf Children – Beatrice OsternHart–1962–The Lexington School for the Deaf Education Series
- 13 Source book for training teachers of hearing impaired–P.L Sharma,&N.KJangira,–1987–NCERT
- 14 Telling Tales from Asia–Cathy Spagnoli–Tulika
- 15 Methods&TechniquesofTeaching–S.K.Kochar–1985–SterlingPublishersPvtLtd
- 16 The words they need–Jessica Stelling–1997–YorkPress
- 17 Step by step – The Foundations of Intelligible speech–1998–The Hearing rehabilitation foundation
- 18 ReadytoRead–TheodosiaSideropolousSpewock–1997–TotlinePublications
- 19 19TalkingandLearning–JoanTough,1985–SCDC Publications
- 20 Deafness Development and literacy–Alec Webster–1986–Methuen&Co.Ltd.
- 21 Teaching and talking with Deaf Children– David Wood, HeatherWood, Amanda Griffiths, &IanHowarth–1990–John wiley & Sons Ltd.
- 22 Activity Based, Developmentally Appropriate Curriculum for Young Children–Indian Association of Preschool Education
- 23 Preparation for Fairy tales–Dave Sindrey–1997–Word Play Publications
- 24 Talking to children Language input and Acquisition – Catherine E. Snow& Charles A Ferguson–1977–Cambridge University Press
- 25 Letsconverse–A How To Guide to develop and expand conversational skills of children and teenagers who are hearing impaired – Nancy Tye Murray – Alexander Graham Bell Association for the Deaf and Hard of Hearing

**PAPER III:  
LANGUAGE ACQUISITION**

Credits -3

Hours :90

**OBJECTIVES**

Knowledge related objectives:

1. Problems caused by hearing loss in infants and young children in acquisition of language.
2. Meaning of a language rich environment.
3. Development of Receptive language skills.
4. Development of Expressive language skills.
5. Different methods of teaching young typical children.
6. Different methods of teaching children with hearing impairment.
7. Communication options in teaching children with hearing impairment.

Skill related objectives:

1. Ability to provide a language rich environment to infants and young children.
2. Ability to enhance and monitor the overall development of each individual child in the programme.
3. Ability to improve receptive and expressive language skills in children
4. Ability to encourage young children with hearing impairment get into conversation with typical children and adults.

**COURSECONTENT**

Unit1: Language and Communication

(18 hours)

- 1.1 Definition and functions of Communication
- 1.2 Definition and functions of language
- 1.3 Importance of language
- 1.4 Components of language
- 1.5 Meaning of terms–Receptive language, Expressive language, Joint attention, Eye contact

Unit2: Methods and Approaches of developing Language in typical children

(18hours)

- 2.1 Language acquisition
- 2.2 Montessori Method
- 2.3 Kindergarten Method
- 2.4 Play way Method

## 2.5 Project method

### Unit3: Methods, Approaches and Principles of Different Communication Options (18hours)

- 3.1 Natural, Structural& Combined Approaches
- 3.2 The DHVANI Approach
- 3.3 Principles of Oral Aural and AVT as a Communication Option
- 3.4 Principles of Total Communication as a Communication Option
- 3.5 Principles of Indian Sign Language as a Communication Option

### Unit4: Role of techniques in developing Language in children with hearing impairment (18hours)

- 4.1 Direct Experiences and Guided Activities
- 4.2 Toys and Teaching aids
- 4.3 News and Rhymes
- 4.4 Pictures, Picture books and Storybooks
- 4.5 Different ways of telling stories

### Unit5: Helping children in acquiring Receptive and Expressive language skills by using (18 hours)

- 5.1 Routine home activities with special reference to bathing, feeding, playing etc.
- 5.2 Routine sentences, conversation,
- 5.3 Question forms
- 5.4 Art
- 5.5 Roleplay

# Samples are placed at annexure. For further details about the materials please contact Balavidyalaya, Chennai (Contact details are available on the Council's website in the list of approved institutions) If ISL Material are required please contact ISLRTC or NISH Trivandrum

## References

1. Listening and Talking – A Guide to Promoting Spoken Language in young hearing impaired children - Elizabeth B Cole – Alexander Graham Bell Association for the deaf and Hard of Hearing–Washington D.C.U.S.A
2. Helping language development–Jean Cooper,MollyMoodley&JeanRegneil–BritishpublicationLtd,AthenaeumPressLtd,NewCastle
3. Dictionary of Communication Disorders–Second Edition
4. Language Acquisition–Paul Fletcher & Michael Garman,– Cambridge University Press, Second Edition
5. Foundation of Aural Rehabilitation–The foundations of verbal learning in hearing impaired children–Daniel Ling & Agnes H. Ling–1980–A GBell
6. HearingImpairmentAuditoryPerceptionandlanguageDisability–SecondEdition–A.I.T.B.S.P&D–NewDelhi
7. Language and Literacy–Patricia Kelley–1992–American School for the Deaf
8. Foundations of Spoken Languages for Hearing Impaired Children - Daniel Ling –

