

**UNIVERSITY OF MUMBAI**



**Syllabus for B.Ed Hearing Impairment (HI)  
Program: B.Ed  
Course : B.Ed (HI)**

**(Credit Based Semester and Grading System with  
effect from the academic year 2011–2012)**

**University of Mumbai**  
**Syllabus for the Bachelor of Education (Hearing Impairment)**  
**(B. Ed. HI)**

As per the D.O. No. F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC, the B.Ed. (HI) programme of one academic year is revised in the University of Mumbai as Credit Based Semester and Grading System comprising of two semesters and implemented from academic year 2011-12. The syllabus of B.Ed (HI) is based on the approved syllabus of the Rehabilitation Council of India (RCI).

**The Title and Eligibility of the programme are as per the existing approved university records**

- **Title** – Bachelor of Education (Hearing Impairment) B. Ed. (H.I.)
- **Eligibility:** Following candidates are eligible for admission to B.Ed. (HI)  
A candidate for the degree of B.Ed. (HI) must have passed a Bachelors’ degree examination of this University in any discipline or a corresponding degree examination of any other UGC recognized University.
- **Aims and Objectives of the Programme**  
The B.Ed. (HI) programme aims to develop teachers for children with hearing impairment for various special and mainstream educational settings. The programme will prepare human resource to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children and in particular to children with hearing impairment.

The objectives of the programme are as follows:

- (i) To acquire knowledge about change in the prevailing and emerging Indian Society in view of recent trends in education and national development
- (ii) To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.

- (iii) To develop skills and competencies to cater to the needs of children with hearing impairment in mainstream and special class settings particularly, in cognitive, affective and skill domains.
  - (iv) To equip with various techniques of teaching and evaluation of children with hearing impairment in special and mainstream settings.
- I** The programme of B. Ed (HI) comprises of part- A theory and part – B practical courses which will be covered in two consecutive semesters. The required attendance for part-A is 80% and that of part-B is 90% in each semester. A candidate for the examination in courses in part- A and part- B must apply to the Registrar of University of Mumbai with certificates required, through the Principal/ Head of the College of Education in which he/she has received training.
- II** The entire programme of B. Ed. (HI) is of 40 credits. Each credit will comprise of 30 learning hours. The part – A theory courses comprises of 4 Core courses (4 credits per course), 3 Specialization courses (3 credits per course) and 1 applied course (3 credits per course). The part –B practical courses comprises of 7 Skill courses.
- III** Each theory course of part-A will have instructional and notional hours. The instructional hours will include classroom instructions and practical. The notional hours will include assignments, projects, journal writing, case studies, library work, visits, attending seminars / workshops, preparations for examinations etc. specified under each theory course of the B. Ed. (HI) programme.
- IV** The assessment in part- A comprising of theory courses shall be semester wise as per the scheme of courses given in **VI** and **VIII** by way of written papers and internal assessment. The Principal/Head of the College of Education shall forward to the University, the marks obtained by each candidate for internal assessment of part -A as given in **VI** and **VIII**.
- V** The assessment in part- B comprising of skill (practical) courses shall be evaluated internally by each College of Education at the end of semester as per the scheme of skill courses (practical) given in **VII** and **IX** except a final lesson in MHS-1.2 of **IX** of the second semester. The final lesson will be evaluated by one external and one internal examiner as appointed by the College of Education. The Principal/Head of college of education shall forward to the University, the marks obtained by each candidate by internal

assessment of part -B as in **VII** and **IX** including marks of MHS-1.2 of **IX** in the second semester.

## Semester I

### VI Schemes of Theory courses (Part- A)

Course Code	Course Title	Credits	Hours		Marks	
			Instructional	Notional	Semester End Assessment	Internal Assessment
MC-1	Nature and needs of various disabilities- an introduction	4	60	60	80	20
MH-1	Facilitating development of language and communication skills in children with hearing impairment	3	60	30	80	20
MH-2	Aural Rehabilitation	3	60	30	80	20
MA-1	Subject Teaching	3	60	30	80	20
	<b>Total</b>	<b>13</b>	<b>240 hrs</b>	<b>150 hrs</b>	<b>320 marks</b>	<b>80 marks.</b>

### VII Schemes of Skill (Practical) courses (Part- B)

Course Code	Course Title	Credits	Hours	Marks	
				Semester End Assessment	Internal Assessment
MHS-1.1	Classroom observation in special school	2	60	Nil	50
MHS-2	Aural Rehabilitation	1	30	Nil	25
	<b>Total</b>	<b>3</b>	<b>90 hrs</b>	<b>Nil</b>	<b>75</b>

## Semester II

### VIII Schemes of Theory courses (Part- A)

Course Code	Course Title	Credits	Hours		Marks	
			Instructional	Notional	Semester End Assessment	Internal Assessment
MC-2	Education : A global perspective	4	60	60	80	20
MC-3	Educational psychology and persons with disabilities	4	60	60	80	20
MC-4	Educational planning and management, curriculum designing and research	4	60	60	80	20
MH-3	Introduction to speech and speech teaching to the children with hearing impairment	3	60	30	80	20
	<b>Total</b>	<b>15</b>	<b>240hrs.</b>	<b>210 hrs.</b>	<b>320 marks</b>	<b>80 marks</b>

### IX Schemes of Skill (Practical) Courses (Part- B)

Course Code	Course Title	Credits	Hours	Marks		Total
				Semester End Assessment	Internal Assessment	
MHS-1.2	Lesson planning and execution in special schools	4	120	25	75	100
MHS-1.3	Skill development in sign language and signed system	2	60	Nil	50	50
MHS-1.4	Individualized teaching lessons	1	30	Nil	25	25
MHS-3	Speech Teaching	1	30	Nil	25	25
MHS-4	Educational Psychology	1	30	Nil	25	25
	<b>Total</b>	<b>9</b>	<b>270 hrs.</b>	<b>25</b>	<b>200</b>	<b>225</b>

## **X Scheme and Details of Assessment of Theory (Part A) courses:**

The performance of the candidates in each of the theory courses shall be evaluated through Internal Assessment and Semester End Assessment.

