

**SCHEME OF EXAMINATION FOR B.Ed. SPL. EDUCATION
(HEARING IMPAIRMENT) TWO YEAR PROGRAMME (To be
implemented from July 2016)
(As recommended by the UG Board of Studies in Education)
YEAR II**

Course	Nomenclature	Max. Marks			No. of Credits	Teaching Hours per week (Exam Hours Marks)
		Total	Theory	Internal Assessment		
I (A)	Skill Based Cross Disability and Inclusion Paper 1. Community Based Rehabilitation	50	40	10	2	2 (1:30 Hrs. 40)
I (B)	Skill Based Specialized Disability Paper 1 Communication Options: Manual (Indian Sign Language)	50	40	10	2	(1:30 Hrs. 40)
II	Educational Intervention and Teaching Strategies	100	80	20	4	4 (3 Hrs: 80)
III	Technology and Disability	100	80	20	4	4 (3 Hrs: 80)
IV (A)	Psycho Social and Family	50	40	10	2	2 (1:30 Hrs. 40)
IV (B)	Reading and Reflecting on Texts	50	40	10	2	2 (1:30 Hrs. 40)
V (A)	Drama and Art in Education	50	40	10	2	2 (1:30 Hrs. 40)
V (B)	Basic Research & Basic Statistic	50	40	10	2	2 (1:30 Hrs. 40)
VI	Practical: Cross Disability & Inclusion	100			4	

VII	Practical: Disability Specialization	100			4	
VIII	Main Disability Special School (Related to disability specialization)	100			4	
IX	Other Disability Special School (Related to cross disability and inclusion)	100			4	
X	Inclusive School (Related to cross disability and inclusion & disability specialization)	100			4	
Total Marks		1000	Total Credits		40	

Engagement with field as part of courses indicated below:

Sr. No.	Task for the Student-Teachers	Courses	Place
1.	Assignment / Project/Presentation	Course I (A), II, III & IV (B)	Institute
2.	Assignment / Project/Presentation	Course I (B), IV (B), V (A) & V (B)	Institute/ School

Course VI : Practical - Cross Disability and Inclusion

Note: Practical timing shall be included in time table (minimum of four weeks) Observations as mentioned are essential. However, if schools for other disability are not available in the nearby area, the same may be interpreted as observation at Inclusive school/ education/services being provided in the resource room/ home based education or vice versa with other disability

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Observation	Other than Major Disability	Special schools for other disabilities	Observation of all subjects at different level, minimum 15 school Periods
		Any Disability	Inclusive Schools	Observation of all subject at different level, minimum 15 school Periods

2.	a. Lesson planning and execution on different levels for selected pedagogy school subjects	Any Disability	Special schools for other disabilities/ Resource Room	25 lessons
			Inclusive Schools	25 lessons
3.	a. Individualized Teaching lessons on different levels for selected pedagogy school subjects		Special schools for other disabilities/ Resource Room	20 lessons
	b. Individualized Teaching lessons	Any Disability	Inclusive Schools	20 lessons

Course VII: Practical - Disability Specialization

Sr. No.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	a. Classroom observation	Major Disability	Special School	Minimum 30 school Periods
	b. Visit to other special schools	Major Disability	Special School	Minimum 2 Schools
2.	a. Lesson planning and execution on different levels for all subjects	Major Disability	Special School/ Resource Room	30 lessons
	b. Lesson planning and execution on different levels for selected pedagogy school subjects	Major Disability	Special School/ Resource Room	20 lessons
3.	a. Individualized Teaching lessons on selected pedagogy school subjects	Major Disability	Special School/ Resource Room	20 IEPs
4.	Observation of support services	Major Disability	Institute/ Clinic	Depending on the specialization

Field Engagement/School Attachment/Internship

Course VIII: Main Disability Special School (Related to Disability Specialization)

S.N.	Tasks for the Student –Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Major Disability	Special schools for disability specialization	Minimum 90 school Periods

Course IX: Other Disability Special School (Related to Cross Disability and Inclusion)

S.N.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Other than Major Disability	Special schools for other specialization	Minimum 180 school Periods

Course X: Inclusive School

(Related to Cross Disability and Inclusion & Disability Specialization)

S.N.	Tasks for the Student-Teachers	Disability Focus	Education Setting	No. of Lessons
1.	Classroom Teaching	Any Disability	Inclusive School	Minimum 180 school Periods

Note: Minimum of four weeks should be allocated for School attachment/ Internship and reflected in the time table and should cover Tasks specified for Courses VII (Practical : Disability Specialization) & Course IX: Other Disability Special School (Related to Cross Disability & Inclusion) and Course X: Inclusive School (Related to Cross Disability & Inclusion and Disability Specialization) with sufficient time for teaching to acquire Pedagogical competence to deal with school subjects chosen and related activities for whole class as well as children with disabilities in different education settings as per framework is given below:

Areas	Disability Specialization	Other Disability	Inclusive Education
Course IV: Pedagogy Subject 1	Year II (3days-15 Hrs)	Year II (2 days-12 Hrs)	Year II (2 days-12 Hrs)
Course V: Pedagogy Subject 2	Year II (3 days-15 Hrs)	Year II (2 days-12 Hrs)	Year II (2 days-12 Hrs)
School Attachment/ Internship (Other Disability Special School & Inclusive School)	Year II (24 days-120 Hrs)	Year II (24 days-120 Hrs)	Year II (24 days-120 Hrs)

Note:

Observation and Lessons should be on Primary and Secondary level of classes in all the three areas i.e. Disability Specialization, other disability and in special and Inclusive settings. Practical are focused on school subject teaching. Every student is expected to opt. for and teach any two school subject as offered by the Institution/ University. Practical in Other disability should be for other than disability specialization. Practical in Inclusive setting should be preferably with various disabilities.

Practical Exams will be conducted by the external examiners at the end of year.

