

**D.ED. SPECIAL EDUCATION
(HEARING IMPAIRMENT)**

NORMS

&

GUIDELINES

REHABILITATION COUNCIL OF INDIA

(Statutory Body Under Ministry of Social Justice & Empowerment)

B-22, Qutab Institutional Area

New Delhi – 110 075

2008

www.rehabcouncil.nic.in

Syllabus for D. Ed. Special Education – (Hearing Impairment) 2 years

I. PREAMBLE

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

II. NOMENCLATURE OF THE COURSE

D. Ed. Special Education – HI

III. OVERALL AIM AND GENERAL OBJECTIVES OF THE COURSE

Aims and Objectives are set with special reference to children with HI.

General Objective

The Diploma Course in Special Education aims to develop professionals for special education within a broad framework of education in the current millennium. The course will enable pre-service teachers to acquire knowledge, develop competencies and practice skills to impart education to children with special needs.

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

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

Knowledge related objectives

To build adequate knowledge in the following areas:

- 1) Various aspects of hearing, hearing loss, its impact and management
- 2) Key aspects of education like goals, function, technology & emerging trends
- 3) Educational needs of the children with hearing impairment and their management
- 4) Details of planning and executing curricular and co-curricular activities
- 5) Information on various modes of communication used with & by the deaf & introductory training in use of some modes of verbal communication.
- 6) Methods and techniques of teaching language and other school subjects

- 7) Various areas of child development and the relevant mental processes
- 8) To be able to see the above mentioned aspects in the light of Indian context

Skill related Objectives

To develop skills and competencies in the following areas:

- 1) Personal, professional & social competencies & skills required in teachers,
- 2) Introductory training in using 'Signs Systems' for teaching language and speech skills involved in verbal languages, and also the 'Indian Sign Language' of the deaf communities,
- 3) Subject teaching as per requirement,
- 4) Auditory Training and speech stimulation,
- 5) Development and adaptation of instructional materials,
- 6) Evaluation of the students, teacher and the educational programme,
- 7) Planning and executing lessons (individualized and group),
- 8) Classroom management techniques,
- 9) Individual and group parent interaction,

Attitude related objectives

To develop desirable attitudes towards following issues:

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

IV. ENTRY REQUIREMENT

Students who have passed Plus 2 examination / Junior College are eligible for the course.

V. TRAINEE TEACHER INTAKE CAPACITY

Maximum - 25 (per batch)

VI. MINIMUM ATTENDANCE

Eighty per cent minimum attendance is required both in theory and practical to be eligible to appear in the semester end examination.

VII. MEDIUM OF INSTRUCTION

English, Hindi and / or regional language of the state

VIII. DURATION OF THE COURSE

2 academic years

IX. MINIMUM REQUIREMENT OF FACULTY AND STAFF

The course should have 2 lecturers for each year of the course and one will assume the charge of course coordinator / head, thus requiring a total teaching staff of 4. In addition to this core faculty, guest lecturers may be invited to handle specific topics.

X. ESSENTIAL AND DESIRABLE QUALIFICATIONS OF COURSE

COORDINATOR, FACULTY AND STAFF

S.No	Staff required	Qualification
i.	Training Coordinator cum lecturer	M.Ed. (H.I.) with minimum experience of i) 2 years classroom teaching experience ii) 2 years experience of teaching the teacher trainees OR B.Ed. (H.I.) with minimum experience of i) 3 years classroom teaching experience ii) 3 years experience of teaching the teacher trainees.
ii	Lecturer-cum-supervisor for - a) Education b) Speech and Audiology	B.Ed (H.I.) with 3 years classroom teaching experience, preferably M.Ed (H.I.) B.Sc-Speech and Hearing with internship + 2 years experience (Preferably M.Sc Speech & Hearing with 1 yr experience)
iii	Teacher Supervisor (full time)	D. Ed. Sp. Ed. – HI with 3 yrs classroom teaching experience
iv	Lecturer in Psychology (part time/ Guest faculty)	M.A. in Psychology (Clinical / Education) (Experience with the hearing impaired would be preferable)
v	Guest faculty	Same as regular faculty
vi	Clerk-cum-accountant	As per State Govt. rules
vii	Messenger	As per State Govt. rules

XI. MINIMUM REQUIREMENT FOR LABS, TOOLS AND EQUIPMENTS

Speech and language

Essentials:

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

Optional

- 1) Software for speech / language assessment and training

Audiology

Essentials

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

Optional

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

Education / Language

Essentials

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

Optional

Teacher made story cards

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

Psychology

Essentials

1. Vineland Social Maturity Scale
2. Gessel's Drawing Test
3. Seguin Form Board
4. Developmental Screening Test
5. Draw a Man Test
- If possible, Centres may procure –
7. Coloured Progressive Matrices
8. Meadow-Kendall Social Emotional Maturity Scale)

XII. LIBRARY

Books related to course curriculum (initially 200 titles)
Minimum 5 periodicals including 2 journals on disability.

XIII. BUILDING / SPACE REQUIRED

Space for Conducting the Course

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

XIV. MINIMUM REQUIREMENTS FOR PRACTICE TEACHING SCHOOLS INFRASTRUCTRE

- 1) Minimum of 15 classes ranging from pre-primary to VII standard, and minimum **100** hearing impaired children in the school. In addition trainees can be sent to nearby schools for teaching practical.
- 2) Classroom fitted with group amplification system or all children appropriately fitted with individual hearing aids
- 3) Classrooms well equipped with appropriate furniture, teaching aids, black board, proper cupboards, shelves etc.
- 4) One sound treated audiometric assessment room with necessary equipments
- 5) One sound-treated or noise-free room for speech therapy with necessary equipment, furniture and therapy material
- 6) Adequate drinking water and disabled friendly toilets
- 7) Play ground with adequate indoor and out door play equipments
- 8) Multi purpose hall for celebrations, functions, parent meeting etc.
- 9) Trained teachers - D. Ed. Special Education – HI or B.Ed (H.I.) as per State govt. requirements
- 10) Arts and crafts teachers as per State govt. requirements

If 25 trainees is the requirement for running a training course, then the strength of the school should be minimum 100 children in the nursery, pre-primary and primary sections OR two schools having 75 to 100 children can be adopted. A Memorandum of Understanding has to be signed by the practice school and the training centre.

Calculation of total number of hours and marks per year:

10 academic months per year

- 10 months X 4 weeks = 40 weeks/year

- Hours per week = 33 hours. (Mon.-Fri.=6 hrs per day x 5=30 hrs Sat.=3 hrs)

- Total academic hours : = 40 weeks X 33 hours/week

= 1320 hours per academic year

12	Content and Methodology of Teaching Social Science	90	75
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Practical Work

- School visits
- Observation of lessons, Reports, Teaching Practical (disability & non disability area)
- Individualized Teaching
- Skill Development (Study of Grammar, Text adaptation, Intro., to ISS. ISL. FS, CBR)
- Clinical Practicum (Audiology, Speech, Psychology)
- Content test (text books from I std to VII std.)
- Full time Teaching Practice

Semester System : a) First Semester – 4 theory papers (1 core, 3 disability specific)

b) Second Semester – 2 theory papers (1 core, 1 disability specific)

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

A candidate will be allowed to appear for the final theory as well as the practical examinations only after he/she has produced the certificate of completion of 2 weeks of full time teaching practice from the school authority as well as the training coordinator - D.S.E. (H.I.).

Examination

As per RCI's Scheme of Examination.

XVI. Scheme of papers (Theory) for both the years

Sr. No	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
Core Papers					
1	Introduction to Disabilities	90	30	45	75
2	Psychology and child development	90	30	45	75
3	Education in Emerging Indian Society	90	30	45	75
4	Planning and Management of Special and Inclusive Education	90	30	45	75
Disability Specific Papers					
5	Education of Children with Hearing Impairment	90	30	45	75
6	Language and Communication	90	30	45	75
7	Fundamentals of Hearing, Hearing Impairment & Audiological Management	90	30	45	75
8	Fundamentals of Speech and Speech Teaching	90	30	45	75
9	Curricular Strategies and Adaptations of lessons for children with Hearing Impairment	90	30	45	75
10	Family, Community and the Hearing Impaired Child	90	30	45	75
School Subjects (Content cum Method)					
11	Content and methodology of Teaching Science and Mathematics	90	30	45	75
12	Content and Methodology of Teaching Social Science	90	30	45	75
	Total	1080	360	540	900

XVII. FIRST YEAR – THEORY- Programme Structure – Total 6 papers – 2 core, 4 Dis.

Sr. No.	Paper No.	Title	Theory Hrs.	Internal Marks	Final External Exam.	Total Marks
Core Papers						
1.	1	Introduction to Disabilities	90	30	45	75
2.	2	Psychology and Child Development	90	30	45	75
Disability Specific Papers						
3.	5	Education of Children with HI	90	30	45	75
4.	6	Language and Communication	90	30	45	75
5.	7	Fundamentals of Hearing, Hearing Impairment & Audiological Management	90	30	45	75
6.	8	Fundamentals of Speech and Speech Teaching	90	30	45	75
		Total	450 hrs	180	270	450 marks

XVIII. SECOND YEAR - THEORY

Programme Structure - Total 6 papers: 2 Core, 2 Disability Specific & 2 Subject papers

S. No.	Paper No.	Title	Theory Hrs.	Internal Marks	Final External Exam.	Total Marks
Core Papers						
1.	3	Education in Emerging Indian Society	90	30	45	75
2.	4	Planning and Management of Special and Inclusive Education	90	30	45	75
Disability Specific Papers						
3.	9	Curricular Strategies and Adaptations for children with Hearing Impairment	90	30	45	75
4.	10	Family, Community and the Hearing Impaired Child	90	30	45	75
School Subjects (Content cum Method)						
5.	11	Content and Methodology of Teaching Science and Mathematics	90	30	45	75
6.	12	Content and Methodology of Teaching Social Science	90	30	45	75
		Total	450 hrs	180	270	450 marks

Semester system - 1st year

1st Semester -Theory

Paper No.	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
1	Introduction to Disabilities (Core paper)	90	30	45	75
5	Education of Children with Hearing Impairment	90	30	45	75
6	Language and Communication	90	30	45	75
7	Fundamentals of Hearing, Hearing Impairment & Audiological Management	90	30	45	75

2nd Semester – Theory

Paper No.	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
2	Educational Psychology (Core paper)	90	30	45	75
8	Fundamentals of Speech and Speech Teaching	90	30	45	75