**Internal Assessment** will be on the basis of continuous evaluation as indicated in **VI** and **VIII**.

The weightage of Internal Assessment will be 20 % of the total marks of each course.

**Semester End Assessment** will be on the basis of performance in the semester end theory written examinations. The weightage of Semester End Assessment will be 80% of the total marks of each course.

### **Internal Assessment (20 Marks)**

- Two periodical class test 10 Marks
- One assignment 05 Marks
- Class participation and Overall conduct of candidate 05 Marks

### **Semester End Assessment (80 Marks)**

- Duration –3 Hours of written exam.
- Question Paper Pattern:

1) There shall be different sections of long and short questions.

2) All sections shall be Core with internal choice of questions within each section.

## **XI Schemes and Details of Assessment of Skill (Practical) ( Part B) Courses.**

There will be no Semester End Assessment for skill courses except a final lesson in MHS-1.2 of **IX** of the second semester. There will be only Internal Assessment as indicated in **VII** and **IX**.

**Details of Internal Assessment for each of the practical courses are as follows:**

### **MHS-1.1 Classroom observation in special school (60 Hours)**

A candidate of B.Ed (HI) needs to observe a minimum of 50 school periods in a special school.

Observations are to be allocated at all levels/sections of the school and for all school subjects.

The candidate needs to write the observation reports of 50 school periods in a format prescribed by the College of Education and is to be evaluated by the supervisor. Lessons in the second semester may preferably be allocated on the classes which the candidate has observed.

**Internal Assessment****Marks**

Observation Report

50 Marks

**Note:** Each observation will be evaluated out of a maximum of 10 marks. At the end of the Semester-I all the observations marks are to be averaged out of a total of 50 marks and submitted to the University as Internal Assessment of MHS-1.1

**MHS-1.2 Lesson planning and execution in special schools****(120 Hours)**

A candidate of B.Ed (HI) program has to plan and execute 25 lessons in a special school. The 'lesson' refers to group lesson delivered in a classroom and supervised by a supervisor from either practice teaching schools or the College of Education. Lessons to a candidate need to be allocated at all levels/sections of the special school. The breakup of 25 lessons is:

- 12 language lessons ( 2 each of Directed activity, Story, Visit, Poem, Conversation based on News and unseen Passages)
- 10 Subject teaching lessons
- 3 Lessons on Co-curricular activities such as Craft, Games, Celebration etc.

**Internal Assessment****Marks**

25 Lessons in special school

75 Marks

**Note:** Each lesson will be evaluated out of a maximum of 50 marks as per different parameters such as Planning, Execution, Use of Teaching Aids, Evaluation etc as per a prescribed format developed by the College of Education. The marks allocated need to be averaged out of 75 marks at the end of the second semester and submitted to the University as Internal Assessment of MHS-1.2

**Semester End Assessment****Marks**

One Final lesson in special school

25 Marks

**Note:** This lesson shall be evaluated by both external and internal examiners appointed by the College of Education averaged and submitted to the University as Semester End Assessment marks of MHS-1.2

<b>MHS-1.3 Skill development in Sign Language and Signed System</b>	<b>60 Hours</b>
Orientation to Sign Language	10 hrs.
Skill development at word level	10 hrs.
Skill development in finger spelling	10 hrs.
Skill development at sentence and conversational level	20 hrs.
Skill development in Signed system	10 hrs.

<b>Internal Assessment</b>	<b>Marks</b>
Word level	10 marks
Sentence and conversational level	10 marks
Finger spelling	10 marks
Signed system	10 marks
Viva	10 marks

**Note:** Assessment as per the above heads will be for a maximum of 50 marks. Tests and a viva shall be conducted and marks allocated will be submitted to the University as Internal Assessment of MHS-1.3

**MHS-1.4 Individualized Lesson planning 25 marks**

Individualized lesson shall be carried out on 2 students from the special school. 4 lessons shall be executed on each student. Each lesson will be for 15 minutes and will be marked out of a maximum of 10 marks. The marks allocated need to be averaged out of 25 marks at the end of the Second semester and submitted to the University as Internal Assessment of MHS-1.4

**MHS-2 Aural Rehabilitation (30 Hours)**

- Identifying different types / parts of individual hearing aids and handling different types of hearing aids 3 hrs.



- Trouble shooting of hearing aids 3 hrs.
  - Correct use and wear of hearing aids (including cells) 3 hrs.
  
  - Six sound test (on 10 children at least) 5 hrs.
  - Auditory training (planning and execution with supervision) 3 hrs.
  - Individual lessons 5 lessons 5 hrs.
  - Group lessons 5 lessons 5 hrs.
- (Lessons to be based on different levels of auditory training – gross non speech, fine non speech, gross speech and fine speech (with segmental, supra segmental and non segmental aspects))
- Getting familiar with group amplification systems 3 hrs.

**Internal Assessment**

**25 Marks**

- Journal 05 Marks
- Viva 20 Marks

**Note:** Marks allocated to the candidate need to be submitted to the University as Internal Assessment of MHS-2.

**MHS-3 Speech Teaching**

**(30 Hours)**

- Identifying errors in speech samples of children with hearing impairment (tapes) Speech intelligibility rating. 6 hrs.
- Planning activities of group speech teaching only with respect to non segmental (duration control, loudness control, pitch control) 5 hrs.
- Making and using speech kit. 5 hrs.
- Planning and executing 5 sessions of group speech teaching. 10 hrs.
- Planning and executing 3 sessions of individual speech teaching for two children. 4 hrs.

