



सत्यमेव जयते



भारतीय पुनर्वास परिषद्

# **Diploma in Education-Special Education (Hearing Impairment)**

## **D.Ed.Spl.Ed. (HI)**

### **July, 2021**

**(w.e.f. 2021-22)**

**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**

**[www.rehabcouncil.nic.in](http://www.rehabcouncil.nic.in)**

## **Foreword**

Change is said to be the only constant in life that assures progress in all fields including educational practices. Historically education is seen as a short, but most influential bridge to transform approaches and strategies for attaining progress. This helps in achieving national goals as well as reducing the gaps between the haves and have-nots' and also accomplish social harmony. All children typical and special, who are the citizens of tomorrow form the hope and aspirations for fulfilling the national and global development and peace. Therefore the Sustainable Development Goal (SDG) 4 calls for ensuring inclusive and equitable education for life-long learning opportunities for all.

The Rehabilitation Council of India (RCI) is mandated by an Act of RCI 1992 to develop professionals and maintain standards so that educational needs and supports to persons with disabilities are ensured. The RPWD Act 2016 and the National Education Policy 2020 have also upheld inclusive practices for which reasonable accommodations, capacity building of teachers and their professional development is implied. Keeping the provisions of these Acts, policies and provisions of UNCRPD framework, RCI fulfils its obligation and accountability by revising its curricula of programmes.

The present revised Diploma Special Education is being offered as convergence of various disabilities as mentioned in the RPWD Act 2016 as well as the provisions of NEP 2020, of catering to foundational years in children with disabilities to facilitate appropriate elementary education. Besides acquiring competencies to focus on various disability related needs, the student-teachers undertaking this programme would gain knowledge and develop competencies in areas such as child development, family and community involvement and also curriculum development and implementation strategies. It has built a foundation of the emerging Indian society as well as that of inclusive practices in all areas of pedagogical practices, assessments and undertaking the Universal design of learning, which in a way will help in education of all children which is the need of the hour.

**Ms. Anjali Bhawra, IAS**  
**Secretary DEPwD & Chairperson, RCI**  
**MSJE, Govt. of India**

## **Preface**

The Rehabilitation Council of India (RCI) is a statutory body functioning under the Department of Empowerment of Persons with Disabilities (Divyangjan) (DEPwD), of the Ministry of Social Justice & Empowerment (MSJ&E), Govt. of India. RCI has the mandate for human resource development to facilitate rehabilitation of persons with disabilities. Established as a registered society in 1986, RCI was accorded a legal status as 'The RCI Act' 1992. The Act has been amended in 2000 to enhance the professional development programmes in the field.

RCI develops, monitors and regulates both the pre-service and the in-service programmes by offering a gamut of training programmes. These include formulating and standardizing norms, regulations and content of syllabi for programmes ranging from Certificate to Master's and also the Continuing Rehabilitation Education (CRE) programmes for in-service trainings. The programmes aim to develop professionals, catering to the different requirements of disabilities such as assessment, early intervention, inclusion, education, and therapeutics as well as community participation of persons with disabilities. These programmes are affiliated to various institutes and Universities across the country and are conducted through both modes, face to face as well as by distance mode through Open Universities. RCI also maintains registrations of qualified personnel and professionals in its Central Rehabilitation Register (CRR) which provides an authorization to work in the field of Rehabilitation and Special Education.

RCI constantly endeavours to upgrade and update its training programmes so as to contribute towards the achievement of national goals for a sustainable development. The Diploma in Special Education offered in various disabilities is one of the most popular programmes of RCI creating a cadre of special teachers to work in elementary schools. The course content of the programme are revised from time to time so as to fulfill the provisions of various Acts and educational policy for students with disabilities at different levels of school education. The present programmes developed with convergence of disabilities are also intended to develop special teachers for fulfilling the national educational goal of 'education for all.' It is developed by experts from various fields of disabilities, academicians, researchers and persons with disabilities themselves. The courses under each disability have been well deliberated and designed and have a good blend of classic fundamentals as well as the modern trends.

**Dr Subodh Kumar**  
**Member Secretary, Rehabilitation Council of India**

## INDEX

	TITLES	Pg.No.
1.0	PREAMBLE	5
2.0	NOMENCLATURE AND OBJECTIVES OF THE PROGRAMME	6
3.0	SCOPE OF THE PROGRAMME	6
4.0	GENERAL FRAMEWORK OF THE PROGRAMME	7
5.0	DURATION OF THE PROGRAMME	7
6.0	ELIGIBILITY	8
7.0	MEDIUM OF INSTRUCTION	8
8.0	METHODOLOGY	8
9.0	STAFF REQUIREMENT	8
	9.1 CORE FACULTY	8
	9.2 VISITING FACULTY	10
	9.3 “ SPECIAL REQUIREMENT”	11
	9.4 STAFF(NON TEACHING)	11
10.0	INTAKE CAPACITY	11
11.00	MINIMUM ATTENDANCE	11
12.00	EXAMINATION SCHEME	11
13.0	REQUIREMENT OF PHYSICAL INFRASTRUCTURE AND MATERIALS	11
	13.1 MINIMUM REQUIREMENT FOR LABS, TOOLS AND EQUIPMENTS	11
	13.2SPACE FOR CONDUCTING THE PROGRAMME	13
	13.3 FURNITURE FOR STAFF	14
	13.4 FURNITURE AND EQUIPMENTS FOR OFFICE	15

	13.5 FURNITURE AND EQUIPMENTS FOR CLASSROOM	15
	13.6 MATERIAL FOR PSYCHOLOGY	16
	13.7 FURNITURE FOR LIBRARY	16
14.0	LIBRARY MATERIAL	16
15.0	CERTIFICATION AS REGISTERED PERSONNEL	16
16.0	MINIMUM REQUIREMENTS FOR PRACTICE TEACHING SCHOOLS INFRASTRUCTURE	17
17.0	CALCULATION OF TOTAL NUMBER OF HOURS AND MARKS PER YEAR	17
18.0	SCHEME OF COURSES (THEORY AND PRACTICAL) FOR BOTH THE YEARS	18
19.0	FIRST YEAR – THEORY PROGRAMME STRUCTURE	19
20.0	PROGRAMME STRUCTURE AND EVALUATION SCHEME FOR PRACTICAL FOR BOTH THE YEARS	23
21.0	DETAILS OF PRACTICAL WORK (FIRST YEAR)	30
22.0	DETAILS OF PRACTICAL WORK (SECOND YEAR)	36
23.0	COURSE WISE SYLLABUS OF 12 COURSES	45
	Annexure I (Alternate course for Course II for candidate with DHH)	83
	Annexure II (Alternate course for Course V for candidate with DHH))	86

## 1.0 Preamble

The fundamental aim of education is to generate learners who are motivated, effective and are increasingly responsible and contributory citizens. The 21st century additionally requires that the learners also match the global requirements by being creative, communicative, critical thinkers and collaborative. While the obligation of developing these abilities in learners rests on all stakeholders, the teachers' invariably form the pivot. So teacher preparation and development has a significant role in the national and global development.

The 21<sup>st</sup> century learning has also seen a change in the perspectives towards the learners. It is increasingly recognized that they are diverse and diversity is valuable. 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 of persons with disabilities (RPWD) 2016 and the National Education Policy (NEP) 2020 have provided special attention and made provisions for education of students with disabilities and has stressed the need to standardise and promote Indian Sign Language (ISL). The changing perspective endorses inclusive education for which early identification, interventions of children with disabilities and school readiness becomes vital for higher education.

The Rehabilitation Council of India (RCI) mandated for the professional development of training programmes in all aspects of education and rehabilitation of persons with disabilities is a pivot for facilitating rehabilitative services. RCI's role in standardization of curricula and its timely up gradation has helped to provide a uniformed support for children with disabilities especially both for special and inclusive education along with other aspects of rehabilitative services.

The present Diploma in Special Education (Hearing Impairment) is formulated to prepare special teachers to work with children with disabilities in general with a special focus on those with deaf and hard of hearing (DHH) and speech disabilities. The programme is designed in way that would help the teachers to work in varying set ups such as early intervention centres, preschools and elementary schools enrolling children with disabilities. These centres or schools could be in special and inclusive set ups. The programme will also prepare the teachers that they could provide home training or if the need arises undertake blended form of teaching.

*A special provision has been made in the syllabus to facilitate DHH individuals becomes teachers. Towards this two alternate courses as annexed in Annexure I & II have been designed if the DHH student-teachers wish to opt them in place of Course II and Course V.*

**2.0 Nomenclature of the programme:** Diploma in Education-Special Education (Hearing Impairment) i.e. D.Ed.Spl.Ed.(HI)

**Objectives of Programme:**

The Programme of Diploma in Special Education (Hearing & Speech disabilities) is developed with following objectives:

- To develop an understanding of varying disabilities and their implications.
- To have knowledge of typical growth and development of learners and realize the psychological aspects influencing learning and education.
- To be aware of the underlying philosophies, evolutionary practices and the policy provisions facilitating education of children with disabilities.
- To undertake assessments or use assessment outcomes for planning educational and other related interventions.
- To undertake need based curricular adaptations and strategies.
- To apply various pedagogical approaches for teaching at elementary level.
- To develop an understanding about the concept, construct and facilitators of inclusive education.
- To realize the importance and role of family and community as a catalyst in the education of children with disabilities.

**3.0 Scope of the programme:**

The D.Ed. Special Education (Hearing Impairment) programme will especially help the student trainees develop following competencies:

**Knowledge based competencies:**

- Child growth, development and deviations.
- Various disabilities and their associated conditions.
- Educational needs of children with disabilities.
- Differential needs of learners with Hearing and Speech disabilities.
- Legislative provisions & policy guidelines for education and other rehabilitations aspects.

**Skills based competencies:**

- Assessment and identification of learners with Hearing and Speech disabilities using multidisciplinary approach
- Interventional strategies of addressing learning styles and preferences.
- Curricular strategies of pedagogical approaches, adaptations and assessments.
- Methods and techniques of teaching of various school subjects in varying settings of special and inclusive schools and home learning programmes.

**Values or Behaviour based competencies:**

- Promoting school culture and ethos for inclusive educational practices
- Nurturing equity and quality in educational practices
- Fostering the belief that every child matters, matters equally and can learn.
- Empowering families for equal partnership and advocacy of children
- Involvement of community for resource mobilization and support

**Employment opportunities**

It is envisaged that such a programme would widen the horizon for teaching in special schools, regular inclusive schools at elementary level, work in early intervention and preschool set up or undertake home based teaching of children with disabilities in general and those with hearing and speech disabilities in particular. In all such set ups, the successfully passed trainee can practice both online and in blended teaching with confidence.

**4.0 General frame work of the programme:**

The programme is organized in such a manner that the content on the disabilities is spirally integrated in all courses as per requirement to prepare a cadre of special educators who develop competencies to meet the educational needs of children with different developmental disabilities. It comprises of theory, practice teaching and practical papers.

**5.0 Duration of the programme:**

The duration of the programme will be two years (four semesters). Each semester will have at least 225 hours of theory papers (75 hours /paper) and 375 hours of practicals. On completion



of four semesters, the total theory hours would be 900 hours and 1500 hours would be practicals. Details are given in a Table on course structure at 16.0.

### **6.0 Eligibility:**

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

### **7.0 Medium of Instructions:**

The medium of instruction will be English / Hindi / Regional language. Need based ISL if required for DHH trainee(s) .

### **8.0 Methodology**

The transactional methodology of the programme includes lectures, demonstration, project work, and discussions, visits to different schools / rehabilitation projects, practice teaching, participation in community meetings, medical camps and community development programmes.

### **9.0 Staff Requirements**

The programme should have two faculty at the level of Lecturer/Assistant Professor for each year (as mentioned under teaching faculty) of the course, and one of the faculty will assume the charge of course coordinator / head, thus requiring a total teaching staff of four. In addition to this, guest faculty may be invited to handle specific topics.

#### **Teaching Faculty**

**9.1. Core faculty:** The core faculty for first year will consist of the following staff:

**Position: Faculty for Special Education (Full-time): 01 Posts**

Essential qualifications:

- a. Masters in Social Sciences, Humanities & Sciences
- b. M.Ed.Spl.Ed.(HI) or its equivalent with two years of experience (post qualification) of teaching in special school for children with hearing impairment or teaching in RCI approved long term programmes.

Or

B.Ed.Spl.Ed.(HI) or its equivalent with five years of experience (post qualification) of teaching in special school for children with hearing impairment or teaching in RCI approved long term programmes.

Or

D.Ed.Spl.Ed.(HI) or its equivalent with 10 years of experience (post qualification) of teaching in special school for children with hearing impairment or teaching in RCI approved long term programmes.

c. The candidate must have valid registration certificate with RCI

**\* Faculty shall also supervise the trainees.**

**Position: Faculty for Audiology and Speech Language Pathology (Full-time): 01**

**Essential qualifications:**

a. Masters in Audiology and Speech Language Pathology (MASLP) or M.Sc.(Audiology)/ M.Sc.(Speech Language Pathology) or its equivalent with two years of experience (post qualification) of clinical/teaching.

Or

B.ASLP or its equivalent with five years of experience (post qualification) of clinical/teaching.

b. The candidate must have valid registration certificate with RCI

**\* Faculty shall also supervise the trainees.**

**The core faculty for second year will consist of the following staff:**

**Position: Faculty for Special Education (Full-time): 02 Posts**

**Essential qualifications:**

a. Masters in Social Sciences, Humanities & Sciences

b. M.Ed.Spl.Ed.(HI) or its equivalent with two years of experience (post qualification) of teaching in special school for children with hearing impairment or teaching in RCI approved long term programmes.

Or

B.Ed.Spl.Ed.(HI) or its equivalent with five years of experience (post qualification) of teaching in special school for children with hearing impairment or teaching in RCI approved long term programmes.

Or

D.Ed.Spl.Ed.(HI) or its equivalent with 10 years of experience (post qualification) of teaching in special school for children with hearing impairment or teaching in RCI approved long term programmes.

c. The candidate must have valid registration certificate with RCI

**\* Faculty shall also supervise the trainees.**

**NOTE:**

Whosoever from the full-time faculty position is the senior most by appointment will function as the Programme Coordinator.

**Instructor (Technical):** 02 instructors should be appointed having a qualification of Bachelor's degree in any subject with D.Ed.Spl.Ed.(HI) or its equivalent with three years classroom teaching experience with valid RCI registration.

Or

B.Ed.Spl.Ed.(HI) or its equivalent and having valid registration certificate with RCI with valid RCI registration.

Both instructors should not be from one area of disability. In case of new institution, one full time instructor must be appointed before commencement of 3<sup>rd</sup> semester.

**9.2. Visiting Faculty**

The experts in their respective specialization area and working in hospitals/ institutions or schools would be requested to deliver lectures, demonstrations and to conduct practicals.