- AGBell.–Washington D.C.U.S.A
9. A Child with a Hearing Loss in your class room – Don't panic – Amanda J Mangiardi – 1993-AlexanderGrahamBellAssociationforthedeafandHardofHearing– WashingtonD.C.U.S.A
  10. Tests of voice, Speech and language–Myra Kersner–1995–A.I.T.B.S
  11. Language and Deafness–Quigley P. Stephen & Peter V Paul–1984–Singular Publications
  12. Language and Deafness–III Edition–Peter V Paul–2001–Singular Thomson Learning
  13. Your child at play – Birth to one year – Marilyn Segal – 1998 - New York, New Market Press
  - 14 Your child at play – One to two years – Marilyn Segal – 1998 - New York, New Market Press
  - 15 Your child at play–Two to three years–Marilyn Segal–1998-NewYork, New Market Press
  - 16 Your child at play–Three to five year–Marilyn Segal–1998-New York, New Market Press
  - 17 SmallTalk–fromfirstgesturesstosimplesentences–RichardC Woolfson–2002– OctopusPublishingGroupLtd.
  - 18 Foundations of Aural Rehabilitation–Nancy Tye Murray–1998– Singular Publishing Group–San Diego–London
  - 19 Successful Parenting Series–1987-TimeLifeVooksInc
  - 20 Talk with me–Ellyn Altman–Alexander Graham Bell Association for the deaf and Hard of Hearing–Washington D.C.U.S.A
  - 21 Learning language and loving it–Elaine Weitzman–1992-The Hanen Centre Publication, Toronto, Ontario
  - 22 It takes Two to Talk–Jan Pepper & Elaine Weitzman–2004-TheHanenProgramme
  - 23 Play and Learn–1989–Maggie Jones–Conran Octopus

**PAPERIV:**  
**AUDIOLOGY & SPEECH**

Credits 3

Hours: 90

**OBJECTIVES**

Knowledge related objectives:

1. Anatomy and physiology of the ear
2. Hearing Impairment and its classification
3. Causes and prevention of hearing loss
4. Amplification devices and their optimum utilization
5. Procedures in Early Identification and Audiological Assessment
6. Early Intervention–facilitating listening classroom teaching strategies

**Skill related objectives:**

Development of skills in the following areas:

1. Observing and documenting auditory behavior/responses of infants and young children.
2. Behavioral screening for Identifying hearing loss in young children
3. Monitoring hearing in the classroom
4. Checking amplification system & trouble shooting
5. Counseling parents on care & maintenance of Hearing Aids
6. Classroom management of acoustic emission
7. Being speech conscious to develop intelligible speech

**COURSE CONTENT**

Unit 1: Hearing and Hearing Impairment

(18hours)

- 1.1 Role of hearing
- 1.2 Parts of the ear and process of hearing
- 1.3 Hearing impairment–Definition, classification in terms of type, degree and nature
- 1.4 Causes of hearing loss
- 1.5 Developmental stages of Auditory Behavior

Unit 2: Assessment of Hearing Loss in infants and children

(18hours)

- 2.1 Early identification–Screening and HRR (High Risk Register)
- 2.2 Pediatric Assessment of hearing loss

- 2.3 Behavioral tests of hearing, visual reinforcement, pure tone audiometry, speech audiometry
- 2.4 Impedance Audiometry
- 2.5 Aided audiograms & the 6 Ling's sounds

Unit 3: Technological management of hearing loss and Procedure in a rural rehabilitation

**(18 hours)**

- 3.1 Amplification devices
- 3.2 Ear moulds
- 3.3 Maintenance and routine checks of hearing aids, orientation to Hearing Aid selection - Procedures and trouble shooting
- 3.4 Early intervention and role of a team
- 3.5 Procedures in facilitating listening skills and Speech reading, & Recommendations for inclusive class room teachers

Unit 4: Speech Production and speech problems in children with hearing impairment (18hours)

- 4.1 Communication, Speech, Language and the speech chain with the Anatomy and Physiology of speech production and speech as an overlaid function
- 4.2 Segmental, non-segmental and supra segmental aspects of speech
- 4.3 Stages of development of speech in children with typical hearing
- 4.4 Factors influencing development of speech in children with hearing impairment
- 4.5 Speech problems – Speech intelligibility and general principals of speech correction

Unit 5: Collaborative approaches in Bilingual and Bimodal Early Intervention (18 hours)

- 5.1 Multi-disciplinary team collaboration – Importance of collaboration among early intervention professionals – Roles and responsibilities of various team members – effective communication strategies and team work skills, collaborative planning and implementation of intervention strategies – case studies and examples of successful multi disciplinary collaborations.
- 5.2 Family centered approaches in Bilingual and Biomodal Early Intervention. Understanding the significance of family involvement in language development – supporting and empowering families in fostering bilingual and biomodal language environments – establishing effective communication and collaboration with families – strategies for involving families in goal settings and decision making – family support networks and resources for bilingual and biomodal language development.
- 5.3: Collaborative Partnerships with Educational Settings - Collaboration with early childhood education centers, schools, and special education programs. - Transition planning and coordination between early intervention and educational settings.- Sharing information

and resources with educators and educational teams. - Individualized Education Programs (IEPs) and collaborative goal-setting.- Continuous collaboration for ongoing support and progress monitoring.

