

Diploma in Special Education (Hearing Impairment)

Guidelines & Curriculum

**Rehabilitation Council of India
New Delhi
2003**

I. PREAMBLE / OVERVIEW

Manpower development is one of the major objectives of Rehabilitation Council of India. Diploma in Special Education is a major step towards generating teachers across the country to teach children with special needs from pre-school to primary level. It aims at generating quality teachers who could meet the challenges of all round development of the children. The course is geared towards developing knowledge, skills and desirable attitudes in teachers to facilitate the differently abled children to blossom to their fullest by providing a barrier free environment and achieving the goal of universal primary education.

II. NOMENCLATURE OF THE COURSE:

Diploma in Special Education (Hearing Impairment) : D.S.E.(H.I.)

III. OVERALL AIM AND GENERAL OBJECTIVES OF THE COURSE:

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

General Objective:

To prepare special teachers at pre-primary (Nursery, Kindergarten etc.) and primary (I to IV – lower primary and V to VII – upper primary) levels to serve in the following settings:

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

Knowledge related objectives:

To build adequate knowledge in the following areas:

- 1) Various aspects of hearing ,hearing loss, its impact and management
- 2) Key aspects of education like goals, function, technology and emerging trends
- 3) Educational needs of the children with hearing impairment and their management
- 4) Details of planning and executing curricular and co-curricular activities
- 5) Methods and techniques of teaching language and other school subjects
- 6) Various areas of child development and the relevant mental processes
- 7) To be able to see the above mentioned aspects in the light of Indian context

Skill related Objectives:

To develop skills and competencies in the following areas:

- 1) Personal , professional and social competencies and skills required in teachers
- 2) Subject teaching as per requirement
- 3) Auditory Training and speech stimulation
- 4) Development and adaptation of instructional materials
- 5) Evaluation of the students, teacher and the educational programme
- 6) Planning and executing lessons(individualized and group)
- 7) Classroom management techniques
- 8) Individual and group parent interaction

Attitude related objectives:

To develop desirable attitudes towards following issues:

- 1) Role and need of education in the modern world
- 2) Teaching profession and role of teachers in changing society
- 3) Guiding children and solving their academic/behavior problems
- 4) Educational and communication related potentials of children with hearing impairment

IV. ENTRY REQUIREMENT:

Minimum 12th class examination or equivalent examination from a recognized Board of Education with minimum 45% marks.

V. ADMISSION PROCEDURE:

Based on merit, personal interaction for informal assessment of communication skills and written test to see the language competencies. 50% weightage to merit, 25% to written examination and 25% to personal interview.

VI. TRAINEE TEACHER INTAKE CAPACITY:

Maximum - 20 (per batch)

VII. MEDIUM OF INSTRUCTION:

English, Hindi and / or regional language of the state

VIII. DURATION OF THE COURSE:

2 academic years (commencing on 2nd Monday of June for both the years)

IX. MINIMUM ATTENDANCE REQUIRED:

Minimum of 80% attendance for theory (for first & second year separately), 100% completion of practical work (for first & second year separately) and 90% attendance for Fulltime Practice Teaching is compulsory for attending the theory and practical examination.

X. MINIMUM REQUIREMENT OF FACULTY AND STAFF:

(Excluding the staff of practice teaching schools)

- | | |
|--|--------------------------|
| i) Training coordinator cum lecturer
(full time) | - 1. |
| ii) Lecturer cum supervisor in | |
| a) Education (full time) | - 1 |
| b) Speech and Audiology
(preferably full time) | - 1 |
| iii) Teacher Supervisor (full time)
(for practice teaching) | - 1 |
| iv) Lecturer in Psychology/
Guest faculty (part time) | - 1 |
| v) Guest faculty | - as per the requirement |
| vi) Clerk cum Accountant | - 1 |
| vii) Messenger | - 1 |

Note :

- i, ii, iii & iv are collectively responsible for theory, practical and full time teaching practice of D.S.E (H.I.).
- Faculty and staff requirements are given immaterial of number of candidates.

XI. ESSENTIAL AND DESIRABLE QUALIFICATIONS OF COURSE COORDINATOR, FACULTY AND STAFF:

S.No	Staff required	Qualification
1	Training Coordinator cum lecturer	<p>B.Ed. (H.I.) with minimum experience</p> <p>i) 3 years classroom teaching experience</p> <p>ii) 3 years experience of teaching the teacher trainees.</p> <p>or</p> <p>M.Ed.(H.I.) with minimum experience</p> <p>i) 2 years classroom teaching experience</p> <p>ii) 2 years experience of teaching the teacher trainees</p>
2	Lecturer-cum-supervisor of -	
	a) education	B.Ed(H.I.) with 3 years classroom teaching experience, preferably M.Ed(H.I.)
	b) speech and audiology	B.Sc-Speech and Hearing with internship + 2 years experience Preferably M.Sc Speech and Hearing with 1 year experience
3	Teacher Supervisor (full time)	D.S.E(H.I.) with 3 years classroom teaching experience
4	Lecturer in Psychology (part time/ Guest faculty)	M.A.in Psychology(Clinical / Education) Experience with the hearing impaired would be preferable
5	Guest faculty	Same as regular faculty
6	Clerk-cum-accountant	As per State Govt. rules
7	Messenger	As per State Govt. rules

XII. MINIMUM REQUIREMENT FOR LABS, TOOLS AND EQUIPMENTS:

Speech and language

Essentials:

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

Optional:

- 1) Software for speech / language assessment and training

Audiology

Essentials:

- 1) Single channel Portable Diagnostic Audiometer
- 2) One set of Tuning Forks (256 Hz, 512 Hz, 1024 Hz)
- 3) A set of noise makers for pediatric assessment
- 4) Conditioning materials
- 5) Hearing Aids – Body level - Monaural
Pseudobinaural
Binaural
- BTE
Mild
Moderate
Strong
Extra Strong
- 6) Different types of ear moulds
- 7) Models of the ear
- 8) Case history sheets, audiogram sheets, pediatric assessment forms, hearing aid trial forms
- 9) Hearing aid repair kit

Optional:

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

Education / Language

Essentials

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

Optional:

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

Psychology

Essentials:

1. Vineland Social Maturity Scale
2. Gessel's Drawing Test
3. Seguin Form Board
4. Developmental Screening Test
5. Draw a Man
6. Coloured Progressive Matrices
7. Meadow-Kendall Social Emotional Maturity Scale

LIBRARY:

The training centre should have a minimum of 10 books per subject covering the syllabus and a minimum of 2 journals subscribed periodically pertaining to education of hearing impaired children. In addition, an equal number of books on general education, educational psychology, curriculum development, methods of teaching and methods of evaluation should be available in the library as prescribed in the list of references given after each course paper.

XIII. BUILDING / SPACE REQUIRED

A. SPACE FOR CONDUCTING THE COURSE:

Space required	Area required
Coordinator's office	10' x 12'
Faculty room	12' X 15'
One room for clerical staff	12' X 15'
Two lecture halls for trainee teachers	20' X 25'(each)
One Quiet room for speech teaching sessions	10' X 12'
Library cum study room	20' X 25'

XIV. MINIMUM REQUIREMENTS OF PRACTICE TEACHING SCHOOLS : INFRASTRUCTRE

- 1) Minimum of 15 classes ranging from pre-primary to VIIIth standard
- 2) Classroom fitted with group amplification system or all children appropriately fitted with individual hearing aids
- 3) Classrooms well equipped with appropriate furniture, teaching aids, black board, proper cupboards, shelves etc.
- 4) One sound treated audiometric assessment room with necessary equipments
- 5) One quiet room for speech therapy with necessary equipment, furniture and therapy material
- 6) Adequate drinking water and disabled friendly toilets
- 7) Play ground with adequate indoor and out door play equipments
- 8) Multi purpose hall for celebrations, functions, parent meeting etc.
- 9) Trained teachers with D.S.E.(H.I.) or B.Ed(H.I.) as per State govt. requirements
- 10) Arts and crafts teachers as per State govt. requirements

If 20 trainees is a requirement for running a training course, then the strength of the school should be minimum 100 children in the nursery, pre-primary and primary sections OR two schools having 75 to 100 children can be adopted. A Memorandum of Understanding has to be signed by the practice school and the training centre.

