UNIVERSITY OF MUMBAI

Ordinances, Regulations & Syllabus for the M. Ed.(HI)

Program: M. Ed.(HI)

Course : M. Ed. (HI)

(Semester I & II)

(As per Credit Based Semester and Grading System with effect from the academic year 2012–2013)

UNIVERSITY OF MUMBAI

SYLLABUS FOR THE MASTER OF EDUCATION (HEARING IMPAIRMENT)

[M.Ed. (H.I.)]

The Title and Eligibility of the programme are as per the existing approved University records.

O--------**Title:** Master of Education (Hearing Impairment) M.Ed. (H.I.)

0---------**Eligibility**: Following candidates are eligible for admission:

A candidate who has successfully passed B.Ed. (Hearing Impairment) from a recognised University or any other degree equivalent to B.Ed. (Hearing Impairment) from an affiliating University and/ or Teaching Department under any University recognised by U.G.C. with a minimum of 50% aggregate marks.

OR

A candidate who has successfully passed the B.Ed. (General Education) with 50 % aggregate and has successfully completed Diploma in Special Education (Hearing impairment) or equivalent recognised by the   Rehabilitation Council of India with minimum 50 % aggregate marks.

Duration: The duration of the programme is of one academic year divided into two semesters

Attendance: The M.Ed. (H.I.) degree shall be taken by courses comprising of Theory (part-A), Dissertation (part-B) and Practical (part-C) which will be covered in two consecutive semesters. A minimum of 80% attendance in part-A, part-B and part-C separately is essential for appearing for the semester end examinations.

R----------Applying for semester end examination: A candidate   for the examination in courses in part-A, B & C in each semester must apply to the Registrar of the University of Mumbai with certificates required, through the Principal /Head of the College of Education in which he/she has received training.

R---------Structure of the Programme

The entire programme of M. Ed. (H. I.) is of 50 credits. Each credit comprises of 12 learning hours. The programme of M.Ed. (HI) comprises of Part A, Part B & Part C

Part-A will be offered in both semesters1 & 2 and comprises of 6 theory courses: 3 core courses, 1 optional course and 2 specialization courses, each of 5 credits totalling to 30 credits

Part-B will be offered in semester 2 and comprises of dissertation having 12 credits

Part-C will be offered in both semester 1 & 2 and comprises of 6 skill courses: 3 core practical, 1 optional practicum and 2 specialization practical

Semester-I : Part A

Course No.	Course Title	No. of credits	Maximum Marks			Min Passing Marks
			Internal	External	Total	
Core course-1	Developments In Special Education	5	20	80	100	50
Core course-2	Research Methodology And Statistics	5	20	80	100	50
Specialization course-1	Aural Re/Habilitation Of Children With Hearing Impairment	5	20	80	100	50
Specialization course-2	Curriculum And Teaching Strategies For Children With Hearing Impairment	5	20	80	100	50
	Total	**20**	**80**	**320**	**400**	**200**

Semester-I : Part C

Practicum No.	Practicum Title	No. of credits	Maximum Marks			Min. Passing marks
			Internal (Based on Journal / Report submitted)	External (Viva)	Total	
Core practicum -1	Developments In Special Education	2	15	10	25	12.5
Core practicum -2	Research Methodology And Statistics	2	15	10	25	12.5
Specialization practicum -1	Aural Re/Habilitation Of Children With Hearing Impairment	2	25	25	50	25
Specialization practicum -2	Curriculum And Teaching Strategies For Children With Hearing Impairment	2	25	25	50	25
	Total	**8**	**80**	**70**	**150**	**75**

Semester-II :Part A

Course No.	Course Title	No. Of credits	Maximum Marks			Min Passing marks
			Internal	External	Total	
Core course-3	Advanced Educational Psychology And Human Development	5	20	80	100	50
OPTIONAL COURSES (Any One)						
Optional course-1	Management In Special Education	5	20	80	100	50
Optional course-2	Educational Technology	5	20	80	100	50
Optional course-3	Teacher Education	5	20	80	100	50
	Total	**10**	**40**	**160**	**200**	**100**

Semester –II : Part B

Sr. No	Course Title	No. Of credits	Maximum Marks			Min. Passing marks
			Content	Viva voce	Total	
1.	Dissertation	12	100 (internal referee + external referee	100 (internal referee + external referee	200	Content -50 Viva voce-50
	Total Marks		**100**	**100**	**200**	100

Semester-II : Part C

Practicum No.	Practicum Title	No. Of credits	Maximum Marks			Min. Passing Marks
			Internal	External	Total	
Core practicum - 3	Advanced Educational Psychology And Human Development	2	15	10	25	12.5
PRACTICUM BASED ON OPTIONAL COURSES (any one)						
Optional practicum -1	Management In Special Education	2	15	10	25	12.5
Optional practicum -2	Educational Technology	2	15	10	25	12.5
Optional practicum -3	Teacher Education	2	15	10	25	12.5
	Total	**4**	**30**	**20**	**50**	**25**

R ----- The internal assessment marks obtained by the candidates in part-A and part-C in each semester shall be forwarded to the University by the Head of the Institution /College at least 15 days before the commencement of the semester end examination.