Distribution of hours and Credits per Paper

Each paper	Item wise Hours for work	Total hours	Credits	Total Credits Per year
Per paper	Lectures : 60 hrs Tutorials : 10 hrs Library time : 10 hrs Assignments And Discussions : 10 hrs	90	6	36 (For 6 theory papers of the first semester)

(Tutorials and discussions may be held in small groups as per the need)

Semester system – 2nd year

Third Semester -Theory

Paper No.	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
3	Education in Emerging Indian Society (Core paper)	90	30	45	75
9	Curricular Strategies and Adaptations of lessons for children with Hearing Impairment	90	30	45	75
11	Content and methodology of Teaching Science and Mathematics	90	30	45	75
12	Content and Methodology of Teaching Social Science	90	30	45	75

Fourth Semester -Theory

Paper No.	Title	Theory Hrs.	Internal Marks	Final Written Exam.	Total Marks
4	Planning and Management of Special and Inclusive Education (Core paper)	90	30	45	75
10	Family, Community and the Hearing Impaired Child	90	30	45	75

Distribution of hours and Credits per Paper

Each paper	Item wise Hours for work	Total hours	Credits	Total Credits Per year
Per paper	Lectures : 60 hrs Tutorials : 10 hrs Library time : 10 hrs Assignments And Discussions : 10 hrs	90	6 (Each credit of 15 hours)	36 (For 6 theory papers of the first semester)

(Tutorials and discussions may be held in small groups as per the need)

**Programme Structure and Evaluation Scheme for Practical
for Both The Years. – Total Marks**

Practical Area	Title	Hrs.	Internal Marks	Final External Exam.	Total Marks
Practical Area 1	Teaching Practice	435		(120)	430
	- School Visits	135	(10)		(10)
	- Observation and Reports on routine classroom teaching	60	(70)	-	(70)
	- Observation and reports on model/demo lessons	120	(30)	-	(30)
	- Text book Content test	60	(80)	- -	(80)
	- Practical lessons	60	(120)		(120)
Practical Area 2	Individualized Teaching	195	(180)	(110)	290
Practical Area 3	Skill development	300	(200)	(90) (Viva)	290
Practical Area 4	Clinical practicum	570			
	1) Audiology	(240)	(85)	(160)	245
	2) Speech	(240)	(85)	(160)	245
	3) Psychology	(90)	(50)	-	50
Practical Area 5	Full time Teaching Practice	60	(50)	-	50
	Total	1560	960	640	1600

(External – 640 : Internal – 960)

Scheme of Examination - Practical - First year - AT A GLANCE

Sr. no.	Practical Area	Items (For 1 st and 2 nd semesters)	Hours	Marks
1.	Practical area I	Teaching Practice	210	160
		1. School visits & report (Minimum 8).	(60)	(10)
		2. Observation of routine classroom teaching at preschool/ Std - I To IV and report (40)	(60)	(40)
		3. Observation of Demonstration cum discussion of model lessons and reports (10 lessons = 5 in preschool and 5 in 1st To 4th std.)	(15)	(10)
		4. Study of textbook content – Std. I To IV: Written Content test in Science, Mathematics, Social science, language	(30)	(40) (Test)
		5. Practice teaching for 20 lessons (15 lessons – Disability area, and 5 lessons Non-disability area)	(45)	(60)
6.	Practical area II	Individualized Teaching - Attending Lectures, then observation of (5 lessons) (May make notes) - Teaching one child - (30 lessons)	105 (15) (90)	90
3.	Practical area III	Skill Development	165	110
		1. Grammar – Project Work (15 marks) – Test (25 marks)	(60)	(15) (25)
		2. a) Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) - Indian Manual Alphabet (IMA) for the Indian speech sounds / script / akshar b) Indian Sign Language (ISL) c) Indian Signing System (ISS) (Manual Code for spoken Indian languages)	(5) (5) (5) (30) (60)	(5) (5) (5) (30) (25)
4.	Practical area IV	a) Audiology i) Journal to be prepared (based on the above) (Clinical) ii) Internal iii) External Viva	150	220 (30) (30) (External 160)
		b) Speech and Language i) Journal to be prepared (based on the above.) (Clinical) ii) Internal iii) Auditory Verbal Approach (AVA) (Demo or CD) Report of 2 pages iv) External Viva including AVA	150 Total 780 hrs	220 (25) (25) (10) Ext. (160) Total 800

(External – 320 : Internal – 480)

Practical - Second Year - AT A GLANCE (3rd & 4th semesters)

No.	Practical	Items for both 3 rd and 4 th semesters	Hours	Marks
1.	Practical Area I	Teaching Practice 1. Observation of routine classroom teaching at Std V–VII) (10 lessons each in any 3 classes on different subjects, total 30) - Report on observations	225 (60)	270 (30)
		2. Observation of Demonstration cum discussion on model lessons - Report on observations (No.10)	(45)	(20)
		3. Study of textbook content – Std V–VII): Written Content test in Science, Mathematics, Social science, and language.	(30)	(40) (Test)
		4. Teaching Practical i) 20 lessons ii) One Final teaching lesson (External) (May check previous lessons records / files.)	(90)	(60) (120) (External)
2.	Practical Area II	Individualized Teaching - Execution of Individualized Teaching - 30 lessons - Final External Viva for individualized teaching (External examiner should check the case study of the child and entire record of teaching and the child's progress.)	90 (60) (30)	200 (90) (110) (External)
		Skill Development in : 1. Text adaptation for subject teaching (5 lessons in different subjects)	(30)	(30)
3.	Practical Area III	2. CBR activities	(60)	(30)
		3. i) Indian Signing System – (ISS) (Including Indian Manual Alphabet- IMA) - External Viva For All Three -	(45)	(30) (90) (External)
		1. Psychology - - Journal to be prepared - Internal	270 (90)	100 (50)
4.	Practical Area IV	2. Audiology	(90)	(25)
		3. Speech (For both Audio. and Speech - Internal viva, & Internal test will be for the portion covered in the 1 st year. Tests & viva may be taken latest by Dec.	(90)	(25) (Viva 5 / 5) Int. test 20/ 20
		5. Practical Area V Full time Teaching Practice a) Classroom Teaching b) Other school activities	60 (Total 2 weeks) (Total 780 hrs)	50 (30) (20) (Total 800 marks)

(External – 320 : Internal – 480)

SEMESTER WISE DISTRIBUTION OF PRACTICAL WORK

First year – First Semester Practicals

Sr. no	Practical Area	Item	Hours	Marks
1.	Practical area I	Teaching Practice	120	105
		1. School visits & report (This semester 4 centres)	(30)	(5)
		2. Observation & reports of routine class-room teaching at preschool (12 lessons), Std -I To IV (8 lessons), (20 lessons)	(30)	(20)
		3. Observation of Demonstration cum discussion of model lessons and report (10 = 5 in preschool and 5 in std. 1 to 4 , preferably with a follow up lesson in the same class)	(15)	(10)
		4. Study of textbook content - Std 1 - 4 : and the Content test in Science, Mathematics, Social Science, and Language. – (Test by end of August)	(30)	(40)
		5. Practice teaching of 10 lessons– 5 in Disability, and 5 in Non-disability area	(15)	(30)
2.	Practical area III	Skill Development ISL – Indian Sign Language	30	30
3.	Practical area IV	a) Audiology	150	220
		i) Journal to be prepared (based on the above) (Clinical)		(30)
		ii) Internal		(30)
		iii) External Viva		(Ext.160)
		Total		Total 355

First Year – Second Semester

Sr. no.	Practical Area	Item	Hours	Marks
1.	Practical area I	Teaching Practice	90	55
		1. School visits & report (This semester 4 centres)	(30)	(5)
		2. Observation of routine classroom teaching at preschool/ Std -I To IV and report (20)	(30)	(20)
		3. Practice teaching of 10 lessons (Disability area)	(30)	(30)
2.	Practical area II	Individualized Teaching	15	
		- Attending Lectures and observation (5 lessons) - Teaching one child (30 lessons)	90	90
3.	Practical area III	Skill Development	135	80
		1. Grammar – Project Work (15 marks) – Test (25 marks)	(60)	(40)
		2. Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA)	(5) (5) (5)	(15)
		3. Indian Signing System (ISS) (Manual Code for spoken Indian languages)	(60)	(25)
4.	Practical area IV	Speech and Language	150	220
		i) Journal and Language (based on the above.)(clinical)		(25)
		ii) Internal		(25)
		iii) Auditory Verbal Approach (AVA) (CD or Demonstration). (Report on main points of the CD or the Demonstration)		(10)
		iv) External Viva for all the above i, ii, iii.		(Ext.160)
		Total 480 hrs	Total 445 marks	

Second Year – Third Semester

Sr. no	Practical Area	Item	Hours	Marks
1.	Practical area I	Teaching Practice	75	70
		1. Observation of routine classroom teaching at Std V–VII) and report (This semester - total 20 lessons in any 6 classes on different subjects, - with at least one follow up lesson)	(30)	20
		2. Observation of Demonstration cum Discussion of model lessons - Report on observations (No.10)	(15)	10
		3. Study of textbook content - Std 5 - 7 : Content test in Science, Mathematics, Social science, and language. (Test to be given latest by August end)	(30)	40
2.	Practical area II	Individualized Teaching - Execution of Individualized Teaching lessons : (30 lessons).	60	90
3.	Practical area III	Skill Development in :	75	60
		1. Text adaptation for subject teaching (5 lessons in different subjects)	(30)	(30)
		2. i) . Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA)	(3) (3) (4)	(1) (1) (3)
		ii) Indian Signing System – (ISS)	(30)	(25)
4.	Practical area IV	Psychology - - Journal to be prepared - Internal	90 (45) (45)	50 (25) (25)
			(Total 300 hrs)	(Total 270 marks)