Calculation of total number of hours per year:

10 academic months per year

10months X 4 weeks	= 40 weeks/year
Hours per week	= 33 hours. (Monday-Friday=6 hours per day x 5=30 hrs Saturday =3 hrs)
Total academic hours	= 40 weeks X 33 hours/week = 1320 hours per academic year (2640 hours for 2 years)

XV. Scheme of papers (Theory and Practicals) for both the years together
Core papers

Subject (Core Papers)	Paper	Title	Page No.
1	1	Introduction to Disabilities and Psychosocial Implications	
2	2	Child Growth and Development	
3	8	Education in Emerging Indian Society	
4	9	Planning and Management of Special and Inclusive Education	
Disability Specific Papers			
5	3	Introduction to Hearing Impairment	
6	4	Education of Children with Hearing Impairment	
7	5	Language and communication	
8	10	Curricular Strategies and Adaptations for children with Hearing Impairment	
9	11	Family, Community and Hearing Impaired Child	
10	6	Fundamentals of Hearing, Hearing Impairment & Audiological Management	
11	7	Fundamentals of Speech and Speech Teaching	
School Subjects (Content Cum Methodology)			
12	12	Content and Methodology of Teaching English / Regional Language	
13	13	Content and Methodology of Teaching Science & mathematics	
14	14	Content and Methodology of Teaching Social Science	

Practicals

- a) Full time Teaching Practice *
- b) Teaching Practice (disability & non disability)
- c) Individualized Teaching
- d) Skill Development
Clinical Practicum

***Full time Teaching Practice (Only in the special school for the hearing impaired)**

Full time Teaching practice will be of 8 weeks (in the months of November December, January – as per the suitability and convenience of model schools and the Training Centre) duration in the classroom setting during which the trainees will work in school full time and will be a part of school system. The work includes Full time practice teaching for 2 weeks and remaining weeks for organization and management of special education classes, preparation of teaching aids and use of aids and appliances under the guidance of a qualified special education teacher.

A candidate will be allowed to appear for the final theory as well as the practical examinations only after he/she has produced the certificate of completion of 8 weeks of full time teaching practice from the school authority as well as the training coordinator - D.S.E. (H.I.)

XVI. Scheme of Examination

The Final examinations (theory and practical) for the Diploma in Special Education (Hearing Impaired) will be held in two parts i.e. Part-I examination at the end of the first year and Part-II examination at the end of the second year of the course.

The Director, AYJNIHH will be the chairman, Board of Examination, who will appoint a Chief Examiner who will be responsible for all work pertaining to theory and practical examination. The Chairman, Board of Examination assisted by the Chief Examiner will –

1. Co-ordinate the setting of theory papers and its evaluation.
2. Appoint paper-setters, paper examiners/evaluators.
3. Select the internal and external examiners for practical examinations.
4. Appoint CLOs and assign duties for smooth conduct of examinations.
5. Co-ordinate compilation of results.
6. Constitute a Moderation Committee.

The Chairman, Board of Examination will be the final authority and arbitrator in all matters relating to conduct of examination and act in accordance with the examination regulations laid down in the Scheme of Examination. In cases where regulations have not been laid down, the decision of the Chairman, Board of Examination (in concurrence with RCI) will be considered as a regulation and will be subsequently included in the Scheme of Examination.

The final examination (theory and practicals) of Part-I and Part-II will be held in the months of March/April. Supplementary exams will be held in the month of Oct/Nov.

A uniform pattern of evaluation will be adopted and the final examinations of Part-I and Part-II shall be held simultaneously at all the training centres.

Examination Regulations

1. To qualify for the Final Examination, a candidate should put in a minimum of 80% attendance for theory (Part-I and Part-II separately), 100% completion of Practical work (for Part-I and Part-II separately) and 90% attendance for Full time Practice Teaching, from the date of his joining of the course.

Note : The term for each year will be June to May and the cut-off date for admission to students for the first year of the DSE (HI) Course will 31st August.

2. Candidates entering upon the DSE (HI) Course will have to appear in the papers prescribed for each part in which they receive instruction. The papers comprising of Part-I and Part-II, shall be as specified by the relevant regulations.
3. To pass the Examination, a candidate has to obtain a minimum of 35% of the full marks in each Theory Paper i.e. Internal Assessment and Final Theory Examination **separately** and 35% of the full marks in Practical and a minimum of 40% in the aggregate (Theory & Practical) separately at both the Part-I and Part-II examinations.
4. The Internal Assessment marks obtained by the candidate will be carried forward in case of unsuccessful candidates appearing in subsequent attempt(s), unless he/she desires to improve upon them, in which case the best of the two will be taken into consideration for purposes of calculating the total for the subject(s) for declaration of results in accordance with Regulation No. 3.
5. No class shall be indicated except pass & fail in the Part-I Examination. Class will be awarded on the basis of aggregate marks obtained by a candidate in Part-I and Part-II Examinations in theory and practicals combined.
6. A candidate who has satisfactorily kept terms for Part-I of the course and has passed in five or more subject (failed in 4 or less than 4 subjects theory & practicals together) shall be permitted to keep terms for Part-II course. However, no student will be allowed to appear for the Part-II examination unless he has passed the Part-I examination.
7. Candidates who are not allowed to keep terms for the Part-II exams, but clear the papers such that the provisions of Regulation No. 6 can become applicable, they will be allowed to keep terms for Part-II course. However, no student will be allowed to appear for the Part-II examination unless he has passed the Part-I examination.

In no case, however, shall a candidate be allowed to continue with the course, if he/she fails to clear the Part-I exams in accordance with Regulation No. 6 and 7, for three continuous years from the date of his admission or four attempts, wherever is earlier.

8. A candidate who has not passed the Part-I examination in accordance with provision in Regulation No. 3 above, may at his/her option, be exempted from appearing in the subject (s) in which he/she has scored not less than 35 per cent of the maximum marks in the subject(s) in accordance with the provisions in Regulation No. 3 above, and will be declared to have passed the whole examination when he/she has passed in the other subject(s) of the examination in accordance with the provisions of Regulation No. 3, 4 and 5.

Candidate passing the examination in this manner will not be eligible for the award of classes, scholarships or prizes.

9. Those successful candidates who obtain 75% or more marks at the two parts taken together will be declared to have passed the examination in Distinction Class.

Those of the successful candidates who obtain 60% or more but less than 75% of the total marks obtainable at the two parts taken together will be declared to have passed the examination in First Class.

Those of the successful candidates who obtain 50% or more but less than 60% of the total marks obtainable at the two parts taken together will be declared to have passed the examination in Second Class.

Other candidates who pass the examination in accordance with Regulation No. 3, will be declared to have passed the examination in Pass Class.

10. A candidate who has not passed the Part-II examination in accordance with provision in Regulation No. 4 above, may at his/her option, be exempted from appearing in the subject(s) in which he/she has scored not less than 35 per cent of the maximum marks in the subject(s) in accordance with the provisions in Regulation No. 4 above, and will be declared to have passed the whole examination when he/she has passed in the other subject(s) of the examination in accordance with the provisions of Regulation No. 4, 5 and 6.

Candidates passing the examination in this manner will not be eligible for the award of classes, scholarships or prizes.

11. On a new application being forwarded and a fresh fee paid, a candidate who had already passed the examination for DSE (HI) Diploma, may present himself/herself again for the same examination on a subsequent occasion with a desire to improve their class without being required to keep any terms. If the candidates fail to improve their class, their performance at such reappearance will be ignored. This option can be exercised only once.

Conduct of Examination

- 1. Medium of Examination :** The question papers for Final Theory Examinations will be set in English & Hindi languages and will be translated into Regional Language(s) as per guidelines adopted in the Training Co-ordinators Meeting held on 23rd February 2003. It is mandatory for the Centres to append the translated question papers while dispatching the answer papers to the Examination Authority i.e. AYJNIHH, Mumbai.
- 2. Appointment of personnel for conduct of Final Theory Examination :** The Board of Examiner will appoint Examination Superintendents (Course coordinators of the Training Centres), who will be responsible for carrying out the examinations at their respective centres as per the rules and regulation of examinations already framed. Examination Superintendent will appoint room invigilator and examination attendants in their respective centres. Invigilators as far as possible may be appointed from the non-teaching faculty.
- 3. Composition of question papers :** The question papers as far as possible according to new type-objective questions up to 15 marks which will be compulsory in all the theory papers. The allocation of marks for all the theory papers will be as follows :

Type of questions	No. of Marks
Objective (5 questions of 2 marks each + 5 MCQs)	15
Short Questions (7 questions of 5 marks each)	35
Long Questions (2 questions of 15 marks each)	30

Adequate internal choice (at least two more) will be provided for Short and Long Answer Questions.

- 1. Grace Marks :** Grace marks will be given only for the purpose of passing the examination. It is not permitted for declaring class. A maximum of Ten (10) grace marks will be given for passing the examination including the aggregate. No more than 5 marks shall be allotted for individual subjects restricted to not more than three subject and aggregate of 5 marks.
- 2. Moderation :** The Chairman, Board of Examination will constitute a 7 – Member Moderation Committee consisting of faculty/experts in the field of special Education, Audiology, Speech Language Pathology, Psychology and two Training Coordinators of RCI affiliated Centres conducting DSE (HI) Course. The member will meet and moderate the Answer Paper as per the Terms of Reference provided by the Chairman, Board of Examination, after which the result will be declared as on the date of Moderation of Results.
- 3. Examination Fees :** Will be decided between RCI and AYJNIHH.

Re-totaling : Candidates desiring to have their answer papers re-totaled will have to pay a nominal charge of Rs.100/- per paper payable to the Examination Authority.