5.4: Community Engagement and Outreach - Engaging with community organizations and resources that support bilingual and bimodal early intervention- Advocacy for inclusive policies and practices in community settings. - Collaborating with community professionals, such as medical providers and social workers- Promoting awareness and understanding of bilingual and bimodal language development in the community. - Participating in community events and activities to foster language-rich environments.

#### 5.5: Research and Evidence-Based Practices

Current research on bilingual and bimodal language development in deaf and hard of hearing children - Evidence-based practices in early intervention for promoting language acquisition. - Applying research findings to inform decision-making and intervention strategies - Critical evaluation of research studies and methodologies. - Lifelong learning and professional development in staying updated with research-based practices.

#### References

1. Hearing aids - Tucker. I Arthur, & Fulbeck. C Nolan. – 1981- National Deaf Children's Society
2. Hearing impairments in young children– Arthur Boothroyd - 1988 - Alexander Bell Association for the Deaf
3. Understanding Barriers To Learning. Volta Review– Volume 101(5)- Smaldino Crandell–2001-AG Bell Association For the Deaf, Washington D.C. USA
4. Auditory Verbal Therapy for parents and professionals – Warren Estabrooks- 1994 – Alexander Graham Bell Association for the deaf and Hard of Hearing– Washington D.C. U.S.A
5. Facilitating hearing and listening in young children– C. Flexor-1994- Singular Publishing Group Inc– San Diego
6. We can hear and Speak! The power of Auditory – Verbal communication for children who are deaf or hard of hearing - Richards C Flexor. - 1998 - Parents and families of natural communication, Inc. Alexander Graham Bell Association for the deaf and Hard of Hearing– Washington D.C. U.S.A
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- H.Sutherland&WMcCracker-1991-MultilingualMatterLts.
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  12. TheHearingImpairedChildandtheFamily-MichaelNolan&IvanGTucker–1981-  
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  13. All About Hearing Aids–MRubin- AGBell Association for The Deaf
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  15. Educational Audiology– Ivan Tucker, and Michael Nolan -1984 - Groom Helm, -  
London
  16. Foundations of Aural Rehabilitation. Children and adults and their family members  
–NancyTye-Murray–1998-SingularPublishingGroup,inc.,SanDiego,London
  17. We can hear and speak - Alexander Graham Bell Association for the deaf and Hard  
ofHearing–WashingtonD.C.U.S.A
  18. Speech and the deaf Child – Irene R Ewing & A.W.G. Ewing – 1954 – Manchester  
University Press
  19. Speech and the hearing impaired child – Theory and Practice - Daniel Ling – 1976 -  
AlexanderGrahamBellAssociationforthe deafandHardofHearing–  
WashingtonD.C.U.S.A

**Alternative to Paper IV:  
AUDIOLOGY & SPEECH (Theory)**

Bilingual and Bimodal Early Intervention (In case a Deaf candidate joins and opts for this paper)

Credits 3

Hours: 90

**Knowledge-related Objectives:**

- To develop a comprehensive understanding of language deprivation and its impact on language development in deaf and hard of hearing children.
- To acquire knowledge of the importance of early sign language acquisition in promoting bilingual and bimodal language skills.
- To comprehend the language milestones in both spoken language and sign language and compare their developmental trajectories.
- To gain insight into the role of deaf mentors as language models and their significance in bilingual and bimodal early intervention.
- To understand the collaborative approaches and multidisciplinary team collaboration in fostering bilingual and bimodal language development.

**Skill-related Objectives:**

- Sensitivity to recognizing signs of language deprivation in young children and assessing its impact on language acquisition.
- Ability to incorporate sign language in early intervention activities and create a language-rich environment.
- Skill in designing individualized language intervention plans based on assessment results and setting appropriate goals for each child's language development.
- Competence in collaborating with parents, caregivers, and professionals to support bilingual and bimodal language learning.
- Proficiency in creating a collaborative learning environment that fosters peer interaction, communication, and language development.

**Unit 1: Language Deprivation and its Impact on Language Development**

1.1: Understanding Language Deprivation

- Introduction to language deprivation and its effects on deaf and hard of hearing children.
- Factors contributing to language deprivation.
- Implications of language deprivation on cognitive and social-emotional development.
- Research studies on the long-term effects of language deprivation.
- Ethical considerations in addressing language deprivation.