Engagement with the Field and School Experience

In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the semester/ year. This will include minimum of one week of school engagement and three weeks of other practical work/engagements. In the second year,, there shall be a minimum of 16 weeks of engagement with the field of which minimum of 15 weeks are for school internship and oneweek is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments as per the courses and school internship in the field, under the broad curricular areas of Practical related to Disability and Field Engagement.

a) Tasks and Assignments that run through all the courses

These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field based experiences. The tasks and projects may include collaborative partnership with the schools for developing CCE practices, creative ways of tracking learners' progress, forums for professional development of in-service school teachers, dialoguing with the School Management Committee, parents and the community. The community based engagement may also be related to the pedagogical subjects and/or concerns and Challenges arising out of special needs of children.

b) School Internship/Attachment

While First year prepares grounds for going to education settings and interacting and working with children including children with disabilities; the second year would offer intensive engagement with the school in the form of School Internship. During the Internship, a student-teacher shall work as a regular teacher/ special teacher/ special educator and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, parents, community members, other support personnel and children including children with special needs specific to the areas of specialization being offered by the student teacher.

Before teaching in a classroom, the student- teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning.

School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.

Internship in schools is to be done for a minimum duration of 15 weeks. This should include observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty besides other settings.

It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. For each student-teacher, internship should be conducted preferably in one School for the entire 15 weeks. However, to understand the dynamics of teaching at elementary and secondary levels, this period can be divided into two blocks; this will also be impacted by the type of schools (Special and inclusive) being available.

Internship should not be reduced to the 'delivery' of a certain number of lesson plans but should aim for meaningful and holistic engagement with learners and the school. Internship will involve spending maximum time in school for practice teaching performing all tasks of a special teacher / special educator and also being teacher for the school subjects opted as part of pedagogical courses; setting will be a mix of special school, inclusive school and resource and home-based teaching and support as may be required by the special needs of student

Criteria for the award of 20 % Internal Assessment in Theory Papers will be as per the distribution given below:-

1.	One Task & Assignment in every Theory Paper	10% Marks
2.	One test in every theory paper	5% Marks
3.	Attendance	5% Marks
	Upto 75%	0 Mark
	Upto 80%	2% Mark
	Upto 85%	3% Mark
	Upto 90%	4% Mark
	Above 90%	5% Mark

Note:-

If a candidate is awarded Internal Assessment of more than 75% the concerned teacher will specific justification for the same which shall be considered by a committee to be constituted by the concerned Head/Principal of the institute as the case may be.

Grand Total: - 1000 Marks

Total Credits: - 40

COURSE-I: COMMUNITY BASED REHABILITATION

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain the concept, principles and scope of community based rehabilitation
- learn the strategies for promoting public participation in CBR
- apply suitable methods for preparing persons with disability for rehabilitation within the community
- provide need-based training to persons with disabilities
- develop an understanding of the role of government and global agencies in CBR

COURSE CONTENT

UNIT-I

Introduction to Community Based Rehabilitation (CBR)

- Concept and Definition of CBR
- Principles of CBR
- Difference between CBR and Institutional Living
- Socio-cultural and Economic Contexts of CBR
- Scope and Inclusion of CBR in Government Policies and Programs

Preparing Community for CBR

- Awareness Program-Types and Methods
- Advocacy - Citizen and Self
- Focus Group Discussion
- CBR and Corporate Social Responsibility

UNIT-II

Preparing Persons with Disability for CBR

- School Education: Person Centred Planning, and Peer Group Support
- Transition: Individual Transition Plan, Development of Self Determination and Self - Management Skills
- Community Related Vocational Training
- Skill Training for Living within Community
- Family Counselling and Family Support Groups
- Community Based Employment and Higher Education

Tasks & Assignments: Any one of the following (05 marks)

- Visit an ongoing CBR program and write a report on its efficacy
- Organize a community awareness program
- Conduct a focus group discussion on a selected disability issue with school/college students

SUGGESTED READINGS

- Loveday, M. (2006). The HELP Guide for Community Based Rehabilitation Workers: A Training Manual. Global-HELP Publications, California.
- McConkey, R. and O'Tool, B (Eds). Innovations in Developing Countries for People with Disabilities, P.H. Brookes, Baltimore.
- Neufelt, A. and Albright, A. (1998). Disability and Self-Directed Employment: Business Development Model. Campus Press Inc. York University.
- Peat, M. (1997). Community Based Rehabilitation, W.B. Saunders Company.
- Scheme of Assistance to Disabled for Purposes of Fitting of Aids/Appliances, Ministry of Social Welfare, Govt. of India, New Delhi.
- Scheme of Assistance to Organizations for Disabled Persons, Ministry of Social Welfare, Govt. of India, New Delhi.
- WHO (1982). Community Based Rehabilitation — Report of a WHO International Consultation, Colombo, Sri Lanka, 28 June- 3 July. WHO (RHB/IR/82.1).
- WHO (1984). "Rehabilitation For All" in World Health Magazine, WHO, Geneva.

COURSE- I: COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

Time: 1.30 Hours

**Max. Marks:50
(Theory: 40, Internal: 10)**

NOTE FOR PAPER SETTER

- i. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- discuss the two manual options with reference to Indian special schools
- discuss the relevant issues like literacy, inclusion and training with reference to manual options
- describe manual options in the light of issues like language, culture and identify
- exhibit beginner level hands on skills in using manual options
- motivate self to learn and practice more skills leading to linguistic adequacy and fluency

COURSE CONTENT

UNIT-I

Understanding Deafness in Real Life Context

- Basic Awareness of Paradigms of D/Deafness (Medical and Social)
- Basic Awareness of Deafness and Communicative Challenges / Concerns
- Basic Awareness on Deafness with Reference to Culture, Language, Identity, Minority Status, Deaf Gain, Literacy and Inclusion
- Basic Awareness of Difference between ISL and ISS; Myths and Facts
- Importance of Neural Plasticity and Early Language Opportunities