1. Psychologist {M.Phil. (Clinical Psychology)/ M.Phil. (Rehabilitation Psychology)}

(Experience in the area of hearing impairment would be preferable) **Or**

Masters in Psychology with special paper on Clinical Psychology/Educational Psychology with five years' post qualification experience of working with persons having HI or teaching in RCI approved long term programmes

2. Occupational Therapist (Bachelor degree in occupational therapy with minimum 2 years' experience)

3. Physiotherapist (Bachelor degree in physiotherapy with minimum 2 years' experience)

4. Social Worker (Master's degree in Social Work with minimum 2 years' experience)

6. Yoga Therapist (Diploma in Yoga with minimum 2 years' experience)

7. Physical Education Teacher (certified Coach of Special Olympics with minimum 2 years of experience)
8. Music and Dance Teacher (Diploma or Degree in Performing Art with minimum 2 years of experience)

### **9.3. SPECIAL REQUIREMENT:**

- a) **Sign Language Instructor** : Deaf instructor with Level A, Level B and Level C ISL Training + 2 years teaching experience or Diploma in Teaching Indian Sign Language (DTISL) as guest faculty.
- b) **Interpreter** A hearing person with DISLI
- c) **Communication Options Instructor**

### **9.4. Staff (Non teaching)**

1. Librarian/Library Assistant (01)
2. Multi-Tasking Staff (for typing, record keeping and accounts)
3. Peon
4. Watchman

### **10.0 Intake capacity:**

The intake for each year of the course will be 35 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 Examination Scheme**

The programme shall follow the RCI's Scheme of Examination from time to time.

### **13.0. Requirements of Physical Infrastructure and Materials**

#### **13.1 Minimum Requirement for Labs, Tools and Equipments**

##### **Speech and language Pathology**

###### **Essentials:**

1. Mirrors, soft boards
2. Speech trainer

3. Vibrotactile aids
4. Digital Recorder
5. Toys, games, pictures, story books
6. Models and charts of larynx and brain
7. Chart Courses and flash cards
8. Speech kit
9. Photo Articulation Test (PAT)
10. Standard language test 3 DLAT, REELS, SECS PPV (Peabody Picture Vocabulary Test), screening tests, HRR check list, etc
- 11) ISL teaching learning material

**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) – can be deleted
- 3) A set of noise makers for paediatric assessment
- 4) Conditioning materials
- 5) Hearing Aids -Body level – Monaural / Pseudo binaural / Binaural (Optional)  
- BTE for Mild, Moderate, and Strong (Programmable/ non programmable)
- 6) Different types of ear moulds
- 7) Models of the ear
- 8) Case history sheets, audiogram sheets, paediatric 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.
- 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
- 5) Language assessment tests

## **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)

## **13.2 Space for Conducting the Course**

<b>Sl. No</b>	<b>Types of Facilities</b>	<b>Area</b>	<b>Remarks</b>
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.	6 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	

### 13.3 Furniture for Staff:

Sl. No.		Type of Furniture	No. of Furniture
1	Full time staff	Table	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/MTS	Chair	1
		Stool	1

### 13.4 Furniture and Equipment for Office

Sl. No.	Type of Furniture/Equipment	No. of Furniture
1	Cupboards (Steel)	04
2	Filing Cabinet	01
3	Computer with Printer	01
4	Phone	01
5	Photocopier 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

### 13.5 Furniture and Equipment for Classroom

Sl. No.	Type of Furniture/Equipment	No. of Furniture/Equipment	
1	Tables (for students)	30	
2	Chairs (for students)	30	
3	Audio Visual equipments	02	
4	White Board/Smart 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



### 13.6 Materials for Psychology

Sl. No.		No. of Material
1	Psychological test material set (for demonstration) -VSMS, Bhatia Battery, BKT, SFB, RPM, and WISC	01 Set each
2	Play therapy equipment set (for demonstration)	01 Set
3	Cupboard	01

### 13.7 Furniture for Library

Sl. No.	Type of Furniture	No. of Furniture
1	cupboards	10
2	Library tables (large)	05
3	Library chairs	30

### 14.0. Library Material

1. Minimum eighty percent of the prescribed books as mentioned in suggested readings at the end of each course should be available in the library. Those books that are given as suggested readings in more than one course, must have more than one copy to facilitate access to a number of students. At least twenty percent of the books should be in Hindi or regional language.
2. Journals (at least 2) peer reviewed journals on related disability should be available in the library.

### 15.0 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. Each registered professional/personnel will be required to get himself /herself re-registered 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.

### **16.0 Minimum Requirements for Practice Teaching Schools Infrastructure**

- 1) Special school with a minimum of 75 students with hearing impairment varying in grades and age groups for exposure of student trainees for early intervention, preschool and elementary classes. In addition MOU could be signed with other special centres/schools and inclusive schools in nearby areas for practicals if the special school has fewer children.
- 2) Classroom with group amplification system/ 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) 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 outdoor play equipments
- 8) Multipurpose 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.

### **17.0 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 = 30 hours. (Mon.-Fri.=6 hrs per day x 5=30 hrs )

Total academic hours: = 40 weeks X 30 hours/week

= 1200 hours per academic year

= 2400hours for 2 yrs.

Total marks for Theory & Practical: =

-Theory - 450 marks per academic year

- 900 marks for both the years

- Practical: 750 marks per academic year

- 1500 marks for both the years.

First semester: **Theory**, 3 Courses, - 225 marks; **Practical** - 375 marks

Second semester: **Theory**, 3 Courses - 225 marks; **Practical** - 375 marks

Third semester: **Theory**, 3 Courses - 225 marks; **Practical** - 375 marks

Fourth semester: **Theory**, 3 Courses - 225 marks; **Practical** - 375marks

### 18.0 Scheme of courses (Theory and Practical) for both the years:

Courses	Title	Hours & credits	Marks
<b>Core courses</b>			
1	Introduction to Disabilities	75 (05)	75
2	Child development and Learning	75(05)	75
3	Education in the emerging Indian society and school administration	75(05)	75
4	Inclusive Education	75 (05)	75
5	Family, Community and the child Deaf & Hard of Hearing	75 (05)	75
<b>Disability Specific courses</b>			
5	Education of children with hearing and speech disability	75 (05)	75
6	Language and communication	75 (05)	75
7	Fundamentals of Hearing, Deafness and Audio-logical Management	75 (05)	75
8	Fundamentals of Speech and Speech Teaching	75 (05)	75
9	Curricular Strategies & Adaptations of lessons for children with hearing impairment	75 (05)	75
<b>School Subjects (Content Cum Methodology)</b>			
11	Content and methodology of teaching Science & Mathematics	75 (05)	75
12	Content and methodology of teaching Social Science	75 (05)	75

## Practical Work

- School visits
- Observation of lessons, Report writing, Teaching practical (disability & non disability area)
- Communication options (Oralism/Educational Bi-lingualism including ISL/Total Communication)
- Skill development (Study of Grammar, Text adaptation, Introduction to Indian Sign System( ISS), Indian Sign Language (ISL) Finger spelling ( FS) , Community based rehabilitation (CBR)
- Clinical practicum (Audiology, Speech, Psychology)
- Content test (text books from I to VIII STD.)
- Full time teaching practice

## Full time teaching practice

- In special school for the hearing impairment &
- Inclusive set ups with children with hearing and speech disabilities.

*Note: A student-trainee 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.*

## 19.0 FIRST YEAR -THEORY Programme Structure –

**Total 6 Courses: 2 Core& 4 Disability specific**

Sl.No.	Course No.	Title	Theory Hrs. & credits	Internal Marks	Final External Exam.	Total Marks
<b>Common Courses</b>						
1.	I	Introduction to Disabilities	75 (05)	30	45	75
2.	IV	Child development and Learning	75(05)	30	45	75
<b>Disability Specific Courses</b>						
3.	II	Fundamentals of Hearing, Hearing Impairment & Audio-logical Management	75(05)	30	45	75

4.	III	Language and Communication	75(05)	30	45	75
5.	V	Fundamentals of Speech and Speech Teaching	75(05)	30	45	75
6.	VI	Curricular Strategies and Adaptations for children with hearing impairment Education of children with hearing and speech disability	75(05)	30	45	75
		<b>Total</b>	<b>450 Hrs</b>	<b>180</b>	<b>270</b>	<b>450 marks</b>

### SECOND YEAR -THEORY Programme Structure –

**Total 6 Courses: 3 Core, 1Disability specific &2 Content cum methodology of school subjects**

Sl.No.	Course No.	Title	Theory Hrs.	Internal Marks	Final External Exam.	Total Marks
<b>Core Courses</b>						
1.	VII	Education in the emerging Indian society and school administration	75 (05)	30	45	75
2.	X	Inclusive education	75(05)	30	45	75
3.	XI	Family, Community and the children with hearing impairment	75 (05)	30	45	75
<b>Disability Specific Courses</b>						
4.	VIII	Education of Children with hearing impairment	75 (05)	30	45	75
<b>School Subjects (Content cum Method)</b>						
5.	IX	Content and Methodology of Teaching Science and Mathematics	75 (05)	30	45	75
6.	XII	Content and Methodology of Teaching Social Science	75 (05)	30	45	75
		<b>Total</b>	<b>450 hrs</b>	<b>180</b>	<b>270</b>	<b>450 marks</b>

**Semester wise– 1<sup>st</sup> year**

**1<sup>st</sup> Semester Theory & Practical**

<b>Sl no.</b>	<b>Title</b>	<b>Theory Hrs.&amp; credits</b>	<b>Internal Marks</b>	<b>Final Written Exam.</b>	<b>Total Marks</b>
1.	Introduction to Disabilities	75 (05)	30	45	75
2.	Fundamentals of Hearing, Hearing Impairment & Audio-logical Management	75(05)	30	45	75
3.	Language and Communication	75(05)	30	45	75
4.	Practical	375(15)	225	150	375

**2<sup>nd</sup> Semester – Theory & Practical**

<b>Sl no.</b>	<b>Title</b>	<b>Theory Hrs. &amp; credits</b>	<b>Internal Marks</b>	<b>Final Written Exam.</b>	<b>Total Marks</b>
1.	Child development and learning	75 (05)	30	45	75
2.	Fundamentals of Speech and Speech Teaching	75(05)	30	45	75
3.	Curricular strategies and adaptations of lesson for Children	75 (05)	30	45	75
4.	Practical	375(15)	225	150	375

**Distribution of hours and credits per course**

<b>Each Course</b>	<b>Item wise Hours for work</b>	<b>Total hours</b>	<b>Credits</b>	<b>Total Credits Per year</b>

Per Course	Lectures : 50 hrs Tutorials : 10 hrs Library time : 05 hrs Assignments And Discussions : 10 hrs	75 (05)	5	30  (For 6 theory Courses of the first semester)
------------	--	---------	---	--

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

### Semester wise – 2<sup>nd</sup> year

#### 3<sup>rd</sup> Semester -Theory & Practical

Sl no.	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
1.	Education in the emerging Indian society and school administration	75(05)	30	45	75
2.	Education of Children with hearing impairment	75(05)	30	45	75
3.	Content and methodology of teaching Science and Mathematics	75(05)	30	45	75
4.	Practical	375(15)	225	150	375

#### 4<sup>th</sup> Semester – Theory & Practical

Sl no.	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
1.	Inclusive education	75(05)	30	45	75
2.	Family, Community and the children with hearing impairment	75(05)	30	45	75
3.	Content and methodology of teaching Social Science	75(05)	30	45	75
4.	Practical	375(15)	225	150	375

#### Distribution of hours and credits per course

Each course	Item wise Hours for work	Total hours	Credits	Total Credits Per year
Per course	Lectures : 50 hrs	75	(05)	30

Tutorials : 10 hrs Library time : 05 hrs Assignments And Discussions : 10 hrs			(For 6 theory Courses of the first semester)
--	--	--	--

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

## 20.0 PROGRAMME STRUCTURE AND EVALUATION SCHEME FOR PRACTICAL FOR BOTH THE YEARS

Total Marks: 1500

Practical Area	Title	Hrs.	Internal Marks	Final External Exam.	Total Marks
<b>Practical Area 1</b>	<b>Teaching Practice</b>				
	- School Visits	100	20	-	20
	- Observation and Reports on routine classroom teaching	60	60	-	60
	-Observation and reports on model/demo lessons	120	40	-	40
	-Text book Content test	60	20	40	60
	-Practical lessons	60	90	160	250
	<b>Total of area I</b>	<b>400</b>	<b>230</b>	<b>200</b>	<b>430</b>
<b>Practical Area 2</b>	1. Communication options a. Oral-Aural 150 hrs b. Total Communication 150 hrs c. Educational Bilingualism 150 hrs	450	190	100	<b>290</b>
<b>Practical Area 3</b>	<b>Skill development</b>	150	190	150	<b>340</b>
<b>Practical Area 4</b>	<b>Clinical practicum</b>				
	1) Audiology	150	75	75	<b>150</b>
	2) Speech	150	75	75	<b>150</b>
	3) Psychology	100	90		<b>90</b>
<b>Practical Area 5</b>	<b>Full time Teaching Practice</b>	<b>100</b>	50	-	<b>50</b>
	<b>Total</b>	<b>1500</b>	<b>900</b>	<b>600</b>	<b>1500</b>

(External – 600: Internal – 900)



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

<b>Sr. no.</b>	<b>Practical Area</b>	<b>Items (For 1st and 2nd semesters)</b>	<b>Hours</b>	<b>Internal marks</b>	<b>External marks</b>	<b>Marks</b>
<b>1.</b>	<b>Practical area I</b>	<b>Teaching Practice</b> 1. School visits & report (Minimum 8).	60	10		10
		2. Observation of routine classroom teaching <b>at preschool/ Std - I To IV</b> and report (40)	40	30		30
		3. Observation of Demonstration cum discussion of model lessons and reports (10 lessons = 5 in preschool and 5 in 1st To 4th std.)	40	20		20
		4. Study of textbook content – <b>Std I To IV:</b> <b>Written Content test</b> in Science, Mathematics, Social science, language (test)	50	10	20	30
		5. Practice teaching for 20 lessons (15 lessons – Disability area, and 5 lessons Non-disability area)	125	45	80	125
		<b>Total of Area I</b>	<b>315</b>	<b>115</b>	<b>100</b>	<b>215</b>
<b>2.</b>	<b>Practical area II</b>	1. Communication options a. Oral-Aural b. Total Communication c. Educational Bilingualism	75	100	50	150
<b>3.</b>	<b>Practical area III</b>	<b>Skill Development 1. Grammar</b> – Project Work (60 marks) – Test (60 marks)	60	60	60	120
		<b>Preparation of TLM for language teaching</b>	50	50		50
		<b>Total of area III</b>	<b>110</b>	<b>110</b>	<b>60</b>	<b>170</b>
<b>4.</b>	<b>Practical area IV</b>	<b>a) Audiology</b> i) Journal to be prepared (25 marks) (based on the above) (Clinical) ii) Internal (30 marks) iii) External Viva (marks)	<b>125</b>	<b>55</b>	<b>60</b>	<b>115</b>

