

SYLLABUS

B.Ed. Special Education (HI) **Norms, Regulations & Course Content**

REHABILITATION COUNCIL OF INDIA

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GENERAL REGULATIONS OF B.ED SPECIAL EDUCATION COURSES

1. Preamble

In the Foreword to the National Policy For Persons With Disabilities (2006), Smt. Meira Kumar, the then Minister for Social Justice and Empowerment, rightly observes: "The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities."

Indeed, it is universally recognized now that persons with disabilities constitute valuable human resources for societies. Meaningful education alone can enable them to face the challenges of life effectively, participate actively in community activities and thus become useful assets.

It is in this background that Section 26 of our Persons with Disabilities Act –1995, enjoins upon all the appropriate Governments and the local authorities to "Ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of eighteen years."

The UN Convention on the Rights of Persons With Disabilities which our Government has already ratified in October 2007, recognizes through Article 24, the right of persons with disabilities to education. For realizing this right, the Convention calls upon Member-States, inter-alia, to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, on the basis of disability and that they receive 'effective individualized support measures in environments that maximize academic and social development, consistent with the goal of full inclusion'.

In this important context, our country's "The Right of Children to Free and Compulsory Education Act, 2009" assumes special significance. It provides for quality educational opportunities to be made available to children with disabilities as well, along with necessary infrastructural facilities and support services including trained teachers.

It is, therefore, incumbent upon us all to redouble our efforts with utmost vigour and sincerity to create educationally conducive environments for our disabled children. We have, of course, a long way to traverse. The literacy rate among persons with disabilities is reported to be just about 49 percent. Only about 9 percent of disabled youngsters manage to complete secondary education.

Para 48 of the National Policy for Persons with Disabilities, seeks to ensure "that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020." In order to work towards realizing this huge target, we need a large cadre of appropriately and adequately trained teachers, apart from other requisite support services and technologies.

Our teachers have to play a decisive role in bringing about a qualitative change in the lives

of persons with disabilities. They have to imbibe the desired positive attitudes towards disability, viewing it as a special challenge to human ingenuity and resourcefulness and not a terrible affliction or obstruction. They have to understand the real meaning of inclusion-- a basic mindset, a philosophy of life and not just a matter of rhetoric or a cliché. And, of course, they have to acquire all necessary knowledge and skills for successful and efficient discharge of their onerous responsibilities.

The proposed Special Education B.Ed. course seeks to fulfill this important goal--preparing competent, creative, committed and confident teachers of children with disabilities.

2. Objectives of the Course

The B.Ed. (Special Education) programme aims to develop teachers for children with disabilities for various settings. The B.Ed. (Special Education) course will prepare human resources to enable them to acquire knowledge and develop competencies and skills to impart education and training effectively to all children including children with special needs.

The B.Ed. (Special Education) programme aims to prepare the students for the following:

- (i) To acquire knowledge about change in the prevailing and emerging Indian society in view of recent trends in education and national development.
- (ii) To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.
- (iii) To develop skills and competencies to cater to the needs of children with disabilities in general, and special class settings in particular, in cognitive, affective and skill domains.
- (iv) To equip in various techniques of teaching and evaluation in special and inclusive set up.

3. General Framework of the Course:

The B.Ed special education course consists of theory papers as per the following scheme:

i.	Common Papers	:	4
ii.	Specialization Papers	:	3
iii.	Methodology Papers or methods related to specialization	:	2

Universities follow RCI prescribed syllabi. In case of difficulty in deciding the number of

papers including the practicum, the course content provided in the RCI syllabi need to be incorporated. If needed, some units may be added or combined to satisfy the University requirements. Additionally, content areas to suit local / regional needs may be included without compromising with the minimum contents approved by RCI. The Universities may be permitted to offer specific core papers with the thrust on disability. The weightage for special education component (both theory and practical) in such a deviation from the RCI suggested model should be adequate as per the guidelines of RCI.

4. List of Specialization Areas

The following specialization areas are prescribed in the course

- (i) Hearing Impairment
- (ii) Learning Disability
- (iii) Mental Retardation
- (iv) Visual Impairment

5. Adequacy of the Special Education Syllabi

The syllabus prescribed at the B.Ed level is on the basis of minimum requirements and therefore, Universities and Colleges of Education implementing the B.Ed course can exercise flexibility in opting the number of papers without compromising on the adequacy and validity of the contents prescribed by the RCI.

6. Duration of the Course

The duration of the course is one academic year.

7. Distribution of Time for Theory and Practical Work

The course should be spread over a period of 220 days (minimum) with 1320 working hours in addition to the examination and admission days. The distribution of working hours for the theory and practical is suggested as follows:

S.No	Area	Hours	Marks
1	Core	18%	18%
2	Specialization	14%	13%
3	Methodology	09%	09%
4	Practicum	59%	60%
	TOTAL	100%	100%

In the case of institutions offering specialization model only, the percentage of hours and marks allotted to methodology will be incorporated under specialization areas.