R ------ The topic of dissertation shall be on an educational /allied field. The Institute/College shall submit the titles of proposed dissertation work to the University within one month from the date of commencement of the programme for approval. If the title suggested by any candidate is not approved, he/ she will be at liberty to suggest another and get approved. Each candidate shall work under the guidance of a recognised post graduate teacher of the University.

R ---- Dissertation when submitted shall be accompanied by a certificate signed by the Guide and Head of the Institution /College certifying that the same is the candidate's own work carried out under the respective guide's supervision and has not been submitted earlier

for award of any other degree or diploma and is worthy of examination.

Three copies of the dissertation submitted by the candidate to the Head of the Institute/College shall be forwarded to the University one month prior to the commencement of the theory examination of the second semester. A candidate who fails to submit the dissertation will not be allowed to appear for the theory examination.

R ------ Viva voce of the dissertation will be held jointly by the internal and external examiners and marks will be awarded jointly by the internal and external referees on the basis of the content of dissertation and viva voce performance. The marks will be forwarded to the University. The external referee shall submit a brief report based on the evaluation of the dissertation to the University of Mumbai.

R ----- **Standard of Passing the Examination**

- A candidate will be declared pass when he/she has secured 50% in each of the part-A, part-B and part-C separately in each semester.

- In part-A, the minimum passing percentage for each theory course will be 50% (internal + external).

- In part-B, the minimum passing percentage will be 50% separately in each, content of dissertation and viva voce.

- In part-C, the minimum passing percentage will be 50% in each of the practicum separately in each semester.

- With respect to the total percentage of marks obtained by the candidate in each course/ practicum , grade point and letter grade will be awarded to the candidate as follows:

Percentage	Grade Points	Letter Grade
70-100%	7	O
60-69.9	6	A
55-59.9	5	B
50-54.99	4	C
0-49.9	1	F(FAIL)

- The F grade once awarded to a candidate stays in the grade card of the students and is not deleted even when he/she completes the programme successfully later. The grade acquired later by the students shall be indicated in the grade sheet of the subsequent semester in which the candidate has appeared for clearance of arrears.
- With respect to the performance of the candidate in each semester and the programme , semester grade point average (GPA) and cumulative grade point average (CGPA) will be calculated as per the standard practice of the university

ALLOWED TO KEEP TERM

- A candidate shall be allowed to keep term for semester-II irrespective of the number of heads of failure in part A and C of semester-I.
- The result of semester II shall be kept in abeyance until the candidate passes part A & C of the semester-I

R ---- Provision for Reappearance

For part –A: The candidate failing in course/courses (securing less than 50%) of part-A in semester-I/II/I& II will have to reappear for that course/s only.

For part –B:

- Viva voce will be conducted only when the candidate score 50 % or above in the content of dissertation. In case of failing in the content, he/she has to modify the content of the dissertation as per the suggestions of internal and external referees and resubmit to the university.

- If the candidate fails only in viva voce, he / she has to reappear only in the viva voce.

For part –C:

- The candidate failing in practicum/practical of part-C will have to reappear for that practicum or practical only.

- A candidate who fails in part-A, part-B and part-C fully or partially is allowed to reappear only for a maximum of 3 consecutive attempts

- If the candidate does not appear the semester end examinations fully or partially, he/she will be considered as a failure candidate. However, he/she is eligible for reappearing facility and his/her internal marks will be carry forwarded.

R ----- Improvement of Class

Candidates who have passed the semester I/II / I & II of the M.Ed. (H.I.) degree examination of this university and who desire to improve their class will be permitted to appear only for part-A external examination fully in semester I/II / I & II within a period of three years from the date of his/her first appearance at M.Ed.(H.I.) examination. The internal marks of part-A and part-C and the marks secured in part-B will be carry forwarded. Only one chance will be given to the candidate for each semester for improvement of performance.

R ----- The following is the syllabi for the various papers.

Semester-I

CORE COURSE-1

DEVELOPMENTS IN SPECIAL EDUCATION

Total Credits =5
1 credit=12 hours
Total hours =60hours

Objectives:

After studying this paper, the student teachers are expected to realize the following objectives:
1. Explain the concept of special education in different perspectives.
2. Examine critically the concept, nature and characteristics of various disabilities
3. Explain the policies and legislation at the national and international levels.
4. Enumerate the current needs, trends and issues related to education and special education.
5. Focus the present trends and future perspectives in education and special education.