Award of Diploma

1. A Diploma Certificate shall be awarded to the successful completion of the course, which will be provisions in Regulation No. 3 and 9.
2. Provisional Passing Certificate to successful candidates by the respective centres upon declaration of results by Authority.

Examination Committee

The examination committee shall be constituted by the Centre members as per direction and approval of RCI or as per any other fit by RCI.

The Board of Examiners will be an advisory body for the following

1. Co-ordinate the setting of the theory and papers.
2. Selection of external examiners
3. Co-ordinate compilation of results.

The Board shall be assisted by a panel of examiners, both internal appointed for the purpose.

XVII. Programme structure and Evaluation Scheme – Theory

Disability Specific Papers					
5	Introduction to Hearing Impairment	75	15	60	75
6	Education of Children with Hearing Impairment	75	15	60	75
7	Language and Communication	75	15	60	75
8	Curricular Strategies and Adaptations for children with Hearing Impairment	75	15	60	75
9	Family, Community and the Hearing Impaired Child	75	15	60	75
10	Fundamentals of Hearing, Hearing Impairment & Audiological Management	75	15	60	75
11	Fundamentals of Speech and Speech Teaching	75	15	60	75
School Subjects (Content cum Method)					
12	Content and Methodology of Teaching English / Regional Language	75	15	60	75
13	Content and Methodology of Teaching Science and Mathematics	75	15	60	75
14	Content and Methodology of Teaching Social Science	75	15	60	75
	Total	1050	210	840	1050

Scheme of Examination - Practicals (for both the years)

S. No	Title	No. of hrs.	Annual		Total Marks
			work (internal)	Final Exam.	
1	Teaching practicals (a) Practical Lessons (b) School Visits (b) Reports on Classroom Teaching (c) Reports on Model lessons (d) Content Tests	810	500 (300) (40) (60) (60) (40)	100	600
2	Individualized Teaching	90	40	25	65
3	Skill development	90	40	25	65

XVIII. FIRST YEAR**Programme Structure and Evaluation Scheme - THEORY**

S. No	Title	Theory Hrs.	Internal Marks	Final External Exam.	Total Marks
Core Papers					
1	Introduction to Disabilities and Psychosocial Implications	75	15	60	75
2	Child Growth and Developments	75	15	60	75
Disability Specific Papers					
3	Introduction to Hearing Impairment	75	15	60	75
4	Education of Children with Hearing Impairment	75	15	60	75
5	Language and Communication	75	15	60	75
6	Fundamentals of Hearing, Hearing Impairment & Audiological Management	75	15	60	75
7	Fundamentals of Speech and Speech Teaching	75	15	60	75
	Total	525	105	420	525

PRACTICAL

S. No	Title	Hrs.	Internal Marks	Final External Exam.	Total Marks
1	Teaching Practice	250	*200		200
2	Individualized Teaching	50	-	-	-
3	Skill development	50	-	-	-
4	Clinical practicum				
	1) Audiology	130	30	40(Viva)	70
	a) Speech	130	30	40(Viva)	70
	3)Psychology	-	-	-	-
	Total	610	260	80	340

XIX. DETAILS OF PRACTICAL TASK

Practical Area I – Teaching Practice

First year

(all records to be maintained and report to be submitted in the prescribed format)

1. School visits **(30 hrs)**
- a) Educational Integration Programme with resource unit / teacher (min.2centres)
 - b) Educational Integration Programme without resource unit (minimum 2 centres)
 - c) Vocational training centre (minimum 3 centres)
 - d) Special school for other disabilities (minimum 5 centres)
 - e) Special schools for children with Hearing Impairment (minimum 5 centres)

- Report on school visits = **40 marks**

2. Observation of routine classroom teaching (class room placement of trainees) at pre-school/ Std -I / Std II (4 weeks – approx **(140 hours)**)

- Report on observation = **30 marks**

3. Observation of Demonstration cum discussion of model lessons specially arranged for the trainees (language and subject) with follow up -20 lessons

- Report on observation of model lessons = **30 marks** **(30hrs)**

4. Practice teaching of 20 lessons (planning and execution under the guidance of supervisor. One lesson per day and remaining hours for observation) **(50 hrs)**

Break up

Number of language lessons in **non disability area** = 5

Number of language lessons in **disability area** (pre-school, std I & II) = 5

Number of subject teaching lessons in disability area(pre-school, STD I & II) = 5

* 20 lessons X 5 marks = **100 marks**

Sl. No.	Classes	Topics	Lessons
1.	Pre-Primary	Conversation	2
		News	2
		Directed Activities	2
		Stories	2
		Rhymes	2
2.	Standard 1&2	Text books	3
		Maths	2

(All records to be maintained and report to be submitted in the prescribed format)

Practical area II - Individualized Teaching

Observation of Individualized Teaching Lesson (50 hours)

Trainees should be given the opportunity to observe the Individualized teaching lessons in progress before they under take the task themselves. Minimum 20 lessons are to be observed. Observation of the individualized lessons are to be written in the prescribed format as given by the examination authority.

Trainee candidate shall select two students with hearing impairment. The assessment and teaching lessons for Individualized teaching shall be carried out under the supervision of an experienced trained teacher of the children with hearing impairment. Out of the two students to be selected for Individualized teaching one has to be from preprimary section and the other from the primary section.

Practical area III - Skill Development

1. Project work in grammar (25 hrs.)

(This is for improving the insight of the trainee into the grammar of the language that the trainee is going to use for practice teaching.)

Areas of grammar to be studied by the trainees are:

- a) Parts of speech
- b) Person number gender-concord
- c) Case markers & tenses
- d) Auxiliary verbs
- e) Question forms
- f) Negation
- f) Active – passive voice
- g) Types of sentences
- h) Clauses
- h) Degrees of comparison
- k) Case markers

2. Basic skill development in finger spelling / ISL / ISS (25 hrs.)

2. Basic skill development in finger spelling / ISL / ISS (25 hrs.)

Practical area IV

Audiology (130 hours)

- a) Case history taking
- b) Identifying parts of the ear from the model of ear
- c) Identifying different sounds/ noise makers
- d) Identifying parts of the audiometer
- e) Pediatric Assessment (observation)
- f) Conditioning and play audiometry (observation)
- g) Audiogram interpretation (25 audiograms)
- h) Identifying & handling types /parts of individual hearing aids
- i) Making harness for hearing aid
- j) Six-sound test (on 10 children at least)
- k) Auditory training (observation)
— 5 individual lessons (20 min. each) — 5 group lessons (30 min. each)
- a) Auditory training (planning and execution with supervision)
— 5 children X 5 sessions (20 min. each)
— 15 group lessons (planning, discussion, execution included) (30 min. each)
- a) Getting familiar with group amplification systems.
— Observation (5 children) H/A section
- b) Orientation to aided audiograms and it's implications of above 5 children.
- c) Observation of ear mould making.
- d) Troubleshooting/minor repairs of hearing aids

Journal to be prepared based on above.: **10 marks**

Internal = 20 marks

External Viva = 40 marks

Speech and Language

(130 hours)

- a) Recording speech of non impaired children (2 samples)
- b) Identifying various parameters of speech by listening to tapes (10 samples)
- c) Intelligibility rating (5 samples)
- d) Varying own speech parameters/recording
- e) Labeling parts of speech systems
- f) Making diagrams of sagittal sections of sounds in own language
- g) Word-lists for sounds of own language (with pictures in Initial Medial & Final)
- h) Identifying errors in speech samples of HI children (tapes)
- i) Observation of speech screening of 10 children
- j) Planning activities of group speech teaching – only with respect to Non-segmental/segmental/suprasegmental
(duration control, loudness control, pitch control)
- k) Making speech kit
- l) Speech screening using speech kit (5 children)
- m) Handling aids & equipment (observation and supervised)
- n) Observation (Group speech teaching)10 group lessons (30 min. each)
- o) Planning and executing 10 sessions of group speech teaching.
- p) Planning and executing 5 sessions of individual Speech teaching for 3 children (30 min. each).
- q) Role play (amongst the trainees) – teaching and activities for correction of different speech sounds

Journal to be prepared based on above.