Second Year – Fourth Semester

Sr. no	Practical Area	Item	Hours	Marks
1.	Practical area I	Teaching Practice	150	200
		1. Observation of routine classroom teaching at Std V–VII) and report (This semester - total 20 lessons in any 6 classes on different subjects, - with at least one follow up lesson)	(30)	(10)
		2. Observation of Demonstration and follow up lesson cum Discussion of model lessons - Reports (No.10) (Std V–VII)	(30)	(10)
		3. Teaching Practical i) 20 lessons (Std V–VII) ii) One Final teaching lesson (External)	(90)	(60) (120 External)
2.	Practical area II	Final External Viva for Individualized Teaching (including a few revision lessons)	30	(110 External)
3.	Practical area III	- CBR activities - External Viva for all 1, 2, 3 of the 3rd and 4th semester	60	120 (30) (90 External)
4.	Practical area IV	1. Audiology,	90	50 (25)
		2. Speech (For both Audio. and Speech – Internal viva, & Internal test of the portion covered in the 1 st year - tests & viva may be taken by Dec.)	90	(25) (Audio. and Speech – Viva 5/5, test 20/20)
5.	Practical Area V	Full time Teaching Practice a) Classroom Teaching b) Other school activities	60 (Total 2 weeks)	50 (30) (20)
			(Total 480 hrs.)	(Total 530 marks)

XIX. DETAILS OF PRACTICAL WORK - FIRST YEAR –1st and 2nd semester

Practical Area I – Teaching Practice

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

	Activities																										
1	<p>School visits - Total minimum</p> <p>a) Educational Integration Programme with or without resource unit / teacher – minimum 1 centre</p> <p>b) Educational Integration Programme without resource unit – minimum 1 centre</p> <p>c) Vocational Training Centre – minimum 1 centres</p> <p>d) Special school for other disabilities – minimum 3 centres</p> <p>- Special schools for children with Hearing Impairment – minimum 2 centres -</p> <p>- Report on school visits</p>																										
2	<p>Observation of routine class teaching (class room placement of trainees) at preschool/ Std –I to Std IV (4 weeks – approx. – total 40 lessons)</p> <p>- Report on observations</p>																										
3	<p>Observation of Demonstration cum discussion of model lessons specially arranged for the trainees (language and subject) with follow up –10 lessons – 5 in preschool and 5 in any classes from 1st to 4th std.</p> <p>- Report on observations of model lessons</p>																										
4	<p>Study of content from text books from Std I - IV (After studying the content of each textbook, students have to appear for a content test in science, mathematics, social science and language.) (It – tests of 1st & 3rd semesters together -may be treated as assignment for one theory paper.)</p>																										
5	<p>Practice teaching of 20 lessons (planning and execution under the guidance of supervisor. One lesson per day and remaining hours for observation)</p> <p>Break up</p> <p>Number of language lessons in non disability area = 4</p> <p>Number of language lessons in disability area (pre-school, std I to IV) = 10</p> <p>No. of subject teaching lessons in disability area (pre-school, Std. I to IV) = 6</p> <p>Disability area :</p> <table border="1"> <thead> <tr> <th>Sr. No.</th> <th>Classes</th> <th>Topics</th> <th>Lessons</th> </tr> </thead> <tbody> <tr> <td rowspan="5">1.</td> <td rowspan="5">Pre-Primary</td> <td>Conversation / News</td> <td>2</td> </tr> <tr> <td>Directed Activities</td> <td>2</td> </tr> <tr> <td>Stories</td> <td>2</td> </tr> <tr> <td>Rhymes</td> <td>2</td> </tr> <tr> <td>Number work</td> <td>2</td> </tr> <tr> <td rowspan="4">2.</td> <td rowspan="4">Standard 1 & 4</td> <td>Text book (language)</td> <td>2</td> </tr> <tr> <td>Math</td> <td>2</td> </tr> <tr> <td>Environment</td> <td>2</td> </tr> <tr> <td>Total No. of Lessons</td> <td>16</td> </tr> </tbody> </table>	Sr. No.	Classes	Topics	Lessons	1.	Pre-Primary	Conversation / News	2	Directed Activities	2	Stories	2	Rhymes	2	Number work	2	2.	Standard 1 & 4	Text book (language)	2	Math	2	Environment	2	Total No. of Lessons	16
Sr. No.	Classes	Topics	Lessons																								
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	Activities
1	<p>i) Observation of Individualized Teaching Lesson (ITP)</p> <p>It is expected that the trainees will get adequate information about Individualized Teaching and demonstrations and explanations on their queries.</p> <p>Trainees should be given the opportunity to observe the Individualized teaching lessons in progress – 5 lessons - before they undertake the task themselves. USE THE same format of Observation of the group lessons.</p> <p style="text-align: center;">- Reports on observation</p> <p>ii) Individualized Teaching</p> <p>Trainee candidate will take 30 lessons with one child only and the child should preferably be from the preprimary section to 2nd standard.</p> <ul style="list-style-type: none"> • 5 lessons (any) supervised • 25 lessons unsupervised. <p>The pre-assessment of the child for Individualized teaching shall be carried out under the supervision of an experienced trained teacher of the children with hearing impairment. If the trainee for some reason is not able to handle a particular child, she may take another one with the permission of the authority. However, the same procedure will have to be repeated with the new child including the required number of lessons. (She may take the advice of her guide when required.)</p> <p>In the 1st year's final lesson, the T.C. will compare the child's 'pre-lessons and post lessons' performance, and give marks accordingly.</p> <p>Please note :</p> <p><i>Only one and the same child is to be taken for ITP for both the years.</i></p>

	Activities
1	<p>Project work in grammar</p> <p>(This is for improving the insight of the trainee-teacher into the grammar of the language that the trainee is going to use for practice teaching and grammar in general.)</p> <p><u>Areas of grammar to be studied by the trainees are:</u></p> <ol style="list-style-type: none"> a) Parts of speech b) Person number gender-concord c) Case markers & tenses d) Auxiliary verbs e) Question forms f) Types of sentences, Negation, Active – passive voice g) Degrees of comparison h) Case markers <p><i>(The purpose of this project is to develop the trainees' competency in understanding the basic grammar of their school/state language and be able to detect the deviancies / mistakes in the deaf child's language; and subsequently to think of and employ suitable strategies / techniques to help the child internalize / acquire and use grammatically correct language through teaching-learning in natural and contrived situations. The grammatical concepts are described in simple terms in Paper VI, Unit 3 under 3.2.3 as a) b) c) d) e) f). (It is not for the purpose of answering questions like " How will you teach grammar to a deaf child ?")</i></p> <p style="text-align: center;"><i>(It may be treated as assignment for one theory paper.)</i></p>
2	<p>Basic skill development in :</p> <ol style="list-style-type: none"> 1) <u>Finger spelling</u> (FS) - English one handed and two handed (for information only), and Indian Manual Alphabet (IMA) for the Indian languages. 2) <u>Indian Sign System</u> - Total Communication (ISS-TC) – designed to represent the spoken and written form of Indian languages. It is a manual representation of speech or written text to the extent possible. It is also termed as Total Communication where each and every word and word part is signed as it is spoken. In fact one must speak with signing. Some signs are borrowed from the ISL. 3) <u>Indian Sign Language</u> - (ISL) - It is the language of the deaf communities in India, it is a very neat practical form of language with its own vocabulary and grammar. It serves the purpose of fast communication and transfer of information amongst the deaf and with the persons who know sign language. However it cannot be spoken or written. <p style="text-align: center;"><i>(Note : Use of Auditory Verbal Approach, Aural-oral approach, reading & writing, FS, ISS-TC or ISL by trainees, for teaching in classrooms, will depend on the education policy of the model school.)</i></p>

	Activities
1	<p>Audiology</p> <p>1.1 Case history taking</p> <p>1.2 Identifying parts of the ear from the model of ear</p> <p>1.3 Identifying different sounds/ noise makers</p> <p>1.4 Identifying parts of the audiometer</p> <p>1.5 Pediatric Assessment (observation)</p> <p>1.6 Conditioning and play audiometry (observation)</p> <p>1.7 Audiogram interpretation (25 audiograms) (Journal)</p> <p>1.8 Identifying & handling types /parts of individual hearing aids</p> <p>1.9 Making harness for hearing aid</p> <p>1.10 Checking the hearing aid & Six-sound test on 10 children</p> <p>1.11 Auditory training (observation) - 5 individual lessons (20 minutes each) - 5 group lessons (30 minutes each)</p> <p>1.12 Auditory training (planning and execution with supervision)</p> <ul style="list-style-type: none"> - 2 individual children X 5 sessions 20 minutes (each) (10 marks) - 5 group lessons (planning, discussion, execution - 30 min. each) Orientation to aided audiograms of 5 children. (10 marks) <p>1.13 Getting familiar with group amplification systems.</p> <p>1.14 Observation of these 5 children for Hearing aid selection.</p> <p>1.15 Observation of ear mould making.</p> <p>1.16 Troubleshooting/minor repairs of hearing aids (10 marks)</p> <p style="text-align: center;">- Journal to be prepared based on the above</p>

2 Speech and Language

- 2.1 Recording speech of non impaired children (2 samples)
 - 2.2 Identifying various parameters of speech by listening to tapes (10 samples)
 - 2.3 Intelligibility rating (5 samples)
 - 2.4 Varying own speech parameters/recording
 - 2.5 Labeling parts of speech systems
 - 2.6 Making diagrams of sagittal sections of sounds in own language
 - 2.7 Word-lists for sounds (in Initial, Medial & Final Positions) of own language (use pictures)
 - 2.8 Identifying errors in speech samples of HI children (tapes)
 - 2.9 Observation of speech assessment of 5 children
 - 2.10 Planning activities of group speech teaching – only with respect to Non-Segmental / segmental / suprasegmental (duration control, loudness control, pitch control)
 - 2.11 Making speech kit
 - 2.12 Speech assessment using speech kit (5 children) (5 marks)
 - 2.13 Handling aids & equipment (observation and supervised work)
 - 2.14 Observation (Group speech teaching) 5 lessons (30 minutes each)
 - 2.15 Planning and executing 5 sessions of group speech teaching. (10 marks)
 - 2.16 Planning and executing 5 sessions of individual Speech teaching for 2 children (30 minutes each) – Total 10 Individual plans (10 marks)
 - 2.17 Role play (amongst the trainees) – teaching and activities for correction of different speech sounds
 - 2.18 Auditory Verbal Approach (AVA) Use of CD or Demonstration if possible
- Journal to be prepared based on the above = (25 marks)**