	<b>b) Speech and Language</b> i) Journal to be prepared (based on the (2above.) (Clinical) (30marks) ii) Internal (30 marks) iii) Auditory Verbal Approach (AVA) (Demo or CD) Report of 2 pages (10marks) iv) External Viva including AVA	125	70	30	100
		750	450	300	750

(External – 300: Internal – 450)

### Practical -Second Year -AT A GLANCE (3<sup>rd</sup> & 4<sup>th</sup> semesters)

No.	Practical	Items for both 3rd and 4th semesters	Hours	Internal marks	External marks	Marks
1.	Practical Area I	<b>Teaching Practice</b>				
		<b>1. Observation</b> of routine classroom teaching at <b>Std V–VII</b> (10 lessons each in any 3 classes on different subjects, total 30) - Report on observations	(60)	50		(50)
		<b>2. Observation</b> of Demonstration cum discussion on model lessons - Report on observations (No.10)	(45)	50		50
		<b>3. Study</b> of textbook content – <b>Std V–VII): Written Content test</b> in Science, Mathematics, Social science and language	(30)	20	10	30
		<b>4. Teaching Practical</b> i) 20 lessons ii) One Final teaching lesson (External)) (May check previous lessons records / files.)	(90)	60	25	85
		<b>Total</b>	<b>225</b>	<b>180</b>	<b>35</b>	<b>215</b>
2.	Practical Area II	1. Communication options a. Oral-Aural b. Total Communication c. Educational Bilingualism (ITP lessons)	90	70	70	140
3.	Practical Area III	<b>Skill Development in :</b> 1. Text adaptation for subject teaching (5 lesson in different	135	30	20	50

		subjects)				
		2. CBR activities ( activity + report writing	60	30	20	50
		3.i) Indian Signing System – (ISS) (Including Indian Manual Alphabet-IMA) -External Viva For All Three -	50	20	50	70
		<b>Total of area III</b>		<b>80</b>	<b>90</b>	<b>170</b>
4.	<b>Practical area IV</b>	1. Psychology - -Journal to be prepared -Internal	<b>100</b>	30	60	90
		2. Audiology 3. Speech (For both Audio. and Speech - <b>Internal</b> viva, & <b>Internal</b> test will be for the portion covered in the 1st year. Tests & viva may be taken latest by Dec.	(90)	15 25	20 25	35 50
		<b>Total of area IV</b>		<b>60</b>	<b>105</b>	<b>175</b>
5.	<b>Practical Area V</b>	<b>Full time Teaching Practice a) Classroom Teaching b) Other school activities</b>	<b>100</b>	<b>50</b>		50
			<b>750</b>	<b>450</b>	<b>300</b>	<b>750</b>

## SEMESTER WISE DISTRIBUTION OF PRACTICAL WORK

### First year – First Semester Practical

Sr. no	Practical Area	Item	Hours	Internal	External	Total Marks
1.	<b>Practical area I</b>	<b>Teaching Practice</b>				
		1. School visits & report (This semester 4 centres)	50	10		10
		2. Observation & reports of routine class- room teaching at preschool (12 lessons), Std -I To IV (8 lessons), (20 lessons)	40	15		15
		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)	40	25		25

		<b>4. Study of textbook content -Std 1 - 4 : and the Content test in Science, Mathematics, Social Science, and Language.</b>	50	10	20	30
		<b>5. Practice teaching of 10 lessons– 5 in Disability, and 5 in Non-disability area</b>	30		30	30
		<b>Total of area I</b>	210	60	50	110
2.	<b>Practical area III</b>	<b>Skill Development ISL – Indian Sign Language</b>	100	130	10	140
3.	<b>Practical area IV</b>	<b>a) Audiology</b>				
		i) Journal to be prepared (based on the above) ( Clinical ) ii) Internal	30	35	30	65
		iii) External	35		60	60
		Total of area IV	65	35	90	125
		Grand Total	375	<b>225</b>	<b>150</b>	<b>375</b>

### First Year – Second Semester

Sr. no.	Practical Area	Item	Hours	internal	External	Marks
1.	<b>Practical area I</b>	<b>Teaching Practice</b>				
		1. School visits & report (This semester 4 centres)	50	40	-	40
		2. Observation of routine classroom teaching at preschool/ Std -I To IV and report (20)	40	40	-	40
		3. Practice teaching of 10 lessons (Disability area)	15	-	25	25
		<b>Total of area I</b>	<b>105</b>	<b>80</b>	<b>25</b>	<b>105</b>
2.	<b>Practical area II</b>	1. Communication options a. Oral-Aural b. Total Communication c. Educational Bilingualism	90	50	-	50

3.	<b>Practical area III</b>	<b>Skill Development</b>				
		1. Grammar – Project Work (15 marks) – Test (25 marks)	20	15	25	40
		2. Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA)	40	20	20	40
		3. Indian Signing System (ISS) (Manual Code for spoken Indian languages)	40	20	20	40
		<b>Total of area III</b>	<b>100</b>	<b>55</b>	<b>65</b>	<b>120</b>
4.	<b>Practical area IV</b>	Speech and Language				
		i) Journal and Language (based on the above.)(clinical)	20	10	15	25
		ii) Internal	20	10	15	25
		iii) Auditory Verbal Approach (AVA) (CD or Demonstration). (Report on main points of the CD or the Demonstration)	40	20	30	50
		<b>Total of practical area IV</b>	<b>80</b>	<b>40</b>	<b>60</b>	<b>100</b>
		Total	<b>375</b>	<b>225</b>	<b>150</b>	<b>375</b>

### Second Year – Third Semester

Sr. no	Practical Area	Item	Hours	Internal	External	Marks
1.		<b>Teaching Practice</b>				
	<b>Practical area I</b>	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	50		50
		2. Observation of Demonstration cum Discussion of model lessons - Report on observations (No.10)	50	25		25
		3. Study of textbook content - <b>Std 5 - 7 : Content test</b> in Science, Mathematics, Social science, and language. (Test to be given later)	30			30

		by August end)		10	20	
		<b>Total of area I</b>	<b>110</b>	<b>85</b>	<b>20</b>	<b>105</b>
2.	<b>Practical area II</b>	1. Communication options	60	60	40	100
3.	<b>Practical area III</b>	<b>Skill Development in : 1.</b> Text adaptation for subject teaching (5 lessons in different subjects)	50	15	30 (viva presentation)	45
		<b>2. i) .</b> Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA)	30	10		10
		<b>ii)</b> Indian Signing System – (ISS)	35	25		25
		<b>Total of area III</b>	105	50	30	80
4.	<b>Practical area IV</b>	<b>Psychology - -</b> Journal to be prepared Internal	<b>90</b>	<b>30</b>	<b>60 (viva)</b>	<b>90</b>
			<b>375</b>	<b>225</b>	<b>150</b>	<b>375</b>

### Second Year – Fourth Semester

Sr. no	Practical Area	Item	Hours	Internal	external	Marks
1.	<b>Practical area I</b>	<b>Teaching Practice</b>				
		<b>1.</b> 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	30		30
		<b>2.</b> Observation of Demonstration and follow up lesson cum Discussion of model lessons - Reports (No.10) (Std V–VII)	30	30		30
		<b>3.</b> Teaching Practical i) 20 lessons (Std V–VII) ii) One Final teaching	35	20	30	50

		lesson ( <b>External</b> )				
		<b>Total of area I</b>		80	30	110
<b>2.</b>	<b>Practical area II</b>	Lesson Plan(five on each communication of area n options)	70	20	20	40
<b>3.</b>	<b>Practical area III</b>	- CBR activities	50	10	40	50
		- External Viva for all 1, 2, 3 of the 3rd and 4th semester	20	20	20	40
		<b>Total of area III</b>	<b>70</b>	<b>30</b>	<b>60</b>	<b>90</b>
<b>4.</b>	<b>Practical area IV</b>	1. Audiology,	40	15	20	35
		2. Speech (For both Audio. and Speech – <b>Internal</b> viva, & <b>Internal</b> test of the portion covered in the 1st year - tests & viva may be taken by Dec.)	40	30	20	50
				45	40	85
<b>5.</b>	<b>Practical Area V</b>	<b>Full time Teaching Practice</b>	60	50		50
		a) Classroom Teaching b) <b>Other school activities</b>	75			
			<b>375</b>	<b>225</b>	<b>150</b>	<b>375</b>

## 21.0 DETAILS OF PRACTICAL WORK - FIRST YEAR –1<sup>st</sup> and 2<sup>nd</sup> semester

**Practical Area I – Teaching practice. All records to be maintained and report to be submitted in the prescribed format prepared by the centre.**

Activities	
<b>1</b>	<b>School visits -</b> a) Inclusive school set up or Integrated school set up with resource unit / resource teacher – minimum 1 centre

	<p>b) Inclusive school set up or Integrated school set up without resource unit – minimum 1 centre</p> <p>c) Vocational Training Centre – minimum 1centres</p> <p>d) Special school visit other than that of the training centre</p> <p>Special schools for children with Hearing Impairment – minimum 2 centres and other disabilities –minimum 1 centre</p> <p><b>Report on school visits by either:</b></p> <p>Physically visiting school or studying the institute website/ /Virtual visit/ Online meet and report via email/Google drive.</p>
<b>2</b>	<p><b>Observation of routine classroom teaching practices</b></p> <p>Physical class room placement of trainees at preschool/ Std –I to Std IV (4 weeks – approx. – total 40 lessons)</p> <p>Observations of online classes or pre recorded teacher’s videos</p> <p>- <b>Prepare report</b></p>
<b>3</b>	<p><b>Observation of demonstration cum model lessons</b></p> <p>10 lessons (5 in preschool and 5 in primary classes). These would be both language and school subjects with follow up lessons. Language lessons should cover techniques such as conversation, story, directed activity, poem and visit</p> <p>Physical observation / Observations of online or recorded lessons</p> <p>- <b>Prepare reports</b></p>
<b>4</b>	<p><b>Study of content of school textbooks from Std I - IV</b></p> <p>After studying the content of each textbook, students have to appear for a content test in science, mathematics, social science and language.</p> <p>Content test can be undertaken physically or also in online mode.</p>
<b>5</b>	<p><b>Practice teaching</b></p> <p>20 lessons: Including planning and execution of lessons. These have to be under the guidance of the supervisor. Student trainees may undertake one lesson of 40 to 45 minutes per day and remaining hours need to be utilised for observation of routine classroom teaching.</p> <p>In case of on-line teaching, the session could be of shorter and adjusted for appropriate duration.</p>



**Break up of lessons**

Number of language lessons in inclusive school: 4

Number of language lessons in special school (pre-school, std I to IV): 10

No. of school subject teaching lessons in special school (pre-school, Std. I to IV):6

**Disability area :**

Sr.no	Classes	Topics	Lessons
1	Pre- school	Conversation / News	2
		Directed Activities	2
		Stories 2	4
		Rhymes	2
		Number work	2
2	Standard I & IV	Text book (language)	4
		Math	2
		Environment	2
		<b>Total No. of Lessons</b>	<b>20</b>

**Practical Area II – Communication Options – FIRST YEAR****Activities:**

- i) Observation of ( minimum three observation) one school/centre practicing each communication options by Physically visiting school or institute website/ Virtual visit
- ii) Observation of communication among two deaf individuals

**Report by either:****Writing observation report in Journal or via email/Google drive.**

- iii) Observation and Practicing Indian Sign Language - (ISL)
- iv) Observation and Practicing Finger spelling (FS) - one handed and
- v) Observation and Practicing Finger spelling (FS - two handed

Visiting websites of AYJNISHD(D), ISLRTC or watching YouTube video

**Report by either:****Writing observation report in Journal or via email/Google drive.**

- vi) Observation and Practicing Indian Manual Alphabet (IMA) for the Indian languages.

	<p><b>vii)</b> Observation and Practicing Indian Sign System - Total Communication (ISS-TC)</p> <p><b>viii)</b> Observation of session on <i>Auditory Verbal Approach (minimum three sessions)</i></p> <p>Visiting websites of AYJNISHD(D) or watching YouTube video</p> <p><b>Report by either:</b></p> <p><b>Writing observation report in Journal or via email/Google drive.</b></p> <p><i>(Note :Use of Auditory Verbal Approach, Aural-oral approach, reading &amp; writing, FS, ISS-TC or ISL by trainees, for teaching in classrooms depending upon the education policy of the model school.)</i></p>
--	---

<b>1</b>	<p><b>Practical Area III Skill Development</b></p> <p><b>Project work in grammar</b></p> <p>Grammar of the language (regional language) that is used for practice teaching.</p> <ul style="list-style-type: none"> <li>• Parts of speech</li> <li>• Person number gender-concord</li> <li>• Case markers &amp; tenses</li> <li>• Question forms</li> <li>• Types of sentences &amp; Transformations</li> <li>• Idioms &amp; Proverbs</li> </ul> <p><b>Report by -</b></p> <p><b>Preparing a Grammar Diary on above aspects with appropriate illustrations /</b></p> <p><b>Examples</b></p> <p><i>The purpose of this project is to develop competency and understanding of basic grammar</i></p>
<b>2</b>	<p><b>Preparation of TLM for Language Teaching</b></p> <p>i) Prepare TLM either making Three Dimensional Model or Tactile aid</p> <ul style="list-style-type: none"> <li>• Picture cards, / Flash cards of (Fruits, Vegetables, Vehicles, Clothes, Colors, Animals, Birds, Family members, Common Objects)</li> <li>• Tactile cards</li> <li>• Cutouts,</li> </ul>

	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Charts,</li> <li>• Three Dimensional Models</li> <li>• Sequencing of Picture cards</li> <li>• Sentence strips,</li> <li>• Videos</li> <li>• GIFs</li> </ul> <p><b>Report by either Submitting prepared TLM or arranging an Exhibition or making Album &amp; submitting online.</b></p>
--	--

## **Practical area IV – FIRST YEAR**

### **Activities**

#### **Audiology**

##### **1. Understanding parts of Ear and Audiometer**

- 1.1 Understanding Ear and Audiometer
- 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 Paediatric Assessment (observation)
- 1.6 Conditioning and Play Audiometry (observation)
- 1.7 Audiogram interpretation (25 audiograms) (Journal)

A) Orientation to aided audiograms of 5 children.

##### **2. Understanding Hearing Aids – Types / Earmould**

- 2.1 Identifying & handling types /parts of individual hearing aids
- 2.2 Making harness for hearing aid
- 2.3 Getting familiar with group amplification systems.
- 2.4 Observation of these 5 children for Hearing aid selection.
- 2.5 Observation of ear mould making.
- 2.6 Troubleshooting/minor repairs of hearing aids

##### **3. Observation and Case History of CWHI**

- 3.1 Case history taking a Child with Hearing Impairment

##### **4. Auditory training (planning and execution with supervision)**

- 4.1 Checking the hearing aid & Six-sound test on 10 children
- 4.2 Auditory training (observation)

A) 5 individual lessons (20 minutes each)

B) 5 group lessons (30 minutes each)

#### 4.3 Individual & Group sessions

A) 2 individual children X 5 sessions 20 minutes (each)

B) 5 group lessons (planning, discussion, execution - 30 min. each)

### **Journal to be prepared based on the above Speech and Language**

#### **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 / supra-segmental (duration control, loudness control, pitch control)

2.11 Making speech kit

2.12 Speech assessment using speech kit (5 children)

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.