Weightage for marks will be as per the guidelines of the implementing Universities. Weightage in terms of hours suggested by RCI is as follows:

Theory Papers

1.	Common Papers	..	4x60 Hours	..	240 Hours
2.	*Specialization	..	3x60 Hours	..	180 Hours
3.	Methodology or methods related to specialization	..	2x60 Hours	..	120 Hours

For specialization in Mental Retardation, one more paper has been included bringing the total to 4 specialization papers.

Practical Work

780 Hours

In the case of institutes following the prescribed pattern, there is no change in the weightage. However, in the case of Universities / Colleges offering non-semester system, the weightage for theory and practicum may be re-appropriated accordingly with the approval of RCI.

8. Eligibility for Admission

The eligibility for this B.Ed. course is B.A./B.Sc. or an equivalent degree at graduate level depending on the requirements for the particular course. The eligibility for admission is 45% aggregate in the qualifying degree examination. The regulations prescribed by the State Governments concerned with regard to minimum eligibility criteria and reservation policies may be taken into consideration. Admission procedure can be decided by respective university.

9. Course Pattern (Semester/Non-Semester)

The decision on Semester or non-semester nature of the course depends upon the pattern followed in the University concerned to which the College is affiliated.

10. Passing Minimum

The minimum marks for passing in the theory papers is 40% in each theory paper, 50% in practical and 50% in aggregate.

11. Nature of Evaluation

The institute implementing the course may decide on the internal or external or both the system of evaluation subject to the approval of the University concerned.

12. Reappearing facility

The student who fails in any paper may be allowed to appear in that particular paper only for a maximum of 3 times within three years. If the student fails to pass the examination after three appearances, he/she will be expected to undergo the course again.

13. Improvement of Marks

The student will also be given opportunities for improvement of marks in the particular examination by reappearing in the specific paper in the next examination. The examination pattern of the special education programmes may be as per the regulations of the implementing Universities/Colleges of Education. However, the guidelines pertaining to the examination procedure prescribed by the Rehabilitation Council of India may also be adopted.

14. Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examinations subsequently according to the changed syllabus / regulations.

15. Teacher-Student Ratio

The staff-student ratio in the area of B.Ed special education may be 1:8, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 25 students may be admitted for the B.Ed Special Education course inclusive of 3 seats for foreign students. Additional intake should be approved by RCI. Qualifications required for teaching faculty are given on RCI website under the 'Norms for Appointment of Faculty for B.Ed. & M.Ed. Special Education'.

16. Infrastructural Facilities

Institutions / Colleges of Education / University Departments offering B.Ed Special Education course should have necessary infrastructural facilities such as the psychology laboratory, science laboratory, language laboratory, work experience laboratory, computer room, etc. In addition to the infrastructural facilities, aids and appliances necessary for the specialization concerned should also be available. The institution should have a model school for children with respective disabilities so that the student teachers can have practice teaching during the course. Until such a facility is made available in the premises of the institution, a model school in the locality can be adopted.

17. Certification as a Registered Professional

It is mandatory for every teacher of special education to obtain a “Registered Professional Certificate” from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the teachers as well as educators in special education should undergo in-service programme periodically to update their professional knowledge. Amendments, if any, to the regulations of the course will be made periodically by the Rehabilitation Council of India.

Any deviation from the above regulations should have the prior approval of the Rehabilitation Council of India.

18. Award of Degree:

The affiliating Universities will award degree in B.Ed (Special Education) specialising in Hearing Impairment / Learning Disability / Mental Retardation / Visual Impairment. While issuing degree certificate, the Universities should clearly spell out the area of specialization.

COMMON PAPERS

PAPER - 1
NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION

60 Hrs.

Objectives

The student teacher is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as

1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness
4. Locomotor, Neurological and Leprosy Cured
5. Neuro-developmental Disorders
6. Multiple Disabilities, Deafblindness

Course Content

Unit 1: Blindness and Low Vision

09 Hrs.

- 1.1 Definition and Identification
- 1.2 Incidence and Prevalence
- 1.3 Characteristics
- 1.4 Causes and Prevention
- 1.5 Intervention and Educational Programmes

Unit 2: Hearing Impairment

09 Hrs.

- 2.1 Definition and Identification
- 2.2 Incidence and Prevalence
- 2.3 Causes and Prevention
- 2.4 Types of Hearing Loss and Characteristics
- 2.5 Modes of Linguistic Communication and Educational Programmes

Unit 3: Mental Retardation

09 Hrs.

- 3.1 Definition and Identification of Mental Retardation and Mental Illness
- 3.2 Incidence and Prevalence, Causes and Prevention
- 3.3 Characteristics -Mild, Moderate, Severe, Profound
- 3.4 Types and Classification of Mental Retardation and Mental Illness
- 3.5 Intervention and Educational Programmes

Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities

07 Hrs.

- 4.1 Definition and Classification
- 4.2 Incidence and Prevalence
- 4.3 Causes and Prevention
- 4.4 Types, Classification and Characteristics
- 4.5 Intervention and Educational programmes