Advance Understanding of Manual Options and Indian Scenario

- Use of Simcom and Educational Bilingualism in Indian Schools: Current Scenario
- Challenges, Prerequisites and Fulfilling Prerequisites
- Monitoring and Measuring Development of ISL/ISS in Students: Receptive and Expressive Mode
- Training and Guidance for Families and Tuning Home Environment: Current Scenario and Strategies
- Tuning Mainstream Schools/Classrooms for Students Using Manual
 - Communication: Do's and Don'ts

UNIT-II

ISL Skill Development: Middle Order Receptive and Expressive Skills

- Practicing 'Motherese' (Tuning Language to Suit Young Children) and Age
- Appropriate Discourse with Children with Appropriate Language, Turn Taking and Eye Contact
- Practicing Natural Signing in Short Common Conversations
- Practicing Natural Signing in Stories/Poems/Narrations/Jokes
- Practicing Natural Signing in Discussing Emotions, Expansion of Ideas and Current Affairs
- Practicing Group Dynamics

ISL Skill Development: Towards Higher Order Receptive and Expressive Skills

- Learning to Express Gender, Number, Person, Tense, Aspect
- Practicing Sentence Types: Affirmative, Interjections, Imperative and Interrogative and Negativization
- Practicing Sentence Types: Simple, Complex, Compound
- Observing Using ISL in Classrooms – Social Science
- Observing Using ISL in Classrooms – Science / Mathematics

ISS/ ISL Skill Development and Course Conclusions

- Practicing Markers (Local Language)
- Practicing Syntax in Conversations and Discussions
- Observing Using ISS/ISL in Classrooms for School Subjects
- Resource Mobilization for Skill Development Training (Organized Charity Sources, CSR, Fund Raising Events, Web Based Fund Raising)
- Reflections on the Course: From Theory to Practice to Initiating Change

Tasks & Assignments: Any one of the following (05 marks)

- Watching Videos of Individual Sessions and Classroom Teaching of Signing.
- Role Play and Dramatization in ISL
- Developing Learning Material for Facilitating Connectivity among Signing, Language and Cognition
- Recording Self Narrated Stories/ Poems and Writing Reflections V. Interacting with Deaf for Practicing Expansion of Ideas

SUGGESTED READINGS

- Akamatsu, C. T., & Armour, V. A. (1987). Developing written literacy in deaf children through analyzing sign language, *American Annals of the Deaf*, 132(1), 46-51.
- Andrews, J.F., Winograd, P., & DeVille, G. (1994). Deaf children reading fables: Using ASL summaries to improve reading comprehension. *American Annals of the Deaf*, 139(3), 378-386.
- Communication Options and Students with Deafness. (2010). Rehabilitation Council of India, New Delhi.
- Devych, G. N., Bhattacharya, T., Grover, N., & Randhawa, S.P.K. (2014). *Indian Sign Language(S)*. Orient BlackSwan, Hyderabad.
- Directory of Rehabilitation Resources for Persons with Hearing Impairment in India. (2000), AYJNIHH Publication.
- Education. Gallaudet Research Institute, Working Paper 89-3, Gallaudet University, Washington, D.C.
- Evans, L. (1982). *Total Communication, Structure and Strategy*. Washington D.C.: Gallaudet College Press.
- Ezell, H.K., & Justice, L.M. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).

- Frank, S. (1985). Reading without Nonsense: Teachers College Press, New York.
- Ghate, P. (1996). Indian Sign System. AYJNIHH In-House Publication: Mumbai.
- Ghate, R.A. (2009). Survey of Teachers' Opinion on Status of Education of the Deaf. Unpublished Report of RCI, New Delhi.
- Heller, R. (1999). Managing Change. DK Publishing: New York.
- Heller, Robert (1999). Effective Leadership. Dk Publishing: New York.
- Huddar, A. (2008). Language and Communication. DSE Manuals. Rehabilitation Council of India, New Delhi.
- Improve Reading Comprehension. American Annals of the Deaf, 139, 378-386.
- Indian Sign Language Dictionary. (2001). Sri Ramakrishna Mission Vidyalaya, Coimbatore.
- ISS Learning Material and Dictionaries
- Johnson, R., Liddell, S., & Erting, C. (1989). Unlocking the Curriculum: Principles for Achieving Access in Deaf Language. American Annals of the Deaf, 132, 46-51.
- Lewis, Rena B. & Doorlag, Donald H. (1999). (5th Ed) Teaching Students with Special Needs in General Education Classrooms. Prentice Hall Inc. New Jersey.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston.
- Teaching Learning ISL Material Developed at AYJNIHH, Mumbai, SRKV, Coimbatore and NISH, Trivandrum.
- Vasishta, M.M., Woodward, J., & De Santis, S. (1981). An Introduction to Indian Sign Language: Focus on Delhi. All India Federation of the Deaf, New Delhi.
- Woodward, J. (1993). The Relationship of Sign Language Varieties in India, Pakistan and Nepal. Sign Language Studies (78), 15–22.
- Woodward, J., Vasishta, M., & de Santis, S. (1985). An introduction to the Bangalore variety of Indian Sign Language. Gallaudet Research Institute Monograph No. 4, Gallaudet Research Institute. Washington, D.C
- Zeshan, U. (2000). Sign Language in Indo-Pakistan. John Benjamins Pub. Co, Philadelphia.

(DISABILITY SPECIALIZATION - HEARING IMPAIRMENT)

COURSE-II: EDUCATIONAL INTERVENTION AND TEACHING STRATEGIES

Time: 3 Hours

**Max. Marks: 100
(Theory: 80, Internal: 20)**

NOTE FOR PAPER SETTER

Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.

Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

understand about programmes for early intervention of infants and children with hearing impairment

describe the need, stages and importance of auditory listening & speech reading for facilitating development of spoken language of children with hearing impairment

explain various approaches to teaching, strategies for speech intervention

describe methods, techniques and options to facilitate language and communication

explain the concept, principles and practices, linkages and outcomes of educational intervention

COURSE CONTENT

UNIT-I

Need & Strategies for Early Intervention of Hearing Loss

Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.