2.16 Planning and executing 5 sessions of individual Speech teaching for 2 children (30 minutes each) – Total 10 Individual plans

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**

## 22.0 DETAILS OF PRACTICAL WORK - SECOND YEAR

### Practical Area I – Teaching Practice.

All records to be maintained and report to be submitted in the prescribed format prepared by the centre.

	Activities
1	<b>Observation of routine classroom teaching practices</b> <ul style="list-style-type: none"><li>- Physical class room placement of trainees at preschool / Std – V to Std VIII (4 weeks approximately – Total 20 lessons)</li><li>- Observations of online classes or pre recorded teacher’s videos</li><li>- <b>Prepare reports by writing Observation Journal</b></li></ul>
2	<b>Observation of demonstration cum model lessons</b> <ul style="list-style-type: none"><li>- Observation of 10 lessons (5 in preschool and 5 in primary classes) on both language and school subjects with follow up lessons.</li><li>- Language lessons should cover techniques such as conversation, story, directed activity, poem and visit</li><li>- Physical observation / Observations of online or recorded lessons</li></ul> <b>Prepare reports by making Journal</b>
3	<b>Study of content of school textbooks from Std V - VIII</b> <ul style="list-style-type: none"><li>- Students have to appear for a content test in science, mathematics, social science and language.</li><li>- Content test can be undertaken physically or in online mode.</li></ul>
4	<b>Practice teaching</b> <ul style="list-style-type: none"><li>- Planning and execution of lessons plans (minimum 20 lessons + 1 Final Lesson) under the guidance of the supervisor. (Follow the distribution of lesson plans given below)</li><li>- Student trainees must execute one lesson of 40 to 45 minutes per day and remaining hours need to be utilised for observation of routine classroom teaching.</li><li>- In case of on-line teaching, the session could be of shorter and adjusted for</li></ul>

<p>appropriate duration.</p> <ul style="list-style-type: none"> <li>- Planning and execution for one final practice teaching lesson,; language / subjects</li> </ul> <p><b>Distribution of lessons</b></p>		
Classes	Topics	Lessons
<b>V to VIII Standard</b> <b>1 Language Teaching</b>	Poems	2
	News / Conversation	2
	Picture Description	2
	Language Text Books with Adapted Teaching	2
	Language Text Books without adapted Teaching	2
	Second Language	2
<b>2, Subject Teaching</b>	History	2
	Geography	2
	Science	2
	Maths	2
	<b>Total</b>	20

### Practical Area II Communication Options - Second Year

<p><b>Activities</b></p> <ul style="list-style-type: none"> <li>- Observation of teaching lessons (minimum two each ) in different communication options either live classroom teaching or recorded classroom teaching</li> <li>- Practicing each communication options.</li> </ul> <p><b>Report by:</b></p> <ul style="list-style-type: none"> <li>- Making one video recording (minimum three) by using each communication options.</li> </ul> <p>(Note: 1. While making video using <b>Oralism</b>, use oral aural mode and appropriate Suprasegmental aspects of speech</p> <p>2. While making video using <b>Total communication</b>, use all the modes of communication i.e. speech, Indian signing system (ISS),gestures and captioning</p> <p>3. While making video using <b>Educational Bilingualism</b>, use Indian Sign language (ISL) and captioning in video recording</p> <p>iii) External Viva should be conducted based on both the years</p> <p><b>Note:</b> Activity and submission of report must be done in both the years separately.</p>
--

### Practical Area III Skill Development Second Year

	<b>Activities</b>
<b>1</b>	<p>Text book Adaptations</p> <p>i) Trainee should learn Text Adaptation for language/subject teaching in the following areas</p> <ul style="list-style-type: none"> <li>• Knowledge • Language • Illustrations • Presentation styles • Evaluation</li> </ul> <p>ii) Trainee should use his/her ICT skill for text book adaptations. 5 lessons in different classes with deferent subject. A trainee can use adaptation for execution of the practice teaching lesson in the class room</p> <p><b>Report by</b> Submitting physical file or in online mode</p> <p>iii) External Viva</p>
<b>2</b>	<p><b>CBR activities</b></p> <p>i) Participating or Conducting Parents Meeting Each teacher trainee must prepare and discuses one issue for 5 to 10 minutes during parent meeting and submit the report.</p> <p>ii) Conducting awareness programme in slums or rural area involving following areas</p> <ol style="list-style-type: none"> <li>1) Prevention 2) Identification 3) Intervention</li> </ol> <p><b>Report by:</b> Submitting physical file or in online mode</p> <p>iii) External Viva</p>
<b>3</b>	<p><b>ICT skill</b></p> <p>i) Trainee must prepare lessons using ICT comprised of work sheets. (minimum 5 out of 20 lesson plans from Area-I)</p> <p>ii) A trainee must conduct a class with the use of computer / Smart board / PPT presentation</p> <p>iii) A trainee must prepare educational video recording for teaching subject (minimum 2 video recording of 10 to 15 minutes)</p> <p><b>Report by:</b> Submitting physical file or in online mode</p> <p>iv) External Viva</p>

## Practical Area IV – Psychology - Second Year

	Activities
1	<p><b>Psychology</b></p> <p>Preparing case history using interviewing techniques</p> <p>Select and administer independently screening - appropriate to the child - tests from the following:</p> <ul style="list-style-type: none"> <li>*Vineland Social Maturity Scale</li> <li>*Gessel’s Drawing Test</li> <li>*Seguin Form Board</li> <li>*Developmental Screening Test</li> <li>*Draw a Man</li> <li>*Coloured Progressive Matrices</li> <li>*Mendow-Kendall Social Emotional Maturity Scale</li> </ul> <p><i>(Some of these tests may not be available. Centres should try to get at least the first 4tests, - minimum 4 tests.)</i></p> <ul style="list-style-type: none"> <li>*Record, analyze and report test data and findings efficiently and effectively</li> <li>*Communicate effectively with parents of child regarding: <ul style="list-style-type: none"> <li>*Test findings</li> <li>*Further referrals</li> <li>*Placement programming</li> <li>*Psycho educational and perceptual training</li> </ul> </li> <li>*Submit a journal of the year’s placement. General guidelines for the journal are: <ul style="list-style-type: none"> <li>-Content</li> <li>-Introduction</li> <li>-Broad areas of testing</li> <li>-Commonly used screening tests</li> <li>-Observation and recommendations of 3 case reports</li> </ul> </li> </ul> <p><b>-Journal to be prepared based on above</b></p>
2	<p><b>Audiology / Speech -3rd semester by end of Dec.</b></p> <p><b>Internal viva, and Internal test</b> of the portion covered in the 1st year as part at asuitable</p>



	<p>time before December. It may be treated as assignment for one theory Course. 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)**

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)**

### Format for Practical marks for the 1st Semester

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

### Format for Practical marks for the 2nd Semester – 1st year

Practical Area	Items -2nd Semester	Total Marks	Marks Obtained
<b>Practical</b>	<b>Teaching Practice</b>		

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

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

<b>Practical Area</b>	<b>Items -3rd Semester</b>	<b>Total Marks</b>	<b>Marks Obtained</b>
<b>Practical Area -I</b>	<b>Teaching Practice</b> <b>1.</b> 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)		
	<b>2. Observation of Demonstration cum Discussion of model lessons</b> - Report on observations (No.10)		
	<b>3. Study of textbook content -Std 5 - 7 :</b> <b>Content test</b> in Science, Mathematics, Social science, and language. (Test to be given latest by August end)		
<b>Practical Area -II</b>	<b>Individualized Teaching</b> -Execution of Individualized Teaching lessons : (30 lessons)		
<b>Practical area III</b>	<b>Skill Development in :</b> <b>1. Text adaptation for subject teaching</b> (5 lessons in different subjects) <b>2. i) . Basic skill of Finger spelling</b> – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA) <b>ii) Indian Signing System – (ISS)</b>		
<b>Practical area IV</b>	<b>Psychology -</b> -Journal to be prepared -Internal		

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

<b>Sr.No</b>	<b>Practical Area</b>	<b>Items -4th Semester</b>	<b>Total Marks</b>	<b>Marks Obtained</b>
<b>1</b>	<b>Practical Area -I</b>	<b>Teaching Practice</b> <b>1. Observation of routine classroom teaching at Std V–VII) and report (This</b>		

		semester - total 20 lessons in any 6 classes on different subjects, - with at least one follow up lesson)		
		2. Observation of Demonstration and follow up lesson cum Discussion of model lessons - Reports (No.10) (Std V–VII)		
		3. Teaching Practical i) 20 lessons (Std V–VII) ii) One Final teaching lesson (External)		
2	<b>Practical Area –II</b>	Final External Viva for Individualized Teaching (including a few revision lessons)		
3	<b>Practical Area -III</b>	- <b>CBR activities</b> - External Viva for all 1, 2, 3 of the 3rd and 4th semester		
4	<b>Practical Area –IV</b>	1. Audiology, 2. Speech 9 (For both Audio. and Speech – <b>Internal</b> viva, & <b>Internal</b> test of the internal portion covered in the 1st year - tests & test viva may be taken as test by Dec.)		
5	<b>Practical Area -V</b>	<b>Full time Teaching Practice</b> a) Classroom Teaching b) <b>Other school activities</b>		

## **23.0 COURSE WISE SYLLABUS OF 12 COURSES**

### **COURSE - I**

#### **INTRODUCTION TO DISABILITIES**

**Total Marks: 75**

**Total hours: 75**

#### **Learning outcomes:**

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

- Explain the historical perspectives and paradigm shift in the models of disabilities
- Demonstrate knowledge about various causes and preventive aspects about different disabilities.
- Describe the educational needs, implications and challenges in the management of various types of disabilities.
- Describe the importance of early identification and intervention of children with disabilities and twice exceptional (2e) children.
- Explain the importance of different agencies in human resource development

#### **Unit 1: Understanding Disability**

1.1 Historical perspectives of Disability - National and International & Models of Disability;

1.2 Concept, Meaning and Definition - Handicap, Impairment, Disability, activity limitation, habilitation and Rehabilitation;

1.3 Definition, categories (Benchmark Disabilities) & the legal provisions for PWDs in India;

1.4 An overview of Causes, Prevention, prevalence & demographic profile of disability: National and Global;

1.5 Concept, meaning and importance of Cross Disability Approach and interventions;

#### **Unit 2: Definition, Causes & Prevention, Types, Educational Implication, and Management of**

2.1 Locomotor Disability-Poliomyelitis, Cerebral Palsy/Muscular Dystrophy;

2.2 Visual Impairment-Blindness and Low Vision;

2.3 Hearing Impairment-Deafness and Hard of Hearing;

- 2.4 Speech and language Disorder;
- 2.5 Deaf-blindness and multiple disabilities;

**Unit 3: Definition, Causes & Preventive measures, Types, Educational Implications, and Management of-**

- 3.1 Intellectual Disability;
- 3.2 Specific Learning Disabilities;
- 3.3 Autism Spectrum Disorder;
- 3.4 Mental Illness, Multiple Disabilities;
- 3.5 Chronic Neurological conditions and Blood Disorders;

**Unit 4: Early Identification and Intervention:**

- 4.1 Concept, need, importance and domains of early identification and intervention of disabilities and twice exceptional children;
- 4.2 Organising Cross Disability Early Intervention services;
- 4.3 Screening and assessments of disabilities and twice exceptional children;
- 4.4 Role of parents, community, ECEC and other stakeholders in early intervention as per RPD- 2016 and NEP 2020;
- 4.5 Models of early intervention-(home-based, centre-based, hospital-based, combination) with reference to transition from home to school;

**Unit 5: Human Resource in Disability Sector:**

- 5.1 Human resource development in disability sector – Current status, Needs, Issues and the importance of working within an ethical framework;
- 5.2 Role of international bodies (International Disability Alliance (IDA) UNESCO, UNICEF UNDP, WHO) in Disability Rehabilitation Services;
- 5.3 International conventions and Policies such as UNCRPD, MDGs and SDGs;
- 5.4 Role of National Institutes (AYJNISLD, ISLRTC, NIEPID, NIEPMD, NIEPVD, NILD, NIMHR, PDUNIPPD, SVNIRTAR) in Disability Rehabilitation Services;
- 5.5 Role of Information and Communication Technology (ICT) in disability inclusive services and development programmes;

**Suggested readings:**

- Abhi-Prerna (n.d.) Screening and identification. Ahmedabad, India: Sense International (India), Resource and Information Unit on Deaf blindness
- Agrawal, A., Shukla, D. (2006). Handbook of Neuro-Rehabilitation., (1st Ed.). Hyderabad, Paras Medical Publication.
- Ashman, A. & Elkins, J. Eds. (2009). Education for Inclusion and Diversity. French's Forest: Pearson Education Australia
- Bala, J.M., Rao, D.B., (2012). Hearing Impaired Student, (2nd Ed.). New Delhi, Discovery Publishing House.
- Banerjee, G. (2004). Legal rights of persons with disabilities. New Delhi, India: Rehabilitation Council of India
- Dunn, L.M., (1963). Exceptional children in the school special: Education in transition. Holt Rinehart and Winston, USA.
- Fox, A. M. (2005). An introduction to neuro-developmental disorders of children. New Delhi: The National Trust
- Gense, M. & Gense, D. (2005). Autism spectrum disorders and visual impairment. New York: AFB Press
- GOI.(2016). The Rights of persons with Disabilities Act, 2016. New Delhi: Commercial Law Publishers (India Pvt. Ltd
- Hinchcliffe, A. (2003). Children with cerebral palsy: A manual for therapists, parents and community workers. New Delhi, India: Vista.
- Huebner, K. M., Prickett, J. G., Welch, T. R., & Joffe, E. (Eds.). (1995). Hand in hand: Essentials of communication and orientation and mobility for your students who are deaf-blind (Vol. 1). New York: AFB Press.
- Kusuma, A., Reddy, L., Ramar, R., (2000). Education of Children with Special Needs, (1st Ed.). New Delhi, Discovery Publishing House.
- Lim, Levan & Quah, M.M. (2004). Educating Learners with diverse abilities. Singapore: McGraw-Hill Education Asia
- Menon, S & Feroze, V.R. (2014). Gifted: Inspiring Stories of people with disabilities. India: Random House publishers.