**Internal Assessment**

**25 marks**

- Practical work done through out the year 15 marks
- Viva 10 marks

**Note:** Marks allocated to the candidate need to be submitted to the University as Internal Assessment of MHS-3.

**MHS-4 Educational Psychology**

**(30 Hours)**

<b>Internal assessment</b>	<b>25 marks</b>
Case study	10 marks
Journal	05 marks
Viva	10 marks

**Note:** Marks allocated to the candidate need to be submitted to the University as Internal Assessment of MHS-4.

**XII STANDARD OF PASSING**

- The passing percentage of theory courses is 40% and that of skill courses is 50 % in both the semesters separately.
- The overall grade of the B. Ed. (HI) programme will be calculated on the basis of totaling the theory and skill courses of both semesters. The grade marks and grade points are as follows:

<b>Grade</b>	<b>Marks</b>	<b>Grade points</b>
O	770 & above	7
A	660-769	6
B	605-659	5
C	550-604	4
D	495-549	3
E	470-494	2
F (Fail)	469 & below	1

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**(a) METHOD TO CARRY FORWARD THE MARKS**

- (i) A candidate who PASSES in the Internal Assessment but FAILS in the Semester End Examination of the Course shall reappear for the Semester End Examination of that Course. However, his/her marks of the internal assessment shall be carried over and he/she shall be entitled for grade obtained by him/her on passing of the complete course.
- (ii) A candidate who FAILS in the Internal Assessment but PASSES in the Semester End Examination of the course shall submit and reappear for the internal assessment in the form of related project for that course. However, his/her marks of the Semester End Examination shall be carried over and he/she shall be entitled for grade obtained by him/her on qualifying the course. The project will consist of 20 marks which will be divided into 10 marks for the documentation of the project given by the concerned teachers of the course and 10 marks for the viva related to the project. For passing the project combined marks of documentation and viva will be considered.

**(b) ATKT (ALLOWED TO KEEP TERM)**

- (i) A student shall be allowed to keep term for Semester II irrespective of number of heads of failure in VI and VII of the Semester I.
- (ii) The result of Semester II shall be kept in abeyance until the student passes each of semesters-I, semester II.
- (iii) A candidate who fails in part- A and/or part -B fully or partially is allowed to reappear only for a maximum of 3 consecutive attempts or three years whichever is earlier.
- (iv) A candidate failing in part - A can reappear for the examination without putting in attendance for the instructional hours of that course/s. Candidate failing in part -B will be required to repeat 25% of practical of part -B as given by the concerned teacher by putting in 25% attendance.

**Note:** It is mandatory for every teacher of children with hearing impairment to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of education of children with hearing impairment in India. Hence, successful candidates of B.Ed. (HI) shall have to register their names with RCI. As continuous professional growth is necessary for the renewal of the certificate, the teachers in this field should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

# **CORE COURSES**

## **Course code- MC-1**

### **NATURE AND NEEDS OF VARIOUS DISABILITIES - AN INTRODUCTION**

#### **OBJECTIVES: (60 Hours)**

After studying this paper, the student teachers are expected to

- 1 Understand the different concepts, characteristics, trends and issues in special education
- 2 Discuss the nature, types, characteristics and educational implications of sensory impairment
- 3 Discuss the nature, types, characteristics and educational implications of orthopedic conditions, and neurological dysfunctions.
- 4 Explain the nature, types, characteristics and educational implications of Intellectual Disabilities.
- 5 Explain the nature, types, characteristics and educational implications of Multiple Disabilities
6. Examine the nature, scope and issues in career education and rehabilitation of persons with special needs.

#### **Course Content:**

##### **Unit 1 : Introduction (08 Hours)**

- 1.1 Impairment, Disability, Handicap: Concept and Characteristics
- 1.2 Exceptionally: Concept and Types
- 1.3 Special Education: Definition and History
- 1.4 Service Delivery Systems
- 1.5 Changing Trends and Issues in Special Education

##### **Unit 2: Sensory Impairment (Visual Impairment and Hearing Impairment) (10 Hours)**

- 2.1 Hearing and Visual Impairment:
- 2.2 Types of Hearing Impairment and Visual Impairment.
- 2.3 Etiological factors
- 2.4 Multi-sensory impairments and Associated Conditions
- 2.5 Educational Implications.

**Unit 3: Locomotor Disabilities & Neurological Dysfunctions (10 Hours)**

- 3.1 Nature & needs of Orthopedic Conditions: Muscular Dystrophy, Spine Bifida, Osteogenesis Imperfecta, Poliomyelitis.
- 3.2 Nature & needs of Neurological Dysfunctions: Cerebral Palsy
- 3.3 Nature & needs of ADD and ADHD
- 3.4 Nature & needs of Leprosy-cured
- 3.5 Educational Implications

**Unit 4: Intellectuel Déshabilites (LD, MR, PDD, Slow Learners) (14 Hours)**

- 4.1 Definition and Characteristics
- 4.2 Classification / Types
- 4.3 Etiological Factors
- 4.4 Treatment strategies for PDD
- 4.5 Educational Implications

**Unit 5: Multiple Disabilities (08 Hours)**

- 5.1 Definition and Characteristics
- 5.2 Types / combinations
- 5.3 Etiological Factors
- 5.4 Treatment strategies for associated conditions
- 5.5 Educational Implications

**Unit 6: Career Education and Rehabilitation (10 Hours)**

- 6.1 Habilitation and Rehabilitation: Concept, Nature and Need
- 6.2 Education for Independent Living
- 6.3 Transition from school to work, Vocational training and job opportunities
- 6.4 Legal issues in rehabilitation
- 6.5 Challenges and implications

**Notional hours (60 Hours)**

- Observation/group activity on disability orientation for teachers in mainstream schools 20 hrs.
- Evaluating learning environment in mainstream schools 20 hrs.
- Visits to rehabilitation institutes and report writing. 20 hrs.

\* **Note:** Mode of presentation will be in the form of report.