Pre-school training programmes: Overview, need, requirements and plan of action.

Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.

Impact of early intervention on school outcomes

Intervention of late identified children with hearing impairment: Challenges & Strategies

Auditory Learning (AVT & Auditory Training) & Speech Reading

Concept of 'Auditory Listening': Unisensory & Multisensory approaches

Auditory training: Importance, types (Individual & Group) and Stages

Auditory Verbal Therapy: Principle, importance and role of teacher

Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

UNIT-II

Speech Intervention Strategies

Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach

Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants

Orientation to acoustics of speech

Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities

Individual and Group speech teaching: Strengths and challenges

UNIT-III

Communication and Language Teaching Strategies

Methods of teaching language: Natural, Structural and Combined

Principles and Techniques of developing language

Communication options: Compare and contrast

Communication options: justification and challenges

Tuning the environment (Home & School) for facilitating language & Communication

UNIT-IV

Educational Intervention Strategies

Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)

Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services

Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)

Partnership of various professionals & agencies in educational intervention

Child & Family Outcomes of Early Educational Intervention

Tasks & Assignments: Any one of the following (10 marks)

Observe any two activities in a Parent-infant programme / pre-school programme and write a report.

Classify the vowels and consonants of your language into low, mid & high frequency and make word list for auditory training

Read and reflect upon five lesson plans for teaching speech to children with hearing impairment

Select a story and write for three levels (pre-school, third and seventh standard) using appropriate complexity of language (vocabulary & syntax)

Read and reflect upon five lesson plans for teaching curricular subjects to children with hearing impairment

SUGGESTED READINGS

- Aggarwal, J.C. (2010). Principles, Methods and Techniques of Teaching .Amazon
- Beattie, Rod G. (2001). Ethics in Deaf Education: The First Six Years. New York: Academic Press Inc.
- Bess, F. H., & Humes, L. E. (1990). *Audiology: The fundamentals*. London: Williams & Wilkins.
- Calvert, D.R. Silverman, S.R. (1983). Speech and Deafness: A Text for Learning and Teaching. Washington: Alexander Graham Bell Assn for Deaf.
- Easterbrooks, S. (2007). Helping Deaf and Hard of Hearing Students to Use Spoken Language: A Guide for Educators and Families .Amazon .
- English, Kristina M (2002). Counseling Children with Hearing Impairment and Their Families. Boston: Allyn and Bacon.
- Estabrooks, W., (2006). Auditory-Verbal therapy and practice. Washington DC: Alexander Graham Bell Association for Deaf.
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) *Auditory disorders in school children*. New York: Theime-Stratton.
- Guralnick, M, J, (2005). The Developmental Systems Approach to Early Intervention. London: PAULH Books.
- Jeffers, J., & Barley, M. (1975). *Speech reading (Lip reading)*. Spring field, IL: Charles C. Thomas.
- Katz, J. (1978, 1985, 1994). *Handbook of Clinical Audiology*. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.
- Ling, D. (2000). Early Intervention for Hearing Impaired Children. Amazon
- Ling, D. (2002). Speech hearing-impaired child: Theory and practice. 2nd Ed. Deaf and hard of hearing.
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- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd ford university press.
- Mahshie S. N. (1995). Educating deaf children bilingually, Gallaudet University, Washington.
- Maluccio, Canali & Vecchiato (2002). Assessing Outcomes in Child and Family Services: Comparative Design and Policy Issues. Amazon

- Marschark, Marc Spencer, Patricia Elizabeth (2003). Oxford Handbook of Deaf Studies Language and Education. London: Oxford University Press.
- Maxon, A., & Brackett, D. (1992). The Hearing Impaired Child: Infancy through High School Years. Boston: Andover medical Publishers.
- McAnally, P.I., Rose, S., & Quigley, S.P. (1987). Language Learning practices with Deaf Children. San Diego: A College-Hill Publication.
- McCracken, W., & Laoide-Kemp (1997). Ed. Audiology in Education. London: Whurr Publishers Ltd.
- Moore, Donald, F (1997). Educating the deaf, Houghton Nifflin Company
- Nerbonne, M. A. & Schow, R.L. (2002). Introduction to Audiologic Rehabilitation. Boston: Allyn and Bacon.
- Nerbonne, M. A. & Schow, R.L. (2013). Introduction to Audiologic Rehabilitation. 6th ed. Boston: Pearson Education.
- Nolan, Michael Tucker, Ivan (1984) Educational Audiology. London: Croom Helm.
- Paul, P.V. Whitelaw, G.M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.
- Paul, Peter V. Whitelaw, Gail M. (2011). Hearing and Deafness: An Introduction for Health and Education Professionals. Boston: Jones and Bartlett Learning.
- Plant, G.S., Karl E., (1995). Profound Deafness and Speech Communication. London: Whurr Publishers Ltd.
- Powell, F., Finitzo-Hieber, T., Friel-Patti, S., & Henderson, D. (1985). (Ed.) Education of the Hearing Impaired Child. London: Taylor and Francis Ltd. / San Diego: College-Hill Press.
- Rhoades, E., & Duncan, J. (2010). Auditory-verbal practice: Toward a family centered approach. Springfield: Illinois: Charles C. Thomas.
- Richerg, C.M., & Smily, D.F. (2012). School-Based Audiology. San Diego: Plural Publishing.
- Rossetti, L. M., & Kile, J. E. (1997). Early intervention for special populations of infants and toddlers. San Diego: Singular Publishing Group, Inc.
- Sanders, D. A., & Derek, A. (1993). Management of hearing handicap: Infants to elderly (3rd edn). Englewood Cliffs, NJ: Prentice-Hall.
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon.
- Van Riper C. & Von Emerick, L. (1984). Speech correction – An introduction to speech pathology and audiology. 7th Ed. NJ: Englewood Cliffs Prentice Hall Inc.