Internal = 20 marks

External Viva = 40 marks

XVIII. SECOND YEAR**a) Programme Structure and Evaluation Scheme - Theory**

S. No	Title	Theory Hrs.	Internal Marks	Final External Exam.	Total Marks
Core Papers					
1	Education in Emerging Indian Society	75	15	60	75
2	Planning and Management of Special and Inclusive Education	75	15	60	75
Disability Specific Papers					
3	Curricular Strategies and Adaptations for children with Hearing Impairment	75	15	60	75
4	Family, Community and the Hearing Impaired Child	75	15	60	75
School Subjects (Content cum Method)					
5	Content and Methodology of Teaching English / Regional Language	75	15	60	75
6	Content and Methodology of Teaching Science and Mathematics	75	15	60	75
7	Content and Methodology of Teaching Social Science	75	15	60	75
	Total	525	140	560	700

D. Programme Structure and Evaluation Scheme - PRACTICAL

No	Title	Hrs.	Internal Marks	Final External Exam.	Total Marks
1	Teaching Practice	560	* *300	***100	400

Details of Practical Tasks

Practical Area I – Teaching Practice

- 1. Observation of routine classroom teaching at Std I – VII (Class room placement of trainees) = **30 marks** **(aprx 155 hrs)**
 - 2. Observation of Demonstration cum discussion of model lessons specially arranged for trainees (language and subject) with follow up-20 lessons (**35 hrs**)
Report on observation of 1 &2 = **30 marks**
 - 3. Study of content from text books from Std I - VII **(150Hrs)**
- (After studying the content of each text book, students have to appear for a content test in science, mathematics, social science and language.) = **40 marks**
- ** 40 lessons X 5 marks = 200 marks** **(220 hrs)**
(One lesson per day and observation for remaining hours)
- *** For final teaching practical,**
One language/subject lesson X 100 marks = **100 marks**

Distribution of lessons

Sl. No.	Classes	Topics	Lessons	
1.	Standard 1&2	News / Conversation	4	
		Number Work	4	
		Stories	3	
		Directed Activities	3	
2.	3 rd to 7 th (Language Teaching)	Poems / Rhymes	2	
		Picture Description	2	
		Language Text Books teaching adapted	4	
		Language Text Books teaching unadapted	6	
		Second Language	2	
		(Subject Teaching)	Environment	2
		History	2	
		Geography	2	
		Science	2	
		Maths	2	
			40	

Please note: Lessons should be followed by follow up lessons wherever appropriate.

Practical Area II – Individual Teaching

Execution of Individualized Teaching lesson. **(40 hours)**

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

Total lessons to be undertaken for individualized teaching per trainee=15

- Unsupervised lessons: 10 per trainee = (maximum internal **15 marks** to be given on the basis of submitted lessons plan file)
- Supervised lessons: 5 per trainee = (maximum internal **25 marks** to be given for each lesson. Lesson duration: 20 minutes (5 lessonx2 marks= **10 marks**—internal)

Final External Viva for individualized teaching = **40 marks**

Note: * No hearing impaired students should be repeated for Individualized teaching execution by two or more trainees.

* Activity and submission of report to be done in both the years separately.

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

Practical Area III – Skill Development

1. Skill development in text adaptation for subject teaching=20 marks (20 hrs.)

in the following areas

- Knowledge
- Language
- Illustrations
- Presentation styles

2. CBR activities

= 20 marks (25 hrs.)

- a) Conducting parents meeting (each teacher trainee prepares and discusses one issue for 5 to 10 minutes during parent meeting and a report is made and submitted)
- b) Conducting awareness programme (slums or rural area) and a report to be submitted involving following areas
 - a) Prevention
 - b) Identification
 - c) Intervention

Note: Activity and submission of report to be done in both the years separately. However the evaluation of report and submission of mark to be made only in the second year.

Practical Area IV – Psychology

Psychology

(70 hours)

- d) Preparing case history using interviewing techniques
- e) Select and administer independently screening tests from the following:
 1. Vineland Social Maturity Scale
 2. Gessel's Drawing Test
 3. Seguin Form Board
 4. Developmental Screening Test
 5. Draw a Man
 6. Coloured Progressive Matrices
 7. Mendow-Kendall Social Emotional Maturity Scale
- f) Record, analyze and report test data and findings efficiently and effectively
- g) Communicate effectively with parents of child regarding:
 - h) Test findings
 - i) Further referrals
 - j) Placement programming
- k) Psycho educational and perceptual training
- l) Submit a journal of the year's placement. General guidelines for the journal are:
 - content
 - introduction
 - broad areas of testing
 - commonly used screening tests
 - observation and recommendations of 5 case reports

Journal to be prepared based on above = **20 marks**

Internal = 10

Practical Area V- Full time teaching practice

= 50 marks.

The trainees will be placed in special schools for full time. They will be involved in the following activities of the school:

a) Classroom teaching :

This will involved actual classroom teaching where trainees cover the school portion as per the routine of the school. They may not write the elaborate lesson plans used for earlier 40 lessons. However they maintain regular diary or record of what has to be taught like the school teachers. This teaching will be supervised by the model school teachers of the concern classroom. Two classes (one pre-school and one primary) are selected per trainee for the classroom teaching. **(2 weeks)**

b) Other school activities:

The trainees will be involved in the following activities : **(4 weeks)**

- a) Working as a teacher helper in activities like writing homework, making exercise sheet, planning educational activities etc.
- b) Organization and Management of classes
- c) Preparation of teaching aids
- d) Use of aids and appliances
- e) Involvement in co-curricular activities
- f) Involvement in school examination
- g) Involvement in parents meeting

XX. Content of the Theory Papers: First Year

Paper- I: Introduction to Disability and Psychosocial

Implications

Total marks: 75

Total hours: 75

Objectives:

On completion of this topic the trainee shall:

1. Develop an understanding of the basic concept of disability.
2. Understand the historical perspectives of special education and inclusive education.
3. Develop understanding of different categories of disabilities.
4. Demonstrate insight into the concept of psychology and its importance in teaching learning processes.
5. Demonstrate an understanding of the psychosocial implication of disability

Unit1: Concept and definition of Impairment, Disability and Handicap. 15 hours
Historical perspectives and constitutional obligations of children with disabilities.
Prevalence and incidence.
Categories of disability (PD Act)
Needs of children with disability

Unit2: Basic concepts of disabilities 15 hours
a) Hearing Impairment (characteristics)
b) Visual Impairment (characteristics)
c) Mental Retardation (characteristics)
d) Neuro-Muscular and locomotor Disabilities.
e) Cerebral Palsy, Autism, Epilepsy and Multiple Disabilities.

Unit 3 : Other disabilities and multiple disabilities (Educational problems & needs) (10 hrs)
1. Deaf blind
2. Deaf -MR
3. Learning disabled
4. Attention Deficit Hyperactivity Disorder (ADHD)
5. Cerebral Palsy & Associated disorder
6. Autism
7. Other multicategory disorders

Unit 4: Psychology, nature, scope, importance and implications for special educators of the disabled persons. 15 hours
Methods of dealing with individual differences.
Basic conditions of learning and motivation – Psychological needs
Assessment of learning potential : criterion and norm referenced tests.

Unit 5: Impact of disability on various information processing habits. 15 hours
f) Planning
g) Attention
h) Successive processing
i) Simultaneous processing
j) Application

Unit 6: Psychological Problems of Adjustment, Maladaptive behaviour 15 hours
Behaviour Management
Disability and stress on the child and family
Stress management and coping behaviour

Books Recommended

1. Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R & Narayan, J (1989) Mental Retardation – A Manual for Psychologists,
2. Wallace, P.M. & Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown & Benchmark Publishing.
3. Lindgren H (1988) Educational Psychology in the Classroom, Harper & Raw
4. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi.
5. Smith, D.D, and Luckasan, R.(1992), Introduction to Special Education, Allyn and Bacon, Boston
6. Alan H. and Ravic R. (1998). Best and promising Practices in Developmental Disabilities, Texas, PRO – ED, Inc.
7. Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.

Paper II Child Growth and Development

Total marks: 75

Total hours: 75

Objectives:

On completion of this topic the trainee shall:

1. demonstrate an understanding of the nature and patterns of normal growth and development.
2. demonstrate an understanding of factors influencing development and delay.

Unit1: Concept of Child Growth and Development, Principles of Development

15 hours

characteristics of Developmental tasks and Developmental Deviations. Heredity and Environment.

Unit 2: Methods of Child Study

15 hours

Biographical case study,
observation, rating scales,
clinical investigation
Experiment
Longitudinal Studies

Unit 3: Types of Growth/Development and Factors influencing development and delay

15 hours

Physical
Motor
Play
Factors affecting development
Programmes accelerating development

Unit 4: Language and Cognition & Factors influencing development and delay.
15 hours

Language and speech.
Perception and Cognition, Learning
Thinking and Reasoning.
Factors affecting development
Programmes accelerating development

Unit 5: Social and Emotional and Factors influencing Development and Delay.
15 hours

Social Development / Moral attitudes
Emotional Development
Personality
Factors affecting development
Programmes accelerating development

Books Recommended

1. Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
2. Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R & Narayan, J (1989) Mental Retardation – A Manual for Psychologists,
3. Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT
4. Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyani Publishers
5. Sharma, P (1995) Basics on Development & Growth of a Child. New Delhi: Reliance Publishing House.
6. Sharma, R and Sharma, R(2002) Child Psychology Atlantic: New Delhi.