- Miles, B., & Riggio, M. (Eds.). (1999). Remarkable conversations: A guide to developing meaningful communication with children and young adults who are deafblind. Watertown, MA: Perkins School for the Blind
- Narsimhan, M.C. & Mukherjee, A. K. (1986). Disability: A continuing Challenge, New Delhi: Willy Eastern Limited
- Rao, D.B., Kumari, A.R., Sundari, S.R., (2004) Deaf Education, (1st ed.). New Delhi, Sonali Publication.
- Rozario, J., Karanth, P., (2003). Learning Disability in India: Willing the Mind to Learn, (1st ed.). New Delhi, Saga Publications India Pvt. Ltd.
- Sharma, H. & Sobti, T (2018). An Introduction to Sustainable Development Goals. Asia: PEP
- Sharma, M.C. & Sharma, A.K. Eds (2004). Discrimination based on sex, caste, religion and Disability: Addressing through educational challenges. New Delhi: NCTE
- Singh, D., (2014). Disability and Special Needs-Dimensions and Perspectives (1st Ed.). New Delhi: Kanishka Publication.
- Singh, J.P., Dash, M.K. (2006). Disability Development of India Rehabilitation Council of India, (2nd Ed.). New Delhi: Kanishka Publication.
- United Nations Educational, Scientific, and Cultural Organization.(n.d.). It's about ability: An explanation of the Convention on the Rights of Persons with Disabilities. Geneva, Switzerland: UNESCO
- Watkins, S. (Ed.). (1989). INSITE model: A model of home intervention for infants, toddlers and preschool aged multihandicapped sensory impaired children. (Vols. 1 & 2). Logan: Utah State University.
- Werner, D., Alkazi, R., Mirchandani, V. (1994). Disabled Village Children, (1st Ed.). New Delhi. Voluntary Health Association of India

**COURSE - II**  
**FUNDAMENTALS OF HEARING, DEAFNESS AND AUDIOLOGICAL**  
**MANAGEMENT**

**Total Marks 75**

**Total Hours 75**

**Learning outcomes:**

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

- Describe the anatomy of ear and physiology of hearing
- Explain the causes, prevention and classification of hearing loss
- Describe the amplification devices and their optimum utilization
- Interpret the Audiological information and its use in education
- Describe the basic working, operation & maintenance of hearing aids & Cochlear implants.

**Unit 1: Hearing & Deafness**

- 1.1 Importance of hearing
- 1.2 Parts of the ear and process of hearing
- 1.3 Introduction to physics of sound, production and propagation of sound
- 1.4 Physical and psychological attributes of sound
- 1.5 Hearing Impairment – Definition, Classification in terms of age of onset, type, degree, nature

**Unit 2: Causes, Prevention and Effects of Deafness**

- 2.1 Causes and prevention of hearing loss
- 2.2 Effects of Hearing impairment on various domains of development, education and employment
- 2.3 Hearing loss impacting speech perception
- 2.4 Early identification and critical period for learning language and hearing
- 2.5 Developmental milestones of auditory behaviour

**Unit 3: Identification of Deafness and Assessment of Hearing**

- 3.1 Formal and informal assessment of hearing
- 3.2 Conditioning for auditory assessment

- 3.3 Audiometry for children
- 3.5 Audiograms and its interpretation
- 3.5 Speech banana and its interpretations

#### **Unit 4: Amplification Devices**

- 4.1 Hearing aids – Parts, functioning and types
- 4.2 Importance of binaural hearing aid amplification
- 4.2 Classroom amplification system and Assistive Listening Devices
- 4.3 Hearing aid care, maintenance and troubleshooting
- 4.5 Orientation to Cochlear implants

#### **Unit 5: Auditory Learning**

- 5.1 Listening for daily living and learning
- 5.2 Pre-requisites and Audiological information for auditory training and learning
- 5.3 Stages of auditory training
- 5.4 Auditory verbal approach; principles and strategies
- 5.5 Activities for auditory training group and individual.

#### **Suggested readings:**

- Graham, J., & Martin, M. (2001). *Ballantyne's Deafness*. New Jersey: Wiley.
- Cormick, B. M. (1993). *Pediatric Audiology 0 to 5 years*. London: Whurr Publishers.
- Madell, J.R., Flexer, C., Wolfe, J., & Schafer, E.C. (2019). *Pediatric Audiology: Diagnosis, Technology, and Management*. New York: Thieme Medical Publishers Inc
- Erber, N. (1982). *Auditory Training*. Washington D. C.: A. G. Bell Association for Deaf.
- Katz, J. (2014). *Handbook of Clinical Audiology*. Philadelphia: Lippincott Williams & Wilkins.
- Martin, F. N., & Clark, J. G. (2019). *Introduction to Audiology (Ed - 13)*. New Jersey: Pearson.
- Pollack, D. (1974). *Education Audiology for the Infant with Limited Hearing*. USA: Thomas Publisher.
- Pollack, D., Goldberg, D.M., & Caleffe-Schenck, N. (1997). *Educational Audiology for the Limited-Hearing Infant and Preschooler: An Auditory-Verbal Programme*. Springfield: Charles C Thomas Pub Ltd.
- Johnson, C.D., & Seaton, J.B. (2020). *Educational Audiology Handbook*. San Diego: Plural Publishing

- Metz. M.J.(2014).*Sandlin's Textbook of Hearing Aid Amplification: Technical and Clinical Considerations*. San Diego: Plural Publishing Inc
- Kusuma, A., G., Reddy, G. L., & Ramar, R.(2010). *Hearing Impairment: An Educational Consideration*. New Delhi: Discovery Publishing House Pvt. Ltd.
- Tye-Murray, N.(2020). *Foundations of Aural Rehabilitation Children, Adults, and Their Family Members*. San Diego: Plural Publishing

**COURSE III**  
**LANGUAGE AND COMMUNICATION**

**Total hours: 75**

**Theory hours: 75**

**Learning outcomes:**

On undergoing the course the student teachers will be able to:

- Describe the concepts of communication and language
- Explain the various modes and methods of linguistic communication
- Assess language formally and informally
- Explain and use the methods and techniques of developing language
- Undertake activities for developing literacy skills in DHH students

**Unit 1: Communication & Language**

- 1.1 Communication: Definition, Meaning and Scope
- 1.2 Classification of Communication: Linguistic and Non-linguistic
- 1.3 Language: Definition, Characteristics and Functions
- 1.4 Phases of language developmental in typical children
- 1.5 Pre-requisites for language development & impact of deafness

**Unit 2: Modes and methods of Linguistic Communication:**

- 2.1 Oralism: Principles, Justification, Limitations
- 2.2 Educational Bilingualism: Principles, Justification, Limitations
- 2.3 Total Communication: Principles, Justification, Limitations
- 2.4 New Trends in Oralism – Auditory Verbal Approach (AVA): Principles, Pre requisites & Stages
- 2.5 Sign Language & Signing System- distinguishing features

**Unit 3: Assessment of Language**

- 3.1 Assessment: Meaning, Definition & Scope
- 3.2 Formal Assessment: Standardized language tests
- 3.3 Informal Assessment: Importance, types and documentation
- 3.4 Teacher Made Test (TMT): Development & implementation
- 3.5 Basic Language Competence: Concept & use in assessing specific language aspects

#### **Unit 4: Methods and techniques of language development in DHH students**

- 4.1 Principles of teaching language
- 4.2 Methods of teaching language; Natural, Structural & Combined
- 4.3 Techniques of teaching language: News conversation, Directed activity, Visits, Storytelling
- 4.4 Dramatization, play and activities for language development
- 4.5 Poems and rhymes for developing language and supra-segmental

#### **Unit 5: Literacy for DHH children**

- 5.1 Meaning and types of literacy skills (reading, writing, numeracy, digital, financial, health and civic)
- 5.2 Pre-requisites of literacy and impact of deafness
- 5.3 Importance and development of foundational literacy
- 5.4 Reading; stages, types and activities for developing and scaffolding
- 5.5 Writing; stages, types and activities for developing and scaffolding

#### **Suggested readings**

- Blackwell, P. M., Engen, E., Fischgrund, J. E. and Zarcadoolas, C.(1978), *Sentences and Other Systems*, The Alexander Graham Bell Association for the Deaf, Inc. First Edition, U.S.A.
- Chomsky, N. (1975), *Reflections on Language*, Pantheon Books, A Division of Random, New York.
- Das, A., (2010). *The Cognitive Science of linguistics: How Language Work*, (1st ed.), New Delhi, Omega Publication.
- Evans, L., (2002). *Total Communication: Structure and Strategy*, (1st ed.), Washington. Gallaudet Colleges Press.
- Lou, M.W., (1988), *The History of language use in the education of the Deaf in the United States*, Michael Strong (Ed.) Language Learning and Deafness, Sydney: Cambridge University Press.
- Makodia, V. V., (2009). *Role of Language in Communication*, (1st ed.), Jaipur, Paradise Publishers.
- McAnally, P. L., Rose S. and Quigley S. P. (1987), *Language Learning Practices with Deaf Children*, Boston: College Hill Press.
- Meadow, K. P., (1976), P. Henderson (Ed.), *Methods of Communication Currently Used in the Education of Deaf Children*, London: Royal National Institute for the Deaf.
- Narayanswami, S., (2011), *Communication Options and Students with Deafness*, Rehabilitation Council of India, New Delhi.
- Pinker, S., (1995), *The Language Instinct*,
- Website:[https://monoskop.org/images/2/20/Pinker Steven The language instinct 1995.Pdf](https://monoskop.org/images/2/20/Pinker_Steven_The_language_instinct_1995.Pdf)  
Downloaded 5/19/2017

- Randhawa, S., (2011), *Communication Options and Students with Deafness*, Rehabilitation Council of India, New Delhi.
- Shreemal, N., (2008). **भाषाविज्ञान**, (1st ed.), Jaipur, Shruti Publication.
- Streng, A. H., Kretschmer, Jr. R. R., and Kretschmer L. W., (1978), *Language Learning and Deafness*. Orlando: Grune& Stratton.

**COURSE IV**  
**CHILD DEVELOPMENT AND LEARNING**

**Total Marks: 75**

**Total Hours: 75**

**Learning outcomes:**

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

- Describe the developmental milestones and identify variations among children.
- Explain the process of development in infancy and childhood.
- Apply the knowledge of theories and factors affecting learning.
- Transfer the knowledge of psychological processes in class while working with a child with special needs.
- Demonstrate skills of classroom managing skills and behavior problems.

**Unit 1: Growth and Development**

- 1.1 Definition and meaning of growth and development
- 1.2 Principles and factors affecting development
- 1.3 Nature vs. Nurture
- 1.4 Domains of development; Physical, social, emotional, cognitive, moral and language
- 1.5 Developmental milestones and identifying deviations and giftedness

**Unit 2: Ages and stages of development (Birth to Childhood)**

- 2.1 Prenatal (conception to birth)
- 2.2 Infancy (Birth to 2 year)
- 2.3 Toddler (2 to 4 years)
- 2.4 Early childhood (Up to 7 years)
- 2.5 Late childhood (7 to 14 years)

**Unit 3: Psychology and Learning**

- 3.1 Educational Psychology; relevance and scope for educators
- 3.2 Basic principles of learning given by Thorndike, Pavlov, Skinner, Bandura, Piaget and Vygotsky
- 3.3 Learning styles and types of learners
- 3.4 Socio-cultural factors affecting learning



### 3.5 Implications for children with special needs

## **Unit 4: Psychological processes and their Implications for Children with different Disabilities**

- 4.1 Attention; concept and factors affecting attention in classroom
- 4.2 Perception; concept and factors affecting perception
- 4.3 Memory; types and strategies to enhance memory of children
- 4.4 Intelligence; definition, meaning and significance of IQ, Gardner's theory of Multiple Intelligences
- 4.5 Motivation intrinsic, extrinsic, factors affecting motivation

## **Unit 5: Classroom Management**

- 5.1 Stimulating learning environment; physical and emotional
- 5.2 Common behaviour problems in children
- 5.3 Functional analysis of behaviour
- 5.4 Behaviour management techniques: Cognitive and behavioural
- 5.5 Modifying behaviours of children with special needs in inclusive and special classroom

### **Suggested readings:**

- Bhan S. (2014) Understanding Learners, A Handbook for Teachers, publishers; Prasad Publications, N. Delhi, ISBN 978-93-84764-01-2
- Freeman, J., (1985). The psychology of gifted children: Perspectives on development and education. John Wiley & sons, New York.
- Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyanam Publishers.
- Sharma, P (1995) Basics on Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
- Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R and Narayan, J (1989) Mental Retardation – A Manual for Psychologists,
- Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT Development and Growth of a Child. New Delhi: Reliance Publishing House.
- Sharma, R and Sharma, R (2002) Child Psychology Atlantic: New Delhi.
- Mohan Mathew (1972) Child Psychology in Indian Perspective

- Jan Borms (1984) Human Growth and Development
- Wallace, P.M. and Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition)  
Madison: Brown and Benchmark Publishing
- Lindgren H (1988) Educational Psychology in the Classroom, Harper and Raw
- Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
- Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and  
Disability
- Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of  
Exceptional Children

**COURSE V**  
**FUNDAMENTALS OF SPEECH AND SPEECH TEACHING**

**Total Marks -75**

**Total hours -75**

**Learning outcomes**

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

- Describe the nature and characteristics of human speech and speech production
- Describe the development of speech and its evaluation
- Explain the methods of teaching speech
- Use of aids and equipments
- Suggest appropriate home and school environment for the development of speech.
- Plan and execute lessons for developing speech in children

**Unit 1: Introduction to speech and speech production**

- 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
- 1.5 Introduction to Speech and Language Disabilities

**Unit 2: Description of speech sounds**

- 2.1 Non segmental: Intensity, pitch and quality
- 2.2 Segmental aspects of speech: Definition of consonants, vowels, diphthong and blends
- 2.3 Classification of consonants – place, manner, voicing
- 2.4 Classification of vowels
- 2.5 Supra-segmental: Intonation, stress, pause, etc.

**Unit 3: Development of speech**

- 3.1 Stages of development of speech in children with normal hearing (typically developing children)
- 3.2 Prerequisites for normal speech and language development

- 3.3 Stages of development of speech in children with hearing impairment
- 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 4: Speech problems in children with hearing impairment**

- 4.1 Speech problems: Articulation errors, Voice problems, Errors in supra-segmental
- 4.2 Speech intelligibility
- 4.3 Evaluation of speech
- 4.4 Evaluation of speech in terms of voice, articulation and Supra-segmental
- 4.5 Profiling in speech of the students in classrooms

#### **Unit 5: Teaching speech to the children with hearing impairment**

- 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), software etc.
- 5.5 Role of family in stimulation of speech and language and home training

#### **Suggested readings:**

- Bench, R. J. (1992). *Communication Skills in Hearing Impaired Children*. London: Whurr Publishers.
- Bunkar, S. (2011). *Fundamentals of Linguistics*. Jaipur: Prism Books.
- Calvert, D. R., & Silverman, S. R. (1983). *Speech and Deafness*. Washington D. C.: A. G. Bell Association for the Deaf.
- Chaturvedi, M. G. (1973). *A Contrastive Study of Hindi - English Phonology*. New Delhi: National Publishing House.
- Ling, D. (2002). *Speech and the Hearing-impaired Child: Theory and Practice*. Washington D. C.: Alexander Graham Bell Association for the Deaf.
- Lyons, J. (1981). *Language and Linguistics*. New York: Cambridge University Press.
- Markides, A. (1983). *The Speech of Hearing Impaired Children*. Manchester: Manchester University Press.