(DISABILITY SPECIALIZATION - HEARING IMPAIRMENT)

COURSE-III: TECHNOLOGY AND DISABILITY

Time: 3 Hours

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
- ii. Q. No. 1 will be compulsory and will carry 16 marks. There will be 4 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- enumerate various listening devices and describe ways of effective usage and maintenance
- create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech
- narrate the range of technological applications that can be used for facilitating communication and language
- explain the present and future technologies facilitating the education of children with hearing impairment
- identify different resources (financial & human) to obtain technology

COURSE CONTENT

UNIT-I

Listening Devices and Classroom Acoustics

- Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures
- Ear moulds: Types, Importance, Care & maintenance
- Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management
- Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme
- Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance

Technology for Management for Speech

- Computer based training aids/equipment for management of speech (Dr. Speech; Vaghmi; Speech viewer)
- Use of computer based speech equipment for management of voice in children with hearing impairment
- Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment
- Basic infrastructure required for using computer based speech training aids/equipment
- Tele Speech Therapy

UNIT-II

Technology Facilitating Language & Communication

- Low cost technology and its application in development of teaching learning material
- Electronic and web-based technology applications: TV, Digital recorders, Downloaded AV films, Search engines, Online learning material, Language apps
- Web based technology for using and training of ISL
- Sign to text and Text to sign technology
- Augmentative and Alternative communication for children with Hearing Impairment with additional/associating concerns

UNIT-III

Technology Facilitating Education

- Technology and its impact on education: Changing Trends in teaching & learning
- Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech) Audio-Visual (computer based learning & self-learning packages, Multimedia)
- Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning
- ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning
- Future technologies: Universal Design: Meaning & Scope

UNIT-IV

Resource Mobilisation for Technology

- Agencies for Aids & Appliances: Government and non-government
- Eligibility criteria for availing funding under Government schemes
- Procedure for availing funding from different agents
- Challenges encountered with cost involved in maintenance of devices after availing funding and ways to overcome
- Agencies/Strategies to locate required human resources for various services and referrals

Tasks & Assignments: Any one of the following (10 marks)

- Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting
- Prepare a list of agencies for procuring equipment and software for teaching speech
- Make a story using web based content, pictures, images and video clips
- Compile different educational apps
- Compile a list of government and non-government funding agencies for aids & appliances.

SUGGESTED READINGS

- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014). Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Bess, F.H., & Humes, L.E. (1990). Audiology: The fundamentals. London: Williams & Wilkins.

- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4theds.). Baltimore: Williams and Wilkins.
- Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.
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- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr Publishers.
- Mathew, S.M. (2012). Technology for persons with hearing impairment. Status of Disability in India-2012. New Delhi: RCI
- Moores, Donald, F (1997). Educating the deaf, Houghton Nifflin Compan
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- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri.
- Sanders, D. A. (1993). Management of hearing handicap: Infants to elderly (3rded.). Englewood Cliffs, NJ: Prentice-Ha
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Stewart, D.A. & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. London : Allyn & Bacon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.
- Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.

(DISABILITY SPECIALIZATION - HEARING IMPAIRMENT)

COURSE-IV (A): PSYCHO SOCIAL AND FAMILY ISSUES

Time: 1. 30 Hours

**Max. Marks: 50
(Theory: 40, Internal: 10)**

NOTE FOR PAPER SETTER

- i. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- explain psycho social development of early childhood and role of family
- understand the family needs and find self-ready to support families for empowering the child with disability
- ensure family involvement in educational programs

COURSE CONTENT

UNIT-I

Psychosocial Aspects and Disability

- Overview of psychosocial development; wellbeing and quality of life
- Implications of hearing impairment on domains of psychosocial development
- Role of family in psychosocial development of children with hearing impairment
- Role of peers and community in psychosocial development of children with hearing impairment
- Challenges and issues in psychosocial development of children with hearing impairment

Family Needs

- Identifying Family Needs for information, decision making, skill transfer and referral
- Fostering family's acceptance of child's impairment and creating a positive environment
- Building parents' confidence for making informed choices (communication options, options for listening devices, school placement) and Advocacy
- Supporting family in raising children with hearing impairment: Facilitating availing of concessions, facilities and scholarship & other benefits
- Encouraging family participation in self-help groups and family support networking

UNIT-II

Family Empowerment

- Encouraging family centred practices, parent self-efficacy belief and family involvement in child's learning and parenting
- Encouraging family acceptance of listening devices and ensuring its regular use
- Supporting family in fostering and developing communication and language
- Involving family in fostering and developing play, recreation and values
- Encouraging family involvement in educational programme and participation in community based rehabilitation programme

Tasks & Assignments: Any one of the following (05 marks)

- Compile five activities that could be undertaken to foster parents acceptance of their child's impairment
- Select a tool to measure parent's self-efficacy and administer it on three parents and submit with brief reflections.
- Attend a parent meeting of a special school and report tips provided for fostering parent advocacy

SUGGESTED READING

- Beazley Sarah & Moore Michele(2005) Deaf children their families and professionals dismantling barriers, davidFultron publishers
- Brown Ivan and ray Brown (2000), Quality of life and disability
- Caspe, M., Lopez, M. E., Chu, A., & Weiss, H. B. (2011). Teaching the teachers: Preparing educators to engage families for student achievement. Cambridge, MA: Harvard Family Research Project.
- CorterMairian (1966) deaf transactions:Deaf families, deaf communities and deaf identities, Jessica Kingsley publishers
- Dunst.C, Trivette.C&Deal.A (1996). Enabling & empowering families. Principles& guidelines for practice. Cambridge, MA : Brookline Books.
- Ed Par Ila, Cultural diversity and the deaf experiences (1966), Cambridge university press, USA
- Gregory Susan, Bishop Juliet and Sheldon Lasley, (1999), Cambridge University, Psychological perspectives of deafness
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- Scheetz, N.A. (2000). Orientation to Deafness. Boston, MA: Allyn and Bacon.
- Spencer Patricia, Erting Carol, J.marMarschark, Mane, (2000). The deaf child in the family and school, laurance Erlbaum.