## Reference books:

- Baine, D. (1988) *Handicapped Children in Developing Countries, Assessment, curriculum and Instruction*. University of Alberta, Alberta.
- Byrne, M., Shervanian, C., *Introduction to Communicative Disorders*. New York Harper & Row, 1977.
- Davis, (Ed.) *Our forgotten children Hard-of hearing pupils in the schools*. Minneapolis National Support Systems Project 1977.
- Evans, P and Verma, V. (Eds.) (1990) *Special Education. Past Present and Future*. The Faimer Press.
- Harely, R.K., and Lawrence, G.A., *Visual Impairment in the Schools*. Springfield, IL Charles
- Jangira, N.K., & Mani, M.N.G., *Integrated Education of the visually Handicapped, Management Perspectives*. Gurgaon Academic Press, 1991.
- Longone, 3. (1990). *Teaching Retarded learners Curriculum and Methods for improving instruction*. Allyn and bacon Boston.
- Mani, M.N.G., *Techniques of teaching blind children*, New Delhi Sterling Publishers, 1992.
- Muricken, Jose S.J. and Kareparampil, G (1995). *Persons with Disabilities in Society*. Trivandrum Kerala Federation of the Blind.
- Myreddi, V. & Narayan, J. *Educating Children*, Secunderabad, NIMH
- Narayan, & Kutty, A.T.T. (1989) *Handbook for Trainers of the Mentally Retarded persons. Pre-primary level*. NIMH, Secunderabad.
- Narayan, J. *Educating Children with Learning Problems in Regular Schools*, Secunderabad, NIMH.
- Overton, T. (1992). *Assessment in Special Education An Applied Approach*. New York McMillan.
- Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi Vikas Publications.
- Peshwaria, R. and Venkatesan (1992) *Behavioural retarded children A manual for Teachers*. NIMH, Secunderabad.
- Poremba, C. *The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth*.

Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.

- Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
- Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
- Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.



## Course code – MC-2

### EDUCATION: A GLOBAL PERSPECTIVE

#### OBJECTIVES:

(60 Hours)

After studying this paper, the students teachers are expected to :

- 1 Explain the nature, process and philosophy of education.
- 2 Spell out the aims and functions of general, special and inclusive education.
- 3 Describe the various systems of education with reference to general, special and inclusive education.
- 4 Discuss the various roles of educational agencies in India and abroad.
- 5 Analyze the role of educational system in the context of modern ethos like democracy, socialism and secularism.
- 6 Explain the emerging trends in general, special and inclusive education

#### Course Content

##### Unit 1: Nature, Process and Philosophy of Education

(10 Hours)

- 1.1 Education: Its conceptual development – the delineation of its meaning in traditional and modern times.
- 1.2 Nature and Philosophy of Idealism, Naturalism, Pragmatism, Humanism and Constructivism
- 1.3 Nature and Philosophy of special education
- 1.4 Implications of Idealism, Naturalism, Pragmatism, Humanism and Constructivism in general and special education
- 1.5 Historical perspective of education in India & abroad.

##### Unit 2: Educational Aims

(10 Hours)

- 2.1 Aims, functions and priorities of education
- 2.2 Aims, objectives and functions of special education
- 2.3 Direction and priorities of general and special education
- 2.4 Recent trends in general and special education in India
- 2.5 Education For All movement, Education through 21<sup>st</sup> century, NPE (1986); POA (1992), RCI Act (1992), IED Scheme, SSA (1992), PWD Act (1995), NT Act (1999), Biwako Millenium Framework, UNCRPD (2006), Right to Education Act, (2009) and its implications.

**Unit 3: Inclusive Education** (10 Hours)

- 3.1 Concept and principles of inclusion: aims, functions, priorities; implications of educational philosophies on inclusive education
- 3.2 Continuum of educational services
- 3.3 Inclusive Education a rights-based model: Community linkages and partnerships for inclusion
- 3.4 History and current status of Inclusive education in India: strengths, limitations and issues.
- 3.5 Role of schools (regular/special) and teachers/educators (regular/special) in facilitating inclusive education

**Unit 4: Education in the Social Context** (10 Hours)

- 4.1 Formal, Informal and Non – formal Education
- 4.2 Continuous and Life – long Education
- 4.3 Community Based Education
- 4.4 Open Learning, Distance Education with reference to General and Special Education
- 4.5 Value Oriented Education

**Unit 5: Educational Agencies for National Development** (10 Hours)

- 5.1 Educational challenges for economic and socio – political development
- 5.2 Role of home, school, society and mass media
- 5.3 Role of Government and Non – Government agencies in general and special education. Example : MHRD, MSJ&E, NCERT, SCERT, National Institutes for Handicapped and various NGOs; International Non Government Organization (INGOs) like UNICEF, UNESCO, ACTIONAID, CBM,
- 5.4 Resource mobilization through funding agencies
- 5.5 Educational Concessions / facilities for persons with special needs.

**Unit 6 : Education and the Modern Ethos** (10 Hours)

- 6.1 Democracy, Socialism and Secularism
- 6.2 Constitutional provisions in human rights
- 6.3 Equalization of educational opportunities: an overview strategies, schemes and laws in various countries.
- 6.4 Human resource development in education (RCI, NCTE, Open Universities, Teleconferencing, Continuing Rehabilitation Education Programs - CREs, National Institutes); NCF and its impact on Teacher Education.
- 6.5 Planning and management of human resources in education – teachers, volunteers, parents, community; need for public-private partnerships.

**Notional hours:** **(60 Hours)**

- Community Based Rehabilitation 20 hrs.
- Parental empowerment. 20 hrs.  
(one parental empowerment meeting in special school and one parent teacher association meeting will be presented in the form of report).
- Assignments (Minimum two assignments) 20 hrs.

**Reference books**

- Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
- Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
- Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.
- Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
- Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
- Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
- Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000.. New Delhi IAE Association.
- Mathew.S, *Education of children with hearing impairment*, Kanishka Publishers, New Delhi.
- Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
- Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critical Issues. New Delhi National Book Organisation.
- Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
- Steven. B. (1998). School and Society. Sage Publications.
- Suresh. D. (1998). Curriculum and child development. Bhargava.

- Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
- Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.

### **Course code MC – 3**

#### **EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES**

#### **Objectives**

**(60 Hours)**

After studying this paper, the student trainees are expected to:

1. Explain the concepts and principles of growth and development.
2. Describe the various theories of learning and their implications to the disabled.
3. Explain the concepts of intelligence and aptitude in general and with specific reference to the PWDs.
4. Explain the concept of personality and mental health and their implications to the PWDs.
5. Define the meaning and techniques of guidance and counseling in general and with special reference to the PWDs.

#### **Course content**

##### **Unit1: Introduction to Psychology**

**(10 Hours)**

- 1.1 Definition, Nature, Scope, Branches of psychology and Methods for Investigating behavior
- 1.2 Educational psychology: scope and relevance to general and special education.
- 1.3 Motivation: definition and theories.
- 1.4 Sensation, attention and perception and thinking.
- 1.5 Implications of above with regard to specific disabilities.