1.2: Recognizing Language Deprivation in Early Childhood

- Identifying signs of language deprivation in young children.

- Assessing the impact of language deprivation on language acquisition.
- Case studies and real-life examples of language-deprived children.
- Strategies for early intervention to mitigate the effects of language deprivation.
- Collaborating with families to address language deprivation.

### 1.3: Language Deprivation and Mental Health

- Understanding the relationship between language deprivation and mental health outcomes.
- Common mental health challenges faced by language-deprived individuals.
- Identifying risk factors and protective factors related to mental health in language-deprived children.
- Promoting positive mental health and well-being in language-deprived individuals.
- Collaboration with mental health professionals in early intervention.

### 1.4: Intervention Approaches for Language-Deprived Children

- Effective strategies and methodologies for language intervention in language-deprived children.
- Language exposure and immersion programs for language-deprived children.
- Augmentative and alternative communication (AAC) systems as tools for language development.
- Individualized Education Programs (IEPs) for language-deprived children.
- Monitoring and evaluating progress in language intervention for language-deprived children.

### 1.5: Advocacy and Policy Considerations

- Advocating for early intervention services for language-deprived children.
- Legislation and policies supporting language accessibility and inclusion.
- Collaboration with advocacy organizations and community resources.
- Ethical considerations in promoting language rights for language-deprived individuals.
- Promoting awareness and understanding of language deprivation in society.

## **Unit 2: Importance of Early Sign Language Acquisition**

### 2.1: Benefits of Sign Language for Deaf and Hard of Hearing Children

- Understanding the advantages of sign language in early language development.
- Research Briefs supporting the benefits of sign language acquisition.
- Promoting the cognitive, linguistic, and social-emotional development of children through sign language.
- Sign language as a foundation for bilingual and bimodal language development.

### 2.2: Strategies for Introducing Sign Language in Early Intervention

- Practical techniques and resources for teaching sign language to young children.

- Incorporating sign language into daily routines and activities.
- Effective communication strategies for parents, teachers, and professionals.
- Creating a sign-rich environment to support sign language acquisition.
- Collaborating with sign language instructors and deaf community members.

### 2.3: Cultural and Linguistic Aspects of Sign Language

- Understanding sign languages as natural languages with their own grammatical structures and cultural aspects.
- Recognizing regional variations and dialects in sign languages.
- Deaf culture and its importance in supporting sign language acquisition.
- Cultural sensitivity and respect in using sign language as a communication tool.

### 2.4: Multilingualism in Deaf and Hard of Hearing Children

- Exploring the concept of multilingualism in the context of deaf and hard of hearing children.
- Strategies for supporting multilingualism in deaf and hard of hearing children.
- Considerations for code-switching and language blending in bilingual and bimodal language development.
- Supporting families in maintaining and promoting multiple languages in the home environment.

### 2.5: Technology and Sign Language

- Assistive technology and its role in supporting sign language acquisition.
- Video-based communication platforms for remote sign language instruction and practice.
- Sign language apps and resources for language learning.
- Ethical considerations in the use of technology for sign language acquisition.
- Accessibility and inclusivity in technology for deaf and hard of hearing individuals.

## **Unit 3: Language Milestones in Spoken Language and Sign Language**

### 3.1: Developmental Milestones in Spoken Language

- Overview of typical language development in hearing children.
- Identifying key milestones and stages of spoken language acquisition.
- Factors influencing language development in hearing children.
- Comparing language development in hearing and deaf children.
- Language assessment tools for monitoring spoken language milestones.

### 3.2: Developmental Milestones in Sign Language

- Introduction to sign language milestones and linguistic features.
- Understanding the progression of sign language acquisition in deaf children.

- Factors influencing sign language development.
- Comparing language development in spoken language and sign language.
- Assessment strategies for monitoring sign language milestones.

### 3.3: Language Assessment and Individualized Planning

- Language assessment approaches for evaluating spoken and sign language skills.
- Individualized Education Programs (IEPs) for language development.
- Setting language goals and objectives based on assessment results.
- Collaborating with speech-language pathologists and sign language specialists in assessment and planning.
- Monitoring progress and making adjustments to language intervention plans.

### 3.4: Language Environments and Language Models

- Creating language-rich environments to support spoken and sign language development.
- Strategies for facilitating language exposure and interaction in various settings.
- Importance of language models and language mentors for children's language development.
- Collaborating with families, educators, and community members to provide consistent language models.
- Using technology and multimedia resources to enhance language environments.

### 3.5: Supporting Language Maintenance and Transition

- Strategies for supporting language maintenance in bilingual and bimodal language development.
- Transitions between spoken language, sign language, and written language.
- Addressing challenges and facilitating smooth transitions in language use.
- Collaborating with educational professionals to ensure continuity of language development.
- Advocacy for language access and support during transitions.