- Riper, C.V., & Erickson, R.L.(1995).*Speech Correction: An Introduction to Speech Pathology and Audiology*. London: Pearson.
- Shipley, K.G., McAfee, J.G. (2009). *Assessment in Speech-Language Pathology: A Resource Manual*. New York: Delmar Cengage Learning
- Rout, N., & Kamraj, P. (2014). *Developing Communication - An Activity Book*. Chennai: National Institute for Empowerment of Persons with Multiple Disabilities.
- Paul, P.V., & Whitelow, G.M.(2011). *Hearing and Deafness An Introduction for Health and Educational Professionals*. Massachusetts: Jones & Bartlett Publishers.

**COURSE VI**  
**CURRICULAR STRATEGIES AND ADAPTATIONS FOR**  
**CHILDREN WITH HEARING IMPAIRMENT**

**Total marks -75**

**Total hours -75**

**Learning Outcome:**

After completing the course, the student-teachers will be able to:

- Describe the concept of curriculum and explain the importance of designing it for children with hearing impairment
- Explain the strategies in differentiated instruction and curricular adaptations
- Describe the need for curricular evaluation and tools and methods for evaluating it
- Distinguish between various types of evaluations
- Explain provisions of NEP-2020 and its significance for education of children with disabilities
- Describe the curricular strategies of universal design of learning

**Unit 1: Introduction to Curriculum and Curricular Strategies**

- 1.1 Definition and principles of curriculum.
- 1.2 Types of curriculum – Need based and Skill based
- 1.3 Stages of curriculum planning
- 1.4 Curricular strategies- Teaching and Learning
- 1.5 Curricular needs of children with hearing impairment

**Unit 2: Curriculum and Adaptations**

- 2.1 Curricular adaptation- Meaning and Principles
- 2.2. Study of existing curricula at pre-school level (Montessori and Kindergarten)
- 2.3 Need for curriculum adaptation at pre-school level
- 2.4 Curriculum adaptation at elementary level
- 2.5 Adaptation of teaching strategies as per children's need

**Unit 3: Techniques of Evaluation for Curricular Activities**

- 3.1 Meaning and scope of evaluation
- 3.2 Types of evaluation: Formative and Summative

3.3 Evaluation based on knowledge and language

3.4 Execution of evaluation

3.5 Co-curricular activities: Planning and execution of sense training, physical Education  
Arts Craft and Dance & Music

#### **Unit 4: Role of Language in Education and Teaching Strategies with Necessary adaptations for the children with hearing impairment**

4.1 Role of motherese in education of young children with hearing impairment

4.2 Curricular strategies in enhancing language in varying philosophies of deaf education deaf education and subject teaching.

4.3 Role and importance of languages as per NPE-2020

4.4 Importance of educational bilingualism, classical languages and foreign language learning for the deaf

4.5 Importance and capacity building of sign language for inclusive education and curricula

#### **Unit 5: Universal Design for Learning (UDL)**

5.1 Concept of diversity and its importance for curricular strategies

5.2 Need and principles of curricula based on UDL

5.3 Principles of curricula based on UDL (Multiple means of representation, engagement and representation)

5.4 Vertical orientation of UDL framework and guideline (access, build, internalise and goal)

5.5 Planning and assessing curricula the based on UDL

#### **Suggested readings**

Aggarwal, J. S. (2005). Curriculum Development: Towards Learning without Burden and Quality of Education and Evaluation. New Delhi: Shipra Publications.

Bunch, G.O. (1987). The Curriculum and the Hearing Impaired student: Theoretical and practical considerations. Boston, MA: College-Hills Press.

Culliman, B.E. (2000). Read to Me: Raising Kids Who Love to Read. New York: Scholastic. Delhi, India (2019)

- Dalton, E. and Gronseth, S. (2020). Universal access through inclusive instructional design. Routledge, New York 10017
- Fontas, I. (2001). Guiding reader and Writers (Grades 3-6): Teaching comprehension, Genre and Context Literacy. Portsmouth, NH: Heinemann.
- Gathoo, V. (2006). Curricular Strategies and Adaptations for children with Hearing Impairment New Delhi: Kanishka Publishers
- Marsh, C.J. (2004). Key concepts for understanding curriculum. Routledge Falmer.
- Meyer, A., Rose, D., Gordon, D.: Universal Design for Learning: Theory and Practice. Cast Professional Publishing, Wakefield (2014)
- MHRD.: The Right of Children to Free and Compulsory Education Act. New Delhi, India (2009)
- Moore, D.F., Martin, D.S. (2006). Deaf Learner: developments in curriculum and Instruction. Gallaudet University Press.
- Narayana, P. V. (2011). Curriculum Development and Management. Delhi: Pooja Books Suppliers.
- Pandey, M. (2008). Concepts of Curriculum. Delhi: Saujanya Books.
- Pisha, B., & Coyne, P. (2001). Smart from the start: The promise of universal design for learning. Remedial and Special Education, 22(4), 197-203.
- Posner, G.J., Rudnitsky A.N. (2005). Course Design: A Guide to curriculum Development for Teachers. Pearson. Professional Publishing, Wakefield (2014)
- Ralabate, P. K. (2011, August 30). Universal Design for Learning: Meeting the Needs of All Students. The ASHA Leader.
- UNESCO.: State of the Education Report for India 2019: Children with Disabilities. New Delhi, India (2019)
- Vashista, S. R. (2007). Classroom Administration. New Delhi: Anmol Publications Pvt. Ltd.



**COURSE VII**  
**EDUCATION IN THE EMERGING INDIAN SOCIETY AND SCHOOL**  
**ADMINISTRATION**

**Total Marks: 75**

**Total Hours: 75**

**Learning outcomes:**

On the completion of this course, the student-teacher will be able to:

- Define Education, describe functions of education and aims of education;
- Describe relationship between Education and Philosophy;
- Appreciate the role of various agencies in educational development of children—both non-disabled and disabled;
- Understand various education commissions and policies of Education;
- Describe the importance of School Administration and documentation

**Course Content:**

**Unit 1: Nature of Education:**

- 1.1. Meaning and definition of education
- 1.2. Aims of Education: character building, education as means of livelihood, for social efficiency social aim, cultural development and transmission
- 1.3. Education in 21<sup>st</sup> century in India
- 1.4. Formal, Informal and Non-Formal Education
- 1.5. Functions of Education—Nation Building, National Integration, Social Integration bringing about peace and harmony in the society and inculcating values and ethos

**Unit 2: Philosophical Foundations of Education**

- 2.1. Meaning and definition of philosophy, Relationship of philosophy with educational practices
- 2.2. Different Educational philosophies—Idealism, Naturalism Pragmatism and Humanism—an overview
- 2.3. Prominent Educational Philosophers— John Dewey, Kilpatrick, Rousseau, —their principles and aims of education

- 2.4. Indian Educational Philosophers— Gandhi, Aurobindo, Rabindra Nath Tagore and Vivekanand—their principles and aims of education
- 2.5. Teacher and the learner: ancient ideals of a teacher, teacher in modern education; roles, functions and traits of a teacher

### **Unit 3: Agencies of Education**

- 3.1. Different agencies of education: Formal, Informal and Non-formal
- 3.2. Modes of Education: Regular, Open, Distance & Online, Blended learning
- 3.3. Regular School, Inclusive School and Special School, Home Education, Home-based Programme, Family Community and Mass Media
- 3.4. Roles of Governmental Organizations—NCERT, SCERT, NCTE, UGC, Ministry of Education
- 3.5. Roles of various national and international Non-Governmental Organizations (NGOs) in promoting of educational opportunities for children with disabilities

### **Unit 4: Educational Provisions in India**

- 4.1. Indian constitutional and education: Directive Principles, Fundamental Rights and Duties, Constitutional Provisions on Education
- 4.2. Acts and Provisions: Free and compulsory education as fundamental rights (article 21A of 2002) and RTE Act 2009 and Amendments; Educational provisions enshrined in RPWD Act, 2016
- 4.3. Various Education Commissions since Independence: The University Education Commission (1948-49), the Secondary Education Commission 1952 -53, Kothari Commission report 1964- 66
- 4.4. National Education Policy 1986, Plan of Action 1992 and National Education Policy 2020
- 4.5. Equality of opportunity in educational institution and inclusive education at different levels: elementary, secondary and higher education

### **Unit 5: School Administration:**

- 5.1. Meaning, definition and principles of School Administration and School Organization
- 5.2. Organization of Special School and Inclusive School
- 5.3. Code and conduct of teacher, duties and responsibilities of the head of school

5.4. Annual school plan and Preparation of time-table, Continuous and Comprehensive Evaluation (CCE)

5.5. Maintenance of school-record--progress report, cumulative record, case histories

**Suggested readings:**

Bhatia K. and Bhatia B.D. (1994). Theory and Principles of Education. Doaba House

Chandra, S.S. (2003) Indian Education Development, Problems, Issues and Trends, Meerut: R.

Lall Book Depot.

Dash B. N. (1993). Teacher and Education in the Emerging Indian Society, Dominant Publishers and Distributors

Dash, M & Dash, N. (2017). School Management. New Delhi. Atlantic Publishers and Distributors Pvt Ltd; 1st edition.

Ghosh, Sunanda & Mohan, Radha (2015). Education in Emerging Indian Society: The Challenges and Issues. New Delhi, PHI Learning Private Limited.

Kochhar S.K. (2011). School Administration and Management. New Delhi, Sterling Publications Pvt Ltd,

NCERT. Teacher and Education in Emerging Indian Society

Pearson series in Education (2012). Teacher in Emerging Indian Society. New Delhi, Pearson Education India.

R.P. Pathak (2013). Bhartiya Samaj men Shiksha. New Delhi, Pearson Education India.

Samuel, R. S. (2015). Education in Emerging India. New Delhi, PHI Learning Private Limited.

Saxena, N.R.S., Gupta, M. (2020). Philosophical Foundations of Education, R. Lall Publishers

Taneja. V. R (1990). Educational Thoughts and Practices. Sterling Publishers, New Delhi

**COURSE VIII**  
**EDUCATION OF CHILDREN WITH HEARING AND SPEECH**  
**DISABILITIES**

**Total marks -75**

**Total hours -75**

**Learning outcomes**

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

- List the facts and explain the concepts about education of children with hearing and speech disabilities
- Explain the Importance of early identification and Intervention of hearing and speech disabilities
- Describe the educational trend for children with hearing and speech disabilities
- Use suitable tools for education of children with hearing and speech disabilities
- Describe about the school climate and education children with hearing and speech disabilities
- Describe the policies, legislation, schemes and provisions for education children with hearing and speech disabilities

**Unit I: Educational trends**

- 1.1. Evolution of education for children with hearing and speech disabilities
- 1.2. Early identification and intervention- concept, need and importance
- 1.3. Intervention strategies- Meaning, Types and role of multidisciplinary team
- 1.4. Educational requirements of children with hearing and speech disabilities
- 1.5. Need and importance of school readiness

**Unit II: Educational options**

- 2.1. Special education – types, levels, merits and demerits
- 2.2. Mainstreaming and integrated education- meaning, types, merits and demerits
- 2.3. Inclusive education- meaning, need and importance, merits and demerits, UDL- Universal design for learning
- 2.4. Community based rehabilitation- meaning, need, merits and demerits
- 2.5. Role of stakeholders and significant others

**Unit III: Tools and devices facilitating education**

- 3.1. Assessment tools for students with hearing and speech disabilities

- 3.2. Assistive devices
- 3.3. Augmentative and alternative communication devices
- 3.4. ICT tools and techniques
- 3.5. Types of educational evaluation

**Unit IV: School climate facilitating education:**

- 4.1. Meaning nature and concept of school climate
- 4.2. Dimensions of school climate
- 4.3. Factors influencing school climate
- 4.4. Fostering positive school climate-need and ways
- 4.5. Barrier free environment-attitudinal, physical, educational,societal.

**Unit V:Policies, legislation, schemes and provisions**

- 5.1. Salient features of NPE 1986 and NEP 2020-Education of hearing impaired
- 5.2. NEP2020-Enrolment, Retention-Remediation and Reentry to reduce dropout of students with hearing impairment- assessment for learning and improvement-paradigm shift in teaching and learning
- 5.3. Salient features of RCI ACT-1992, PWD ACT-1995, RPWD ACT-2016
- 5.4.Samagra Shiksha :Objectives and implementation
- 5.5. Government welfare schemes and provisions for student with hearing impairment and e-content guidelines

**Suggested readings:**

- Alice, M., Raj, k., & Rao, D. B. (2004). Deaf Education New Delhi: Sonali publications.
- Alur, M., & Timmons, V. (2009). Inclusive Education across Cultures. New Delhi: sage publications.
- Bhattacharjea, S., Wadhwa, W., & Banerji. R. (2011). Inside primary schools. A study of teaching and learning in rural India. ASER. [http://img.asercentre.org/docs/Publications/Inside\\_Primary\\_School/ Report/tt-study\\_print\\_ready\\_Version\\_oct\\_7\\_2011.pdf](http://img.asercentre.org/docs/Publications/Inside_Primary_School/Report/tt-study_print_ready_Version_oct_7_2011.pdf).
- Bandhapadhyay, D.M. (2015). Present status of infrastructure facilities in schools in India: Fromnational and state level perspective, New Delhi: National.
- 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.
- M., Sateesh & Sekhar, T V. ( 2014) . Factors leading to school dropouts in India: an analysis of National Family Health Survey -3 data. International journal of research & method in Education .4 75-83 .10.9790/7388-04637583
- 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 Children. Milton Keynes: open University press.
- Sajjad, H., Iqbal, M., Siddiqui, M. & Siddiqui, L. ( 2012 ) . Social - Economic Determinants of Primary School Dropout: Evidence from South East Delhi, India. European journal of social sciences.30.1450-2267.
- Sharma, M. (2009). Vishishth Balak: Avdharana, Vikash Evan Shiksha. New Delhi: Kanishka publication.
- Singh, V. P. (2004). Concepts and Method of Special Education. New Delhi: Sarup & Sons Publishers.
- UDISE+Booklet, Ministry of Human Resource Development. <http://164.100.77.133/information/Details.action?field=4#>[ 2019, April ]
- Vittachi, S., Raghavan, N., & Raj, K. (2007). Alternative Schooling in India. New Delhi: Sage Publications.