##### **Unit2: Growth and Development**

**(10 Hours)**

- 2.1 Definitions, Principles and Theories of Growth and Development (Bronfentrinner, Piaget, Kohlley)
- 2.2 Influence of heredity and environment
- 2.3 Stages of development with reference to children with disabilities.
- 2.4 Developmental needs from infancy through adolescence.
- 2.5 Developmental delay and deviance.

**Unit 3: Learning** (10 Hours)

- 3.1 Concept formation.
- 3.2 Learning: Definition, domains and factors affecting learning
- 3.3 Theories of Learning (Behavioral, Cognitive and Social)
- 3.4 Memory and Forgetting.
- 3.5 Implications of the above with regard to various disabilities.

**Unit 4: Intelligence, Aptitude and Creativity** (10 Hours)

- 4.1 Definition of Intelligence and aptitude.
- 4.2 Theories of Intelligence (Spearman, Guildford, Thurstone and Gardner)
- 4.3 Concept of Creativity, its process, characteristics of creative people and teachers role in stimulating creativity.
- 4.4 Psychological Testing: Objectives, principles and tests of intelligence. aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT, DST, Passi/Baquer Mehdi,).
- 4.5 Implications of the above with regard to various disabilities.

**Unit 5: Personality** (10 Hours)

- 5.1 Definition, Theories and Assessments of Personality
- 5.2 Frustration and conflict
- 5.3 Mental health and signs and symptoms of maladjustment
- 5.4 Characteristics of childhood and adolescence (ADHD, CD, ODD, Anxiety disorders, Depressive disorder, Eating disorder).
- 5.5 Implications of disabilities in personality assessment.

**Unit: 6: Guidance and Counseling** (10 Hours)

- 6.1 Definition and Scope of guidance and counseling, and role of parents and teachers in Rehabilitation.
- 6.2 Approaches and techniques of guidance and counseling with reference to various disabilities.
- 6.3 Discipline and Management of classroom behavior problems.
- 6.4 Vocational assessment, guidance and training.
- 6.5 Yoga and other adjunctive aids(music, dance, art and biblio therapy).

<b>Notional hours:</b>	<b>(60 Hours)</b>
• Journal Preparation	15 hrs.
• Case study (Mode of presentation in the form of report)	15 hrs.
• Assignments, examinations and projects	30 hrs.

**Reference books:**

- Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
- Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York : Academic Press,
- Butcher. H.J. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
- Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
- Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
- Hunter, Ian. M.R. (1994). Memory, London: Penguin Books.
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## **Course code MC– 4**

### **EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH**

#### **OBJECTIVES (60 Hours)**

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

1. Understand the meaning and scope of educational management
2. Understand the concept and meaning of curriculum and instructional strategies and their implications for children with disabilities
3. Explain the concept, meaning, scope and types of educational technology
4. Describe the need and scope of educational research.
5. Discuss the meaning, scope and types of educational evaluation

#### **Course content:**

#### **Unit 1: Educational Management (10 Hours)**

- 1.1 Educational management: meaning, need, scope, system approach, matrix management.
- 1.2 Concept and Principles of Institutional Planning and Management, Admission, School plan, Classification, Provisions, Records and report writing.
- 1.3 Staff: recruitment, development, appraisal
- 1.4 Institutional Organization, Administration, Inspection and Supervision and Mentoring in a school setting.
- 1.5 Types of Leadership and Organizational Climate in a school setting.

#### **Unit2: Curriculum (10 Hours)**

- 2.1 Definition, Meaning, Principles and types of Curriculum.
- 2.2 Principles of curriculum development and disability wise curricular adaptations.
- 2.3 Curriculum planning, implementation and evaluation-implications for disabilities and role of teachers.
- 2.4 Importance and types of co-curricular activities and its linkage with curricular activities.
- 2.5 Disability wise Adaptations of co-curricular activities.

**Unit3: Instructional Strategies****(10 Hours)**

- 3.1 Theories of instruction – Bruner and Gagne.
- 3.2 Approaches to instruction –cognitive, behavioral, and eclectic
- 3.3 Instructional Design - Macro / Micro designs.
- 3.4 Individual, peer, small group, large group instructions.
- 3.5 Teaching materials-aids and appliances, other equipments and their development
- 3.6 Models of teaching – concept and scope, Concept Attainment Model, Development Model, Role Play Model

**Unit 4: Educational Technology****(10 Hours)**

- 4.1 Educational Technology: Concept and Scope, Objectives, planning and implementation; ICT.
- 4.2 Role & Types of Audio-visual aids in teaching; Use of Multi-media in education of students with special needs.
- 4.3 Individualized Instruction: Programmed Instruction, Computer Assisted Instruction and Interactive Learning.
- 4.4 Environmental modifications and use of assistive technology and Barrier free environment for Persons with Disabilities.
- 4.5 Teaching learning materials: Importance, need and guidelines on use with reference to various disabilities

**Unit 5: Educational Research****(10 Hours)**

- 5.1 Educational Research: need and scope
- 5.2 Principles of Research in Education
- 5.3 Tools of Research
- 5.4 Types of Research: Fundamental, Applied & Action
- 5.5 Overview of research studies in special education in India

**Unit 6: Educational Evaluation****(10 Hours)**

- 6.1 Meaning, scope and types of evaluation; changing trends in educational evaluation.
- 6.2 Types of Tests: tools & techniques of conventional & alternate evaluation.



- 6.3 Characteristics of a good test, construction of test, items for CRT, NRT, Teacher Made Test;
- 6.4 Descriptive statistics, Measures of central tendency (Mean, Median, Mode), Measure of variability (Standard Deviation, Quartile Deviation)
- 6.5 Inferential statistics, correlation, rank order correlation, construction of different graphs and diagrams. Presentation of data through graphs, tables & diagrams – need & importance.

**Notional hours:**

**(60 Hours)**

- Adaptation of teaching strategies and evaluation. 20hrs.
- Execution of lesson in special schools (5 lessons) 20 hrs.
- Execution of lesson in mainstream schools including planning time (5 lessons) 20 hrs.