Unit 5: Learning Disabilities

08 Hrs.

- 5.1 Concept and Definition of Learning Disabilities. .
- 5.2 characteristics of LD

- 5.3 Etiological Factors
- 5.4 Types and Associated Conditions
- 5.5 Intervention and Educational Programmes

Unit 6: Autism Spectrum Disorders

09 Hrs.

- 6.1 Concept and Definition of Autism.
- 6.2 Characteristics of Autism
- 6.3 Etiological Factors
- 6.4 Types and Associated Conditions
- 6.5 Intervention and Educational Programmes

Unit 7: Multiple Disabilities and Various Combinations

09 Hrs.

- 7.1 Definition and Identification
- 7.2 Incidence and Prevalence
- 7.3 Causes and Prevention
- 7.4 Characteristics
- 7.5 Intervention and Educational Programmes

Reference books

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2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
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PAPER - 2
EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

60 Hrs

Objectives

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

1. Explain the history, nature, process and philosophy of education.
2. Spell out the aims and functions of education in general and special education in particular.
3. Describe the various systems of education with reference to general and special education.
4. Discuss the various roles of educational agencies in India.
5. Analyze the role of educational system in the context of Modern Ethos like democracy, socialism and secularism.

Course Content

Unit 1: Definition, process and philosophy of education **10 Hrs.**

- 1.1 Definition and Meaning of Education
- 1.2 Aims of Education
- 1.3 Functions of Education
- 1.4 Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism
- 1.5 Historical perspective of Education in India and Abroad

Unit 2: Education and Various Commissions **10 Hrs.**

- 2.1 Principles of education and special education and Inclusive Education
- 2.2 Aims, objectives and functions of special education and inclusive education
- 2.3 Direction and priorities of general and special education and inclusive education
- 2.4 Recent trends in Indian Education and special education and inclusive education
- 2.5 Education For All movement, Education through 21st Century, Various Commissions.

Unit 3: Education in the Social Context **10 Hrs.**

- 3.1 Formal, Informal and Non-formal Education.
- 3.2 Functional literacy, continuous and Life Long Education.
- 3.3 Community Based Rehabilitation including education.
- 3.4 Open Learning, Distance Education with reference to General and Special Education and inclusive education
- 3.5 Value -Oriented Education.

Unit 4: Educational Agencies for the National Development **10 Hrs.**

- 4.1 Educational challenges for economic and socio-political development.
- 4.2 Role of home, community school, society, and mass media.
- 4.3 Role of Governmental and non-governmental agencies in general and special education. Such as -NCERT, SCERT, RCI, NCTE.
- (a) Resource mobilization through funding agencies and concessions/facilities for the disabled. Education

- (b) Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.
- (c) International Legislation for Special Education

Unit 4.4 International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM

Unit 4.5 International and national legislation including UNCRPD

Unit 5: Education and the Modern Ethos **10 hrs.**

- 5.1 Democracy, socialism and secularism.
- 5.2 Constitutional provisions in human rights.
- 5.3 Equalization of educational opportunities.
- 5.4 Education and human resource development.
- 5.5 Planning and management of human resource development.
- 5.6 Environmental Education

Unit 6: Emerging trends in Special and Inclusive Education **10 Hrs.**

- 6.1 Concept of impairment, disability (activity limitation) and participation restrictions and their implications
- 6.2 Concepts and principles of inclusion.
- 6.3 Inclusive Education a rights based model
- 6.4 Community linkages and partnership of inclusion
- 6.5 Role of special schools and special teachers/educators in facilitating inclusive education

Reference books

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3. Steven. B. (1998). *School and Society*. Sage Publications.
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PAPER - 3

EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

60 Hrs.

Objectives

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

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

Course Content

Unit 1: Introduction to Psychology **10 Hrs.**

- 1.1 Definition, Nature and Scope of Psychology.
- 1.2 Educational psychology: scope and relevance to general education.
- 1.3 Role of educational psychology in special education.
- 1.4 Theories of motivation, attention and perception and its application in education.
- 1.5 Implications of the above with regard to specific disabilities.

Unit 2: Growth and Development **10 Hrs.**

- 2.1 Meaning, Definitions and Principles of Growth and Development.
- 2.2 Influences of heredity and environment.
- 2.3 Stages of Development with reference to children with disabilities.
- 2.4 Developmental needs from infancy through adolescents
- 2.5 Developmental delay and deviancies

Unit 3 Learning **10 Hrs.**

- 3.1 Definition, Meaning of Learning and Concept formation.
- 3.2 Learning -Domains and factors affecting learning.
- 3.3 Theories of learning (behavioural, cognitive and social) , and their application to special education
- 3.4 Memory and strategies for enhancing memory
- 3.5 Implications of the above with regard to various disabilities.

Unit 4: Intelligence, Aptitude and Creativity **10 Hrs.**

- 4.1 Meaning and definition of intelligence and aptitude.
- 4.2 Theories of intelligence
- 4.3 Concept of Creativity, its process, characteristics of creative people, and teachers role in stimulating creativity.
- 4.4 Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT/BLAT, DST)
- 4.5 Implications of the above with regard to various disabilities.