DETAILS OF PRACTICAL WORK - SECOND YEAR

Practical Area I – Teaching Practice

	Activities - (The work has been divided in to 2 semesters. Please see each semester's plan)																									
1	Observation of routine classroom teaching at Std I – VII – 60 lessons (Class room placement of trainees) - Report on observation of 1 & 2																									
2	Observation of Demonstration cum discussion of model lessons specially arranged for trainees (language and subjects) with follow up - 15 lessons - Report on observation of 1 & 2																									
3	Study of content from text books from Std I - IV (After studying the content of each textbook, students have to appear for a content test in science, mathematics, social science and language.)																									
4	<p>Teaching Practicals</p> <ul style="list-style-type: none"> - 20 lessons X 4 marks each = 80 marks - Preferably one lesson per day and observation for remaining hours) - Plan for one final teaching practical, - One language/subject lesson or math with word problems only (No poems) - 100 marks <p>Distribution of lessons</p> <table border="1"> <thead> <tr> <th>Classes</th> <th>Topics</th> <th>Lessons</th> </tr> </thead> <tbody> <tr> <td rowspan="5">5th to 7th (Language teaching)</td> <td>Poems / Rhymes</td> <td>2</td> </tr> <tr> <td>Picture Description</td> <td>2</td> </tr> <tr> <td>Language Text Books teaching adapted</td> <td>3</td> </tr> <tr> <td>Language Text Books teaching unadapted</td> <td>3</td> </tr> <tr> <td>Second Language</td> <td>2</td> </tr> <tr> <td rowspan="5">Subject teaching</td> <td>History</td> <td>2</td> </tr> <tr> <td>Geography</td> <td>2</td> </tr> <tr> <td>Science</td> <td>2</td> </tr> <tr> <td>Maths</td> <td>2</td> </tr> <tr> <td>TOTAL</td> <td>20</td> </tr> </tbody> </table> <p>Please note: Lessons should be followed by follow up lessons wherever appropriate.</p>	Classes	Topics	Lessons	5th to 7th (Language teaching)	Poems / Rhymes	2	Picture Description	2	Language Text Books teaching adapted	3	Language Text Books teaching unadapted	3	Second Language	2	Subject teaching	History	2	Geography	2	Science	2	Maths	2	TOTAL	20
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	Science	2																								
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Practical Area II – Individualized Teaching - 2nd YEAR

	Activities
1	<p>Execution of Individualized Teaching lesson.</p> <p>Trainees would be undertaking Individualized teaching lesson on any one of the two children that they have observed for individualized teaching lesson.</p> <p>Total lessons to be undertaken for individualized teaching per trainee = 30 in the 2nd semester</p> <ul style="list-style-type: none">• Lesson duration 30 to 40 minutes• Unsupervised lessons: 25 per trainee = marks to be given on the basis of submitted lessons plan file and performance of the child)• Supervised lessons: any 5 per trainee• Final External Viva for individualized teaching = 30 marks• In the 1st year's final lesson, the T.C. will compare the child's 'pre-lessons and post lessons' performance, and give marks accordingly. <p>Note:</p> <ul style="list-style-type: none">• Two or more trainees should NOT take one and the same hearing-impaired student for individualized teaching execution.• Children should be in the age range - 4 to 7 years, and from preschool classes 3 and 4 and 1st and 2nd std.• One and the same child should be taken for both the years. <p>* Activity and submission of report to be done in both the years separately.</p> <p>However the evaluation of report and submission of marks to be made only in the second year.</p>

Practical Area III – Skill Development - SECOND YEAR

	Activities
1	Skill development in Text Adaptation for subject teaching in the following areas : <ul style="list-style-type: none">• Knowledge• Language• Illustrations• Presentation styles
2	CBR activities <ul style="list-style-type: none">a) Conducting parents meeting (Each teacher trainee prepares and discusses one issue for 5 to 10 minutes during parent meeting and a report is made and submitted.)b) Conducting awareness programme (slums or rural area) and a report to be submitted involving following areas<ul style="list-style-type: none">1) Prevention2) Identification3) Intervention <p>Note: Activity and submission of report to be done in both the years separately. However the evaluation of report and submission of mark to be made only in the second year.</p>
3	i) Indian Signing System – (ISS) including IMA
4	- Viva for all the three topics given above

Practical Area IV – Psychology - SECOND YEAR

	Activities
1	<p>Psychology</p> <ul style="list-style-type: none"> ○ Preparing case history using interviewing techniques ○ Select and administer independently screening - appropriate to the child - tests from the following: <ul style="list-style-type: none"> ○ Vineland Social Maturity Scale ○ Gessel's Drawing Test ○ Seguin Form Board ○ Developmental Screening Test ○ Draw a Man ○ Coloured Progressive Matrices ○ Mendow-Kendall Social Emotional Maturity Scale <p><i>(Some of these tests may not be available. Centres should try to get at least the first 4 tests, - minimum 4 tests.)</i></p> <ul style="list-style-type: none"> ○ Record, analyze and report test data and findings efficiently and effectively ○ Communicate effectively with parents of child regarding: <ul style="list-style-type: none"> ○ Test findings ○ Further referrals ○ Placement programming ○ Psycho educational and perceptual training ○ Submit a journal of the year's placement. General guidelines for the journal are: <ul style="list-style-type: none"> - Content - Introduction - Broad areas of testing - Commonly used screening tests - Observation and recommendations of 3 case reports <p style="text-align: center;">- Journal to be prepared based on above</p>
2	<p>Audiology / Speech - 3rd semester by end of Dec.</p> <p>Internal viva, and Internal test of the portion covered in the 1st year as part at a suitable time before December. It may be treated as assignment for one theory paper. It will be done separately for both the subjects.</p> <p><i>(This is a sort of revision of the portion learnt last year, which is found to be necessary by the training coordinators for the benefit of the trainees and the HI children.)</i></p>

	Activities - Full time teaching practice
1	<p>The trainees will be placed in special schools for full time for 2 weeks. They will be involved in the following activities of the school:</p> <p>a) Other school activities:</p> <p>The trainees will be involved in the following activities :</p> <p style="text-align: right;">(1 week)</p> <ul style="list-style-type: none"> ○ Working as a teacher helper in activities like writing homework, making exercise sheet, planning educational activities etc. ○ Organization and Management of classes ○ Preparation of teaching aids ○ Use of aids and appliances ○ Involvement in co-curricular activities ○ Involvement in school examination ○ Involvement in parents meeting <p><i>(This will be followed by classroom teaching)</i></p> <p>b) Classroom teaching :</p> <p>This will involve actual classroom teaching where trainees cover the school portion as per the routine of the school. They may not write the elaborate lesson plans used for earlier 40 lessons. However they maintain regular diary or record of what has to be taught like the schoolteachers. The model schoolteachers of the concerned classroom will supervise this teaching. Two classes (one pre-school (3 days) and one primary (2 days)) may be selected per trainee for classroom teaching.</p> <p style="text-align: right;">(1 week)</p>

FORMATS FOR RECORD OF MARKS – PRACTICAL WORK

All records of marks for Practical Work in all the 5 areas to be maintained in the prescribed 6 formats given on the next 6 pages by the centres.

The reports for practical work / marks may be submitted at the end of each year in the 1st and 2nd format to the examination body .

1. Format for Practical marks for the 1st and 2nd Semesters

Practical Area	Items (For 1 st and 2 nd semesters) (Details on pages 23 to 26)	Total Marks	Marks obtained
Practical area I	Teaching Practice	160	
	1. School visits & report (Minimum 10).	(10)	
	2. Observation of routine classroom teaching at preschool/ Std - I To IV and report (40)	(40)	
	3. Observation of Demonstration cum discussion of model lessons and reports (10 lessons = 5 in preschool and 5 in 1st To 4th std.)	(10)	
	4. Study of textbook content – Std. I To IV: - Written Content test in Science, Mathematics, Social science, language	(40) (Test)	
	5. Practice teaching for 20 lessons (15 lessons – Disability area, and 5 lessons Non-disability area)	(60)	
Practical area II	Individualized Teaching - Attending Lectures, then observation of (5 lessons) (May make notes) - Teaching one child - (30 lessons)	90	
Practical area III	Skill Development	110	
	1. Grammar – Project Work (15 marks) – Test (25 marks)	(15) (25)	
	2. a) Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) -Indian Manual Alphabet (IMA) for the Indian speech sounds / script / akshar b) Indian Sign Language (ISL) c) Indian Signing System (ISS) (Manual Code for spoken Indian languages)	(5) (5) (5) (30) (25)	
Practical area IV	a) Audiology i) Journal to be prepared (based on the above) (Clinical) ii) Internal iii) External Viva	220 (30) (30) Ext. (160)	

	b) Speech and Language	220	
	i) Journal to be prepared (based on the above.) (Clinical)	(25) (25)	
	ii) Internal	(10)	
	iii) Auditory Verbal Approach (AVA) (Demo or CD) Report of 2 pages	Ext. (160)	
	iv) External Viva	Total 800	

2. Format for Practical marks for the 3rd and 4th Semesters

Practical	Items for both 3 rd and 4 th semesters (For details see pages 28 to 32)	Total Marks	Marks Obtained
Practical Area I	Teaching Practice	270	
	1. Observation of routine classroom teaching at Std V–VII) (10 lessons each in any 3 classes on different subjects, total 40) - Report on observations	(30)	
	2. Observation of Demonstration cum discussion on model lessons - Report on observations (No.10)	(20)	
	3. Study of textbook content – Std V–VII): Written Content test in Science, Mathematics, Social science, and language.	(40) (Test)	
Practical Area II	4. Teaching Practical j) 20 lessons ii) One Final teaching lesson (External)	(60) (120) (External)	
	Individualized Teaching	200	
	- Execution of Individualized Teaching - 30 lessons - Final External Viva for individualized teaching	(90) (110) (External)	
Practical Area III	Skill Development in :	180	
	1. Text adaptation for subject teaching (5 lessons in different subjects)	(30)	
	2. CBR activities	(30)	
Practical Area IV	3. i) Indian Signing System – (ISS) (Including Indian Manual Alphabet- IMA) - External Viva For All Three -	(30) (90) (External)	
	1. Psychology - - Journal to be prepared - Internal	100 (50)	
	2. Audiology	(25)	
	3. Speech (For both Audio. and Speech - Internal viva, & Internal test will be for the portion covered in the 1 st year. Tests & viva may be taken latest by Dec.	(25) (Viva 5/5) Int. test 20 /20	

Practical Area V	Full time Teaching Practice a) Classroom Teaching b) Other school activities	50 (30) (20) (Total 800 marks)	
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3. Format for Practical marks for the 1st Semester