COURSE-IV (B): READING AND REFLECTING ON TEXTS

Time: 1.30 Hours

Max. Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- reflect upon current level of literacy skills of the self
- show interest and begin working upon basic skills required to be active readers in control of own comprehension
- show interest and begin working upon basic skills required to be independent writers understanding adequate intent, audience and organization of the content
- prepare self to facilitate good reading writing in students across the ages
- find reading writing as learning and recreational tools rather than a course task

COURSE CONTENT

UNIT-I

Reflections on Literacy

- Literacy and Current University Graduates: Status and Concerns
- Role of Literacy in Education, Career and Social Life
- Literacy, Thinking and Self Esteem
- Literacy of Second Language/ English: Need and Strategies
- Basic Braille Literacy

Reflections on Reading Comprehension

- Practicing Responses to Text: Personal, Creative and Critical
- Meta Cognitive Awareness of Reading Processes and Strategies Applied for Meaning Making
- Developing Good Reading Skills and Habits in Primary Level Students: Activities and Strategies
- Basic Understanding of Reading Comprehension of Children with Disabilities

Skill Development in Responding to Text

- Indicators of Text Comprehension: Retelling, Summarizing, Answering, Predicting, Commenting and Discussing

- Practicing Responding to Text (Using The Indicators) for Recreational Reading Material (Narrations) and School Textbooks (Description)
- Practicing Responding to Text (Using The Indicators) for Reports, Policy Documents and News (Expositions) and Editorial, Academic Articles, Advertisement Copy, Resume (Argumentation)
- Practicing Web Search, Rapid Reading and Comprehensive Reading

UNIT-II

Reflecting Upon Writing as a Process and Product

- Understanding writing as a Process: Content (Intent, Audience and Organization)
- Understanding writing as a Process: Language (Grammar, Vocabulary, Spelling)
- Understanding writing as a Process: Surface Mechanics (Handwriting, Neatness, Alignment and Spacing)
- Practicing Self Editing and Peer Editing of Sample Texts
- Practicing Evaluating Students Writing Using Parameters: Productivity, Correctness, Complexity, Text Organization and Literary Richness

Practicing Independent Writing

- Practicing Writing: Picture Description/ Expansion of Ideas/ Essays/ Stories
- Practicing Daily Leaving Writing: Applications/ Agenda - Minutes/ Note Taking
- Practicing Converting Written Information into Graphical Representation
- Practicing Filling up Surveys, Forms, Feedback Responses, Checklists
- Reflections on the Course: From Theory to Practice to Initiating Process to improve self

Tasks & Assignments: Any one of the following (5 marks)

- Have a peer editing of independently written essays and discuss your reflections upon this experience
- Prepare a feedback form for parents and for teachers focussing on differences in the two forms due to different intent and audience
- Develop a short journal of graphical representation of 3 newspaper articles on school education using the options given in 2.4
- Visit a book store for young children; go through the available reading material including exercise books, puzzles. etc. and make a list of useful material for developing early literacy skills

SUGGESTED READINGS

- Anderson, R., Hiebert, E., Scott, J., & Wilkinson, I. (1985). *Becoming a Nation of Readers: The report of the commission on reading*. Washington, DC: National Institute of Education and the Center for the Study of Reading.
- ASER report of 2015: Pratham Publication
- Aulls, M. W. (1982). *Developing readers in today's elementary school*. Allyn and Bacon: Boston
- Baniel, A. (2012). *Kids beyond limits*. Perigee Trade: New York

- Ezell, H., & Justice, L. (2005). Programmatic Research on Early Literacy: Several Key Findings. IES 3rd Annual Research Conference: American Speech Language & Hearing Association (ASHA).
- Frank, S. (1985). Reading without Nonsense. Teachers College Press, New York.
- Gallanher, K. (2004). Deeper Reading: Comprehending Challenging Texts. Stenhouse Publishers
- Heller, R. (1998). Communicate clearly. DK Publishing: New York.
- Luetke-Stahlman, B., & Nielsen, D. (2003). Early Literacy of Kindergartners with Hearing Impairment. High Beam
- May, F. B. (1998). Reading as communication. Merrill: New Jersey
- May, F. B. (2001). Unravelling the seven myths of reading. Allyn and Bacon: Boston
- McCormick, S. (1999). Instructing students who have literacy problems. (3rd) Merrill: New Jersey
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- Miller, D. (2002). Reading With Meaning: Teaching Comprehension in the Primary Grades. Stenhouse Publishers, New York.
- Pandit, B., Suryawanshi, D. K., & Prakash, M. (2007). Communicative language teaching in English. Nityanutan Prakashan, Pune.
- Paul, P. V. (2009). Language and Deafness. Jones and Bartlett: Boston
- Soundarapandian, M. (2000). Literacy campaign in India. Discovery Publishing House: New Delhi.
- Tovani, C., & Keene, E. O. (2000). I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers. Stenhouse Publishers.

COURSE-V (A): DRAMA AND ART IN EDUCATION

Time: 1.30 Hours

Max Marks: 50
(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER

- i. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- exhibit basic understanding in art appreciation, art expression and art education
- plan and implement facilitating strategies for students with and without special needs
- discuss the adaptive strategies of artistic expression
- discuss how art can enhance learning

COURSE CONTENT

UNIT-I

Introduction to art Education

- Art and art education: Meaning, scope and difference
- Artistic expression: Meaning and strategies to facilitate
- Art therapy: Concept and application to students with and without disabilities
- Linking Art Education with Multiple Intelligences
- Understanding emerging expression of art by students
- Experiencing, responding and appreciating drama
- Exposure to selective basic skills required for drama

Performing Arts: Dance and Music

- Range of art activities related to dance and music
- Experiencing, responding and appreciating dance and music
- Exposure to selective basic skills required for dance and music
- Dance and Music: Facilitating interest among students: planning and implementing activities
- Enhancing learning through dance and music for children with and without special needs: Strategies and Adaptations