Course Content:

Unit 1: Historical Perspectives of Special Education   **(1 credit)**

1.1 Historical development in India and Abroad
1.2 Attitude change towards persons with special needs
1.3 Philosophical approaches to special education
1.4 Psychological perspectives of special education
1.5 Sociological perspectives of special education

Unit 2: Overview of Different   disabilities   **(1credit)**

2.1 Concept, nature, and characteristics of Visual Impairment & Mental Retardation
2.2 Concept, nature and characteristics of- Hearing, Speech and Language impairments
2.3 Concept, nature and characteristics of Locomotor and Neurological disability
2.4 Concept, nature and characteristics of:
(i) Learning disability
(ii) Behavioural and Emotional disorders
(iii) Intellectual impairment
(iv) Giftedness and Talent
(v) Autism
2.5 Concept, nature and characteristics of Multiple disabilities

Unit 3: Policies and Legislations for Special Needs Education & Rehabilitation   **(1 credit)**

3.1 International legislations and frameworks for education of CWDs: SALAMANCA, IDEA, SEN, BIWAKO & UNCRPD
3.2 National legislations, RCI, PWD, NTA, R E
3.3 National Policy on Education of PWDs

3.4 Government schemes and provisions including SSA
3.5 Employment agencies and services

Unit 4: Current Needs and Issues in Special Education   **(1 credit))**

4.1 Identification and Labeling 4.2 Cultural Diversity
4.3 Accountability
4.4 Advocacy
4.5 Attitudes and Awareness

Unit 5: Trends in education of children with disabilities   **(1 credit)**

5.1 Normalization, Deinstitutionalization Mainstreaming, Integration and Inclusion
5.2 Participative and Right based approach
5.3 Cross disability approach
5.4 Higher education and Open/ Distance Learning Systems
5.5 Parent and Community participation

Practicum : Core 1   **(2credits)**

1. Critical analysis of needs, trends and issues with respect to education of Individuals with disabilities . (Mode of submission: Journal/Seminar/Debate/Presentation)
2. Critical observation of Resource Rooms / Special / Inclusive schools (Mode of submission : written report.)

References :

- Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs. Responses. CAN, New Delhi Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall
- Brelje, W. (1999). Global Perspective on Education of the Deaf. Selected countries, Butte Publication Inc. – USA.
- Deno, E. (1973). Instructional Alternatives for Exceptional Children. Reston V A E.F.
- Evans, R.C. & MC Laughlin, P.3. (1993). Recent Advances in Special Education and Rehabilitation. Boston :Andover Medical Publishers
- Dessent, T. (1987). Making the Ordinary School Special. The Falmer Press, London.
- Evans, P&Verma, V. (Eds) (1990) Special Education. Past Present and Future. The Falmer Press.
- Friel, J. (1997). Children with special needs, Jessica Kingsley Publication, London

- Guilford, P. (1971). Special Education Needs. Routlege Kagan Paul
- Hollahan, D and Kauffman,].M. (1978). Exceptional Children: An Introduction to Special Education. Ni. Englewood Cliffs: Prentice Hall.
- Panda, K.C. (1997). Education of Exceptional Children, New Delhi , Vikas Publishing House.
- Pandey, R.S. and Advani, L. (1995). Perspectives in Disability and Rehabilitation. New Delhi : Vikas Publishing House.

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- Robert, F. & Juanne, M.H. (1995). Foundation of Education: The Challenge of Practice. Allyn & Becon.
- Stephens, T.M. Etal (1983). Teaching Mainstream Students. New York: John VViley
- WHO (1976). International Classification of Procedures in Medicine. Geneva Vol. 1 & 2.

CORE COURSE-2

RESEARCH METHODOLGY AND STATISTICS

Total Credits =5
1 credit=12 hours
Total hours =60hours

Objectives:

After studying this paper, the student teachers are expected to realize the following objectives:
1. Comprehend the role and need of research in theory and practice of education and special education.
2. Understand and develop competencies to design, execute and writing research report and interpretation of the data. .
3. Apply various statistical techniques to analyze data.
4. Describe the parametric and non-parametric techniques.

Course Content:

Unit 1: Educational Research   (1 credit)

1.1 Scientific Thinking and Nature of Educational Research
1.2 Nature and Scope of Educational Research
1.3 Types of Research : Fundamental, Applied and Action Qualitative and Quantitative
 1.4 Methods of Research : Descriptive and Experimental & Clinical studies
1.5 Variables, Internal and External Validity Ethics of Research

Unit 2: Steps Involved in Research   (1 credit)

2.1 Selection, Statement of problem, Variables
2.2 Operational Definitions & limitation, Delimitation
2.3 Review of literature
2.4 Hypothesis : Formulation and Types
2.5 Tests, tools and techniques of research:
2.5.1 Tests: CRT, NRT and Teacher Made Tests
2.5.2 Tools: Questionnaire, Rating Scale, Check-list, Score-card
2.5.3 Techniques: Interview, Observation
2.5.4 Construction, try out and standardization
2.5.5 Reliability and validity
2.6 Report writing

Unit 3: Sampling and Research Designs   **(1 credit)**

3.1 Population & Sample
3.2 Factors determining sample size
3.3 Techniques: Probability and non-probability
3.4 Meaning and components of Research designs
3.5 Types of research designs

4: Application of Statistical Methods   **(1 credit)**

4.1 Meaning, functions, scope and limitations
4.2 Descriptive and inferential statistics
4.3 Types and characteristics of measurement Scales: Nominal, ordinal, interval and ratio
4.4 Review of measures of central tendency, dispersion
4.5 Normal probability and its variations.