Practical Area	Items - 1st Semester	Total Marks	Marks Obtained
Practical area I	Teaching Practice	105	
	1. School visits & report (This semester 4 centres)	(5)	
	2. Observation and reports of routine classroom teaching at preschool (12 lessons), Std -I To IV (8 lessons), (20 lessons)	(20)	
	3. Observation of Demonstration cum discussion of model lessons and report (10 = 5 in preschool and 5 in std. 1 to 4 , preferably with a follow up lesson in the same class)	(10)	
	4. Study of textbook content - Std 1 - 4 : and the Content test in Science, Mathematics, Social Science, and Language. – (Test by end of August)	(40)	
	5. Practice teaching of 10 lessons– 5 each) (Disability and Non-disability area)	(30)	
Practical area III	Skill Development ISL – Indian Sign Language	30	
Practical area IV	a) Audiology	220	
	i) Journal to be prepared (based on the above) (Clinical)	(30)	
	ii) Internal	(30)	
	iii) External Viva	Ex.(160)	
		Total 355 Marks	

4. Format for Practical marks for the 2nd Semester - 1st year

Practical Area	Items - 2 nd Semester	Total Marks	Marks Obtained
Practical area I	Teaching Practice	55	
	1. School visits & report (This semester 4 centres)	(5)	
	2. Observation of routine classroom teaching at preschool/ Std -I To IV and report (20)	(20)	
	3. Practice teaching of 10 lessons (Disability area)	(30)	
Practical area II	Individualized Teaching		
	- Attending Lectures and observation (5 lessons)		
	- Teaching one child (30 lessons)	90	
Practical area III	Skill Development	80	
	1. Grammar – Project Work (15 marks) – Test (25 marks)	(40)	
	2. Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA)	(15)	
	3. Indian Signing System (ISS) (Manual Code for spoken Indian languages)	(25)	
Practical area IV	Speech and Language	220	
	i) Journal and Language (based on the above.)(clinical)	(25)	
	ii) Internal	(25)	
	iii) Auditory Verbal Approach (AVA) (Demonstration or viewing the CD and writing the main points of AVA.)	(10)	
	iv) External Viva	(160)	
		Total 445 marks	

5. Format for Practical marks for the 3rd Semester - 2nd year

Practical Area	Items - 3 rd Semester	Total Marks	Marks Obtained
Practical area I	Teaching Practice 1. Observation of routine classroom teaching at Std V–VII) and report (This semester - total 20 lessons in any 6 classes on different subjects, - with at least one follow up lesson)	70 20	
	2. Observation of Demonstration cum Discussion of model lessons - Report on observations (No.10)	10	
	3. Study of textbook content - Std 5 - 7 : Content test in Science, Mathematics, Social science, and language. (Test to be given latest by August end)	40	
Practical area II	Individualized Teaching - Execution of Individualized Teaching lessons : (30 lessons) .	90	
Practical area III	Skill Development in : 1. Text adaptation for subject teaching (5 lessons in different subjects)	60 (30)	
	2. i) . Basic skill of Finger spelling – One Handed Finger spelling (OHFS) – Two Handed Finger spelling (THFS) – Indian Manual Alphabets (IMA) ii) Indian Signing System – (ISS)	 (1) (1) (3) (25)	
Practical area IV	Psychology - - Journal to be prepared - Internal	50 (25) (25)	
		(Total 270 marks)	

6. Format for Practical marks for the 4th Semester - 2nd year

Sr. no	Practical Area	Items - 4 th Semester	Total Marks	Marks Obtained
1.	Practical area I	Teaching Practice 1. Observation of routine classroom teaching at Std V–VII) and report (This semester - total 20 lessons in any 6 classes on different subjects, - with at least one follow up lesson)	150 (30)	200 (10)
		2. Observation of Demonstration and follow up lesson cum Discussion of model lessons - Reports (No.10) (Std V–VII)	(30)	(10)
		3. Teaching Practical i) 20 lessons (Std V–VII) ii) One Final teaching lesson (External)	(90)	(60) (120) (External)
2.	Practical area II	Final External Viva for Individualized Teaching (including a few revision lessons)	30	110 (External)
3.	Practical area III	- CBR activities - External Viva for all 1, 2, 3 of the 3rd and 4th semester	60	120 (30) 90 (External)
4.	Practical area IV	1. Audiology,	90	50 (25)
		2. Speech (For both Audio. and Speech – Internal viva, & Internal test of the portion covered in the 1 st year - tests & viva may be taken as test by Dec.)	90	25 (Viva 5/5 internal test 20/20)
5.	Practical Area V	Full time Teaching Practice a) Classroom Teaching b) Other school activities	60 (Total 2 weeks)	50 (30) (20)
			(Total 480 hrs.)	(Total 530 marks)

Content of the Theory Papers

PAPER - 1

INTRODUCTION TO DISABILITIES (90 Hours)

Objectives:

After studying this paper, the learner is expected to

1. Understand the differences between impairment, disability, and handicap.
2. Enumerate the educational needs of various categories of persons with disabilities.
3. Know the common causes and preventive aspects of the common causes for different kinds of disabilities
4. Describe the general methods to be adopted for early identification and intervention strategies in the case of children with disabilities
5. Understand the importance of human resource development in the disability sector and list the stakeholders in the field.

Unit I:

Understanding the Disabilities (15 Hours)

- 1.1 Concept and Definition of Impairment, Disability and Handicap.
- 1.2 Historical and National developments and Constitutional obligations for children with disabilities.
- 1.3 Categories of Disability as per the PWD Act 1995.
- 1.4 Prevalence and Incidence in India.
- 1.5 Social and Educational needs of children with disability.

Unit II:

Definition, Types and Characteristics (15 Hours)

- 2.1 Hearing Impairment: Definition, types and characteristics.
- 2.2 Visual Impairment: Definition, types and characteristics.
- 2.3 Mental Retardation: Definition, types and characteristics.
- 2.4 Neuro–muscular and Locomotor Disabilities (CP): Definition, types and characteristics.
- 2.5 Autism, Mental Illness and Multiple Disabilities: Definition, types and characteristics.

Unit III:

Causes and Prevention (15 Hours)

- 3.1 Causes: Pre-natal, Natal, Post-natal.
- 3.2 Prevention: Primary, Secondary, Tertiary.
- 3.3 Immunization, Nursing care and First aid.
- 3.4 Hygiene, Nutrition, Diet and Childhood diseases.
- 3.5 Genetic Counselling.

Unit IV:

Identification and Early Intervention (15 Hours)

- 4.1 Need for early Identification and Intervention.
- 4.2 Tools for Screening and assessment procedures for educational placement.
- 4.3 Intervention of late identified children.
- 4.4 Early Intervention strategies.
- 4.5 Differential Diagnosis and Referrals.

Unit V:

Human Resource in Disability Sector (15 Hours)

- 5.1 Concept of Human Resource in disability – Global and national perspectives
- 5.2 Policies and programme for development and training of human resource
- 5.3 Meaning, need and scope of quality education in HRD
- 5.4 Age – linked care and health services in India
 - Changing health services and geriatric rehabilitation
 - Impact of health services on disability
- 5.5 Stakeholders and Schemes in disability services
 - Information in brief (4 to 5 lines) on what the following are and their main functions:

- AAW – Aanganwadi Workers
- DSNPA – National Disabled Services Plan of Action
- FCS – Family Care Services
- IEDC – Integrated Education of the Disabled Children
- MSJE – Ministry of Social Justice and Empowerment
- MOH – Ministry of Health
- MHRD – Ministry of Human Resource Development
- NCERT – National Council of Educational Research and Training
- NPPA – National Policy and Plan of Action
- NSSO – National Sample Survey Organization
- PHC – Primary Health Centre
- RCI – Rehabilitation Council of India
- VRC – Village Rehabilitation Committee
- WHO – World Health Organization
- AYJNIHH – Ali Yavar Jung National Institute for the Hearing Handicapped
- NIVH – National Institute for Visually Handicapped
- NIMH – National Institute for the Mentally Handicapped
- NIOH – National Institute for the Orthopaedically Handicapped
- NIEPMD - National Institute For The Empowerment of Persons with Multiple Disabilities

Experiential Learning (15 Hours)

The 15 hours earmarked for each paper may be used for providing hands on practical experiences to the students to enrich their learning.

(e.g.. The students are expected to visit at least 2 institutes for disabilities and observe children with disabilities learning, and submit a report of their observation)

Reference material:

1. Madhavan, T. Kayla, M. Naidu, S. Peshawaria, R & Narayan, J (1989) Mental Retardation – A Manual for Psychologists
2. Wallace, P.M. & Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown & Benchmark Publishing
3. Lindgren H (1988) Educational Psychology in the Classroom, Harper & Raw
4. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
5. Smith, D.D, and Luckasan, R.(1992), Introduction to Special Education, Allyn and Bacon, Boston
6. Alan H. and Ravic R. (1998). Best and promising Practices in Developmental Disabilities, Texas, PRO – ED, Inc
7. Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
8. Myron G. Eisenberg, Robert L. Glueckauf, Herbert H. Zaretsky (1999) Medical Aspects of Disability: A Handbook for the Rehabilitation
9. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
10. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children
11. Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From Segregation to Inclusion
12. S.S. Chauhan (2002) Education of Exceptional Children

PAPER - 2
EDUCATIONAL PSYCHOLOGY
(90 Hours)

Objectives

After studying this paper, the students are expected to

1. Describe the meaning of educational psychology and its applications in special education.
2. Understand the process of human growth and explain its impact on various disability conditions.
3. Know the biological and environmental influences on child growth and learning process.
4. Enumerate the factors contributing to the personality development of individuals.
5. Know the techniques of behaviour modification and its application in the field of disability.

Unit I:

Psychology and Theories of Learning (15 Hours)

- 1.1 Educational Psychology – Nature, Importance and Scope.
- 1.2 Individual differences and methods of dealing with the differences
- 1.3 Importance of principles of psychology for the educators of children with disabilities.
- 1.4 Theories of Learning: Association, Social Learning, Cognitive Learning.
- 1.5 Impact of information processing on learning patterns: Planning, Attention, Successive Processing, Simultaneous Processing, Application.

Unit II:

Nature and Patterns of Human Growth and Development (15 Hours)

- 2.1 Concept of Growth and Development.
- 2.2 Theories of Development – Jean Piaget and Erickson.
- 2.3 Concept of Developmental Delay.
- 2.4 Characteristic of Developmental tasks and Deviations.
- 2.5 Role of Heredity and Environment.