Unit 5: Personality**10 Hrs.**

- 5.1 Meaning and Definition of personality.
- 5.2 Theories of personality
- 5.3 Frustration and conflict, defence mechanisms and behaviour deviations,
- 5.4 Mental health and signs and symptoms of maladjustment
- 5.5 Implications of disabilities in personality assessment.

Unit 6: Guidance and Counselling**10 Hrs.**

- 6.1 Meaning nature and scope of guidance and counselling and role of home. .
- 6.2 Approaches and techniques of guidance and counselling with reference to various disabilities.
- 6.4 Vocational guidance, assessment, training, avenues and perspectives
- 6.3 Discipline and management of class room behaviour problems.
- 6.5 Yoga and other adjunctive aids.

Reference books

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PAPER - 4
EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

60 Hrs.

Objectives

1. After studying this paper, the student teachers are expected to realize the following objectives:
2. Discuss the meaning, need and scope of educational management.
3. Define the concept and meaning of curriculum and instructional strategies.
4. Explain the concept, meaning, scope and types of educational technology.
5. Describe the need and scope of educational research.
6. Discuss the meaning, scope and types of educational evaluation.

Course Content

Unit 1: Educational Management

10 Hrs.

- 1.1 Definition, Meaning, Need, Scope of Educational Management.
- 1.2 Concept and Principles of Institutional Planning and Management, Admission with focus on zero rejection
- 1.3 Inspection, supervision and mentoring.
- 1.4 Institutional Organization, Administration and Evaluation.
- 1.5 Types of Leadership and Organizational Climate

Unit 2: Curriculum

10 Hrs.

- 2.1 Definition, Meaning and Principles of Curriculum,
- 2.2 Principles of curriculum development and disability wise curricular adaptations.
- 2.3 Curriculum planning, implementation and evaluation – implications for disabilities and role of teacher.
- 2.4 Types and importance of co-curricular activities
- 2.5 Adaptations of co-curricular activities.

Unit 3: Instructional Strategies

10 Hrs.

- 3.1 Theories of instruction – Bruner and Gagne .
- 3.2 Approaches to instruction -cognitive, behavioural, and eclectic.
- 3.3 Design instruction -macro design.
- 3.4 Organizing individual, peer, small group, large group instructions.
- 3.5 Teaching materials -aids and appliances, other equipment -development.

Unit 4: Educational Technology

10 Hrs.

- 4.1 Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
- 4.2 Role and types of audio-visual aids in teaching and application of multi media in teaching and learning
- 4.3 Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.

- 4.4 Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.
- 4.5 TLM: Importance, need and guidelines on use of TLM with reference to various disabilities.

Unit 5: Educational Research

10 Hrs.

- 5.1 Definition, Need and scope of educational research
- 5.2 Principles of Research in Education.
- 5.3 Types of research - fundamental, applied and action
- 5.4 Tools of research.
- 5.5 Overview of research studies in special education in India.

Unit 6: Educational Evaluation

10 Hrs.

- 6.1 Definition, Meaning, scope and types of evaluation.
- 6.2 Various types of tests.
- 6.3 Characteristics of a good test
- 6.4 Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.
- 6.5 Presentation of data - graphs, tables and diagrams.

Reference books

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SPECIALIZATION PAPERS

PAPER - 1
FACILITATING DEVELOPMENT OF LANGUAGE AND
COMMUNICATION SKILLS IN CHILDREN WITH HEARING
IMPAIRMENT

60 Hrs.

Objectives

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

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

Course content

Unit 1: Communication and Language - Definition and Scope

12 hrs.

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

Unit 2: Communication Methods and Techniques

12 Hrs.

- 2.1 Principles of developing language in the HI
- 2.2 Options in Linguistic Communication for the HI
(Philosophy, justification, advantages & disadvantages, types & programmes in India)
 - a) Oralism -Auditory Oral Education (AOE), Auditory Verbal Education (AVE) –
(Unisensory and Multi-sensory Approaches)
 - b) Total Communication (TC) (simultaneous use of speech and Sign System)
 - c) Educational Bilingualism (use of Sign Language and literacy of verbal language)
- 2.3 Methods of teaching language to children with Hearing Impairment
 - a) Natural method: Concept and the principles (Groht- 1977 & others)
 - b) Structural method: Concept and the principles (eg Fitzgerald key and APPLE TREE)
 - c) MRM and Other Combined Method: Concept & Principles (Uden 1977 and others)
- 2.4 Techniques of teaching language to children with Hearing Impairment:
 - a) News/Conversation b) Story telling c) Directed activity
 - d) Visit e) Free play f) Picture description
 - g) Dramatization h) Poems i) Unseen passages
- 2.5 Role of Text Book in School Education with special reference to HI