## **Unit 4: Importance of Deaf Mentors as Language Models**

### 4.1: Role of Deaf Mentors in Early Intervention

- Training and supporting deaf mentors in their role as language models.
- Effective communication and mentoring techniques for deaf mentors.
- Collaborating with deaf mentors, parents, and professionals to optimize language learning.
- Benefits of deaf mentorship in language acquisition and identity development.
- Establishing and maintaining positive relationships with deaf mentors.

### 4.2: Visual Language and Visual Communication

- Understanding visual language as a mode of communication for deaf individuals.

- Visual communication strategies and techniques for effective language modelling.
- Incorporating visual supports and visual cues in language instruction.
- Visual language resources and tools for language development.
- Promoting visual literacy and communication competence.

#### 4.3: Deaf Culture and Community Engagement

- Understanding the significance of deaf culture in language development.
- Deaf community resources and support networks.
- Promoting cultural sensitivity and respect in working with deaf individuals.
- Collaboration with deaf community organizations and events.
- Empowering children and families to embrace deaf culture and identity.

#### 4.4: Mentoring Approaches in Language Development

- Different mentoring models and approaches in supporting language development.
- Peer-to-peer mentoring and its benefits in language acquisition.
- Collaborative mentoring strategies between deaf mentors and professionals.
- Monitoring progress and evaluating the effectiveness of mentoring programs.
- Continuous professional development for deaf mentors in language modelling skills.

#### 4.5: Empowering Deaf Mentors and Self-Advocacy

- Empowering deaf mentors in advocating for their language rights and inclusion.
- Self-advocacy skills development for deaf mentors and individuals.
- Supporting deaf mentors in becoming role models and leaders in the community.
- Creating opportunities for deaf mentors to share their experiences and insights.
- Collaborating with deaf advocacy organizations to promote deaf mentorship programs.

### **Unit 5: Collaborative Approaches in Bilingual and Bimodal Early Intervention**

#### 5.1: Multidisciplinary Team Collaboration

- Importance of collaboration among early intervention professionals.
- Roles and responsibilities of various team members.
- Effective communication strategies and teamwork skills.
- Collaborative planning and implementation of intervention strategies.
- Case studies and examples of successful multidisciplinary collaborations.

#### 5.2: Family-Centred Approaches in Bilingual and Bimodal Early Intervention

- Understanding the significance of family involvement in language development.

- Supporting and empowering families in fostering bilingual and bimodal language environments.
- Establishing effective communication and collaboration with families.
- Strategies for involving families in goal-setting and decision-making.
- Family support networks and resources for bilingual and bimodal language development.

### 5.3: Collaborative Partnerships with Educational Settings

- Collaboration with early childhood education centres, schools, and special education programs.
- Transition planning and coordination between early intervention and educational settings.
- Sharing information and resources with educators and educational teams.
- Individualized Education Programs (IEPs) and collaborative goal-setting.
- Continuous collaboration for ongoing support and progress monitoring.

### 5.4: Community Engagement and Outreach

- Engaging with community organizations and resources that support bilingual and bimodal early intervention.
- Advocacy for inclusive policies and practices in community settings.
- Collaborating with community professionals, such as medical providers and social workers.
- Promoting awareness and understanding of bilingual and bimodal language development in the community.
- Participating in community events and activities to foster language-rich environments.

### 5.5: Research and Evidence-Based Practices

- Current research on bilingual and bimodal language development in deaf and hard of hearing children.
- Evidence-based practices in early intervention for promoting language acquisition.
- Applying research findings to inform decision-making and intervention strategies.
- Critical evaluation of research studies and methodologies.

Lifelong learning and professional development in staying updated with research-based practices

#### References:

1. Research Briefs from VL2 (Visual Language and Visual Learning), Gallaudet University: (<https://vl2.gallaudet.edu/research-briefs>)
2. LEAD-K: Language Equality and Acquisition for Deaf Kids. (Website: <https://www.leadk.org/>)
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13. Kushalnagar, P. Mathur, G., & Moreland, C. J. (2010). Infants and children with hearing loss need early language access. *Journal of Clinical Ethics*, 21(2), 143-154.
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**PAPERV:**  
**CHILD DEVELOPMENT AND CHILD PSYCHOLOGY**

Credit – 3

Hours:90

**OBJECTIVES**

**Knowledge related Objectives:**

1. To develop basic insight into the various stages of child development
2. To develop information on the importance of play, and its role in child development
3. To provide an orientation on the Primary Mental Functions
4. To understand common behavior problems
5. To comprehend different family relationships.
6. To develop an orientation to common additional disabilities found in children with hearing impairment

**Skill related objectives:**

1. Sensitivity to the psychological impact of hearing loss on the child, mother, father and on the family
2. Ability to facilitate and promote age-appropriate play.
3. Ability to comprehend different kinds of behavior problems in young typical children and the skills to deal with them.
4. Identify different disabilities in young children.
5. Ability to identify children with hearing impairment who have additional disabilities.