Unit III:

Types of Growth and Development (15 Hours)

- 3.1 Physical and Motor.
- 3.2 Cognitive, Language and Communication.
- 3.3 Social and Emotional.
- 3.4 Factors influencing all aspect of growth and development – Biological, Environmental, Parenting and Family.
- 3.5 Challenges of Adolescence.

Unit IV:

Personality and Intelligence (15 Hours)

- 4.1 Personality – Meaning and Definition.
- 4.2 Intelligence – Meaning and Definition.
- 4.3 Theories of Personality – Trait and Type.
- 4.4 Theories of Intelligence – One factor, Two factor, Multi – factor.
- 4.5 Intelligence and Assessment of Personality.

Unit V

Behaviour Problems and Management (15 Hours)

- 5.1 Definition of Common Behaviour Problems in children

- 5.2 Maladaptive Behaviour
- 5.3 Functional Analyses
- 5.4 Behaviour Management Program (Punishment and Non – punishment Techniques)
- 5.5 Evaluation of Behaviour Management Programme

Experiential Learning (15 Hours)

The student learner is expected to apply behaviour modification technique with a child with disability and write a report on the process.

Books Recommended

1. Kaul, V (1993) Early Childhood Education Programme, New Delhi, NCERT
2. Madhavan, T. Kalyan, M. Naidu, S. Peshawaria, R & Narayan, J (1989) Mental Retardation – A Manual for Psychologists,
3. Muralidharan R (1990) Early Stimulation Activities for Young Children, New Delhi NCERT
4. Panda, KC (2001) Elements of Child Development (Sixth Revised Edition), Ludhiana Kalyani Publishers.
5. Sharma, P (1995) Basics on Development & Growth of a Child. New Delhi: Reliance Publishing House.
6. Sharma, R and Sharma, R (2002) Child Psychology Atlantic: New Delhi.
7. Mohan Mathew (1972) Child Psychology in Indian Perspective
8. Jan Borms (1984) Human Growth and Development
9. Madhavan, T. Kayla, M. Naidu, S. Peshawaria, R & Narayan, J (1989) Mental Retardation – A Manual for Psychologists
10. Wallace, P.M. & Goldstein, J.M. (1944) An Introduction to Psychology (3rd Edition) Madison: Brown & Benchmark Publishing
11. Lindgren H (1988) Educational Psychology in the Classroom, Harper & Raw
12. Panda, KC (1997) Education and Exceptional Children, Vikas Publishing House, New Delhi
13. Arthur E. Dell Orto, Paul W. Power (2007) The Psychological and Social Impact of Illness and Disability
14. Vicki L. Schwean, Donald H. Saklofske (1999) Handbook of Psychosocial Characteristics of Exceptional Children

EDUCATION IN THE EMERGING INDIAN SOCIETY

(90 Hours)

Objectives

After studying this paper, the students are expected to

1. Understand the different facets of education in India.
2. Describe various schools of thoughts in India and its implications.
3. Enumerate the sociological aspects of education in India and its impact on the normalization process in the lives of persons with disabilities.
4. Describe the needs for special initiatives in education to address human rights and gender equity.
5. Knowing the changing trends in special education services.

Unit I:

Nature and Scope of Education (15 Hours)

- 1.1 Meaning, Definition and Scope of Education.
- 1.2 Aims and Objectives of General Education and Special Education.
- 1.3 Aims and Objectives of Pre-primary and Primary Education.
- 1.4 Priorities of General and Special Education.
- 1.5 Existing Scenario of Special Education.

Unit II:

Philosophies and Educational Implications (15 Hours)

- 2.1 Idealism
- 2.2 Naturalism
- 2.3 Pragmatism
- 2.4 Humanism
- 2.5 Educational Philosophies of Gandhi and Tagore

Unit III:

Agencies of Education (15 Hours)

- 3.1 Formal – Special and Regular Schools.
- 3.2 Informal – Family, Community, Mass Media.
- 3.3 Open and Distance Education with reference to Special Education.
- 3.4 Role of Governmental and Non-Governmental Agencies in General and Special Education.
- 3.5 Equalization of Educational Opportunities.

Unit IV:

Significant Educational Initiatives (15 Hours)

- 4.1 Human Rights Education.
- 4.2 Value Education.
- 4.3 Inclusive Education.
- 4.4 Work and Education, Community Based Education.
- 4.5 Gender Equity (Women Education).

Unit V:

Contemporary Trends in Special Education (15 Hours)

- 5.1 Technology advancement and its application in the field of special education.
- 5.2 Use of innovative and improvised aids in classroom teaching.
- 5.3 Basic elements relevant to special education – Computer, Internet literacy and Programmed learning.
- 5.4 Changing role of special schools and school readiness.
- 5.5 Changing trends in identification, assessment, education and vocational placement.

Experiential Learning (15 Hours)

eg.

The student is expected to take up one of the special initiatives such as gender equity, human rights, community based education, etc., and develop a review of literature.

Or

Time for library and tutorials.

Books Recommended:

1. Ashok Kumar (1991) Current Trends in Indian Education. New Delhi: Ashish Pub. House
2. Garg, V.P. (1990) Development of Perspectives in India education. New Delhi: Metropolitan Pub.
3. Agrawal, S.P. & J.C. (1994) Third Historical Survey of Educational Development of India. New Delhi: Concept Pub. Co.
4. Sharma, S.N. (1995) Philosophical and Sociological Foundation of Education. New Delhi: Kanishka.
5. Smt, D.D. & Luckasson (1992) Introduction to Special Education. Boston: Allyn & Bacon.
6. Nanda, V.K Education Emerging Indian Society
7. B.N. Dash (2004) Theories of Education and Education in the Emerging Indian Society

PAPER - 4
PLANNING AND MANAGEMENT OF EDUCATION FOR CHILDREN WITH
DISABILITIES
(90 Hours)

Objectives

After studying this paper, the students are expected to

1. Understand various approaches to school management and institutional planning.
2. Describe the different service delivery options available for persons with disabilities in India.
3. Define the roles and responsibilities of different functionaries of disability related services.
4. List the process of effective documentation in educational programmes dealing with disabled children.
5. Enumerate the policies and welfare programmes available for persons with disabilities in India.

Unit I:

Organization of Special Education and Administration (15 Hours)

- 1.1 UN Convention on the Rights of Persons with Disabilities.
- 1.2 National Policy for PWD(2006)
- 1.3 Principles of School Management.
- 1.4 Planning Institutional Environment.
- 1.5 Creation of rights based, barrier free and inclusive society.

Unit II:

Service Delivery Models in Special Education (15 Hours)

- 2.1 Role and relevance of Special schools.
- 2.2 Integrated education – Nature and models – resource plan, itinerant plan, cooperative plan, combined plan, and context specific integrated model, Roles of corresponding teaches.
- 2.3 Inclusive education – Need, nature and models.
- 2.4 Education For All – SSA – Its components.
- 2.5 Partnership with other Educational Agencies, Community Resource Mobilization.

Unit III:

Roles and Responsibilities of Different Functionaries (15 Hours)

- 3.1 Role and Responsibilities of Head of the Institution.
- 3.2 Special Teacher
- 3.3 Resource Teacher, Itinerant Teacher.
- 3.4 Regular School Teacher.
- 3.5 Aanganwadi/ Balwadi Workers/ Pre-School Teachers.

Unit IV:

Schedule and Record Keeping (15 Hours)

- 4.1 Types of Schedules – Yearly, Monthly, Weekly, Daily.
- 4.2 Factors affecting preparation of timetable.
- 4.3 Planning of Curricular and Co-curricular Activities.
- 4.4 Educational Record – Progress Report and Cumulative Record.
- 4.5 Other Records – Case Histories, Medical and Attendance Records.

Unit V:

Welfare Programmes and Policies in Special Education (15 Hours)

- 5.1 Parent Teacher Association, Special Teachers Association, self-help movements of PWDs.
- 5.2 National Policy on Education (1986), Programme of Action (1992), Integrated Education of Disabled (IED), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA).
- 5.3 Provisions of RCI Act, PWD Act, National Trust Act, National Policy of Disabilities 2006.
- 5.4 Plan of Action for Education as per 11th Five Year Plan.
- 5.5 Concessions and Facilities for the Disabled by Central and State Governments concerned

Experiential Learning (15 Hours)

(eg. The students are expected to visit one special school and one integrated / inclusive education settings and observe the education planning of these settings, and submit a visit report.)

Books Recommended

1. Desai, AN (1990) Helping the Handicapped: Problems & prospects, New Delhi, Ashish Publishing House.
2. Dyson (1987) Mental Handicap: Dilemmas of Parent-Professional Relations, London, Croon Helm.
3. Mann, P.H. Suiter P.A. & Mc Laughhin R.M. (1992) A Guide for educating mainstreamed students, Boston: Allyn & Bacon
4. Bennett, T. Lingerfelt, V & Nelson, D.E. (1990) Developing Individual and Family Support Plans – A Training Manual, Cambridge M.A. Brookline Books.
5. Panda, K.C (1997) Education of Exceptional Children, Vikas Publishing House, New Delhi.
6. Jone, V.F. and Jones, L.S.(1981) Comprehensive Classroom Management, Allyn and Bacon Boston.
7. Madhumita Puri, George Abraham (2004) Handbook of Inclusive Education for Educators, Administrators and Planners
8. Seamus Hegarty, Mithu Alur (2002) Education and Children with Special Needs: From Segregation to Inclusion
9. S.S. Chauhan (2002) Education of Exceptional Children

**EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT AND
MANAGEMENT OF EDUCATIONAL SETTINGS
(90 Hours)**

Objectives:

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

1. Educational needs and goals
2. Types of education settings like segregated and integrated set up
3. New trends in education
4. Develop an understanding about management of educational settings
5. Understand the role of board of personnel
6. Develop an understanding of inspection and supervision in special education

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

1. Identifying appropriate option for the students
2. Providing guidance and follow up activities in integrated set up
3. Be trained in schedule planning and record keeping

Unit 1. Special education needs in Early Intervention Programmes (EIP) 18 hrs.

- 1.1 Philosophy and goals of Special Education.
- 1.2 Educational needs of Children with HI
- 1.3 Early intervention programme for children with HI
 - need, importance and objective,
 - organizing EIP
 - Types of EIP (Home-based intervention)
- 1.4 Need-based curriculum of EIP
- 1.5 School readiness for children with hearing impairment.