Unit 5: Parametric and Non-parametric techniques   **(1 credit)**

5.1 Correlation: Product moment, rank- order, bi-serial, point bi-serial and phi-coefficient
5.2 Testing of hypothesis- Null, Alternate
5.3 Analysis of variance
5.4 Chi square- equality and probability basis, Mann-Whitney test
5.5 Computer application in data analysis

Practicum : Core 2   **(2credits)**

1. Review and present two research articles in the area of disabilities and discuss the
research methodology and statistical analysis used. (Mode of presentation : Seminar)
2. Prepare 2 research proposals (Mode of presentation : written report)

Reference Books

- Best, J. W. and Kahn, J. (1997) *Research in Education*. (7th ed.) New Delhi: Prentice - Hall of India Ltd.
- Borg, B.L.(2004) *Qualitative Research Methods*. Boston:Pearson.
- Bogdan, R.C. and Biklen, S. K.(1998) *Qualitative Research for Education : An Introduction to Theory and Methods*. Boston MA : Allyn and Bacon.
- Bryman, A. (1988) *Quantity and Quality in Social Science Research*. London: Routledge
- Charles, C.M. and Merton, C.A.(2002) *Introduction to Educational Research*. Boston: Allyn and Bacon.
- Cohen, L and Manion, L. (1994) *Research Methods in Education.* London: Routledge.
- Creswell, J.W. (2002) *Educational Research*. New Jersey: Upper Saddle River .
- Creswell, J.W (1994) *Research Design*. London: Sage Publications.
- Creswell, J.W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches.* (2nd ed.) Thousand Oaks: Sage.

- Creswell, J. W. (2007). *Qualitative inquiry and research design*. London: Sage Publications.
- Denzin, N.K. and Lincoln, Y.S.(eds) (1994) *Handbook of Qualitative Research* London : Sage Publications.
- Diener, E. and Crandall, R. (1978) *Ethics in Social and Behavioural Research.* Chicago: University of Chicago Press.
- Dillon , W.R. and Goldstein, M. (1984) *Multivariate Analysis Methods and Applications.* New York : John Wiley and Sons.
- Gay, L.R. and Airasian, P. .(2003)   Educational Research. New Jersey : Upper Saddle River.
- Husen, T. and Postlethwaite , T.N. (eds.) (1994) *The International Encyclopaedia of Education.* New York : Elsevier Science Ltd.
- Keeves J.P. (ed.) (1988) *Educational Research, Methodology and Measurement*: *An International Handbook* .Oxford :Pergamon.
- Kelly, A. & Lesh, R. (2000).“*Handbook of Research Design in Education*”. Erlbaum Associates.
- McMillan, J. H. and Schumacher, S. (2001). *Research in Education*. New York: Longman.
- McMillan, J.H. and Schumacher, S.(2001) *Research in Education.* New York : Longman.
- O'Leary, Z. (2004). *The essential guide to doing research.* London: Sage.
- Somekh, B. & Lewin, C. (2005). *Research methods in the social sciences.* Thousand Oaks: Sage.

SPECIALIZATION COURSE-1

AURAL RE/HABILITATION OF CHILDREN WITH HEARING IMPAIRMENT

Total Credits =5
1 credit=12 hours
Total hours =60hours

Objectives:

After studying this paper, the student teachers are expected to realize the following objectives:
1. Explain the organs and the process of hearing.
2. Describe the perception through hearing aids, evaluation of hearing aids and auditory training.
3. Comprehend the development of speech processes.
4. Enumerate the components of speech and speech teaching techniques.
5. Explain the role of speech lessons in dealing with children with hearing impairment.

Course Content:

Unit 1: Hearing and Auditory processes **(1 credit)**

1.1: Neurology and Psychology of hearing
1.2: Procedures in audiometry:
      1.2.1 Interpretation of audiograms
      1.2.2 Hearing aid trials and fitting-aided and unaided
      1.2.3 Matching audiological information to hearing aids.
1.3: Introduction to objective tests-impedanceaudiometry, BSERA-their application in early identification.
1.4: Amplification systems used with persons with hearing impairment. Individual Systems: Hearing aids. Vibrotactile aids, Cochlear Implants. Group Systems: Induction loop system, F.M. System, Infrared System
1.5: Environmental factors in selection of site, environmental consideration for building and classroom acoustics with reference to schools for the deaf.