Unit 3: Role of Functionaries**12 Hrs.**

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

Unit 4: Literacy: Reading and Writing**12 Hrs.**

- 4.1 Literacy: meaning and pre requisites; challenges with children with HI
- 4.2 Models of reading (Top Down, Bottom-Up & Interactive)
- 4.3 Reading readiness (pre-reading skills)
- 4.4 Development of independent reading comprehension,
 - a) Goals and Importance of Reading
 - b) Classification of Reading –
 - b.1) According to goal - (Functional, Recreational, Remedial and Developmental)
 - b.2) According to Method - (Loud Reading, Silent Reading)
 - c) Methods of Teaching, Reading - Traditional and Recent Methods.
- 4.5 Development of writing
 - a. Prewriting skill development
 - b. Development of writing {look and write: copying, listen and write: dictation, prompted writing, memorized writing, independent, spontaneous writing }
 - c. Assessment of writing: various parameters like productivity, complexity, surface mechanics etc

Unit 5: Assessment of language at different levels**12 Hrs.**

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

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PAPER - 2
AUDIOLOGY AND AURAL REHABILITATION

60 Hrs.

Objectives

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

1. Describe the Anatomy and Physiology of the ear.
2. Describe the theory behind Operating an Audiometer and assessing the hearing loss in adults, infants and children.
3. Explain the functions, types and parts of hearing aids.
4. Enumerate the use of hearing aids to compensate for the hearing impairment and development of language.
5. Discuss the concept, need and stages of auditory training to facilitate development of spoken language
6. Link the above theory with educo-audiological issues and decision making

Course content

Unit 1: Hearing Mechanism

12 Hrs.

- 1.1 Basic Anatomy and Physiology of hearing mechanism
- 1.2 Types of hearing impairment (hard of hearing, deaf, pre-lingual, post-lingual, sensory-neural, conductive, Functional, Central)
- 1.3 Hearing loss - prenatal, perinatal, postnatal causes, prevention
- 1.4 Early identification of hearing loss - its importance, tests (subjective and objective) and other methods available.
- 1.5 Impact of earlier identification / intervention on overall development.

Unit 2: Audiometry

12 Hrs.

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

Unit 3: Amplification Devices and Cochlear implant

12 Hrs.

- 3.1 Parts of a hearing aid, their functions
- 3.2 Types and trouble shooting of hearing aids / ALDs, (Body worn, B.T.E., in the ear and Programmable hearing aid); and Parameters for determining good quality of Hearing aids
- 3.3 Importance of ear moulds, Types of ear moulds
- 3.4 Recent Development in medical intervention, Cochlear Implant: Important, meaning, types and importance.
- 3.5 Training parents regarding use, care and maintenance of hearing aids and moulds

Unit 4: Setting up and Audiological Management of special and inclusive classrooms 12 Hrs.

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

Unit 5: Auditory Training

12 Hrs.

- 5.1 Auditory training: definition, meaning and scope, and benefits of auditory training and auditory physiology, 7 sound test.
- 5.2 Stages of Auditory Training-Detection, discrimination, identification, comprehension using gross sounds, environmental sounds and speech
- 5.3 Discrimination and comprehension of non speech and speech sounds using segmental, non segmental and supra segmental features
- 5.4 Importance of Auditory training in the comprehension of spoken language
- 5.5 'Auditory learning' listening training and uni-sensory approaches

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PAPER - 3
INTRODUCTION TO SPEECH AND SPEECH TEACHING
TO THE CHILDREN WITH HEARING IMPAIRMENT

60 Hrs.

Objectives

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

1. To acquaint the student teacher with the Anatomy and Physiology of the Articulatory system.
2. To acquaint the student teacher with the normal development of speech.
3. To acquaint the student teacher with the development of speech in a Hearing Impaired child.
4. To acquaint the student teacher with the disorders in the speech of Hearing Impaired children.
5. To acquaint the student teacher with methods of correcting the disorders in the Speech of the Hearing Impaired, individually and in the classroom.

Course content:

Unit 1 Speech Mechanism

12 Hrs.

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

Unit 2: Normal Speech - Production and Reception

12 Hrs.

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

Unit 3: Phonetics

12 Hrs.

- 3.1 Definition of phonology and phonetics
- 3.2 Description and classification (Vowels, Consonants and Diphthongs) of Speech sounds
- 3.3 Introduction to I.P.A. with reference to phonemes of regional languages
- 3.4 Relevance of Phonetics in the correction of speech of Hearing Impaired children
- 3.5 Speech profile of typical Indian children with hearing impairment

Unit 4: Speech Perception, Production and Evaluation

12 Hrs.

- 4.1 Perception of Speech with and without Hearing Aid. Development of speech in a child with the

hearing impairment

- 4.2 Description and classification of speech error present in the speech of a hearing impaired child (Problems relating to voice, articulation, breathing or supra-segmental)
- 4.3 Assessment of voice - vocalization, duration, loudness, pitch and voice quality
- 4.4 Assessment of speech sounds (articulation) vowels, consonants, diphthongs
- 4.5 Planning for correction of the error detected. (Lesson Plan)

Unit 5: Remedial Measures

12 Hrs.

- 5.1 Models of speech teaching (developmental and correctional)
- 5.2 Stages of speech teaching developed by Ling ()
- 5.3 Consonant and vowel correction: Place, manner and voicing; deviant patterns
- 5.4 Use of auditory global method and multi-sensory approach and electronic visual, (Such as voice lite, mirror), tactile aids for development /for correction of speech
- 5.5 Individual speech teaching and classroom speech teaching activities

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20. Sanders, D.A., Aural réhabilitation. Englewood Cliffs, NJ Prentice-Hall, 1971.