DISABILITY SPECIFIC PAPERS

Paper III INTRODUCTION TO HEARING IMPAIRMENT

Objectives :

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

1. Methods of communication used in the education of children with hearing impairment
2. Effects of hearing impairment on various areas like cognition, language etc.
3. Causes prevention and early identification of hearing loss
4. Other disabilities and multiple disabilities

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

1. Identifying and executing preventive measures
2. Planning and executing various activities with early identified children
3. Engaging in referral activities for multiple disabled
4. Providing assistance in management of multiple disabled

Unit 1: Hearing as a distance sense (4 hrs)

1. Importance of Hearing
2. Introduction to the anatomy of the Ear.
3. The process of Hearing

Unit 2: Causes and Prevention (4 hrs)

1. Causes of Hearing Loss (Prenatal, Peri natal & Post Natal)
2. Prevention of hearing Loss (Primary, Secondary & Tertiary)

Unit 3: Early Identification / Intervention (8 hrs.)

1. Meaning & educational relevance
2. Importance
- 3 Critical age
4. Indian scenario

Unit 4: Factors influencing achievements (6hrs.)

1. Clinical factors
2. Family related factors
3. Infrastructure related factors

Unit 5: Effects of Hearing Impairment (15 hrs.)

1. On language and communication
2. On cognitive functioning
3. On academic achievement
4. On social- personal development
5. On vocational training and employment

Unit 6: Auditory Learning (Auditory Training) (12 hrs)

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

Tutorial hours (10 hrs.)

References for paper III

- Educational intervention for the student with multiple disabilities, 1992, Donna Irons Reavis.F.
- Evaluation and educational programming of deaf-blind/severely multihandicapped students sensorimotor stage , 1988, Carrol Jones
- Instruction of students with severe disabilities, 1993, Martha Snell
- Normal and handicapped children: A comparative approach, 1995, Hassen Uddin
- Viklang Shiksha Sindhu ,1977, B.N.Kushik
- Educating the learning disabled, 1982, Ernest Siegel and Ruth Gold
- The hearing impaired child and the family, 1981, Michael Nolan and Ivan Tucker
- Special needs in ordinary schools: Children with learning difficulties,1989, Alec Webster and David Wood
- Understanding learning disabilities, 1985, Drake Daune and Che kan Leong
- The deaf school child, 1979, R.Conrad
- Planning and evaluating special education services, Charles Maher & R.E.Bennett
- Disability:Challenges Vs. Responses, 1997, Ali Baquer and Anjali Sharma
- Disability – A continuing Challenge, 1986, M.C.Narasimhan and A.K.Mukherjee
- Legal rights of the Disabled in India, published by NIMH
- Disabled Village Children, 1987, published by Voluntary Health Association of India
- Psychology of deafness , 1964, Myklebust, H.R.,Newyork:Grune & Straeton Inc.
- Paul and Quigley, 1994, Language and Deafness
- Lynas W. , 1994, Communication Options in the education of the deaf children, London :Whurr
- Quigley & Kretchmer, 1984,
- Bench,1992, Communication skills in hearing impaired children
- Gregory, 1998 Issues in Deaf Education
- K.P.Meadow, 1980, Deafness and Child Development

Paper IV : EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT

Objectives :

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

1. Educational needs and goals
2. Types of education settings like segregated and integrated set up
3. New trends in education
4. Text book and school examination
5. Problems and solutions in special education

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

1. Lesson planning and execution
2. Development of teaching learning material
3. Identifying appropriate option for the students
4. Providing guidance and follow up activities in integrated set up
5. Adaptation of textbook
6. Management of school examination

Unit 1: Aims and Objectives of General Education

1. Philosophy and goals of general education.

Unit 2: Educational Needs of children with hearing impairment (4 hrs.)

1. Concept and scope
2. Need for different education options.
2. Factors determining the needs

Unit 3: Segregated options: Special school (8 hrs.)

1. Brief historical perspective of post independence period in India
2. Existing types and availability
3. Current educational status: Strengths and limitations

Unit 4: Mainstream Educational settings (15 hrs.)

1. Concept, need and type
2. Advantages and limitations
3. Candidacy and selection: parameters and procedure
4. Factors influencing success of educational integration
5. Tuning the system for better integration: Parents, school authorities, Teachers, classmates, special educators & community
6. Models of integrated education
 - a) Resource unit and resource teachers
 - b) Itinerant teachers
7. Integration and inclusion

Unit 5: New Trends (4 hrs.)

1. Early child education (including Parent Infant Programme)
2. National Institute of Open Schooling: Special Accredited Institute for Educationally Disadvantaged
3. Correspondence course & distance education

Unit 6: Need for Pre-school education**(6 hrs.)**

1. Need for
 - (a) Speech & Language
 - (b) Pre-reading and pre-writing
 - (c) Stimulating thinking and memory
 - (d) Sense Training
 - (e) Infrastructure

Unit 7: Problems in special education in India**(4 hrs.)**

1. Faced by students with hearing impairment
 2. Faced by parents
 3. Faced by teachers(Special teachers, Resource teachers, Teachers in regular schools)
 - Faced by schools
 5. Problem areas
 - a) Multi lingualism
 - b) Resources and infrastructure
 - c) Social structure
 - d) Geographical condition & communication facilities
 - e) Literacy, awareness and attitude of community
- Tutorial hours

(10 hrs.)**References for paper IV**

- Special educational needs review, 1989, N.Jones
- Psychology and communication in deaf children, 1981, Savage, Evans and Savage
- Cognition, education and deafness, 1985, David Martin
- Global perspective on the education of the deaf in selected countries, 1999, William Brelje
- The hearing impaired child in school, 1984, Hull and Dilka
- Education of the hearing impaired child, 1985, Powell, Finitzo ,Hieber, Friet-patti and Henderson
- Pre-school children with impaired hearing, 1982, Aira Kankkunen
- The hearing impaired child – infancy through high school years, 1992, Maxon and Brackeft
- The education of the deaf, 1971, Richard Brill
- Mainstreaming of children with a hearing loss, 1977, Verna Yater
- Mainstreaming – practical ideas for educating hearing impaired students, 1979 , M.E.Bishop
- Source book training teachers of hearing impaired, 1987, P.L.Sharma(NCERT)
- Mainstreaming preschoolers: Children with hearing impairment – (Human development services) project head start.
- The special education handbook, 1991, Phillip Williams
- Visual communication for the hard of hearing :History, Research methods, 1976, John O’neill and Herbert Oyer
- Mainstream education for hearing impaired children and youth, 1976, Gary W.Nix.
- School Readiness for Children with Special Needs, 1999 published by NIMH
- The hearing impaired child in the ordinary school, 1995, Aelx Webster and John Ellwoo
- Deaf students in post secondary education, 1992, Susan B.Foster and Gerard Watter

- The education of the hearing impaired, 1970, Joseph Giangreco, Marianne R.Giangreco

- Language and deafness, 1994, Peter Paul and Quigley
- Hull and Dilka, 1984, Management of Hearing Impairment

Objectives:

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

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

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

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

Unit 1: Introduction to communication

(6 hrs)

1. Definition, Meaning and Scope
2. Classification of communication :
 - (a) Human and Animal Communication
 - (b) Human Communication (Linguistic and Non-linguistic)
3. Modes of linguistic communication :
 - (a) Oralism (Auditory verbal therapy, speech reading)
(Philosophy, Justification, Limitations & programmes in India)
 - (b) Manualism
 - (i) Sign Language (ISL, ASL, BSL)
 - (ii) Signing System (ISS – Indian Signing System, Signed English, Signed French, etc.)
 - (c) Total Communication (Philosophy, Justification, Limitations & programmes in India)
 - (d) Bilingualism (Philosophy, Justification, Limitations & programmes in India)

Unit 2: Introduction to Language

(10 hrs)

1. Definition and meaning
2. Structure
3. Characteristics
4. Functions
5. Competence and performance
6. Deep and surface structure

**Unit 3: Language development in Hearing Children (6hrs) **

1. Pre-requisites of language development
2. Developmental phases

Unit 4: Assessment of Language (10 hrs)

- 1 Meaning, Definition, Role and Scope of assessment in education
- 2 Formal testing, Informal testing & Teacher Made test(TMT):
Meaning, difference and selection
3. Formal assessment: standardized language testing with reference to ndian tests
4. Informal assessment :
Consistency
Feedback
c) documentation

Unit 5: Assessing Basic Language Competence (BLC) (7 hrs.)