Unit - 2: Perception through Hearing Aids, Auditory Training and Evaluation of Hearing Aids **(1 credit)**

2.1: Perception through auditory modality. Basic acoustic properties of speech. Perception of speech through hearing aids
2.2: Auditory training and its importance. Auditory Verbal Therapy (AVT)
2.3: Application of Material and Methods in classroom and outside the classroom for individuals and group.
2.4: Evaluation of hearing aids
    • Electro-acoustic analysis of hearing aids

- Instrumentationfor electro-acoustic analysis
- ISI standard and technical specifications
- Hearing aids under government schemes and their performance
- Makes and models of hearing aids
- Development of Ear mould technology and modification

2.5: Technical specifications for classroom devices

Unit - 3: Introduction to language and theories of Language acquisition   (1 credit)

3.1: Nature and scope of language: Morphology, Syntax Semantics and pragmatic application to Indian languages

3.2: Theories of language acquisition in the normal and its relevance in understanding languages in H.I

3.3 : Language assessment and error analysis of written language.

Unit- 4: The Speech process and components of speech   (1credit)

4.1: review of development of speech in normals. Factors affecting speech development. development of speech in CWHI.

4.2: Production of sounds

4.3: Process of speech production and its relevance in understanding Dynamic of voice and articulation

4.4: Identification and analysis of speech errors in H.I.

4.5: Empirical evidences for the above sub units

Unit- 5: Speech Training   (1 credit)

5.1: Objectives and Planning

5.2: Sensory channels/modalities-selection of appropriate sensory channel and materials and equipment

5.3: Recent advances in technology in teaching speech

5.4: Speech teaching goals for pre primary, primary and secondary schools level.

Practicum : Specialization -1   (2 credits)

Audiology
1. Supervised clinical practice with hearing impaired children: conditioning audiometry, aided and audiogram
2. Electro acoustics evaluation of hearing aids and selection of hearing aids
3. Calibration of audiometer
4. Measurement of noise levels in schools for deaf
5. Minor repairs of hearing aids and group amplification devices
6. Custom ear mould making and its modifications
7. Demonstration of objective audiometry
8. Six lessons on auditory training (individual and group) with hearing impaired children
9. Journal / Article presentation

(Mode of presentation: Report in the form of journal)

Speech & Language:

1. Analysis and profiling speech and language (minimum three)
2. Speech teaching for children with hearing impairment(minimum five)

Reference Books

- Boothoyd, A. (1982). Hearing impaired in Young Children. Englewood Cliffs; N.J. Prentice Hall.
- Bass, H. (1977). Childhood deafness.Bass.
- Davis J.M &Hardick E. J. (1981). Rehabilitative Audiology for Children and Adults. John Wiley & Sons, New York.
- Erber N.P. (1982) Auditory Training A.G. Bell Association for the Deaf, Washington D.C.
- Evans, P. and verma, V. (1990) Special Education: Past, Present and Future. The Falmer Press.
- Jackson A. (Co-ordinator) (1981) Ways and Means 3.Hearing Impairment – A Resource book of Information, Technical Aids, Teaching Materials and Methods used in the area of Education. Somerset Education Authority
- Ling D. & Ling A. (1980) Aural Rehabilitation. A.G. Bell Association for the De Washington D.C
- Lowell E.L. & Stoner M. (1960). Play it by Ear. John tracy Clinic.
- Martin, F.N.(1991), Introduction to Audiology, ed.4, Englewood Cliffs, N.J.: Prentice Hall
- Mittler P. (1978). The Psychological Assessment of Mental and Physical Handicap. London: Tavistock
- Moog J. &Geers A. Early Speech Perception Test for profoundly Hearing Impaired Children. Central institute for the Deaf, St. Louis, U.S.A.
- Newby, H.A. and Popelka,G.R. (1985) Audiology, ed.5, Englewood Cliffs, N.J.: Prentice Hall.
- Oventon, T. (1992). Assessment in Special Education. An Applied Approach, New York: Macmillan.
- Oyer H.J. (1966). Auditory Communication for the Hard of Hearing. Prentice Hall Inc, Englewood Cliffs, New Jersey
- Panda, K.C. (1997). Education of Exceptional Children, New Delhi: Vikas.
- Pollack D. (1970). Educational Audiology for the limited hearing infant.Pub. Charles Thomas.
- Schow R.L. &Nerbonne M.A. (Eds.) (1996).Introduction to Audiologic Rehabilitation.3rd edition.Allyn& Bacon, Boston
- Taylor, R.L. (1993). Assessment of Exceptional Students: Educational and Psychological Procedures. Boston: Allyn& Bacon.
- UNESCO (1985) Consultation on Alternative Approaches for the Education of Deaf. Paris: UNESCO
- Williams D. (1995). Early Listening Skills. Winslow Press Ltd.
- Yoshinaga-Itano C., Sedey A.L., Coulter D.K., Mehl A.L. (1998). Language of early and late identified children with hearing loss. Pediatrics (1998 Nov) 102(5): 1161-71.

SPECIALIZATION COURSE-2

CURRICULUM AND TEACHING STRATEGIES FOR CHILDREN WITH HEARING IMPAIRMENT

Total Credits =5
1 credit=12 hours
Total hours =60hours

Objectives:

After studying this paper, the student teachers are expected to realize the following objectives:
1. Explain the curriculum and teaching methods and their adaptations followed in education of hearing impaired children.