Scheme for B.Ed.Spl.Ed.(H.I.) Practical

TABLE 1: B.Ed.Spl.Ed.(H.I.): Scheme

#	Tasks for the Teacher Trainees	Disability Focus	Set up	Hrs	NO. of Lessons
<i>PRACTICAL AREA- 1. Practice Teaching/ Classroom Placement</i>					
1.1	a. Classroom observation	HI	Special school	110	Minimum 50 school Periods
	b. Classroom observation	MR and VI +Any one other disability	3 Special schools for 3 disabilities	20 (3 school days)	Minimum 1 day per school
	c. Classroom observation	HI	Inclusive Schools	20	Minimum 15 school Periods
1.2	a. Lesson planning and execution	HI	Special School	80	24(internal) + 1 final Lesson (external)
	b. Lesson planning and execution	HI	Inclusive Schools	30	5
1.3	Micro teaching & simulated teaching	HI	College	40	6
1.4	a. Individualised Teaching lessons	HI	Special Schools	30	12
	b. Individualised Teaching lessons	Any one disability	Inclusive School	20	5
			Total	350	
<i>PRACTICAL AREA-2. Capacity Building of the Teachers Trainees</i>					
2.1	Language and Communication Skills of the teachers trainees	NA	College	30	
2.2	Disability orientation for the teachers in inclusive schools	All Disabilities	Inclusive Schools	20	
2.3	Evaluating learning environment in inclusive schools	All Disabilities	Inclusive Schools	10	
2.4	Community Based Rehabilitation	All Disabilities	Inclusive Schools	20	
2.5	Adaptation of teaching strategies and evaluation	All disabilities	Inclusive Schools	20	
2.6	Parent empowerment	All Disabilities	Inclusive Schools	20	
2.7	Visits to Rehabilitation Institutes and Report Writing.	All Disabilities		20	
			Total	140	

<i>PRACTICAL AREA - 3. Academic Skill Development</i>					
3.1	Language Assessment of the students with Hearing Impairment	HI	College	40	
3.2	Audiology and Aural rehabilitation	HI	College / clinic / school	40	
3.3	Speech & Speech Teaching	HI	College / clinic / school	40	
3.4	Psychology	HI	College / clinic / school	30	
3.5	Skill development in Sign Language or Signed System	HI	College	100	
				Total	250
				Grand Total	740

TASK DETAILS

PRACTICAL AREA -1. Practice Teaching/ Classroom Placement

1.1 Observation (a, b, and c)

Teacher trainee is expected to write observation report of each of the school period that s/he observes in the prescribed format. Observations must be spread over both the terms. For a and c - Observation must be carried out in all the classes where the trainee delivers the lesson. No lesson should be taken without observations in that particular class. The supervisors are expected to assign marks to each of the teachers trainees on the basis of the performance during skill development sessions, records and the exhibition of the skills during viva. Please note the marks are assigned throughout the academic year and not at the end of the year.

1.2 Lessons

A 'lesson' here refers to group lesson delivered in a classroom and supervised by a supervisor from either practice teaching schools or the B Ed college. Minimum 4 to 8 lessons per trainee should be supervised by the college staff. Rest of the lessons can be supervised by the concerned classroom teacher.

First 5 lessons can be guided lessons where the supervisor and classroom teacher lead the trainee learn best practices through their own active participation in the lesson. If possible the other trainees may be allowed to see the guided lessons of each others.

Lesson plans must be written on the prescribed format.

Following is the suggested break up of the lessons

TABLE 2: Details of Lesson Planning & Execution

S. No.	Lessons	Levels	No. of Lessons per Level	Total No. of Lessons	Educational Settings
1	Language	Preprimary Primary Secondary	4 5 5	14	Special Schools
2	School Subjects	Preprimary Primary Secondary	2 3 5	10	Special Schools
3	Language	Preprimary Primary Secondary	As per availability	2	Inclusive Schools
4	School Subject	Preprimary Primary Secondary	As per availability	4	Inclusive Schools

School subject lessons at the pre primary level will include lessons on pre mathematics, pre science concepts and readiness lessons for the EVS text books of the first std. Supervisors are expected to ensure that each trainee is maintaining balance of social science and science/ mathematics.

1.3 Micro teaching and simulated teaching

At least 3 skills which are particularly appropriate for the students with HI are to be selected for example black board skills or questioning technique. Each trainee is expected to give 2 lessons per skill. The trainee gives the first lesson and then on the basis of the feedback delivers improvement lesson with the same content. Micro teaching rounds are to be carried out in the first term before the trainees begin the group lessons.