UNIT-II

Performing Arts: Drama

- Range of art activities in drama
- Drama: Facilitating interest among students: planning and implementing activities
- Enhancing learning through drama for children with and without special needs: strategies and adaptations

Visual Arts

- Range of art activities in visual arts
- Experiencing, responding and appreciating visual art
- Exposure to selective basic skills in visual art
- Art education: Facilitating interest among students: planning and implementing activities
- Enhancing learning through visual art for children with and without special needs: strategies and adaptations

Media and Electronic Arts

- Range of art activities in media and electronic art forms
- Experiencing, responding and appreciating media and electronic arts
- Exposure to selective basic skills in media and electronic arts
- Media and electronic arts: Facilitating interest among students: planning and implementing activities
- Enhancing learning through media and electronic art for children with and without special needs: strategies and adaptations

Tasks & Assignments: Any one of the following (5 marks)

- ‘hot seating’ activity for historical / contemporary personalities wherein students play the role of that personality to advocate his/her opinions/decisions/thought processes (for example, Akbar, Hitler, Galileo, Bhagat Singh etc)
- Portfolio submission of the basic skills exposed in any one of the art forms of choice
- Write a self reflective essay on how this course on art will make you a better teacher
- Learn and briefly explain how music notations are made. Submit a brief report OR learn and explain the concept of composition in visual art. Submit a brief report. OR make and submit a sample advertisement for a product OR Learn Mudras of a classical dance forms and hold a session for the students on that. Submit photo report of the same OR Carry out web search on Indian sculpture and submit a brief compilation
- Observe an art period in a special school and briefly write your reflections on it

SUGGESTED READINGS

- Baniel, Anat. (2012). Kids beyond limits. Perigee Trade: New York
- Beyer, E. London. (2000). The arts, popular culture and social change
- Efland, A. D. (1990). A history of Art Education: Intellectual and social currents inteaching the visual arts. New York, NY: Teachers College Press.
- Finlay, Victoria. The brilliant History of Color in Art. Getty Publications, China.
- Gair, S. B. (1980). Writing the arts into individualized educational programs. *ArtEducation*, 33(8), 8–11

- Greene, S., & Hogan, D. (2005). Researching children's experience. Sage Publication: London
- Heller, R. (1999). Effective Leadership. DK Publishing: New York.
- Lewiecki-Wilson C. & B. J. Brueggemann (Eds.), Disability and the teaching of writing: A critical sourcebook. Boston, MA: Bedford/St. Martin's.
- Nyman, L. & A. M. Jenkins (Eds.), Issues and approaches to art for students with special needs (pp. 142–154). Reston, VA: National Art Education Association.
- Shirley, Greenway. (2000). Art, an A to Z guide. Franklin Watts: USA
- Vaze, Pundalik. (1999). How to Draw and Paint Nature. JyosnaPrakashan: Mumbai
- Ward, Alan. (1993) Sound and Music. Franklin Watts: New York.

COURSE-V (B): BASIC RESEARCH AND BASIC STATISTICS

Time: 1.30 Hours

Max. Marks: 50

(Theory: 40, Internal: 10)

NOTE FOR PAPER SETTER:

- i. Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii. Q. No. 1 will be compulsory and will carry 8 marks. There will be 2 short-answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.
- iv. All questions will carry equal marks.

OBJECTIVES

After completion of the course, the student teachers will be able to:

- describe the concept and relevance of research in education and special education
- develop an understanding of the research process and acquire competencies for conducting a research
- apply suitable measures for data organization and analysis

COURSE CONTENT

UNIT-I

Introduction to Research

- Scientific Method
- Research: Concept and Definitions
- Application of Scientific Method In Research
- Purpose of Research
- Research in Education and Special Education

Types and Process of Research

- Types of Research
 - Basic/Fundamental
 - Applied
 - Action
- Process of Research
 - Selection of Problem
 - Formulation of Hypothesis
 - Collection of Data
 - Analysis of Data & Conclusion
- Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- Action Research in Teaching Learning Environment
- Professional Competencies for Research

UNIT-II

Measurement and Analysis of Data

- Scale for measurement: Nominal, Ordinal, Interval and Ratio
- Organization of data: Array, Grouped
- Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
- Correlation: Product Moment and Rank Order Correlation
- Graphic representation of data

Tasks & Assignments: Any one of the following (5 marks)

- Develop a teacher made test for a given subject matter
- Develop a questionnaire/checklist
- Develop an outline for conducting action research

SUGGESTED READINGS

- Best, J. W., & Kahn, J. V. (1996). *Research in Education* Prentice-Hall of India New Delhi.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Academic Press, New York.
- Dooley, D. (1997). *Social Research Methods*. Prentice-Hall of India, New Delhi.
- Greene, S., & Hogan, D. (2005). *Researching children's experience*. Sage Publication: London.
- Grewal, P.S. (1990). *Methods of Statistical Analysis*. Sterling Publishers, New Delhi.
- Guptha, S. (2003). *Research Methodology and Statistical Techniques*. Deep & Deep Publishing, New Delhi.
- Koul, L. (1996). *Methodology of Educational Research*. Vikas Publishing House, New Delhi.
- Potti, L.R. (2004). *Research Methodology*. Yamuna Publications, Thiruvananthapuram.