2. Describe the modes of communication used with the hearing impaired persons.

3. Narrate the methods and techniques of teaching language, reading and writing.

4. Comprehend the various aspects of mainstreaming of children with hearing impairment.

5. Explain the concept of Educational evaluation and guidance and apply the various techniques with hearing impaired children.

Courser Content:

Unit - 1: Curriculum and Teaching strategies for Education of Children with Hearing Impairment **(1credit)**

1.1: Concept, Principles, procedures and changing trends in curriculum development
1.2: Basic curriculum skills
      1.2.1. Concept of school readiness
      1.2.2. Curriculum skills related to cognitive, affective and psychomotor domain
      1.2.3. Alternate curriculum
1.3: Review of the curriculum and types of academic concessions given in different states in India for the H.I. particularly at the S.S.C level.
1.4. Adaptations and improvisations in the curriculum to meet the child's / group's needs
      1.4.1Individualized education plan (IEP), remedial education plan
1.5 Teaching strategies and methods followed at different levels: home – training programs, pre-primary (pre-school) level, (Montessori, play way), primary level and secondary level (methods used for different subjects)

Unit-2: Modes of communication used for children with hearing impairment   (1credit)

2.1.Manual communication for children with hearing loss, extent and use of Indian ,British and American Sign language (ISL, BSL & ASL)
2.2. Uni-sensory approach
2.3. Multi sensory approach
        I. Auditory Visual (Aural Oral i.e. listening and speech reading)
        II. Visual – Graphic (reading and writing or use of finger spelling)
        III. Visual – Manual (reading signs and singing)
2.4 Manually coded languages / signing systems: Indian signing system (ISS)

2.5. Total communication and Alternative &Augmentative Communication (AAC)

Unit- 3: Methods and techniques of teaching language and literacy development   (1 credit)

3.1 Methods and techniques for language development of children with hearing loss
3.2 Literacy development and issues in developing reading & writing skills in children with hearing impairment
3.3. Approaches, models and types of reading at different levels
3.4 Approaches and methods of developing writing skills.
3.5. Assessment of reading and written language
3.7. ICT and use of computer assisted instructions

Unit 4: Mainstreaming and Inclusion   (1 credit)

4.1. Concept of integrated and inclusive education
4.2. Models of integrated and inclusive education
4.3. Present status of integrated & inclusive education
4.4. Right based approach to Inclusion as per UNCRPD
4.5. Trends in vocational education of the hearing impaired

Unit 5: Educational Assessment and Guidance   (1credit)

5.1 Concept and types of educational guidance – vocational education personal and
5.2 Techniques of counseling Participative modeling, Contingency contracting
5.3 Educational assessment: NRT, CRT
5.4 Concept of curriculum based assessment
5.5 Report writing

Practicum: Specialization -2   (2 credits)

Execution of 10 Lessons(5 language and 5 subject) based on different methods of teaching.
Educational evaluation of a child with hearing impairment at primary /secondary level.
Planning and administration of teacher made test on children with hearing impairment in primary /secondary level.
Observe and report 10 educational evaluations of children with hearing impairment (Mode of submission: Report in the form of a journal)

Reference Books

- Bench, J.R (1992) Communication skills in hearing impaired children, whurr Pub.
- Conard.R. (1979). The Deaf School child London: Harper & Row
- Cruisbank W.M(1975). Psychology of Exceptional Children and Youth Engewood Cliffs.NJ: Prentice Hall
- Goodland, J (1979). Curriculum enquiry the study of curriculum practices. New York: McGraw Hill.
- Hart, B.O. (1963). Teaching reading to the Deaf. Washington:D.C.A.G. Bells
- Hass, glen (1991). Curriculum planning. A new approach. Boston: Allyn Bacon.
- Hooer, Richar(Ed.) (1971) curriculum : context, Design and development new York Longmans.
- Madan, V., Woodward, James and Santis, Susan (1980) An introduction to Indian sign language. All India federation of the deaf Pub
- North,C (1976) Education of hearing impairment children in regular schools, Washington: D.C.A.G Bells
- Oliver, Albert (1977). Curriculum improvement a Guide principles and processes. New York: Harper and row.
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- Pratt D. (1980) Curriculum design and development Harcourt, Brace and Jovanvich.
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SEMESTER-II

CORE COURSE-3

ADVANCED EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT

Total Credits =5
1 credit=12 hours
Total hours =60hours

Objectives:

After studying this paper, the student teachers are expected to realize the following objectives:
1. Explain the psychological principles and their application in specific context of education and special education.
2. Explain the principles and their implication for growth and development.
3. Explain the implications of various disabilities on teaching of learning situations and personality development.
4. Explain critically various teaching - learning processes.
5. Apply the psychological aspects on teaching - learning situations.