**COURSECONTENT**

**Unit 1: Child Development**

(18hours)

- 1.1 Introduction and principle of child psychology
- 1.2 Aims of studying child development
- 1.3 Principles of child development
- 1.4 Maturation and learning–types and theories of learning
- 1.5 Factors influencing development–Biological, Environmental, Parenting and family

**Unit 2: Early Childhood**

(18hours)

- Development of self-help, social help, play, and work skills

- Motor and social development
- Speech and language development
- Intellectual Development-memory, imagination, creativity, concept developments & decision making
- Need and importance of play, types of play, characteristics of play

Unit 3: Psychological Assessment Tools

(18hours)

- 3.1 Developmental Screening Test t(DST)
- 3.2 Vineland Social Maturity Scale (VSMS)
- 3.3 Seguin Form Board (SFB)Test

Unit4: Definition, Types, Characteristics & implications (18 hours)

4.1 Physical disability

a. Locomotor Disability

- i. Leprosy Cured Person
- ii. Cerebral Palsy
- iii. Dwarfism
- iv. Muscular Dystrophy
- v. Acid Attack Victims

b. Visual Impairment

- i. Blindness
- ii. Low Vision

c. Hearing Impairment

- i. Deaf
- ii. Hard of Hearing

d. Speech and Language Disability

4.2 Intellectual Disability

- a. Specific Learning Disabilities
- b. Autism Spectrum Disorder
- c. Mental Behaviour (Mental Illness)

4.3 Disability caused due to-Chronic Neurological Conditions such as-

- a. Multiple Sclerosis
- b. Parkinson's Disease

#### 4.4 Blood Disorder-

- a. Haemophilia
- b. Thalassemia
- c. Sickle Cell Disease

#### 4.5 Multiple Disabilities

Unit5: Behaviour Problems and management (18hours)

- 5.1 Definition of Common Behaviour Problems in children
- 5.2 Maladaptive Behaviour
- 5.3 Functional Analyses
- 5.4 Behavior Management Program (Punishment and Non-punishment Techniques)
- 5.5 Evaluation of Behaviour Management Programme

#### References

1. The Plain Truth about Child Rearing–GarnerTedArmstrong-1970–Ambassador College Press
2. Autism–The National Trust
3. IntroductiontoExceptionalChildren–MaheshBhargava–1994–SterlingPublishersPvtLtd
4. Cerebral Palsy-The National Trust
5. Child Development–Christian Fulback, Michael Nolan, Ivan Tucker & Kim Mc Arthur-1981-The National Deaf Children’s Society
6. A textbook of Child Development–Rajammal P Devadas & N.Jaya –1984–Macmillan India Ltd
7. What to expect the toddler years–Arlene Eisenberg, Heidi E Murkoff & Sandee E Hathaway–1996–Simon & Schustera Via Comco
8. Hyperactivity–Why won’t my child pay attention? – Sam Goldstein & Michael Goldstein –1992-John Wiley & Son’s Inc
9. For a secure tomorrow-The National Trust
10. An Introduction to Neuro–developmental disorders of children–Mervyn A Fox-The National Trust
11. EducatingExceptionalChildren–SamuelAKirk–1970–OxfordIBHPublishingCo
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14. Child Growth and Development VI Edition–Elizabeth B Hurlock – New York, Mc Graw –Hill Inc
15. Play and Learn, Toys and Activities for under five’s– Maggie Jones–1989–Conran Octopus
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17. The Wonder of Childhood recapturing the magic–Peter Lorie–1989– Impala Books United Kingdom
18. Your baby’s first year month by month–Alison Mackonochie–1988–Hermes House
19. Mental retardation-The National Trust
20. Child Psychology–Girish Bala Mohanty-2000-New Delhi–Kalyani publishers
21. Multiple disabilities-The National Trust
22. A Child’s World – Infancy through Adolescence VI Edition–Diane E Papalia & Sally E Wendkos Olds–1993– New York McGraw Hill Inc
23. Recommendation for prevention of childhood disabilities-The National Trust
24. Role and guidelines for local level committees-The National Trust
25. The New Language of Toys, Teaching Communication skills to children with special needs, A Guide for Parents and Teachers–Sue Schwartz & Joan E Heller Miller–1996– Woodbine House

## **PRACTICAL**

### **PAPER I:**

## **EARLY INTERVENTION AND FAMILY EMPOWERMENT**

Total Hours:120

CREDITS :4

Unit1: Observation sessions of

- a. Admission
- b. Home activities video
- c. Excursions
- d. Parent teacher meetings
- e. Workshop for parents

Unit2: Observation of counseling sessions

- a. With parents whose child has just joined the Programme
- b. While a care giver interacts with the child (playing and feeding)
- c. When the child is below 2½ years old
- d. When the child is between 2½ to 3½ years old
- e. When the child is between 3½ to 5 years old

Unit3: Developing Handouts on

- a. Facilities offered for persons with hearing impairment by respective State Governments
- b. The role of family members in providing an enriched language environment to the infant/young child to develop receptive and expressive language
- c. The role of family members in providing support to the child who leaves for the inclusive school.
- d. For the class teacher in the inclusive school in which a child with hearing impairment is going to be included

Unit4: Case study of one child who is ready for Inclusion.