Unit 2: Options for education - Special School 18 hrs.

- 2.1 Types: Residential Schools, Day Schools
- 2.2 Brief historical perspective of post independence period in India
- 2.3 Levels and availability: Pre-school, Primary, Upper Primary, and Secondary Schools
 - a. Strengths and limitations
 - b. Open schooling with special reference to HI : specially for educationally disadvantaged HI children

Unit 3: Options for education - Mainstream Educational settings 18 hrs

- 3.1 Integration - Concept and need
 - 3.1.1 Models of integrated education
 - a) Resource unit and resource teachers
 - b) Itinerant teachers
 - 3.1.2 Factors influencing success of educational integration

- a) Candidacy and selection: parameters and procedure
- b) Tuning the system for better integration: Parents, School Authorities, classmates, Special Educators & Community Teachers,

3.1.3 Strengths and Limitations

3.2 Inclusion - Concept and need

3.2.1 Factors influencing success of educational inclusion

- a) Candidacy and selection: parameters and procedure
- b) Tuning the system for better Inclusion: Parents, School Authorities, Classmates, Special Educators & Community Teachers,

3.2.2 Strengths and Limitations

3.3 Inclusion, Integration – Principles of Normalization

Unit 4: Organization of Special education and administration

18 hrs

4.1 Approaches to management – systems approach, MBO, GRID

4.1.1 Principles of school management

4.1.2 Planning institutional environment

4.2: Board of Personnel & their Responsibilities

4.2.1 Role and responsibilities of Head of the Institution

4.2.2 Special teacher – Empowerment and sensitivity

4.2.3 Regular teacher – Function and responsibilities

4.2.4 Professional relationship with Staff/students/parents/community

4.2.5 Coordination with personnel of other institutions

4.3 Inspection and supervision

4.3.1 Meaning, function and scope

4.3.2 Difference between Inspection and supervision

4.3.3 Need and types of supervision

4.3.4 Role of supervisors

4.3.5 Responsibilities of supervisors

Unit 5: Schedule and Record keeping

18 hrs

5.1 Types of schedules – yearly, monthly, weekly, daily

5.2 Factors affecting preparation of time table

5.3 Planning of curricular and co-curricular activities

5.4 Uses and types of Record – Cumulative, general, financial etc.

5.5 Maintenance of Records.

References

- Special educational needs review, 1989, N.Jones

- Psychology and communication in deaf children, 1981, Savage, Evans and Savage
- Cognition, education and deafness, 1985, David Martin
- Global perspective on the education of the deaf in selected countries, 1999, William Brelje
- The hearing impaired child in school, 1984, Hull and Dilka
- Education of the hearing impaired child, 1985, Powell, Finitzo ,Hieber, Friet-patti and Henderson
- Pre-school children with impaired hearing, 1982, Aira Kankkunen
- The hearing impaired child – infancy through high school years, 1992, Maxon and Brackeft
- The education of the deaf, 1971, Richard Brill
- Mainstreaming of children with a hearing loss, 1977, Verna Yater
- Mainstreaming – practical ideas for educating hearing impaired students, 1979 , M.E.Bishop
- Source book training teachers of hearing impaired, 1987, P.L.Sharma(NCERT)
- Mainstreaming preschoolers: Children with hearing impairment – (Human development services) project head start.
- The special education handbook, 1991, Phillip Williams
- Visual communication for the hard of hearing :History, Research methods, 1976, John O’neill and Herbert Oyer
- Mainstream education for hearing impaired children and youth, 1976, Gary W.Nix.
- School Readiness for Children with Special Needs, 1999 published by NIMH
- The hearing impaired child in the ordinary school, 1995, Aelx Webster and John Ellwoo
- Deaf students in post secondary education, 1992, Susan B.Foster and Gerard Watter
- The education of the hearing impaired, 1970, Joseph Giangreco, Marianne R.Giangreco
- Language and deafness, 1994, Peter Paul and Quigley
- Hull and Dilka, 1984, Management of Hearing Impairment
- Jone, V.F and Jones, L.S.(1981) Comprehensive classroom Management, Allyn and Bacon Boston.

PAPER - 6

LANGUAGE AND COMMUNICATION

(90 Hours)

Objectives:

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

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

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

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

Unit 1: Introduction to Communication & Language **18 hrs**

- 1.1 Definition, Meaning and Scope of Communication
- 1.2 Classification of Communication:
 - a) Human and Animal Communication
 - b) Human Communication (Linguistic and Non-linguistic)
- 1.3 Definition, Meaning and Scope of Language
 - a) Structure, Characteristics and Functions of Language
- 1.4 Innateness of language-
 - a) Competence and performance
 - b) Deep and surface structure
- 1.5 Language Development in Non-impaired (Hearing) Children
 - a) Pre-requisites of language development
 - b) Developmental phases

Unit 2: Modes of Linguistic Communication: **18 hrs**

- 2.1 Oralism
 - a) Principles
 - b) Justification, Limitations & Programmes in India
 - b) New Trends – Auditory Verbal Approach/Habilitation (AVA)
(For details on AVA, please see Paper X –Unit 3 – 3.3 and also annexure I to this syllabus)
- 2.2 Manualism
 - a) Sign Language (ISL, ASL, BSL, etc.)
(Justification, Limitations & Programmes in India)
 - b) Signing System (ISS – Indian Signing System i.e. Signed Hindi, Signed Marathi, Signed Tamil, etc., Signed English, Signed French, etc. – Part of Total Communication), Cued speech
- 2.3 Total Communication
 - a) Principles
 - b) Justification, Limitations & Programmes in India

2.4 Bilingualism

- a) Principles
- b) Justification, Limitations & Programmes in India

Unit 3: Assessment of Language

18hrs

- 3.1
 - a) Meaning, Definition, Role and Scope of assessment in education
 - b) Formal Testing, Informal Testing & Teacher Made Test (TMT):
Meaning, difference and selection
 - c) Formal Assessment: standardized language testing with reference to Indian tests
 - d) Informal Assessment : consistency, feedback and documentation
- 3.2 Assessing Basic Language Competence (BLC)
 - 3.2.1 What is BLC
 - 3.2.2 Language & education problems of hearing impaired children related to BLC
 - 3.2.3 Assessing Specific language aspects involved in BLC

(Please note: The aspects given below need not be tested in isolation. The test items should be so designed as to give information on more than one aspect. Also the assessment should be based on the teaching-learning activities and the accompanying language interaction done with the child/children over a period of 3 to 4 yrs. The teacher may also assess the child's performance in terms of Receptive language, i.e. comprehension; and Expressive language abilities, i.e. wrong response, or one word correct response, or response in complete sentence on demand.)

- a) Everyday vocabulary (all parts of speech)
- b) Use of sentence types (positive and negative statements, imperative, exclamatory, interrogative, simple, complex and compound)
- c) Use of questions (Yes / No question, Wh questions and tag questions)
- d) Use of case markers
- e) Use of person, number, gender markers
- f) Use of tense / aspects markers

Unit 4: Acquisition of Language Competence by Children with Hearing Impairment

18 hrs

- 4.1 Principles of teaching language
- 4.2 Methods of teaching language
 - 4.2.1 Structural Method - Fitzgerald Key, APPLE TREE programme, Barry Five Slate system, Colour Code System
 - 4.2.2 Natural Method
 - 4.2.3 Combined Method (Maternal Reflective Method)
- 4.3 Techniques of teaching language to children with hearing impairment –
Conversation/News, Directed Activities, Story Telling, Visits, Poems, Rhymes
- 4.4 Development of Language in Pre-primary Section
 - 4.4.1 Activities for early language Development

Unit 5: Literacy skills (Listening, Speaking, Writing and Reading)

18 hrs

- 5.1 Meaning and Scope
Literacy related problems of Child with hearing impairment.
 - Development of Auditory skills (Listening)
 - Development of Oral Skills (Speaking)

5.2 Reading Skills :

- Activities for pre-reading skills
- Developmental, Functional, Remedial and Recreational
- Conversation based and text based reading
- Loud reading and silent reading
- Guided reading & independent Reading

References

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

PAPER - 7
FUNDAMENTALS OF HEARING, HEARING IMPAIRMENT AND AUDIOLOGICAL
MANAGEMENT

(90 Hours)

Objectives:

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

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

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

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

Unit 1: Hearing & Hearing Impairment

(18 hrs.)

1. Importance of hearing
2. Parts of the ear and process of hearing
3. Introduction to physics of sound, production and propagation of sound, physical and psychological attributes of sound
4. Hearing Impairment – Definition, Classification in terms of age of onset, type, degree, nature

Unit 2: Causes, Prevention and Effects of HI, Factors

Influencing achievements

(18 hrs.)

1. Causes
2. Prevention
3. Effects of HI on
 - a) On language and communication
 - b) On cognitive functioning
 - c) On academic achievement
 - d) On social personal development
 - e) On vocational training and employment
4. Factors influencing achievements

Unit 3: Identification of HI and Assessment of Hearing

(18 hrs.)

1. Developmental milestones of auditory behavior
2. Early Identification – Its meaning, importance and educational relevance, concept of critical periods, Early v/s. Late Identification
3. Assessment of Hearing

Unit 4: Amplification Devices

(18 hrs.)

1. Hearing aids – Parts, functioning, types
2. Ear Moulds
3. ALDs/Group amplification systems
4. Orientation to CI
5. Hearing aid selection procedures orientation
6. Hearing aid maintenance and troubleshooting

Unit 5: Auditory Learning

(18 hrs.)

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

References

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

Fundamentals of Speech and Speech Teaching**(90 Hours)****Objectives:****Knowledge related objectives: Development of knowledge in the following areas:**

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

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

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

Unit I Introduction to speech and speech production**(18 hrs)**

- 1.1 Definition of speech characteristics of normal speech and functions of speech
- 1.2 Parameters of speech
- 1.3 Mechanism of speech production – structure and function of Respiratory, Phonatory, Articulatory, Resonatory and Regulatory system
- 1.4 Speech as an overlaid function

Unit II Description of speech sounds**(18 hrs)**

- (1) Non segmental
- (2) Segmental:
 - (a) definition of consonants, vowels, diphthong and blends
 - (b) classification of consonants – place, manner, voicing
 - (c) classification of vowels
- (3) Suprasegmentals

Unit III Development of speech**(18 hrs)**

- (1) Stages of development of speech in children with typical (normal) hearing children
- (2) Prerequisites for normal speech and language development
- (3) Stages of development of speech in hearing impaired children
- (4) Factors influencing development of speech in children with hearing impairment
- (5) Language development in pre and post lingual children with hearing impairment.