**COURSE IX**  
**CONTENT AND METHODOLOGY OF TEACHING SCIENCE AND**  
**MATHEMATICS**

**Total marks -75**

**Total hours -75**

**Learning Outcomes:**

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

- Explain the concept, nature and objectives of Science and Mathematics to children with deafness;
- Demonstrate understanding of the problems and limitations faced by children with deafness in learning various concepts included in Science and Mathematics;
- Describe various methods and techniques of teaching Science/Mathematics and their use for learners with deafness;
- Explain the concept of Branches of Science & Mathematics like Biology, Physics & Chemistry, Arithmetic, Algebra, Geometry with reference to the historical context;
- Explain the concept, objectives, importance and types of Evaluation and also adjustment in evaluation due to limitations of deafness;

**Unit1:Introduction to Science &Mathematics**

- 1.1 Science: Definition, Aims and Objectives;
- 1.2 Mathematics: Definition, Aims and Objectives;
- 1.3 Fundamental understanding of Basic Science; Animals, Vegetation, Human body, Food, Health etc.
- 1.4 Basic Mathematical Calculations & Concepts;
- 1.5 Correlation of science and mathematics within &with other subjects;

**Unit 2: Educational Implications of Hearing Impairment for Organization of the Classroom**

- 2.1 Educational implications of hearing impairment for teaching Science & Mathematics;
- 2.2 Planning to overcome problems and limitations in teaching - learning Process;

- 2.3 Adaptations, Accommodations and Modifications in Science & Mathematics;
- 2.4 Aids and equipment in the teaching of Science & Mathematics;
- 2.5 Role, responsibilities & qualities of a good Science & Mathematics teacher;

### **Unit 3: Methods of Teaching and Skills of Teaching Science & Mathematics**

- 3.1 An overview of Methods of teaching: Source Method, Discovery Method, Project Method, Problem Solving Method, Play way Method, Field Study Method, Observation Method, Pendulum Method, Correlation Method and Discussion method;
- 3.2 An overview of Maxims of teaching: Simple to complex, Whole to part, Empirical to rational, Concrete to abstract, Known to Unknown, Particular to General;
- 3.3 Skills: Dramatization, Narration, Explanation, Story Telling, Role Play;
- 3.4 Importance of Laboratory, Library, Science fairs and Exhibitions;
- 3.5 Unit Planning and Lesson Planning in Science & Mathematics;

### **Unit 4: Branches of Science & Mathematics**

- 4.1 Domains of Biology, Physics & Chemistry;
- 4.2 Domains of Arithmetic, Algebra, Geometry;
- 4.3 Understanding of Mathematical language & Terminology in Science;
- 4.4 Implementation of Science & Mathematics in daily life;
- 4.5 Science & Mathematics in India: The historical context;

### **Unit 5 Evaluation in Science and Mathematics**

- 5.1 Concept, objectives and significance of Evaluation;
- 5.2 Techniques of Evaluation;
- 5.3 Formative, Summative and Continuous and Comprehensive Evaluation;
- 5.4 Adjustments in evaluation due to limitations of deafness;
- 5.5. Designing teacher-made tests (TMT) in Science and Mathematics;

### **Suggested readings**

- Aggarwal, S.M. (1990). *Teaching of Modern Mathematics*. Delhi: Dhanpat Rai Publishing Co. Pvt. Ltd.
- Fleming, C.M. *Teaching the Elements of Science & Mathematics*. London: Ginn and Company Ltd.
- Joseph, S. (2003). *Science Teaching in Elementary and Middle School Classrooms*.



Columbus:McGrawHill.

Kapur,J.N.(1967).*Some Aspects of School Mathematics*. Delhi: Arya Book Depot.

Kochhar, S.K.(1967). *Methods & Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.

Rahman,Z.U.(2004).*Modern Teaching Methods and Techniques*. New Delhi: Anmol Publications Pvt. Ltd.

Rao,S.N.(2004).*Methods and Techniques of Teaching*. Delhi: SonaliPublications.

Sharma,R.C.(2000).*Modern Science Teaching*. Delhi: Dhanpat Rai Publishing Co. Pvt. Ltd.

Sidhu,K.(1984).*The Teaching of Mathematics*.New Delhi:StarlingpublishersPvt.Ltd.

Tweed,A.(2009).*Designing Effective Science Instruction: What Works in Science Classrooms*. Wilson Boulevard-Arlington: National Teachers Association.

**COURSE X**  
**INCLUSIVE EDUCATION**

**Total Marks: 75**

**Total Hours: 75**

**Learning Outcomes:**

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

- Describe importance of diversity
- Explain the concept of inclusive education
- Describe various supports needed for inclusive education
- Explain the curricular strategies for inclusive education
- Enumerate the curricular strategies for inclusive education
- Explain the role of agencies for collaborating for inclusion

**Unit I: Diversity and Inclusivity**

- 1.1 Meaning and concept of diversity
- 1.2 Learner diversity
- 1.3 Disability as a human diversity
- 1.4 Diversity for sustainability
- 1.5 Strength of diversity for inclusivity

**Unit II: Concept and Meaning of Inclusive Education:**

- 2.1 Meaning and defining inclusion
- 2.2 Principles of inclusion
- 2.3 Integration vs. Inclusive education
- 2.4 Barriers and facilitators of inclusive education
- 2.5 Framework, Acts, Policy provisions for inclusive education

**Unit III: Creating supports for inclusive education**

- 3.1 Early identification and intervention for inclusion
- 3.2 Foundational literacy for inclusive education
- 3.3 Empowering families for inclusion
- 3.4 Sensitizing stakeholders and schools for inclusive education

3.5 Teacher preparation for inclusive education

#### **Unit IV: Curricular strategies for inclusive education**

4.1 Curricular challenges for students with disabilities and twice exceptional children

4.2 Need for curricular adaptations

4.3 Inclusive practices; Adaptations, accommodations and modifications

4.4 Types of curricular adaptations

4.5 Differentiated instructions and Universal design of learning

#### **Unit V: Collaborations for inclusive education**

5.1 Special schools and inclusive schools

5.2 Special educators and general teachers

5.3 Social welfare dept and Dept of education

5.4 Special and general teacher education programmes

5.5 Voluntary organizations and Govt. agencies

#### **Suggested readings:**

Alur, M., Timmons, V., (2012). Inclusive Education Across Cultures, (3 rd ed.), New Delhi, Saga Publication India Pvt Ltd.

Alur, M., & Bach, M. (2012). The Journey for Inclusive Education in the Indian Sub-Continent, New York: Routledge (Taylor&Francis). <https://www.routledge.com/The-Journey-for-Inclusive-Education-in-the-Indian-Sub-Continent/Alur-Bach/p/book/9780415654500>

Banerjee, R. & Mehendale, A. (2006) Understanding Inclusive Practice and Community Initiatives to Make Education Accessible to All, SSA Karnataka

Bela, K., (2017), Creating Inclusive Education: समावेशीशिक्षा, (2nd ed.), Agra, Shri Vinod Pustak Mandir.

Dash, N., (2012), Inclusive Education for Children with Special Need, (1st ed.), New Delhi, Atlantic Publishers.

Gross, M.U.M., (1993). Exceptionally gifted children. Routledge, New York.

Julka, A, (2014). Including children with special needs, Primary stage, New Delhi: NCERT <https://ncert.nic.in/pdf/publication/otherpublications/SpecialNeeds.pdf>

- Panigrahi, S.C., Biswal, A.,(2012). Teaching Education, (1st ed.). New Delhi, APH Publication Corporation.
- Puri, M. & Abraham, G. (2004) Handbook of Inclusive Education for Educators, Administrators and Planners: Within Walls, Without Boundaries. New Delhi: Sage Publication <https://us.sagepub.com/en-us/nam/handbook-of-inclusive-education-for-educators-administrators-and-planners/book227266>
- Sharma,P and Singh, R. (2007) Gearing up for inclusive Education, New Delhi: SCERT. <http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>
- Singh, A.J., Vrik, K.A., (2014)., Inclusive Education, (1st ed.), Patiala, Twenty First Century Publication.
- Tilstone, C and Rose, R. (2003) Strategies to promote Inclusive Practice, London: Routledge (Taylor&Francis).<https://www.routledge.com/Strategies-to-Promote-Inclusive-Practice/Rose-Tilstone/p/book/9780415254854>
- UNDP (2000) Beyond Tokenism - A Guidebook for Teacher's on How to Implement Inclusive Education in the Regular Class, New Delhi: The National Trust & UNDP
- Vlachou, D. A. (1997) Struggles for Inclusive Education: An Ethnographic Study Disability, human rights, and society, Open University Press
- Vrik. J., Arora, A., Sood, R.S., (2010)., Fundamentals of Inclusive Education, (1st ed.), Patiala, Twenty First Century Publication

**COURSE XI**  
**FAMILY AND COMMUNITY**

**Total Marks: 75**

**Total Hours: 75**

**Learning outcomes**

On completion of this course the student teacher shall be able to:

- Explain the basic nature and role of family in development of a child
- Describe the ways and means of involving and empowering families of children with disabilities.
- Explain the role of family in education of children with disabilities
- Discuss the role of community in disability rehabilitation
- Enumerate the community role in education of children with disabilities.

**Unit 1: Understanding family**

- 1.1 Family; meaning, definition and characteristics - Families in the Indian context
- 1.2 Structure, types of families and its impact on children's development.
- 1.3 Family culture and practices & its influence on children's mental and physical well-being.
- 1.4 Parenting and its types and its impact on children's education.
- 1.5 Challenges of parents of 21<sup>st</sup> century modern day learners.

**Unit 2: Family and disability**

- 2.1 Stages of reaction and impact and coping of having a child with disability.
- 2.2 Involving parents in diagnosis, fitment of aids and acceptance of disability by family.
- 2.3 Importance of family involvement and advocacy in interventional practices.
- 2.4 Concept, components and strategies of family empowerment.
- 2.5 Partnering for interventional practices.

**Unit 3: Role of family in early childhood care and education (ECCE)**

- 3.1 Parents as first teachers and family as first school.
- 3.2 Role of family in developing and executing IFSP and IEPs
- 3.3 Family's role in developing foundational literacy in young children.
- 3.4 Supporting learning at home, school and in after school activities.

### 3.5 Role of family in facilitating inclusive education

#### **Unit 4: Community for disability rehabilitation**

4.1 Concept and types of communities

4.2 Role of community in prevention early identification, and intervention of disability

4.3 Community based inclusive development – need, importance and strategies

4.4 Creating enabling environments- mobilising local community resources towards the rehabilitation of persons with disabilities.

4.5 Issues and challenges in rehabilitation of child with disability in the community

#### **Unit 5: Role of community in education of children with disabilities.**

5.1 Community awareness about disabilities - early identification, intervention and education.

5.2 Community support for home based education and in times of disasters.

5.3 Collaboration with Aganwadis and other Governmental agencies for education of children with disabilities

5.4 Community as a stakeholder in special and inclusive education

5.5 Safeguarding children with disabilities and their families in the communities.

#### **Suggested Readings**

Chen, D. and Haney, M. (1999) Promoting learning through Active interaction. Project PLAI, Final report. ERIC Document Reproduction Service No. ED 432118.

Hanson, M. J., & Lynch, E.W. (2004). *Understanding Families: Approaches to diversity, disability, and risk*. Baltimore, MD: Paul H. Brookes.

Harris. K.R., & Graham,S. (2010).*Working with families of young children with special needs*. New York, Guilford publications

Hurlock E. B. (1981), Child Development, Newyork: Mc Graw- Hill

Hyun,E (1998) Making Sense of Developmentally and Culturally Appropriate Practice in Early Childhood education. New York: Peter Lang.

Kaul, V (1993) Early Childhood Education Programme, New Delhi: NCERT

Millington, M. and Marini,I.(2015) Families in Rehabilitation Counselling: A community based rehabilitation approach. Singapore: Springers Publishing Company.

Muralidharan R (1990). Early Stimulation Activities for Young Children, New Delhi: NCERT

- Nagar, S. B., (2016). Essentials of Community Based Rehabilitation. New Delhi: Jaypee brothers.
- Peshawaria.R, Menon, D.K , Ganguly R. Roy, S. Pillay R.P.R.S. & Gupta A (1995):*Family needs schedule*, Secunderabad: NIEPID.
- Pruthvish, S. (2006). Community Based Rehabilitation. New Delhi: Jaypee Brothers.
- Sharma, P (1995). Basics on Development and Growth of a child. New Delhi: Reliance Publishing House.
- Webster, E. J. V (1993) Working with parents of young children with disabilities, California: Singular Publishing Group
- WHO (2010). Community Based Rehabilitation: CBR guidelines,
- WHO (2015) Capturing the difference we make. CBR indicator manual.  
[https://apps.who.int/iris/bitstream/handle/10665/199524/9789241509855\\_eng.pdf?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/199524/9789241509855_eng.pdf?sequence=1)

**COURSE XII**  
**CONTENT AND METHODOLOGY OF TEACHING EVS &**  
**SOCIAL SCIENCE**

**Total marks -75**

**Total hours- 75**

**Learning Outcomes:**

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

- Explain the concept, nature and objectives of EVS and Social Science to children with deafness
- Demonstrate understanding of the problems and limitations faced by children with deafness in learning various concepts included in EVS and Social Science;
- Describe various methods and techniques of teaching EVS and Social Science and their use for learners with deafness
- Explain the concept of History, Geography and Civics with significance of pre-independence and post-independence developments;
- Explain the concept, objectives, importance and types of Evaluation and also adjustment in evaluation due to limitations of deafness.

**Unit 1: Introduction to Environment Science (EVS) and Social Science: (15 Hours)**

- 1.2 Environment Science (EVS) and Social Science-- Concept, Scope and Nature;
- 1.3 Understanding EVS as an integrated area of Science, Social Science and Environmental Education;
- 1.4 Environment Science as Science- Water, air, soil, source of energy, eco system, response and adaption in plants and animals;
- 1.5 Environment (EVS) as a Social Science- Difference between Social Science and Social Studies, Human Population and the environment, Agriculture and Industry, Environment Degradation and Concerns, Disaster Management;
- 1.6 Scope, nature and objectives of Teaching EVS and Social Science to children with deafness;

**Unit 2: Educational Implications of Hearing Impairment for Organization of the Classroom**

- 2.1 Educational implications of deafness for teaching EVS and Social Science;



- 2.2 Problems and limitations faced by learners with deafness in learning EVS and Social Science;
- 2.3 Adaptations, Accommodations, and Modifications in EVS and Social Science Curriculum for students with deafness
- 2.4 Aids and equipment needed for EVS and Social Science concepts for children with deafness
- 2.5 Qualities of a good EVS and Social Science Teacher

### **Unit 3: Methods and Skills of Teaching Social Science:**

- 3.1 An overview of methods of teaching: Source Method, Discovery Method, Project Method, Problem Solving Method, Play way Method, Field Study Method, Observation Method, Pendulum Method, Correlation Method and Discussion method;
- 3.2 Skills: Dramatization, Narration, Explanation, Story Telling, Role Play;
- 3.3 Importance of community resources and current affairs in EVS and Social Science;
- 3.4 Laboratory, Library, Museum and exhibition;
- 3.5 Unit Planning and Lesson Planning in EVS and Social Science with use of TLM;

### **Unit 4: History, Geography and Civics:**

- 4.1 Rise of various dynasties through early and middle ages;
- 4.2 Establishment and expansion of the British Empire;
- 4.3 India's Freedom struggle from 1857 to 1947;
- 4.4 Concept of democracy and secularism with salient features of the Indian Constitution;
- 4.5 Understanding globe, earth, solar system and concept of day night and seasons;

### **Unit 5: Evaluation in EVS and Social Science**

- 5.1 Concept, objectives and significance of Evaluation;
- 5.2 Techniques of evaluation;
- 5.3 Formative, Summative and Continuous and Comprehensive Evaluation;
- 5.4 Adjustments in evaluation due to limitations of deafness;
- 5.5 Designing teacher-made tests (TMT) in EVS and SS;

### **Suggested readings**

- Aggarwal, J.C. (2000). *Principles, Methods & Techniques of Teaching*. Delhi: Vikas

Publishing House.