Course Content:

Unit 1: Introduction to Educational Psychology & Human Development   (1credit)

1.1 Nature and scope of educational psychology
1.2 Methods of educational psychology and their application to persons with special needs.
1.3.1 Observation
1.3.2 Experimentation
1.3.3 Clinical method
1.3.4 Case Study
1.3 Applications of educational psychology to person with Special Needs
1.4 Contemporary trends
1.5 Human Development- Introduction and contemporary trends

Unit 2: Theoretical Foundations of Growth and Development   (1credit)

2.1 Methods of studying development Longitudinal, Cross-sectional, Cohort sequence.
2.2 Physical development
2.3 Cognitive and intellectual development; Piaget, Vygotsky and Kohlberg
2.4 Personality and social development
2.5 Development delays and disorders associated with disabilities

Unit 3: Cognition and Information Processing (1credit)

3.1 Sensation, Perception and Attention
3.2 Memory - Nature and types; Remembering and Forgetting
3.3 Thinking, problem solving and reasoning; Concept formation, creativity
3.4 Intelligence: Nature, types and assessment
3.5 Individual differences in cognition and information processing abilities of disabled

Unit 4: Learning Processes (1credit)

4.1 Intelligence- Theories: Spearman, Thurston, Cattell, Guilford, Gardner
4.2 Classical and Contemporary learning theories: Behavioral; Cognitive; Social
4.3 Types of thinking-Concept Formation, Problem Solving, Reasoning
4.4 Motivation; Theories- Achievement, Attribution, Cognitive Dissonance
4.5 Personality-
4.5.1 Theories- i) Psychoanalytic- Freud & Neo-Freudians
ii) Humanistic
4.5.2 Assessment of Personality

Unit 5: Psychological Aspects of Teaching (1credit)

5.1 Individual differences in cognitive and affective areas and educational
Implications
5.2 Classroom climate, group dynamics and teacher effectiveness
5.3 Peer tutoring, co-operative learning, self-regulated learning
5.4 Teacher competencies & effectiveness
5.5 Strategies for enhancing self-esteem of disabled

Practicum: Core- 3 (2 credits)

Students are required to conduct practicum / assignments on special children related to any three psychological tests and any two tools out of the following concepts and maintain a journal for it:

1. Tests / Concepts
1. Intelligence
2. Creativity
3. Conservation (Piaget's)
4 .Personality
5. Motivation
2. Tools
6. Case Study Method
7. Clinical Method
8. Moral Development Test
9. Sociometric Test

Reference Books

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OPTIONAL COURSE-1

MANAGEMENT IN SPECIAL EDUCATION

Total Credits =5
1 credit=12 hours
Total hours =60hours

Objectives:

After studying this paper, the student teachers are expected to realize the following objectives:
1. Enumerate the management system with reference to the special education
2. Explain the process of management
3. Describe the management information system
4. Explain the process involved in human resource management
5. Comprehend the financial aspect of management of an institution

Course Content:

Unit 1: Introduction to Management in Special Education (1 credit)

1.1 Definitions and Principles of management
1.2 Theories and Approaches of management
1.3 Management of Special and inclusive education system
1.4 Manager; Role & competencies of the
1.5 Evaluation of the system

Unit 2: Processes in Management (1 credit)

2.1 Planning: Institutional Planning
2.2 Communication
2.2.1 Concept and Importance
2.2.2 Vertical and Horizontal Communication
2.2.3 Verbal (written and oral) and Non-verbal
2.2.4 Interpersonal Communication Skills
2.3 Delegation Process
2.3.1 Concept and Importance
2.3.2 Process of Delegation
2.4 Decision Making
2.4.1 Concept and Importance
2.4.2 Decision making process
2.4.3 Implementation
2.5 Controlling - Components of a Control System in an organization.

Unit 3: Management Information Systems   **(1credit)**

3.1 Database Concept
3.2 Database Management
3.3 Office Management
3.4 Physical Management
3.5 Information coding

Unit 4: Human Resource Management   **(1 credit)**

4.1 Staff selection; Personnel development
4.2 Performance appraisal systems; Motivation and job satisfaction
4.3 Organizational climate; Team building
4.4 Meetings - types, group dynamics
4.5 Management of time, conflict and stress

Unit 5: Financial Management   **(1 credit)**

5.1 Resource Mobilization and Allocation
5.2 Basic accounting
5.3 Preparation of budget
5.4 Role of central and state governments
5.5 Contribution of local authorities, NGOs and Parents' organizations

Practicum: Optional 1   **(2 credits)**

1. Develop a system in a Special school with reference to systems approach (Mode of Presentation : written report)
2. Identify a Special School and critically study the human resource and financial management (Mode of presentation : written report).

Reference Books

- Das, R.C. (1991). Educational Technology. New Delhi: Sterling publishers
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- Dahama O.P.and Bhatnagar, O.P.(1985). Education and Communication for Development. New Delhi: Oxford & IBH Co.
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- Zirpoli, TJ. & Mellor, K.J. (1993) Behaviour Management: Application for Teachers and Parents. Toronto.: Maxwell McMillan.