**References:**

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# **SPECIALIZATION COURSES**

## **Course Code MH-1**

### **FACILITATING DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT**

#### **Objectives**

**(60 Hours)**

After studying this paper, the student teachers are expected to be able to:

1. Describe the importance, nature, scope and development of language and communication
2. Explain various methods, principles and techniques of language teaching / development
3. Discuss the roles and responsibilities of the various functionaries in language development
4. Describe various models and methods to develop and assess literacy skills.
5. Describe the need, theoretical base, types, tools and techniques of language assessment.

#### **Course content**

##### **Unit 1: Communication and Language**

**(12 Hours)**

- 1.1 Definition, nature and scope of communication.
- 1.2 Definition, nature and functions of language
- 1.3 Biological and psychological foundations of language
- 1.4 Prerequisites and phases of language development
- 1.5 Concept of critical period and early intervention for language acquisition

##### **Unit 2: Communication Methods and Techniques**

**(12 Hours)**

- 2.1 Principles of developing language in children with hearing impairment
- 2.2 Options in Linguistic Communication for children with hearing impairment  
(Philosophy, justification, advantages & disadvantages, types & programmes in India)
  - a) Oralism -Auditory Oral Education, Auditory Verbal Education (Unisensory and Multi-sensory Approaches)
  - b) Total Communication (simultaneous use of speech and Sign System)
  - c) Educational Bilingualism (use of Sign Language and literacy of verbal language)
- 2.3 Methods of teaching language to children with Hearing Impairment
  - a) Natural method: Concept and the principles (Groht- 1977 & others)

- b) Structural method: Concept and the principles (e.g. Fitzgerald key and APPLE TREE)
- c) MRM and Other Combined Method: Concept & Principles (Uden 1977 and others)

2.4 Techniques of teaching language to children with Hearing Impairment:

- |                      |                  |                        |
|----------------------|------------------|------------------------|
| a) News/Conversation | b) Story telling | c) Directed activity   |
| d) Visit             | e) Free play     | f) Picture description |
| g) Dramatization     | h) Poems         | i) Unseen passages     |

2.5 Role of language Text Books in School Education with special reference to children with hearing impairment

**Unit 3: Role of Functionaries (12 Hours)**

- 3.1 Functionaries: Families, professionals / Para-professionals community and media
- 3.2 Role of Parent-teacher partnership and team work in the process of language development
- 3.3 Importance and methods of parent guidance, counseling and home-training
- 3.4 Sociological implications: attitudes of siblings, peers, parents, teachers and community
- 3.5 Community awareness and role of care givers in day and residential special and inclusive set up.

**Unit 4: Literacy: Reading and Writing (12 Hours)**

- 4.1 Literacy: meaning, concept, pre requisites and challenges in development
- 4.2 Reading in children: Importance, need and readiness skills
- 4.3 Development of Reading skills at different levels
  - a) Models of reading (Top Down, Bottom-Up & Interactive)
  - b) Classification of Reading –
    - 1) Functional, Recreational, Remedial and Developmental
    - 2) Loud Reading, Silent Reading
  - c) Methods of Teaching Reading - Traditional and modern Methods.
  - d) Development of independent reading comprehension
- 4.4 Writing in children: Importance, need and readiness skills
- 4.5 Development of writing skills at different levels
  - a) Prewriting skill development
  - b) Methods of development of writing {look and write: copying, listen and write: dictation, prompted writing, memorized writing, independent, spontaneous writing}
  - c) Assessment of writing

**Unit 5: Assessment of language at different levels****(12 Hours)**

- 5.1 Meaning, definition and scope and areas of language assessment
- 5.2 Language assessment & language text book examination: Similarities and Differences
- 5.3 Types of assessment and selection of tests (Standardized/ formal, informal tests)
- 5.4 Teacher Made Tests at different levels
- 5.5 Classroom assessment techniques: Conventional and modern
  - 5.5.1 Knowledge based, language based questions
  - 5.5.2 Open ended, close ended questions
  - 5.5.3 Direct, Indirect, inferential questions

**Notional hours:****(30 Hours)**

- Language Assessment of children with hearing impairment 15 hrs.
- Language and communication skills of teacher trainees 15 hrs.

**Note:** Mode of presentation for all the above will be in the form of report writing.

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## **Course code MH-2**

### **AURAL REHABILITATION**

#### **Objectives**

**(60 hours)**

After studying this paper, the student teachers are expected to be able to:

1. Describe the Anatomy and Physiology of the ear
2. Understand the operation of an Audiometer and its use in the assessment of hearing loss in adults, infants and children.
3. Explain the functions, types and parts of hearing aids
4. Understand the use of hearing aids to compensate for the hearing impairment and development of language
5. Discuss the concept, need and stages of auditory training to facilitate development of spoken language
6. Understand concepts involved in setting up of classroom for CHILDREN WITH HEARING IMPAIRMENT
7. Link the above with educo- audiological issues and decision making.

#### **Course Content**

##### **Unit 1: Hearing and Hearing Impairment**

**(12 Hours)**

- 1.1. Basic Anatomy and Physiology of hearing mechanism including central mechanism
- 1.2. Classification of hearing impairment (hard of hearing, deaf, prelingual, post lingual, sensorineural, conductive, Functional, Central hearing loss)
- 1.3. Causes of Hearing loss- prenatal, perinatal, postnatal causes, prevention of hearing loss (importance, levels, strategies, role of GOs and NGOs)
- 1.4. Early identification of hearing loss- its importance, tests (subjective and objective) and other methods available
- 1.5. Impact of earlier identification / intervention on overall development.



**Unit 2: Audiometry****(12 Hours)**

- 2.1 Sound, propagation of sound and parameters of sound, zero dB reference for pressure & power
- 2.2 Pure tone audiometry and speech audiometry, basics of masking — parts and use of audiometer.
- 2.3 Free field audiometry, aided and unaided audiograms
- 2.4 Interpretation of audiogram, concept of speech banana, basic and educational implications
- 2.5 Case reports and their interpretation in relation to educational decision making like mode of communication, type of educational setting and educational goal setting etc.