- Aggrawal, J. C. (2006). *Teaching Social Studies*. Delhi: Vikas Publishing.
- Bhatia, K., & Bhatia, B. D. *The Principles and Methods of Teaching*. Delhi: Doaba House.
- Denis, L., & Barry, D. (1973). *New Social Studies: Handbook for Teachers in Primary, Secondary and Further Education*. Heinemann Educational.
- Hanson, W. J. (Introducing Social Studies). 1966. Longmans.
- Jha, P. K. (2007). *Modern Methods of Teaching of Geography*. Delhi: Rajat Publications.
- Kochhar, S. K. (2000). *Evaluation in Social Studies*. Delhi: Sterling Publishers Pvt. Ltd.
- Kochhar, S. K. (1967). *Method and Techniques of Teaching*. Delhi: Doaba House.
- Preston, R. C. (1958). *Teaching Social Studies in Elementary School*. Rinehart.
- Selvam, S. K. *Teaching Strategies*. Delhi: APH Publishing Corporation.
- Siddiqui, M. H. (2005). *Techniques of Teaching (2 Vol. set)*. Delhi: APH Publishing Corporation.
- Yoakam, G. A., & Simpson, R. G. (1950). *Modern Methods and Techniques of Teaching*. London: McMillan.

## **Annexure I & II**

Students who are DHH enrolling for the Diploma in Special Education (HI) may wish to opt for Alternate papers for Course II and Course V which are annexed as Annexure I and Annexure II. The concerned institute could arrange to provide inputs and inform RCI and the examination body for the needful.

- Annexure I: Alternate Course to Course II
- Annexure II: Alternate Course to Course V

**Annexure I**  
**Alternate to COURSE - II**  
**FUNDAMENTALS OF HEARING, DEAFNESS AND MANAGEMENT**  
**THROUGH SIGN LANGUAGE**

**Total Marks 75**

**Total Hours 75**

**Learning outcomes:**

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

- Describe the anatomy of ear and physiology of hearing
- Explain the causes, prevention and classification of hearing loss
- Describe the amplification devices and interpret the Audiological information
- Explain the concept of Deaf gain and identity
- Discuss the role of sign language in educational bilingualism

**Unit 1: Hearing & Deafness**

- 1.1 Parts of the ear and hearing mechanism
- 1.2 Hearing Impairment; Definition, Types and Classification
- 1.3 Deafness and its implications
- 1.4 Cultural aspects of deafness
- 1.5 Reframing deafness as a diversity

**Unit 2: Causes, Prevention and assessment of hearing loss**

- 2.1 Causes and prevention and early identification of hearing loss
- 2.2 Auditory milestones
- 2.3 Effects of Hearing impairment on various domains of development, education and employment.
- 2.4 Conditioning and Audiometry for children
- 2.5 Audiograms and its interpretations

**Unit 3: Amplification Devices**

- 3.1 Hearing aids – Parts, functioning and types
- 3.2 Importance of binaural hearing amplification

3.3 Classroom amplification system and Assistive Listening Devices

3.4 Hearing aid maintenance and troubleshooting

3.5 Orientation to Cochlear implants

#### **Unit 4: Deaf gain and Identity**

4.1 Deaf gain; meaning and concept

4.2 Deaf identity

4.3 Deaf as linguistic minority

4.4 Indian Sign Language

4.5 Disability studies

#### **Unit 5: Sign Languages in Education**

5.1 Use of sign languages in schools and communities: Global and Indian context

5.2 Cyclic trends in education of the deaf

5.3 Bilingual Education for hearing children and sign bilingual education for deaf children:  
Differences and Similarities

5.4 Sign Language as first language for deaf

5.5 Role of Sign Language in educational bilingualism models

#### **Suggested readings:**

Graham, J., & Martin, M. (2001). *Ballantyne's Deafness*. New Jersey: Wiley.

Cormick, B. M. (1993). *Pediatric Audiology 0 to 5 years*. London: Whurr Publishers.

Madell, J.R., Flexer, C., Wolfe, J., & Schafer, E.C. (2019). *Pediatric Audiology: Diagnosis, Technology, and Management*. New York: Thieme Medical Publishers Inc

Erber, N. (1982). *Auditory Training*. Washington D. C.: A. G. Bell Association for Deaf.

Katz, J. (2014). *Handbook of Clinical Audiology*. Philadelphia: Lippincott Williams & Wilkins.

Martin, F. N., & Clark, J. G. (2019). *Introduction to Audiology (Ed - 13)*. New Jersey: Pearson.

Pollack, D. (1974). *Education Audiology for the Infant with Limited Hearing*. USA: Thomas Publisher.

Pollack, D., Goldberg, D.M., & Caleffe-Schenck, N. (1997). *Educational Audiology for the Limited-Hearing Infant and Preschooler: An Auditory-Verbal Programme*. Springfield: Charles C Thomas Pub Ltd.

- Johnson, C.D., & Seaton, J.B.(2020). *Educational Audiology Handbook*. San Diego: Plural Publishing
- Metz. M.J.(2014).*Sandlin's Textbook of Hearing Aid Amplification: Technical and Clinical Considerations*. San Diego: Plural Publishing Inc
- Kusuma, A., G., Reddy, G. L., & Ramar, R.(2010). *Hearing Impairment: An Educational Consideration*. New Delhi: Discovery Publishing House Pvt. Ltd.
- Tye-Murray, N.(2020). *Foundations of Aural Rehabilitation Children, Adults, and Their Family Members*. San Diego: Plural Publishing
- Peter, P., Quigley, V., & Stephen, P. (1994). *Language and Deafness*. California: Singular Publishing.
- 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.
- Parasnis, Ila. 1997. *Cultural identity and diversity in deaf education*. American Annals of the Deaf 142.2: 72-79.
- Senghas, Richard J. and Leila Monaghan. 2002. *Signs of Their Times: Deaf Communities and the Culture of Language*. Annual Review of Anthropology 31: 69-97.
- Grosjean, Francois. 2010. *Bilingualism, biculturalism, and deafness*. International Journal of Bilingual Education and Bilingualism 13.2: 133-145.
- Johnson, Robert, Scott K. Liddell, and Carol J. Erting. 1989. *Unlocking the curriculum: Principles for achieving success in deaf education*. Gallaudet Research Institute Working Paper 89-3. Washington, DC: Gallaudet University.
- Mellon, Nancy K., John K. Niparko, Christian Rathmann, Gaurav Mathur, Tom Humphries, Donna Jo Napoli, Theresa Handley, Sasha Scambler, John D. Lantos. 2015. *Should all deaf children learn sign language?* Pediatrics 136.1: 170-176.
- Nussbaum, Debra Berlin, Susanne Scott, and Laurene E. Simms. 2012. *The 'why and 'how' of an ASL/English bimodal/bilingual programme*. Odyssey Spring 2004: 14-19.
- Ulrike, Z. *Language - Sign Language - Indian Sign Language Common Wrong Beliefs about Sign Language*. AYJNIHH, Mumbai: Publication of ISL Cell.

**Annexure II**  
**Alternate to COURSE V**  
**DEVELOPMENT OF RECEPTIVE AND EXPRESSIVE LANGUAGE IN**  
**DEAF CHILDREN**

**Total Marks -75**

**Total hours -75**

**Learning outcomes**

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

- Describe various forms of receptive and expressive language
- Explain the stages development of speech and the speech mechanism
- Describe the speech problems and aids and equipments used in speech teaching
- Explain the role of family for developing Sign language
- Discuss the ways of promoting Sign Language for inclusive education

**Unit 1: Receptive and expressive language**

- 1.1 Receptive language ; meaning and importance
- 1.2 Forms of receptive language (Visual, listening and reading)
- 1.3 Expressive language; meaning and importance
- 1.4 Forms of expressive language ( Signing, speaking, writing, performing)
- 1.5 Myths and realities of receptive and expressive language of DHH students

**Unit 2: Introduction to speech and speech production**

- 2.1 Definition and characteristics of speech
- 2.2 Speech as an overlaid function
- 2.3 Parameters of normal speech
- 2.4 Mechanism of speech production – structure and function of Respiratory, Phonatory, Articulatory, Resonatory and Regulatory system
- 2.5 Introduction to Speech Disabilities

**Unit 3: Description of speech sounds and development**

- 3.1 Segmental and supra-segmental aspects of speech

- 3.2 Stages of development of speech in children with normal hearing
- 3.3 Speech problems in children with hearing impairment
- 3.4 Speech intelligibility and its evaluation
- 3.5 Aids and equipments for development of speech: Auditory aids (speech trainer), Visual aids (mirror etc.), tactile aids (Vibrotactile aids), software etc.

#### **Unit 4: Development of Sign language in children with hearing impairment**

- 4.1 Early Intervention and critical period for developing sign language
- 4.2 Deaf vs. Hearing parents role in developing sign language
- 4.3 Stages of development of Sign language acquisition (milestones)
- 4.4 Family centred practices for development of sign language
- 4.5 Incidental and activity based approach for developing Sign Language

#### **Unit 5: Sign language for inclusive education**

- 5.1 Provisions of NEP 2020 for Sign Language
- 5.2 Teaching Sign Language to hearing students
- 5.3 Role of teachers in promoting sign language for inclusion
- 5.4 Promoting Sign language through co-curricular activities
- 5.5 Assessment of Sign language as a school subject

#### **Suggested readings:**

- Bench, R. J. (1992). *Communication Skills in Hearing Impaired Children*. London: Whurr Publishers.
- Bunkar, S. (2011). *Fundamentals of Linguistics*. Jaipur: Prism Books.
- Calvert, D. R., & Silverman, S. R. (1983). *Speech and Deafness*. Washington D. C.: A. G. Bell Association for the Deaf.
- Chaturvedi, M. G. (1973). *A Contrastive Study of Hindi - English Phonology*. New Delhi: National Publishing House.
- Ling, D. (2002). *Speech and the Hearing-impaired Child: Theory and Practice*. Washington D. C.: Alexander Graham Bell Association for the Deaf.
- Lyons, J. (1981). *Language and Linguistics*. New York: Cambridge University Press.
- Markides, A. (1983). *The Speech of Hearing Impaired Children*. Manchester: Manchester University Press.



- Riper, C.V., & Erickson, R.L.(1995).*Speech Correction: An Introduction to Speech Pathology and Audiology*. London: Pearson.
- Shipley, K.G., McAfee, J.G. (2009). *Assessment in Speech-Language Pathology: A Resource Manual*. New York: Delmar Cengage Learning
- Rout, N., & Kamraj, P. (2014). *Developing Communication - An Activity Book*. Chennai: National Institute for Empowerment of Persons with Multiple Disabilities.
- Paul, P.V., & Whitelow, G.M.(2011). *Hearing and Deafness An Introduction for Health and Educational Professionals*. Massachusetts: Jones & Bartlett Publishers.
- Communication Options and Students with Deafness*. (2011). Rehabilitation Council of India, New Delhi.
- Ulrike, Z. *Language - Sign Language - Indian Sign Language Common Wrong Beliefs about Sign Language*. AYJNIHH, Mumbai: Publication of ISL Cell.

## **Steering Committee:**

**Smt. Anjali Bhawra, IAS,**  
**Secretary, DEPwD, MSJ&E, Govt. of India & Chairperson, RCI**

**Dr Subodh Kumar,**  
Member Secretary, RCI

## **Development Committee:**

### **Core Courses:**

**Prof. S.R. Mittal - Chairperson**  
Delhi University

### **Expert members:**

**Mr. Akhil Paul**  
Director, Sense International India

**Prof. Amitav Mishra**  
Professor, IGNOU

**Mrs. Anuradha Bagchi**  
Helen Keller Institute, Navi Mumbai

**Dr. Apoorva Panshikar**  
S.N.D.T. University, Mumbai

**Dr. Jayanthi Narayan**  
Ex-Dy. Director, N.I.M.H. (NIEPID), Secunderabad

**Mrs. Nisha Grover**  
Akshar Trust, Vadodara

**Mr. Rajesh Ramachandran**  
N.I.E.P.M.D., Chennai

**Dr. Shilpa Manogana**  
N.I.E.P.I.D., Secunderabad

**Prof. Sujata Bhan**  
HOD Special Education, S.N.D.T., Mumbai

**Prof. Sushma Sharma**  
Dept. of Education, Kurukshetra University, Haryana

**Dr. Varsha Gathoo**  
HOD Education, AYJNISHD, Mumbai

### **Specialization courses (Hearing Impairment & Speech Disorders):**

**Dr. Varsha Gathoo - Chairperson**  
HOD Education, AYJNISHD(D), Mumbai

### **Expert members**

**Mr. B. Nageshwar Rao**

Assistant Director AYJNISHD(D), RC, Kolkata

**Mr. Harish Soni**

Asst. Prof., ISLRTC

**Mrs. Hema kale**

Principal, Akshar Trust, Vadodara

**Dr. Jignya Shah**

Faculty, Amar Jyoti Rehabilitation and Research Centre, Delhi

**Dr. Kaushal Sharma**

Associate Professor, DSMNRU, Lucknow

**Mr. K.N. Mishra**

Lt. Sh. Jagat Narayan Training College, Allahabad

**Mrs. Monica Punjabi**

Director, ISL Department, IDBA (MBS), Indore

**Dr. Nigam B. Pandya**

Asst. Prof., BAOU, Ahemdabad

**Mrs. Nisha Grover**

Akshar Trust, Gujarat

**Mrs. S. N. Hamsapriya**

R.K.M.V.U., Coimbatore

**Prof. S. P. Goswami**

Professor & Head, Dept of Speech-Language Pathology, AIISH

**Dr. Sharmishtha Oak**

Academic Associate, Coordinator, B.Ed.Spl.Ed.YCMOU

**Mr. Suman Kumar**

Assistant Director AYJNISHD(D), RC, Noida

**Mr. Sunil Sahasrabudhe**

Independent Deaf Consultant in special Education (HI) & ISL/ Educational Bilingualism

**Prof. T. G. Amuthavalli**

Sri Padmavati Mahila Visvavidyalayam, Tirupati

### **Compilation credit**

**Dr. Sharmishtha Oak**

Academic Associate, Coordinator, B.Ed.Spl.Ed.YCMOU

**Mr. Suman Kumar**

Assistant Director AYJNISHD(D), RC, Noida

### **Convener**

**Dr. Sandeep Tambe**

Assistant Director, RCI