OPTIONAL COURSE-2

EDUCATIONAL TECHNOLOGY

Total Credits =5
1 credit=12 hours
Total hours =60hours

Objectives

After studying this paper, the student teachers are expected to realize the following objectives:
1. Define the educational technology and explain the various approaches
2. Explain the different techniques and approaches in communication processes.
3. Narrate the models of teaching and individualized learning.
4. Identify the use of computer packages in special education.
5. Comprehend the electronic systems and apply them in special education

Unit 1: Introduction to Educational Technology (1credit)

1.1 Educational Technology - concept, definition
1.2 Development of instructional technology
1.3 Trends in educational technology - Mass instructional technology, Technology of instruction
1.4 Approaches Hardware, Software, Cybernetics and Systems.
1.5 Role of Technology in Education and Special Education

Unit 2: Educational Technology and Communication (1 credit)

2.1 Communication Process
2.2 Information Theory
2.3 Channels of Communication through mass media in Education
2.4 Flander's Interaction Analysis
2.5 Reciprocal category system

Unit 3: Models of teaching and Individualized Learning (1 credit)

3.1 Developmental Model
3.2 Concept Attainment Model
3.3 Advance Organizer Model
3.4 Non directive Learning Model
3.5 Programmed Learning Model - Concept, Principles, Types, Developing programmed Learning Package

Unit 4: Use of Computer Packages in Special Education   (1credit)

4.1 Hardware
4.2 Assistive devices and computer aids
4.3 Use of Computer in: Educational Management, Library, Assessment and Evaluation of Persons with Disabilities, Assistive devices and computer aids, Information Handling, Graphics
4.4 Use of Computer Assisted Instructions in Tutorial, Self- study and Distance Learning
4.5 Use of software for Individuals with Special needs – Teaching, Remediation

Unit 5: Use of Electronic Systems   (1credit)

5.1 Teleconferencing
5.2 Interactive video
5.3 Computer Conferencing
5.4 Multi-Media, Use of Internet
5.5 Applications of Educational Technologies for Pre-service and In-service Programmes

Practicum: Optional -2   (2 credits)

1. Developing a programmed learning package
2. Preparing Computer Assisted Instruction Programme

Reference Books

- Alberto, P.A. & Tontman, A.C.(1986). Applied Behaviour Analysis for Teachers. London : Merril Publishing Co.
- Das, R.C. (1992). Educational Technology: A Basic Text New Delhi Sterling
- Dececco, J.P. (1964) Educational Technology, New York: HRW
- Joyce, B. & Others (1992) Models of Teaching New York : Holt, Rinehart & Winston.
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- Vanaja, M. (2003). Educational Technology. Neelkamal Publisher

OPTIONAL COURSE-3

TEACHER EDUCATION

Total Credits =5
1 credit=12 hours
Total hours =60hours

Objectives:

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

1) Develop an understanding about the concept of teacher education and changing role of teachers
2) Narrate the teacher education programmes at different levels
3) Develop an understanding about the issues and future trends in teacher education
4) Comprehend the trends in research on teaching and teacher education
5) Develop knowledge about teacher education as profession

Unit 1. Concept of teacher education   **(1 credit)**

     1.1   Meaning, nature and scope of teacher education
     1.2   Distinction between teacher training and teacher education
     1.3   Objectives of teacher education
     1.4   Changing concept of a teacher and its demands on teacher education
     1.5   Teacher education in special education

Unit 2. Teacher education programmes at different levels   **(1 credit)**

2.1 Objectives of teacher education (regular/ distant) programmes at different levels (diploma, degree, postgraduate level)

2.2 Structure of teacher education programmes at different levels

2.3 National curriculum for teacher education- NCTE framework

2.4 Role of Rehabilitation Council of India

2.5 networking of teacher education institutions

Unit 3. Issues and future trends in teacher education   **(1 credit)**

3.1 Issues arising out of teacher education programmes

3.2 Quality management in teacher education

3.3 Innovations in teaching and teacher education

3.4 Job opportunities in teacher education

3.5 Trends in teacher education

Unit 4: Trends in research on teaching and teacher education   (1 credit)

4.1 Research on teaching, teacher characteristics, and teacher performance and teacher education

4.2 Identifying gaps in above mentioned areas

4.3 Implications of research for improving teacher education

4.4 Research studies on teacher education

4.5 Research studies on teaching in special schools

Unit 5: Teacher Education as a profession   (1 credit)

5.1 Concept of profession and developing professionalism in teacher educators

5.2 Awareness about teacher education as a profession

5.3 Professional ethics and code of conduct for teacher educators

5.4 Developing professionalism in teacher educators in terms of accountability, commitment and integrity.

5.5 Role of institutions in developing professionalism

Practicum: Optional-3   (2 credits)

1. Evaluate 5 lesson plans of B.Ed (HI) trainees (Mode of submission : Journal /Report)

2. Give two Lectures for B.Ed (HI) trainees   (Mode of submission : Report/Journal)

References

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