**Unit 3: Amplification Devices and Cochlear implant****(12 Hours)**

- 3.1 Parts of a hearing aid, their functions
- 3.2 Types and trouble shooting of hearing aids / ALDs, (Body worn, B.T.E., in the ear and Programmable hearing aid); and Parameters for determining functioning of Hearing aids
- 3.3 Importance of ear moulds, Types of ear moulds
- 3.4 Cochlear Implants: parts and functions, basic criteria for candidacy.
- 3.5 Training parents regarding use, care and maintenance of hearing aids and moulds.

**Unit 4: Setting up of and Audiological Management of special & inclusive classrooms (12 Hrs)**

- 4.1 Setting up of a classroom for children with hearing impairment and Classroom acoustics: S/N ratio, ways to improve it
- 4.2 Adjustments of children with various degrees of loss in one group
- 4.3 Classroom amplification devices, Group: hard-wire system, induction Loop system, FM system, infrared system, Individual: speech trainer
- 4.4 Care and Maintenance of all group hearing aid systems
- 4.5 Comparison between group hearing aid systems and individual hearing aids

**Unit 5: Auditory Training****(12 Hours)**

- 5.1 Auditory training: definition, meaning and scope, and benefits of auditory training, 6 sound test.
- 5.2 Stages of Auditory Training-Detection, discrimination, identification, comprehension using gross sounds, environmental sounds and speech.

- 5.3 Discrimination and comprehension of non speech and speech sounds using segmental, non segmental and supra segmental features.
- 5.4 Importance of Auditory training in the comprehension of spoken language.
- 5.5 'Auditory learning', listening training and uni-sensory approaches

**Notional hours:**

**(30 Hours)**

- Identifying parts of the ear from the model/ picture of ear 3 hrs
- Identifying different sounds / noise makers 3 hrs
- Identifying parts of the audiometer 3 hrs
- Pediatric assessment (observation 2 cases) 2 hrs
- Conditioning and play audiometry (observation 3 cases) 3 hrs
- Orientation to aided and unaided audiograms 3 hrs
- Audiogram interpretation (10 audiograms- unaided and aided) 3 hrs
- Observation of H/A selection procedure 3 hrs
- Observation of ear mould making 4 hrs
- Observation of intervention session with Cochlear Implant 3 hrs

**Reference books**

- Bantwal.A, Nandurkar.A & Jalvi.R (2006), *Fundamentals of Hearing Impairment & Audiological Management*, Kanishka Publishers, New Delhi.
- Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press. 1978.
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## **Course code MH-3**

### **INTRODUCTION TO SPEECH AND SPEECH TEACHING TO THE CHILDREN WITH HEARING IMPAIRMENT**

#### **Objectives**

**(60 Hours)**

After studying this paper, the student teacher is expected to realize the following objectives:

- 1) To acquaint the student teacher with the Anatomy and Physiology of the Speech mechanism.
- 2) To acquaint the student teacher with the normal development of speech.
- 3) To acquaint the student teacher with the development of speech in a child with hearing impairment.
- 4) To acquaint the student teacher with the disorders in the speech of children with hearing impairment.
- 5) To acquaint the student teacher with methods of assessment of speech in children with hearing impairment.
- 6) To acquaint the student teacher with methods of correcting the speech errors of the children with hearing impairment, individually and in the classroom.

#### **Course Content**

##### **Unit 1: Speech Mechanism**

**(12 Hours)**

- 1.1 Definition and functions of Speech
- 1.2 Anatomy and Physiology of the Respiratory, Phonatory, Articulatory, Resonatory systems and Regulatory Mechanism
- 1.3 Speech as an overlaid function
- 1.4 Mechanism of breathing , breathing for speech
- 1.5 Prerequisites for the production of speech.

##### **Unit 2: Normal Speech- Reception and Production**

**(12 Hours)**

- 2.1 Characteristics of Speech, parameters of speech
- 2.2 Segmental, Non Segmental and Supra Segmental aspects of speech (voice, duration, pitch, loudness, quality, rhythm, rate, intonation, stress, accent, phrasing, pause)
- 2.3 Speech intelligibility: meaning, assessment and improvement
- 2.4 Multi- sensory speech reception – hearing and vision, hearing and touch, vision and touch.

**Unit 3: Phonetics****(12 Hours)**

- 3.1 Definition of phonology and phonetics
- 3.2 Description and classification (vowels, consonants and diphthongs) of speech sounds
- 3.3 Introduction to IPA with reference to phonemes of regional languages
- 3.4 Relevance of Phonetics in the correction of speech of children with hearing impairment
- 3.5 Speech Profile of typical Indian children with hearing impairment.

**Unit 4: Speech Perception, production and Evaluation****(12 Hours)**

- 4.1 Perception of Speech in children with and without Hearing Aid.
- 4.2 Development of speech in a child with and without hearing impairment
- 4.3 Description and classification of speech errors present in the speech of a child with hearing impairment (Problems related to voice, articulation and supra segmental)
- 4.4 Assessment of voice, articulation and supra-segmental– (vocalization, duration, loudness, pitch and voice quality, vowels, consonants, diphthongs). Technology for speech assessment.
- 4.5 Planning for correction of the errors detected. (Lesson Plan)

**Unit 5: Teaching Speech****(12 Hours)**

- 5.1 Models and approaches of speech teaching – Dr Ling’s model, Auditory global approach, Multisensory syllable unit approach, Auditory verbal therapy
- 5.2 Consonant and vowel correction: Place, Manner and voicing
- 5.3 Technology for teaching and correction of speech (Auditory, visual, tactile- electronic/ computer assisted)
- 5.4 Individual speech teaching and classroom speech teaching activities (preschoolers/primary and secondary school going children with hearing impairment.)
- 5.5 Role of parents in development and maintenance of intelligible speech in children with hearing impairment.

**Notional hours:****(30 Hours)**

- Recording speech of non impaired two children, two children with hearing impairment 4 hrs.
- Identifying various parameters of speech of the hearing impaired by listening to Tapes 6 hrs.
- Varying own speech parameters/ recording 2 hrs.
- Labeling parts of speech systems 1 hrs.
- Making diagrams of sagittal sections of sounds in own language 3 hrs.
- Word lists for sounds of own language (with pictures in IMF) 4hrs.
- Group observation of speech screening of 3 children 3hrs.
- Handling aids and equipments (observation) 4hrs.
- Observation (group speech teaching) 3 group lessons 3hrs.