1. What is BLC
2. Language and education problems of hearing impaired children related to BLC
- 3 Specific language abilities involved in BLC
(Please note: the aspect given here need not be tested in isolation.)
 - a) The test item should be so designed as to give information on more than one aspect)
Everyday vocabulary (all parts of speech)
 - b) Use of sentence types (positive and negative, statement imperative, interjection and interrogative, simple, complex and compound
 - c) Use of questions (Yes / No question, Wh questions and tag questions)
 - d) Use of case markers
 - e) Use of person number gender makers
 - f) Use of tense / aspects markers

Unit 6: Teaching Language (10 hrs)

1. Principles of teaching language
2. Methods of teaching language
 - a) Structural method - Fitzgerald Key, APPLE TREE programme Barry five slate system, colour code system
 - b) Natural method
 - c) Combined method (Maternal reflective methods)

References for Paper V

- Interactive learning technology for the deaf, Elsendoorn and Coninx
- Language across the curriculum, when student are deaf or hard of hearing – 1999 Luetke, St.Ahlman
- Issues in deaf education, 1998, S.Gregory, P.Knight, Wendy McCracken, Stephen Power's and L.Watson
- School programme in speech language – Organization and management – 1993 E.A.Neidecker and Blosser
- Language and deafness, 1994, Peter Paul and Stephen Quigley
- Natural language for deaf children , 1958 Mildred A.Groht
- Language for the preschool deaf child, - 1950 Grace Harris
- Calvert, D.R. and Silverman,S.R.(1983),Speech and Deafness (2nd ed) Washington D.C: Alexandel Bell Association for the deaf
- Ling D(1976) Speech and the Hearing Impaired child theory and practice.,Washington Dc:Alexandel Graham Bell Association for the deaf
- Harris, G.M.(1970).Pre-school services for the Deaf, The Society for Crippled Children and Adults of Manitoba:Winnepuy
- Subtelny, J.D.(1980) Speech assessment and improvemtn for the hearing impaired
- Bench, 1992, Communication skills in hearing impaired children
- Gregory, 1998, Issues in Deaf Education
- George Yule , Introduction to linguistics
- Jhon Lyons , Language and Linguistics

Paper VI FUNDAMENTALS OF HEARING, HEARING IMPAIRMENT AND AUDIO-LOGICAL MANAGEMENT

Objectives :

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

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

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

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

Unit 1: Hearing (10 hrs)

1. Introduction to physics of sound production and propagation of sound: physical (frequency and intensity) and psychological attributes of sound (pitch and loudness)
2. Concept of threshold of audibility, threshold of pain, speech banana, dB concept. Graph showing frequency and intensity distribution of environmental and speech sounds

Unit 2: Hearing impairment (10 hrs)

1. Hearing loss / impairment – What is hearing loss ?
2. Classification of hearing loss in terms of
 - a. Age of onset (prelingual , post lingual)
 - b. Type
 - c. Degree
 - d. Nature (progressive, fluctuating, sudden, etc.)

Unit 3: Identification of hearing loss (7 hrs)

1. Developmental milestones of auditory behavior / responses
2. Signs and symptoms of mild to moderate hearing loss
3. Critical period
4. Early versus late identification – role in re/habilitation

Unit 4: Assessment of hearing (10 hrs)

1. Subjective testing: Informal testing, Behavioral Observation Audiometry(BOA) Visual Reinforcement Audiometry(VRA)
2. Objective procedures :
 - a. Immitance
 - b. Auditory Brainstem Response (ABR)
 - c. Oto Acoustic Emission(OAE)
- 3 Audiometry
 - a. Audiometer: parts and functions
 - b. Procedure
 - c. Conditioning techniques –play audiometry-Reinforcement strategies
 - d. Audiogram interpretation and educational implications

Unit 5: Amplification devices & accessories (8 hrs)

- 1 Introduction to educational audiology – goals and scope
- 2 Individual hearing aids: Parts ,functioning and types.
 - a. Ear mould – its importance, custom ear mould making,
 - b. Types of ear moulds, brief introduction to ear mould modification and its candidacy.
3. Classroom amplification devices – types (hardware system, FM system, loop induction system, infra red system), Advantages and disadvantages of each.
4. Assistive listening devices – signal alerting, signal assistive and signal enhancement systems.
- 5 Orientation to cochlear implant.

Unit 6: Orientation to hearing aid selection procedures (4 hrs)

1. Procedures used in hearing aid selection for young children – difficulties encountered – need for an ongoing process.
- 2 Relevance of aided audiogram to educational needs.

Unit 7: Hearing aid maintenance and troubleshooting (4hrs)

- 1 Identifying simple faults with hearing aids in the classroom. Trouble shooting and minor repairs.
2. Role of teachers in guiding parents about
 - (a) acceptance of hearing aid by parents
 - (b) optimum use of hearing aid
 - (c) hearing aid care and maintenance
 - (d) encouraging child to accept the hearing aid.

References for Paper VI

- Hearing and Deafness, ed 4, New York: Holt, Rinehart, and Winston – Davis, H. and Silverman, S.R. (ed 3) (1978)
- Introduction to Audiology, ed 4, Englewood Cliffs, New Jersey: Prentice Hall - Martin, F.N. (1991)
- Audiology, ed.5, Englewood Cliffs, New Jersey: Prentice Hall, Newby, H.A. and Popelka, G.A., (1985)
- Katz, J. (ed) (1994) Handbook of clinical Audiology, ed.4. Baltimore: Williams and Wilkins
- Northern, J.L. and Downs, M.P. (1991) Hearing in children, ed.4. Baltimore Williams and Wilkins
- Lowell, E.R. Stoner, M. (1963). Play it By the Ear. Auditory Training : John Tracy Clinic
- Pollack, M.C. (1988): Amplification for the Hearing Impaired, ed.3., Grune and Stratton
- Whetnall E. and Fry, D.B. (1964). The Deaf Child. The White Friars Press Ltd.
- Sanders, D.A. (1971) Aural Rehabilitation, Prentice Hall Inc.
- Classroom Acoustics
- Mantane, J. Rehabilitation Technology for the Hearing Impaired, in Handbook of clinical Audiology, 4th ed. Editor: Jack Katz, Pub. Williams and Wilkins (1999)
- Erber, N. (1982) Auditory Training, A.G. Bell Association for Deaf, Washington, D.C.
- Ling, D. Ling. A (1981) Aural Rehabilitation, A.G. Bell Association for Def, Washington, D.C.
- Pollack D. (1974) Educational Audiology for the Infant with limited Hearing. U.S.A.: Thomas Publisher
- Sims, Watter and Whitehead (1982) Deafness and communication: Assessments and Hearing
- Status of Disability in India 2000 RCI Monograph Section on Hearing Disability

Paper VII FUNDAMENTALS OF SPEECH AND SPEECH TEACHING

Objectives :

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

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

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

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

Unit 1: Speech production

(10 hrs)

- 1: Definition of speech
- 2: Mechanism of speech production – structure and function of Respiratory, Phonatory, Articulatory, Resonatory and Regulatory system
- 3: Characteristics of normal speech
- 4: Parameters(non segmental, segmental and suprasegmental) and functions of speech
- 5: Speech as an over laid function

Unit 2: Description of speech sounds

(5 hrs.)

1. Definition of Consonant , vowels, diphthongs and blends
2. Classification of consonants – place, manner, voicing
- 3 Classification of vowels

Unit 3: Development of speech

(10 hrs)

1. Stages of development of speech in children with and without hearing impairment – vocabulary, syntax and phonology
- 1 Factors influencing normal speech development
- 2 Stages of development of speech in hearing impaired children
- 4 Factors influencing development of speech in children with hearing impairment

Unit 4: Speech problems in children with hearing impairment (8 hrs.)

1. Articulation errors
2. Voice problems
3. Errors in suprasegmentals
4. Problems in respiration
5. Speech intelligibility

Unit 5: Evaluation of speech**(10 hrs.)**

1. Evaluation of speech in terms of voice, articulation and Suprasegmentals.
2. Profiling in speech of the students in classrooms

Unit 6: Teaching speech to the children with hearing impairment (15 hrs) 1 Different methods used for teaching speech -Auditory Global, Multisensory Syllable Unit, Association Phoneme Unit Method, cued speech, Auditory Verbal Therapy (AVP), analytical and synthetic approach

- 1 Introduction to Ling's approach
- 2 Individual and group speech teaching-advantages and limitations

Unit 7: Aids and equipments for development of speech (4 hrs)

- 1 Auditory aids (speech trainer)
- 2 Visual aids (mirror etc.)
- 3 Tactile aids (vibrotactile aids)
- 4 Computer assisted software

Unit 8: Home environment**(3 hrs.)**

- 1 Role of family in stimulation of speech & language
- 2 Home training , stabilization & generalization

Tutorial hours**(10 hrs.)****References for Paper VII**

- Van Riper, C. and Von Emerick (1984). Speech correction – An Introduction to speech pathology and audiology (7th ed.) Graham Bell Association for the Deaf
- Shames, G.H. and Wiig, E.H. (1986) "Human Communication Disorders. 2nd ed. Charles E. Merrill Publishing Co.
- Davis, H. and Silverman, S.R. (1978) – Hearing and Deafness 4th ed. Holt Rinehart and Winston
- Gray and Wise. The bases of speech
- Boone, D.R. and Plante, E. 1993 Human communication and its disorders (2nd ed.) Englewood Cliffs – Prentice Hall
- Dale, D.M.C. (1967) Deaf Children at Home and At School
- Bench, R.J. (1992) Communication skills in Hearing Impaired Children, London: Whurr Publishers
- Speech for the deaf child : Knowledge and use, 1971 , Leo Connor

CONTENT OF THEORY PAPERS FOR THE SECOND YEAR CORE PAPERS PAPER VIII

Education in the Emerging Indian Society

Total marks: 75

Total hours: 75

Objectives:

On completion of this topic the trainee shall:

1. Develop an understanding about the nature and scope of education
2. Understand the stages of education and special education
3. Have knowledge of education in the context of society
4. Understand the imperatives of education
5. Know the contemporary trends in special education

Unit 1: Nature and Scope of Education

15 hours

Naturalism

Idealism

Pragmatism

Humanism

Two Eminent Indian Philosophers and their contribution : Gandhi; Tagore

Unit 2: Stages of education and special education

15 hours

Aims and objectives and general education

Aims and objectives of pre-primary education

Aims and objectives of primary education

Priorities of general and special education

Existing scenario of special education

Unit 3: Education in the Context of Society

15 hours

Role of home, school, society and mass media

Open and Distance education with reference to special education

Formal, informal, non-formal and life long education

Role of governmental and non-governmental agencies in general and special education.