1.4 Individualized teaching lessons

Each individualized lesson is of 15 to 20 minutes. The trainee is expected to select 2 students (one from preprimary and one from primary). S/he must assess current level of functioning of the students, prepare objectives for 6 consecutive lessons and write 6 lesson plans. S/he then is expected to carry out these lessons under supervision spread over 6 days within the range of 8 to 10 days.

PRACTICAL AREA - 2. Capacity Building of the Teachers Trainees

2.1 Language and Communication Skills of the teacher trainees

To be an effective teacher one needs to have good language and communication skills – more so for the teachers of students with hearing impairment. All teacher trainees may not have adequate command over communication skills. Skill development into areas like spontaneous talking, loud

reading, poem recitation, writing summary, framing questions etc. is essential for better classroom teachers.

Following tasks to be carried out by each of the trainees:

1. Project work in grammar. Each trainee selects one grammatical aspect and prepares an exercise work book for the students of particular standard to develop that aspect. Grammatical aspect may include:

- a) Parts of speech
- b) Person, number, gender – concord
- c) Case markers and Tenses
- d) Auxiliary verbs
- e) Question forms
- f) Negation
- g) Active – Passive voice
- h) Types of sentences
- i) Clauses
- j) Degree of comparison
- k) Adjective to adverb conversion

The trainee is expected to prepare this exercise work book in his/her mother tongue.

2. Preparation and submission of the language skill journal. Each trainee prepares a journal which has collection of following items: (To be prepared in the mother tongue)

- Writing stories – 3 for 3 different levels (not ready made stories? these should be based on children's first hand experiences at the first two levels and on newspaper items or events etc for the second and third level.)
 - Paragraphs for loud reading from books, newspaper etc 3
 - nursery rhymes / Poems for recitation 3
 - Framing relevant questions / assessment exercises of different types on given text 3 sets
 - Finding the main theme of a passage or story and summarize it 3 passages for three different levels
 - Elaborating ideas – writing expansions of any 1 idea like – ‘time is money’, ‘cleanliness is godliness’ given by the supervisor.
 - Writing picture descriptions – 3 picture descriptions (3 different levels) to be written for 2 pictures. Total 6 descriptions with appropriate balance of abstract and concrete ideas, with interesting and natural language and with various types of sentences.
 - Captioning the pictures 5 pictures.
- * Pictures for the activities to be selected creatively from the story books, magazines, advertisements, manuals, websites etc. No readymade charts, text book pictures to be used.

3. Classroom presentation by each of the trainee of all the exercises given above in point number 2

2.2 Disability orientation for the teachers in inclusive schools

Trainees organize the disability orientation session for 10 to 15 regular teachers in a nearby school. Two trainees together prepare and present one of the issues for 15 minutes through demonstration, power point, discussion, lecture etc. One trainee takes the role of a teacher and asks questions and doubts. Disability issues may include: classification of disabilities, educational needs, appropriate schooling, curricular adaptations for each type of the disabilities, adaptations of text books, adaptations in examinations, concessions and exemptions, legislations, aids and appliances etc

2.3 Evaluating learning environment in inclusive schools

College prepares a checklist to evaluate the regular schools in terms of barriers and facilitators (attitude related, infrastructure related, curriculum related and architecture related) present in the schools for the students with the disabilities. Each student visits 2 schools and evaluates the school with the help of the checklist.

2.4 Community Based Rehabilitation (Group activity)

For this the trainees are expected to form groups of 5 to 6 and plan, carry out, review and report a small CBR activity. CBR activity may include, street play, exhibition, survey, march / rally or poster campaign. The target group may include any one of: non impaired school children, mainstream teachers, doctors, balwadi teachers, college students, policemen, lawyers etc. The topic could be identification / screening, awareness, attitude, communication, educational needs etc. Group report to be submitted to the supervisor.

2.5 Adaptation of teaching strategies and evaluation.

- A. Journal preparation on curricular adaptation needs of students with disability for inclusive education. Model curricular adaptations for the HI and any other one disability at any one level –pre primary, primary, secondary to be listed and described.
- B. Text book adaptations. 2 adaptations at 3 levels (total 6). Trainees are expected to select a page from the school textbook of History, science, Civics, EVS or Economics. Adapt the page as per the language of the HI. All the nine adaptations may include adaptation of: language, presentation / organization of the knowledge, illustrations (graphs, pictures, diagrams) and assessment exercises.

2.6 Parent Empowerment College holds a parents meeting for at least 15 parents. A group of 3 trainees prepare and present one of the issues for 15 minutes through demonstration, power point, discussion, lecture etc. Disability issues may include: home training, mobility training, overall stimulation, auditory training, reading/writing, cochlear implant, sense training, self help skills, toilet training, food habits, rights and responsibilities etc. It could be done through role play for example, one trainee becomes the teacher the other two sit with the parents and act as a parent to ask questions and doubts.

- 2.7 **Visits to Rehabilitation institutes.** College to organize at least 5 visits to any other institutes which may include schools for all disabilities, clinics, centers, integrated set up, vocational centers, CBR projects, Model mainstream schools etc. Visits to be spread over both the terms.