**Reference books:**

- Bender, R., The conquest of deafness. Cleveland, OH Western Reserve University, 1985.
- Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press. 1978.
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# **APPLIED COURSE**



## **Course code MA-1**

### **Subject Teaching**

#### **Section –A: Science and Mathematics**

#### **Section-B: Social science**

#### **Objectives:**

**(60 Hours)**

After studying this paper, the student teachers are expected to be able to :

- 1) Describe the significance of teaching the school subjects.
- 2) Explain the objectives and methods of teaching school subjects.
- 3) Discuss the co-curricular and curricular activities related to school subjects.
- 4) Demonstrate skills in planning, execution and evaluation of the school subjects.
- 5) Display skills in preparation and use of instructional materials.
- 6) Demonstrate skills in linking various school subjects together for the general knowledge building

### **SECTION A: SCIENCE AND MATHEMATICS**

#### **Unit: 1 Place in the curriculum and life**

**(6 Hours)**

- 1.1 Importance of teaching science and mathematics
- 1.2 Objectives and specifications of teaching the subject at different levels
- 1.3 Correlation of science and maths with other school subjects: internal & external
- 1.4 Roles & duties of subject teachers in teaching the subjects at different educational programmes
- 1.5 Scientific approach to learning.

#### **Unit2: Approaches to teaching science and mathematics**

**(10 Hours)**

- 2.1 Maxims of Teaching:
- 2.2 Methods of Teaching: Importance, procedure, advantages and limitations of
  - a) Lecture –cum-demonstration,
  - b) Laboratory,
  - c) Heuristic,
  - d) Project,
  - e) Inductive-deductive,
  - f) Analytic-synthetic, g) Problem solving method

- 2.3 Techniques of teaching: Importance, procedure, advantages and limitations of
- |                              |                             |                   |
|------------------------------|-----------------------------|-------------------|
| a) Dramatization, role play, | b) Programmed learning,     | c) Group study,   |
| d) Self study                | e) Story telling,           | f) Team teaching, |
| g) Simulated teaching,       | h) Drill techniques (Maths) |                   |
- 2.4 Instructional Materials for teaching-learning: Types and importance of -
- |                        |                      |                    |
|------------------------|----------------------|--------------------|
| a) Audio aids          | b) Visual aids,      | c) Projected aids, |
| d) Non projected aids, | e) Audio visual aids |                    |
- 2.5 Criteria for evaluation of instructional materials

**Unit 3: Lesson Planning and Evaluation (10 Hours)**

- 3.1 Year plan, Unit plan, Lesson, plan: Planning and development
- 3.2 Evaluation of students in science and math's: Concept, types, techniques (oral, written, practical), strengths and limitations
- 3.3 Diagnostic evaluation for teaching Maths & Science: Nature and importance
- 3.4 Tools for evaluation: (i) Teacher made tests (Development), (ii) rating scales, (iii) checklists, (iv) Observation
- 3.5 New Trends in evaluation: performance based evaluation, alternate evaluation, knowledge based evaluation

**Unit4: Curriculum and Text book (6 Hours)**

- 4.1 Organization of content on the basis of a) Concentric b) Topical c) Historical
- 4.2 Content study of science and maths syllabus (VII to X)
- 4.3 Co-curricular activities: Importance, use and types
- 4.4 Science Laboratory: Importance and establishment
- 4.5 Adaptations and accommodations required for teaching the children with hearing impairment

## SECTION-B: SOCIAL SCIENCE

### **Unit: 1 Place in the curriculum and life (6 Hours)**

- 1.1 Importance of teaching social science
- 1.2 Objectives and specifications of teaching the subject at different levels
- 1.3 Correlation of social science with other school subjects: internal & external
- 1.4 Roles & duties of social science teachers in teaching the subjects at different educational programmes
- 1.5 Scientific approach to learning

### **Unit2: Approaches to teaching social science (10 Hours)**

- 2.1 Maxims of teaching social science
- 2.2 Methods of Teaching: Importance, procedure, advantages and limitations of
  - a) Lecture –cum-demonstration, b) Discussion, c) source, d) Project,
  - e) Problem solving, f) concept based g) regional, h) journey,
  - i) Demonstration j) cooperative and collaborative methods k) comparative
- 2.3 Techniques of teaching: Importance, procedure, advantages and limitations of
  - a) Dramatization, role play, b) Programmed learning , c) Group study (seminar & workshops), d) Self study (supervised, Assisted) e) Story telling, f) Team teaching,
  - g) Stimulated teaching, h) e- learning ( online, offline)
- 2.4 Instructional Materials for teaching-learning social science : Types and importance of
  - a) Audio aids b) Visual aids, c) Projected aids, d) Non projected aids, e) Audio visual aids
- 2.5 Criteria for evaluation of instructional materials

### **Unit3: Lesson Planning and Evaluation (6 Hours)**

- 3.1 Year plan, Unit plan, Lesson plan: Planning and development
- 3.2 Evaluation of students in social science: Concept, types, techniques (oral, written), strengths and limitations
- 3.3 Diagnostic evaluation for teaching social Science: Nature and importance
- 3.4 Tools for evaluation: (i) Teacher made tests (Development), (ii) rating scales, (iii) checklists, (iv) Observation, (v) projects
- 3.5 New Trends in evaluation: performance based evaluation, alternate evaluation, knowledge based evaluation

**Unit4: Curriculum and Text book****(6 Hours)**

- 4.1 Organization of content on the basis of a) Concentric b) Topical c) Historical
- 4.2 Content study of social science syllabus (VII to X)
- 4.3 Co-curricular activities: Importance, use and types
- 4.4 Remedial teaching
- 4.5 Adaptations and accommodations required for teaching social science the children with hearing impairment.

**Notional hours****(30 Hours)**

- Micro teaching 20 hrs.
- Observation in other schools(M.R., V.I. and others) 05 hrs.
- Observation in mainstream schools 05 hrs.