Note: All records to be maintained and Report to be submitted in the prescribed format

**PAPER II:**  
**CURRICULUM & TEACHING TECHNIQUES**

Total Hours: 150

Credits 5

Unit 1: Observation and record maintenance of routine class teaching of children in 4 different levels from birth to 2 ½ years.

Unit 2: Observation and record maintenance of routine class teaching of children in three different levels from 2 ½ to 4 years (each level for duration of one week)

Unit 3: Observation and record maintenance of routine class teaching of children in ten different levels from 4 to 5 ½ years (each level for duration of one week)

Unit 4: Continuous Assessment of ten children one in each of the observed ten different levels from birth to 6 years by using the assessment tools as prescribed in the syllabus

Unit 5: Record Maintenance

Write a Comprehensive Case study of a child who has been observed for 1 month.

Note: All records to be maintained and Report to be submitted in the prescribed format

**PAPER III:**  
**LANGUAGE ACQUISITION**

TotalHours:150Credits – 5

Unit 1: Preparing a set of teaching aids for children from birth to 3years

- a) Vocabulary Book I&II,
- b) Lotto
- c) Dominoes
- d) Picture/Flash card games
- e) Word games
- f) Language charts (without sentences) &
- g) Listening charts (only pictures)

Unit 2: Preparing a set of teaching aids for infants and young children from 3to5 ½ years

- a) Language Charts-One line, two lines, three lines, four lines, five lines
- b) Language Books I, II, &III
- c) Listening Charts
  - i) Picture with words(smallsized-4to6words)
  - ii) Picture with Double words(smallsized-4to6)
  - iii) Single Commands(smallsized-4to6)
  - iv) Questions(smallsized-4to6)
  - v) Questions(mediumsized-6to10)
  - vi) Two words phrases(large10-14)
- d) Number Concepts
  - i) Number charts
  - ii) Number work books for children
    - 2½years-3years
    - 3years-3 ½ years
    - 3½years-4years
    - 4years-4 ½ years
    - 4½years-5 ½ years

Unit 3: Make story books for children between

- a) 2yearsto2½years

- b) 2½yearsto3½years
- c) 3½yearsto5years

Unit 4: Prepare school experience charts for three days for children in the following age:

- a) 2½years to 3years
- b) 3years to 3½years
- c) 3½ years to 4years
- d) 4 years to 4½years
- e) 4½ to 5 years

Unit 5: Preparetwo/threeLessonPlans&PracticeTeachingforchildreninthefollowingagegroups

- a) birthto1year
- b) 1yearto1½years
- c) 1½to2years
- d) 2to2½years
- e) 2½yearsto3years
- f) 3to3½years
- g) 3½to4years
- h) 4to4½years
- i) 4½to5 ½ years

Note: All records to be maintained and Report to be submitted in the prescribed format

#: Samples are placed at annexure. For further details about the materials please contact Bala Vidyalaya, Chennai (Contact details are available on the Council's website in the list of approved institutions)



**PAPER IV:**  
**AUDIOLOGY&SPEECH**

TotalHours:150

Credits 5

Unit1: Diagrammatically represent

- a) Parts of the ear
- b) Spectral Distribution of sounds
- c) Classification of Hearing Loss with audiogram
- d) Types of hearing aids
- e) Parts and types of Ears Moulds
- f) Anatomy of vocal tract

Unit2: Submit a report on observation of the following pediatric audiological assessment

- a) BOA
- b) Hearing Assessment using Visual Reinforcement
- c) Conditioned Play Audiometry
- d) Aided Audiogram
- e) Impedance Audiogram

Unit3: Submit a report on

- a) Case History
- b) Identification of sources of noise in the classroom and control measures.
- c) Classification of words in vocabulary books(1and2) based on syllabus
- d) Trouble shooting of hearing aids
- e) Handson classroom hearing monitoring
  - i) Preparation of picture based on speech perception levels
  - ii) Monitoring hearing and hearing aids

Unit4: Prepare a check list for parents

- a) On care and maintenance of hearing aids and ear moulds
- b) To provide support to the child at home in the auditory verbal option

Unit5: Prepare a check list for

- a) Aganwadi workers to identify hearing loss in children with hearing impairment from birth to 2years.

b) Awareness on Early Identification of children with hearing impairment in the following age group:

a) Birth to six months old

(b) Six months to 1year

(c) 1year to 2year

Note: All records to be maintained and Report to be submitted in the prescribed format

#: Samples are placed at annexure. For further details about the materials please contact Bala Vidyalaya, Chennai (Contact details are available on the Council's website in the list of approved institutions)

Alternative Paper

**Alternative to Paper IV :  
AUDIOLOGY & SPEECH (Practical)**

**Paper IV:  
Bilingual and Bimodal Early Intervention (Practical)**

**Total Hours: 150**

**Total Marks: 5**

**Unit 1: Practical Activities on Language Enrichment**

1.1: Play-Based Language Enrichment

- Designing play activities that promote language development in bilingual and bimodal settings.
- Incorporating sign language and spoken language during play sessions.
- Using props, toys, and visual aids to enhance language comprehension and expression.