PRACTICAL AREA – 3: Academic Skill Development

3.1 Language Assessment of the students with Hearing Impairment

Following tasks to be carried out by each of the trainees and the appropriate records of the same be maintained. The trainees are expected to submit the journal of the annual tasks which is used at the time of the final viva.

- Observation of standardized language assessment tool – 3 CWHI
- Observation of language development check list – 3 CWHI
- Preparing blue print of teacher made test for any text book chapter – 1 each for std 1st to std 7th for the CWHI
- Observation of language assessment of children with other disabilities – 2
- Assessing written language samples of CWHI - 4 samples of 2 children
- Carrying out open book reading comprehension test for a class for the CWHI

3.2 Audiology and aural rehabilitation

Following tasks to be carried out by each of the trainees and the appropriate records of the same be maintained. The trainees are expected to submit the journal of the annual tasks which is used at the time of the final viva.

- Identifying parts of the ear from the model /picture of ear
- Identifying different sounds / noise makers
- Identifying parts of the audiometer
- Pediatric Assessment (observation 2 cases)
- Conditioning and play audiometry (observation)
- Orientation to aided and non aided audiograms
- Audiogram interpretation (10 audiograms – unaided and aided)
- Identifying and handling types / parts of individual hearing aids
- Trouble-shooting of hearing aids
- Correct use and wear of hearing aids
- Cell change criteria
- Dynamic range and threshold of discomfort
- Six Sound test (on 10 children at least)
- Auditory training (planning and execution with supervision)
Individual lessons (20 min each) 5 lessons
Group lessons (20 min. each) 5 lessons

Levels of Auditory Training – Gross non speech, fine non speech, gross speech and fine speech (with segmental, supra segmental and non segmental aspects)

- Getting familiar with group amplification system
- Observation of H/A selection procedure
- Observation of ear mould making
- Observation of intervention session with Cochlear Implant

3.3 Assessing and teaching speech

Following tasks to be carried out by each of the trainees and the appropriate records of the same be maintained. The trainees are expected to submit the journal of the annual tasks which is used at the time of the final viva.

- Recording speech of non impaired children
- Identifying various parameters of speech by listening to tapes
- Intelligibility rating
- Varying own speech parameters/recording
- Labeling parts of speech systems
- Making diagrams of sagittal sections of sounds in own language
- Word-lists for sounds of own language
- (with pictures in IMF)
- Identifying errors in speech samples of HI children (tapes)
- Group observation of speech screening of 3 children
- Planning activities of group speech teaching-only with respect to Non-segmentals (duration control, loudness control, pitch control)
- Making and using speech kit
- Handling aids & equipments (observation)
- Observation (Group speech teaching) 3 group lessons
- Planning and executing 5 sessions of group speech teaching
- Planning and executing 3 sessions of individual speech teaching for 2 children

3.4 Psychology

To undertake structured interview to draw up the Children's case study, (one, in special school, one in Inclusive) (Including Developmental, Medical, Family, Social and Educational History)

Recording of observations made during interview and of interaction with the child.

- Observation of the following screening tests and administration of any two by the teacher trainees on the HI children taken for the case study:
 - Vineland Social Maturity Scale
 - Developmental Screening Test
 - Gessells Drawing Test
 - Seguin Form Board
 - Colour Progressive Matrices
 - Meadow Kendall Social Emotional Maturity Scale

- Calculating and interpreting test findings
- Communication to parents/informant with regards to:
 - Test findings
 - Placement
 - Stimulation on as per deficits reported for psycho-educational and perceptual training
 - Tips for handicap /problem behaviour
 - Further referrals, if any

3.5 Skill development in Sign Language OR Signed System

IA includes ongoing skill development in either sign language or sign system spread over both the terms.

SPACE, DEVICES AND MATERIAL REQUIRED (MINIMUM)

Space Required

1. Principal's Office
2. Office Room and faculty room
3. One well equipped sound-treated room
4. Lecture hall
5. One demonstration room for lessons, simulated teaching, auditory training/ speech lessons etc
6. One room for Ear Mould Lab and repair of Hearing Aids
7. Students common room with lockers

(Adequate and well maintained facilities of toilets is required in the college. As far as possible barrier free structure is to be made available for the B Ed candidates with physical impairment and sensory impairment.)

Aids and Appliances Required

1. Portable Audiometer
2. Diagnostic Audiometer
3. Speech Trainer
4. Tape Recorder and Cassettes
5. Clinical Psychology test material (as per the syllabus)
 - a. Bhatia's Battery Performance Test
 - b. Binet-Kamath's Test of Intelligence
 - c. Seguin Form Board
 - d. Draw-A-Man Test
 - e. Denver's Developmental Screening Test
 - f. Chatterjee's Non-Language Preference Record
 - g. Benton's Visual Retention Test
 - h. Minnesota Multi-phasic Personality Inventory
6. Mirrors - 4
7. Toys and Play Material
8. Ear Model and Larynx Model
9. Computer with net access for the students

(Formats and records to indicate the use of all these by the candidates needs to be maintained by the college)