Equalization of educational opportunities

Unit 4: Imperatives of education

15 hours

Human Rights education

Vocational education

Value education

Community based education

Women's education

Unit 5: Contemporary trends in special education

15 hours

Technology advancement and its application in the field of special education
Use of innovative and improvised aids in class room teaching
Basic elements relevant to special education – Computer, Internet literacy and programmed learning
Education and human resource development
Changing trends in identification, assessment, education and vocational placement.

Books Recommended:

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

Paper IX: Planning & Management of Special and Inclusive Education

Total marks: 75

Total hours: 75

Objectives:

On completion of this topic the trainee shall:

1. Develop an understanding about the special education management
2. Understand the role of board of personnel
3. Understand the various functions of schedule and record keeping
4. Develop an understanding of inspection and supervision in special education
5. Develop an understanding of policies and programmes in special education

Unit 1: Organization of Special education and administration

15 hours

Concept, National Policy, need and scope
Approaches to management – systems approach, MBO, GRID
Principles of school management
Inclusion, Integration – Principles of normalization
Planning institutional environment

Unit 2: Board of personnel **15 hours**

Role and responsibilities of Head of the Institution
Special teacher – Empowerment and sensitivity
Regular teacher – Function and responsibilities
Professional relationship with Staff/students/parents/community
Coordination with personnel of other institutions

Unit 3: Schedule and Record keeping **15 hours**

Types of schedules – yearly, monthly, weekly, daily
Factors affecting preparation of time table
Planning of curricular and co-curricular activities
Uses and types of Record – Cumulative, general, financial etc.
Maintenance of Records.

Unit 4: Inspection and supervision **15 hours**

Meaning, function and scope
Difference between Inspection and supervision
Need and types of supervision
Role of supervisors
Responsibilities of supervisors

Unit 5: Welfare Programmes and policies in special education **15 hours**

Parent teacher association, special teachers association, welfare and corporate organisations.
National Policy on Education, 1986, Programme of Action 1992, Integrated Education of Disabled (**IED**), District Primary Education Programme (**DPEP**), Sarvasiksha Abhiyan.
Responsibilities of RCI, PD Act, National Trust Act.
Role of Govt. / NGOs in Rehabilitation, National Institutes, Composite Rehabilitation Centres, District Rehabilitation Centres, Personnel involved in Rehabilitation
Concessions and facilities for the disabled by central and state Government.
Sensitivity and empowerment of special teachers through competency in life skills {(WHO) – problem solving, decision making, creative thinking, critical thinking, communication skills, interpersonal skills, empathy, management of emotions, management of stress}.

Books Recommended:

1. Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
2. Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.
3. Mann, P.H. Suiter P.A. & Mc Laughlin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allyn & Bacon
4. Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
5. Panda, K.C (1997) Education of Exceptional Children, Vikas Publishing House, New Delhi.
6. Jones, V.F. and Jones, L.S.(1981) Comprehensive Classroom Management, Allyn and Bacon Boston.

DISABILITY SPECIFIC PAPERS

Paper X CURRICULAR STRATEGIES AND ADAPTATIONS FOR CHILDREN WITH HEARING IMPAIRMENT

Objectives:

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

1. Concept of curriculum and its relevant
2. Nature, scope, strengths and limitations of existing curriculum
3. Areas of curriculum planning

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

1. Studying existing curriculum
2. Adapting the curriculum
3. Planning curricular and co-curricular activities
4. Curriculars strategies in various areas of curriculum

Unit 1: Introduction to Curriculum (10 hrs)

1. Definition and Principles of Curriculum.
 - a. Types of Curriculum Child-centered, subject centred Horizontal, vertical ,spiral
2. Stages of Curriculum planning

Unit 2: Existing curriculum and adaptations (15 hrs)

- 1 Study of existing curricula at pre-primary level including
 - a. (Montessori, Kindergarten, Play-way method etc.)
2. Need for Curriculum adaptation (for the hearing impaired) at Pre-primary level
3. Studying existing curriculum at primary level
- 4 Studying the textbooks at primary level
- 5 Adaptation of the curriculum (for the hearing impaired)at primary (lower and upper) level
 - 5.1 Skills and strategies for Ist and IInd standard
 - 5.2 Skills and strategies for IIIrd and Ivth standard
 - 5.3 Skills and strategies for Vth, Vith and VIIIth standard

Unit 3: Co-curricular activities: Planning and execution (8 hrs)

- 1 Sense training
- 2 Physical education
- 3 Work experience and environment
- 4 Art and craft
- 5 Dance & Music

Unit 4: Literacy skills (Listening, Speaking, Writing and Reading) (12 hrs)

1. Meaning and Scope
2. Literacy related problems of Child with hearing impairment.
3. Development of Auditory skills (Listening)
4. Development of Oral Skills (Speaking)
5. Reading Skills :
 - (a) Developmental, Functional, Remedial and Recreational
 - (b) Conversation based and text based reading
 - (c) Loud reading and silent reading
 - (d) Guided reading & independent Reading
6. Development of Writing Skills
 - (a) Copying
 - (b) Guided Writing
 - (c) Independent and Creative Writing

Unit 5: Curricular strategies**(10 hrs)**

1. Teaching Learning Process
2. Grouping for instructions
3. Individualised Teaching (Need , Components & Procedure)

Unit 6:Techniques of Evaluation**(10 hrs)**

1. Meaning and Scope
2. Types : formative and summative
3. Knowledge based and language based
4. Open ended and close ended
5. Direct, indirect and inferential
6. Execution of Evaluation

TUTORIALS**(10 hrs.)**

References for Paper X

- Basic principles of Curriculum and Instruction , Tyler, Ralph W.
- Developing and Documenting the Curriculum, David, G.Armstrong
- Curriculum Development: Theory and Practice , Hilda Taba
- Curriculum, Design: A Handbook for Educators, Wulf, Kathleen,M. and Barbara Schave
- The Education of Children with Physical and Neurological Disabilities, Simon H.Haskell and Elizabeth K.Barett
- Teaching Elementary Reading-Principles & Strategies , Robert Karlin, Andrea, R.Karlin
- Teaching Them to Read , Dolores Durkin
- Learning Activities for Reading, Selma ,E.Herr
- My World – A Handbook of Ideas –Audrey Curtis, Sheelagh Hill
- Teaching and Talking with Deaf Children , David Wood, Healthier Wood , Amanda Groffiths and Ian Howarth
- Teaching Reading to Deaf Children , Beatrice Ustern Hart
- The Teaching of Mathematics , Kulbir Singh Sidhu
- Science Understanding Your Environment, Silver Burdell

PAPER XI FAMILY, COMMUNITY AND THE HEARING IMPAIRED CHILD

Objectives :

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

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

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

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

Unit 1: Family

(12 hrs)

1. Definition and structure

1.1 Types of family

1.2 Impact of type of family on persons with hearing impairment

1.3 Common misconceptions of family towards hearing impairment

1.4 Family intervention process

2. Family and rehabilitation process

2.1 Initial feeling, reaction and adjustment of family.

2.2 Role of family in identification and prevention

2.3 Need for rehabilitation of Person with disabilities

2.4 Role of family in the educational rehabilitation Process

a) in special school

b) integrated school

c) in day school

d) residential school.

2.5 Role of family at various developmental stages

2.1 Role siblings ,Role of grandparents & other family members

3: Counseling and guidance to the family

3.1 Need and importance

3.2 Principle, stages and techniques

Unit 2: Concession and facilities

(8 hrs)

1. Concession and facilities for Persons with Disabilities and their families (financial, academic and other relevant)

Unit 3: Involvement and Empowerment of Parents

(10 hrs)

1. Scope and need

2 Home training

3 Parent professional partnership

4 Parent training programme

5 Correspondence programme

6 Problem faced in involvement

Unit 4: Community in Rehabilitation process (10 hrs)

- 1: Community
- 1.1 Definition ,nature and type
- 1.2 Common misconceptions of community towards disability
- 1.3 Role in prevention identification, and intervention of disability
- 1.4 Community and rehabilitation process

Unit 5: Community Based Rehabilitation (10Hrs)

- 1: Scope, need and importance
- 2 Organization of CBR
- 3 Type of programmes for community awareness
- 4 Materials for community awareness
- 5 Creating barrier free environment in public places
- 6. Creating barrier free environment for hearing impaired (Induction loop, light signaling etc.