1.2: Storytelling and Language Expansion

- Utilizing storytelling as a tool for language learning and vocabulary development.
- Incorporating both sign language and spoken language in storytelling sessions.
- Encouraging children to participate actively through gestures, signs, and verbal responses.

1.3: Art and Craft Activities for Language Development

- Creating art and craft activities that stimulate language expression and creativity.
- Using visual aids and materials to reinforce language concepts and vocabulary.
- Facilitating communication and language interaction during art and craft sessions.

**Unit 2: Individualized Language Intervention Plans**

2.1: Goal Setting and Intervention Planning

- Assessing the language needs and abilities of individual children.
- Setting specific and measurable goals for each child's language development.
- Designing intervention plans that incorporate bilingual and bimodal strategies.

2.2: Implementation of Intervention Strategies

- Implementing language intervention activities based on individualized plans.
- Monitoring and documenting progress in language development.
- Modifying intervention strategies based on ongoing assessment and feedback.

### 2.3: Parent and Caregiver Training

- Collaborating with parents and caregivers to reinforce language development at home.
- Providing guidance and resources for incorporating bilingual and bimodal language strategies in daily routines.
- Conducting training sessions to empower parents and caregivers as active participants in their child's language learning journey.

## **Unit 3: Collaborative Learning Environment**

### 3.1: Peer Interaction and Language Development

- Creating opportunities for peer interaction and communication among deaf and hearing children.
- Facilitating group activities and games that promote language exchange and social interaction.
- Encouraging collaboration and cooperation in language learning tasks.

### 3.2: Community Engagement and Language Enrichment

- Organizing community-based events and activities to promote language enrichment.
- Collaborating with community organizations to provide language-rich environments.
- Engaging community members as language models and mentors.

### 3.3: Field Observation and Reflection

- Observing bilingual and bimodal early intervention programs in various educational settings.
- Reflecting on observations and experiences to enhance professional practice.
- Participating in discussions and case studies related to collaborative learning environments.

## **Unit 4: Checklist and Support for Parents**

### 4.1: Parent Checklist for Language Development

- Providing parents with a checklist for monitoring their child's language progress.
- Including strategies and activities to support language development at home.
- Offering guidance on promoting bilingual and bimodal language skills.

### 4.2: Parent Support in Auditory-Verbal Option

- Assisting parents in understanding and implementing auditory-verbal strategies.
- Providing resources and support for creating language-rich environments at home.
- Collaborating with parents to address challenges and celebrate milestones.

## **Unit 5: Checklist for Aganwadi Workers**

### 5.1: Identification of Hearing Loss in Infants and Toddlers

- Creating a checklist for Aganwadi workers to identify hearing loss in children from birth to 2 years.
- Including signs and indicators of hearing loss in the checklist.
- Promoting early identification and referral for further assessment and intervention.

#### 5.2: Awareness on Early Identification of Hearing Loss

- Developing a checklist to raise awareness among Aganwadi workers about early identification of hearing loss.
- Providing information and resources on hearing milestones and red flags.
- Empowering Aganwadi workers to play a role in identifying children with hearing loss within specific age groups.

Note: All records to be maintained and reports to be submitted in the prescribed format. Samples and additional materials can be obtained from approved institutions or relevant organizations specializing in bilingual and bimodal early intervention.

**PAPER V:**  
**CHILD DEVELOPMENT AND CHILD PSYCHOLOGY**

Total hours: 120

Credits 4

Unit 1: Reports on visits to

1. A nursery school with typical children
2. An early intervention programme for children with other disabilities

Unit 2: Case study of two children using interviewing technique from birth to 5 ½ years

Unit 3: Observation of administration of following tests on two children & communicate effectively with the parent regarding the test finding and further referrals

- a. Developmental Screening Test
- b. Vineland Social Maturity Scale
- c. Seguin Form Board

Unit 4 Submit a journal containing the following

- a. Content
- b. Broad areas of testing
- c. Commonly used screening tests
- d. Observation and probable recommendations of two case Reports

Note: All records to be maintained and Report to be submitted in the prescribed format.

**PAPER VI:  
MODULE ON EMPLOYABILITY SKILLS**

Teaching Hours: 60

Credits: 02

[www.employabilityskills.net](http://www.employabilityskills.net)