PRACTICUM: HEARING IMPAIRMENT

Course VI: Practical: Cross Disability & Inclusion

Hours: 20

Credits: 04

Marks: 100

Sr. No.	Tasks	Educational Settings	Specific activities	Hrs.	Submission
1	Infrastructure of an Inclusive school	Inclusive School	Studying the extent of barrier free environment (Infrastructure including Assistive devices, Human resource & Inclusive teaching practices) available in an Inclusive School	04	Report with reflect-ions
2	Classroom teaching observations		Observing 10 lessons (5 language + 5 subjects) and writing report	08	
3	Assisting Teacher		Working as teacher assistant for Prayers/ Assembly, Checking hearing device, Attendance, Home work/Class work, Writing diaries, Preparing TLM, Teaching practice sessions recapitulation, and Break times	08	
TOTAL				20	

Course VII: Practical: Disability Specialisation

Hours: 120

Credits: 04

Marks: 100

Sr. No.	Tasks	Educational settings	Specific activities	Hrs	Submiss-ions
1	Aural intervention	Institute / Clinic	<ul style="list-style-type: none"> - Carrying out daily listening checks on children with hearing impairment (5 children) - Use Aided Audiogram for (2 children each) A. Linking Ling’s 6 Sound test B. Selecting modality of training (Auditory, Speech reading, combination) C. Selecting method of Communication (Oral vs Manual) 	9	
2	Speech intervention	Clinic	<ul style="list-style-type: none"> - Observing individual speech teaching sessions (2 children) - Observing group teaching sessions (2 children) - Planning and executing lesson plan for teaching non-segmental, 	9	

		Segmental and Supra segmental aspects of speech (2 children)		
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3	Learning And practicing ISL	Institute / school / ISL center	To learn and practice Basic vocabulary, Common phrases, Conversations, Sample subject Texts, Stories in signs. (Preferably involving a Deaf individual and taught by certified signer)	30	
4	Classroom observation of teaching	Special school for children with hearing impairment	Preschool - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular	24	
			Primary - Observing and reporting classroom teaching for various subjects as per the time table of the school- Minimum 18 school periods - Language - School subjects - Co-curricular		
5	Lesson planning	Institute	Supervised activity by college faculty with specific feedback	6	
6	Delivering Lessons	Special school	20 lessons (Science/Maths-5, Social Science- 5, Language – 8, Art – 2)	24	
7	Individualised lessons		5 lessons on 1 student	6	
8	Delivering Lessons	Inclusive school	4 lessons of school periods indicating appropriate curricular Adaptations	6	
9	Visit to other than Practice Teaching School	Special School	Observing infrastructure and curricular transaction	6	
TOTAL				120	

Course VIII: Practical: Main Disability Special School (Related to Disability Specialization)

Hours: 120

**Credits: 02
Marks: 100**

Sr. No.	Tasks	Educational settings	Specific activities	Hrs.	Submissions
1	Teacher Assistant**	Special school for Children With Hearing Impairment	Working as teacher assistant for prayers / assembly, checking hearing device, attendance, home work/class work, writing diaries, preparing TLM, teaching practice sessions recapitulation, and break times,	30	Journal of Daily Reflections And Learning
2	Practicing Functioning as a teacher **		Undertaking continuous whole day teaching using daily diary system for planning and recording.	18	Daily diary
3	Understanding School Examination **		Assisting in exam related planning, setting question papers, assessing, entering outcome in records, writing progress reports, feedback to students and parents, drawing pedagogic decisions.	12	Portfolio of Assessment Activities
4	Understanding Beyond Classrooms		Participating in School committees meetings, Sports, Picnics, trips, visits, Parent Teacher Association (PTA) meeting, competitions, Celebrations, annual gatherings, medical check ups – any 3	12	*
5	Development of (TLM), Worksheet		Developing 3 Teaching Learning Material (TLM) and 10 worksheet for the assigned class	18	TLM
6	Document Study		Reading and reporting on academic calendars, time table, diaries, work books, progress reports, case files, parent meeting reports, certificates, forms to avail exemptions and concessions, assessment formats for pre-school	12	*
7	Use of internet and modern Technology For Improving the class Processes	Special school for children with Hearing Impairment	Using technology for classroom teaching, art education, record keeping, communication, downloading power points, AVs for concept development involving Students	12	*

8	Compilations of language teaching Material, news, conversation, stories and Unseen pictures		Compiling language material news, conversations, stories and unseen pictures, Directed activities	6	Journal of Compilation Ns
9	Program end presentation		Power point presentation on consolidations, reflections and take away points from field engagement to be able to become a teacher	6	
TOTAL				120	

Certificate from school head grading the performance on 5 point scale. Candidates below the score 3 repeat the placement

For items each student will be assigned a class and the class teacher is expected to support as the long term mentor for the student placed in her / his class.

Course IX: Practical: Other Disability Special School (Related to Cross Disability & Inclusion)

Hours: 18

**Credits: 04
Marks: 100**

Sr. No.	Tasks	Educational settings	Specific activities	Hrs.	Submissions
1	Teacher assistant	Special school of Other disability	Studying the background of the children in the allotted class & working as teacher assistant for Prayers/assembly, Attendance, Home work/class work, Writing diaries & Assisting in school celebrations	12	Journal of Daily Reflections and learning
2	Document study		Reading and reporting on Academic calendars, Time table, Diaries, Work books, Progress reports, Case files, 3 Parent meeting reports, Certificates, Forms to avail exemptions and concessions, Assessment formats for pre-school	3	Journal
3	Use of internet and modern technology for improving the class processes		Using technology for classroom teaching, Art education, Record keeping, Communication, Downloading power points, AVs for concept development involving students	3	Journal
TOTAL				18	

Course X: Practical: Inclusive School (Related to Cross Disability and Inclusion & Disability Specialization)

Hours: 120

Credits: 04

Marks: 100

Sr. No.	Tasks	Educational settings	Specific activities	Hrs.	Submissions
1	Understanding the children in the classroom	Inclusive School	Studying the background of children in the allotted Class	06	Report with reflections
2	Understanding the plans		Studying the half yearly, Monthly & Unit plans and Calendar of activities and Progress report	12	
3	Teaching support		Assisting the teachers in Adaptation of content, Lesson planning, Scheduling, Resource mobilisation, Preparing TLM & Planning Celebrations	60	
4	Remedial support		Teaching special children for specialised support for achieving the content mastery - 2 students	30	
5	Student evaluation		Assist the teachers in developing Teacher made tests, Marking scheme, Scoring key, Exam supervision, Evaluation of answer scripts & Reporting	12	
TOTAL				120	