TUTORIALS (10 HRS)

SUPERVISED LIBRARY (15 HRS)

References for Paper XI

- Helping the handicapped by Desai, A.N.
- Families of handicapped person by Gallagher J.J. & Veitz, P.M.
- It invite fair, Sibling of -Children with disabilities by Klein, S.D. & Schleifer, M.J.
- Perspective in disability & rehabilitation by Pandey R.S. & Advani L.
- The handicapped child by Agatha H.B.Owley & Leslie Gardner
- Aural habilitation by Daniel Ling
- Handbook on Parent education by Marvin J.Fine
- Parents and teachers of exceptional children by Thomas M Shea&Anne M Bauer
- Education of HI child by Frank Powell
- The HI child by Raymond H.Hull &Karen L Dilka
- The HI child and family by Michel Nolon & Ivan Tucker

SCHOOL SUBJECTS (CONTENT CUM METHOD)

Paper XII CONTENT AND METHODOLOGY OF LANGUAGE TEACHING ENGLISH / REGIONAL LANGUAGE

OBJECTIVES:

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

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

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

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

Unit 1: Role of language in education	(3 hrs)
1. Importance of language in life 2 . Role in language in multilingual society	
Unit 2: Language teaching in schools (to children with and without hearing impairment)	(8 hrs)
1 Literacy 2 Grammar Parts of speech, Person number gender- concord, case markers & tenses, Auxiliary verbs, Question forms, Negation, Active passive voice, Types of sentences, clauses,degrees of comparison, Case markers. 3 Literature 4 Verbal communication	
Unit 3: Teaching strategies in school (to hearing children)	(6 hrs)
1 Principles and maxims of teaching language 2 Methods of teaching language (Direct method, communicative approach, structural approach for English.)	
Unit 4: Curriculum and text book	(15 hrs)
1 Curriculum and text book 1.1 Organization of content 1.2 Study of state syllabus and content of text books (std.I–VII)*	
Unit 5: Language exemption	(3 hrs)
1 Meaning and need 2 Nature of exemption 3 Implementation	
Unit 6: Language in pre-primary section	(6 hrs)
1 Activities for early language development 2 Activities for pre reading skills 3 Activities for pre-writing skills	
Unit 7: Development of teaching/learning material for language Teaching	(4 hrs)
Unit 8: Methods of developing language Primary, Upper Primary Middle School.	(5 hrs)
Tutorial hours	(10 hrs.)
Supervised Library	(15 hrs)

Paper XIII CONTENT AND METHODOLOGY OF TEACHING SCIENCE AND MATHEMATICS

Objectives :

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

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

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

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

Unit 1: Introduction to Science & Mathematics

(5 hrs)

- 1 Introduction to Science and Mathematics
 - 1.1 Definition
 - 1.2 Aims and objectives
 - 1.3 Science & mathematics education in India

Unit 2: Number Concepts

(5 hrs)

1. Developing basic concepts like quantity, sizes, shapes, measurements, units, fractions etc.
2. Understanding numbers and their value, calendar work, clock time concept.
3. Basic mathematical calculations, addition, subtraction, multiplication, & division.
4. Mathematical languages and concepts.

Unit.3.Maxims and Methods of teaching Science and Mathematics (8 hrs)

1 Maxims of teaching

1.1 Simple to complex

1.2 Whole to part

1.3 Empirical to rational

1.4 Concrete to abstract

1.5 Known to Unknown

1.6 Particular to General

2. Methods of teaching Science & Mathematics - Importance, Procedure, Advantage & Limitations of

2.1 Lecture cum demonstration

2.2 Heuristic method

2.3 Project method

2.4 Problem solving

2.5 Self study

2.6 Inductive – deductive

2.7 Analytic - Synthetic

2.8 Methods of teaching and its adaptation to teach the children with hearing impairment

2.9 Techniques of teaching science and mathematics (Field trips, Directed activity, story, rhymes etc)

Unit 4: Planning and evaluation of Science & Mathematics Teaching / Learning (8 hrs)

1 Planning

1.1 Year planning , unit plan

1.2 Lesson planning, preparation & organization of practical work)

2 Evaluation

2.1 Formative

2.2 Summative

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

Unit 5: Curriculum and text book (20 hrs)

1 Curriculum and text book

1.1 Organization of content

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

1.3 Adaptation of science & mathematics text books for Children with hearing impairment

1.4 Correlation of science and mathematics within & with other subjects

Unit 6: Teaching learning materials in Science & Mathematics (4hrs)

1 Planning , preparation and maintenance of teaching learning materials

1.1 Teaching learning materials for science and mathematics different subjects

1.2 Adaptation of Teaching Learning Material for Children with hearing impairment

1.3 Improvised aids

1.4 Other materials

Tutorial hours (10hrs.)

SUPERVISED LIBRARY (15 HRS)

References for Paper XIII

- Teaching of Science by Chada R.C.
- The teaching of Science by Ashay
- Science teaching in school by Joe S.
- Modern Science teaching by Sharma R.C.
- Planning for effective science teaching by Sharma R.C.
- Teaching of Science today & tomorrow by Siddiqui M.N. & Siddiqui M.N.
- Teaching science in elementary and middle school by Nathan S Washton
- Language across the curriculum by B.Leutke - Stahlman
- The teaching of mathematics by Kulbir Singh Sindhu
- Mathematics, by Silver Burdett
- Teaching of mathematics by S.K.Mangal
- Teaching of modern mathematics by Aggarwal S.M.
- Mathematics education by Bhima Shankaran C.V.
- Teaching Mathematics by Chandha B.N. & Aggarwal S.M.
- Teaching of Mathematics by Gakhar S.C.
- Some aspects of School Mathematics by Kapur J.N.
- Mathematics Teaching by Travers K.J.
- Teaching of Modern Maths by Schinkes
- Teaching and learning in the early years by David whitebread

Paper XIV CONTENT AND METHODOLOGY OF TEACHING SOCIAL SCIENCE

Objectives :

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

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

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

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

Unit 1: Introduction to Social Science

(5 hrs)

- 1 Introduction to Social Science
 - 1.1 Definition
 - 1.2 Aims and objectives
 - 1.3 Social Science education in India

Unit 2: Maxims and Methods of teaching Social Science (10 hrs)

- 1 Maxims of teaching
 - 1.1 Simple to complex
 - 1.2. Whole to part
 - 1.3 Empirical to rational
 - 1.4 Concrete to abstract
 - 1.5. Known to Unknown
 - 1.6 Particular to General

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

- 2.1 Lecture cum demonstration
- 2.2 Heuristic method
- 2.3 Project method
- 2.4 Historic Method
- 2.5 Team Teaching
- 2.6 Self study
- 2.7 Methods of teaching and its adaptation to teach the children with hearing impairment
- 2.8 Techniques of teaching Social science and mathematics (Field trips, Directed activity, story, etc)

Unit 3: Planning and evaluation of Social Science Teaching / Learning

(10 hrs)

- 1 Planning
 - 1.1. Year planning, unit plan
 - 1.2. Lesson planning, preparation & organization of practical work)
- 2 Evaluation
 - 2.1 Formative
 - 2.2 Summative
 - 2.3 Preparation of unit test (Planning, Preparation of blue print and question paper, editing and administration and evaluation)

Unit 4: Curriculum and text books

(20 hrs)

- 1 Curriculum and text book
 - 1.1 Organization of content
 - 1.2 Study of state syllabus and content of text books (std.I–VII)*
 - 1.3 Adaptation of Social science text books for Children with hearing impairment
 - 1.4 Correlation of Social science within & with other subjects
- 2 Co-curricular activities

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

- 1 Planning , preparation and maintenance of teaching learning materials
- 2. Teaching learning materials for Social science
- 3. Adaptation of Teaching Learning Material for Children with hearing impairment
- Improvised aids
- 4. Other materials

Tutorial hours

(10 hrs.)

SUPERVISED LIBRARY

References for Paper XIV

- Teaching social studies by Aggrawal, J.C.
- Introducing social studies by Hanson, W.J.
- Evaluation in social studies by Kochhar , S.K.
- The new social studies:Handbook for teachers in Primary, Secondary and further education by Lawton Denis & Dufour Barry
- Teaching social studies in elemental school by Preston, R.C.
- Social studies in the school by Nesaih, K.
- Teaching history by Kochhar, S.K.
- Language across the curriculum by B.Leutke - Stahlman