Unit IV Speech problems in children with hearing impairment**(18 hrs)**

- (1) Articulation errors
- (2) Voice problems
- (2) Errors in suprasegmentals
- (3) Speech intelligibility
- (4) **Evaluation of speech**
- (5) Evaluation of speech in terms of voice, articulation and Suprasegmentals
- (6) Profiling in speech of the students in classrooms

Unit V : Teaching speech to the children with hearing impairment**(18 hrs)**

- (1) Different methods used for teaching speech – Auditory Global, Multisensory syllable unit, Association phoneme unit method, Cued speech, Auditory Verbal Therapy (AVT)
- (2) Introduction to Ling's approach
- (3) Individual and group speech teaching - advantages and limitations
- (4) Aids and equipments for development of speech: Auditory aids (speech trainer), Visual aids (mirror etc.), Tactile aids (Vibrotactile aids), etc.
- (5) Role of family in stimulation of speech and language and home training

References

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

PAPER – 9

CURRICULAR STRATEGIES AND ADAPTATIONS FOR CHILDREN WITH HEARING IMPAIRMENT

(90 Hours)

Objectives

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

1. Concept of curriculum and its relevance
2. Nature, scope, strengths and limitations of existing curriculum
3. Areas of curriculum planning
4. Objectives and methods of teaching and learning language as a school subject
5. Various aspects of planning and evaluation of language lessons
6. Language curriculum and role of text books
7. Study of content of language text books from Std. I to VII
8. Various co-curricular activities in language teaching

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

1. Studying existing curriculum
2. Adapting the curriculum
3. Planning curricular and co-curricular activities
4. Curricular strategies in various areas of curriculum
5. Planning and organizing content for teaching Language
6. Competency in teaching language at different stages using appropriate method and their adaptation to teach the HI.
7. Prepare and use of instructional materials for teaching language

Unit 1: Introduction to Curriculum and Curricular Strategies

18 hrs

- 1.1 Definition and Principles of Curriculum.
 - a. Types of Curriculum - Child-centered, Subject-Centred, Horizontal, Vertical, Spiral,
- 1.2 Stages of Curriculum planning
- 1.3 Curricular Strategies
 - 1.3.1 Teaching Learning Process
 - 1.3.2 Grouping for instructions
 - 1.3.3 Individualized Teaching (Need , Components & Procedure)

Unit 2: Existing Curriculum and Adaptations

18 hrs

- 2.1 Study of existing curricula at pre-primary level
 - 2.1.1 Montessori, Kindergarten, Play-way method etc.
 - 2.1.2 Need for Curriculum Adaptation (for the H.I.) at Pre-primary level
 - 2.1.3 Development of Writing Skills
 - Activities for pre-writing skills
 - Copying
 - Guided Writing
 - Independent and Creative Writing

2.2 Studying existing curriculum at primary level

- 2.2.1 Studying the textbooks at primary level
- 2.2.2 Adaptation of the curriculum (for the hearing impaired) at primary (lower and upper) level
 - a) Skills and strategies for Ist and IInd standard
 - b) Skills and strategies for IIIrd and IVth standard
 - c) Skills and strategies for Vth, VIth and VIIIth standard

Unit 3: 3.1 Techniques of Evaluation for Curricular Activities 18 hrs **3.2 Co-curricular activities: Planning and execution**

3.1 Techniques of Evaluation for Curricular Activities

- 3.1.1 Meaning and Scope
- 3.1.2 Types : Formative and Summative
- 3.1.3 Knowledge Based and Language Based
- 3.1.4 Open Ended and Close Ended
- 3.1.5 Direct, Indirect and Inferential
- 3.1.6 Execution of Evaluation

3.2 Co-curricular activities: Planning and execution

- 3.2.1 Sense Training
- 3.2.2 Physical Education
- 3.2.3 Work Experience and Environment
- 3.2.4 Art and Craft
- 3.2.5 Dance & Music

Unit 4: Role of Language in Education and Teaching Strategies with Necessary Adaptations for the Children with Hearing Impairment 18 hrs

- 4.1 Importance of language in life
- 4.2 Principles and maxims of teaching language
- 4.3 Methods of teaching language (Natural approach, Structural approach, Combined approach)
 - 4.3.1 Study of Grammar – Parts of speech, Person number gender- concord, case markers & tenses, Auxiliary verbs, Question forms, Negation, Active passive voice, Types of sentences, Clauses, Degrees of comparison, Case markers.
 - 4.3.2 Methods of developing language
 - a) Primary
 - b) Upper Primary

Unit 5: Curriculum and Language text book; Language Exemption 18 hrs

- 5.1 Curriculum and text book
 - 5.1.1 Organization of content
 - 5.1.2 Study of state syllabus and content of text books (std.I–VII)

5.2 Language Exemption from 2nd Language in India

5.2.1 Meaning and need

5.2.2 Nature of exemption

5.2.3 Implementation

References

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

PAPER 10
FAMILY, COMMUNITY AND THE HEARING IMPAIRED CHILD
(90 hours)

Objectives :

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

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

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

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

Unit 1: Family

18 hrs

- 1.1. Definition and structure
 - 1.1.1 Types of families
 - 1.1.2 Impact of type of family on persons with hearing impairment
 - 1.1.3 Common misconceptions of family towards hearing impairment
 - 1.1.4 Family intervention process
- 1.2 Family and rehabilitation process
 - 1.2.1 Initial feeling, reaction and adjustment of family.
 - 1.2.2 Role of family in identification and prevention
 - 1.2.3 Need for rehabilitation of Person with disabilities
- 1.3 Role of family at various developmental stages – parents, siblings, grandparents & other family members
- 1.4 Counseling and guidance to the family
 - 1.4.1 Need and Importance
 - 1.4.2 Principles, Stages and Techniques

Unit 2: Issues in educating children with HI in India

18 hrs.

- 2.1 Related to students
- 2.2. Related to parents
- 2.3. Related to teachers (Special teachers, Resource teachers, Teachers in regular schools)
- 2.4. Related to schools
- 2.5. Areas of Concern
 - a) Multi-lingualism
 - b) Resources and infrastructure
 - c) Social structure
 - d) Geographical conditions & communication facilities
 - e) Literacy, awareness and attitudes of community

Unit 3: Involvement and Empowerment of Parents

18 hrs

- 3.1 Scope and need
- 3.2 Home training
- 3.3 Importance of “**Auditory Verbal Approach**” at the early stages of child’s life
 - Meaning, concept, scope and principles of AVA
 - Strategies and Techniques to be followed during the sessions
 - Setting up goals and planning the sessions
 - Parent Professional Partnership in AVA
- 3.4 Correspondence programmes
- 3.5 Problems faced in involvement

Unit 4: Community in Rehabilitation process

18 hrs

- 4.1 Community
 - 4.1.1 Definition, nature and type
 - 4.1.2 Common misconceptions of community towards disability
 - 4.1.3 Role in prevention identification, and intervention of disability
 - 4.1.4 Community and rehabilitation process

Unit 5: Community Based Rehabilitation

18 hrs

- 5.1 Scope, need and importance
- 5.2 Organization of CBR
- 5.3 Type of programmes for community awareness
- 5.4 Materials for community awareness
- 5.5 Creating barrier free environment in public places
- 5.6 Creating barrier free environment for hearing impaired (Induction loop, light signaling etc.)

References for Paper XI

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

CONTENT AND METHODOLOGY OF TEACHING SCIENCE AND MATHEMATICS

(90 hours)

Objectives :

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

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

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

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

Unit 1: Introduction to Science & Mathematics

18 hrs

1.1 Introduction to Science

- 1.1.1 Definition
- 1.1.2 Aims and objectives
- 1.1.3 Science Education in India

1.2 Introduction to Mathematics

- 1.2.1 Definition
- 1.2.2 Aims and objectives
- 1.2.3 Mathematics Education in India
- 1.2.4 Number Concepts
 - a) Developing basic concepts like quantity, sizes, shapes, measurements, units, fractions etc.
 - b) Understanding numbers and their value, calendar work, clock time concept.
 - c) Basic mathematical calculations, addition, subtraction, multiplication, & division.
 - d) Mathematical languages and concepts.

1.3 Correlation of science and mathematics within & with other subjects

Unit 2: Maxims and Methods of teaching Science

18 hrs

2.1 Maxims of teaching

- 2.1.1 Simple to complex
- 2.1.2 Whole to part
- 2.1.3 Empirical to rational
- 2.1.4 Concrete to abstract
- 2.1.5 Known to Unknown

2.1.6 Particular to General

2.2 Methods of teaching Science - Importance, Procedure, Advantage & Limitations

2.2.1 Lecture cum demonstration

2.2.2 Heuristic method

2.2.3 Project method

2.2.4 Problem solving

2.2.5 Self study

2.2.6 Inductive – deductive

2.2.7 Analytic - Synthetic

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

2.2.9 Techniques of teaching science (Field trips, Directed activity, story etc)

Unit 3 : Maxims and Methods of teaching Mathematics

18 hrs

3.1 Maxims of teaching

3.1.1 Simple to complex

3.1.2 Whole to part

3.1.3 Empirical to rational

3.1.4 Concrete to abstract

3.1.5 Known to Unknown

3.1.6 Particular to General

3.2 Methods of teaching Mathematics- Importance, Procedure, Advantages & Limitations

3.2.1 Lecture cum demonstration

3.2.2 Heuristic method

3.2.3 Project method

3.2.4 Problem solving

3.2.5 Self study

3.2.6 Inductive – deductive

3.2.7 Analytic - Synthetic

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

3.2.9 Techniques of teaching mathematics (Field trips, Directed activity, story, rhymes etc)

Unit 4: Planning and evaluation of Science & Mathematics and Teaching/Learning Material

18 hrs

4.1 Planning , preparation and maintenance of teaching learning materials

4.1.1 Teaching learning materials for science and mathematics different subjects

4.1.2 Adaptation of Teaching Learning Material for Children with hearing impairment

4.1.3 Improvised aids

4.1.4 Other materials

4.2 Planning

4.2.1 Year planning , unit plan

4.2.2 Lesson planning, preparation & organization of practical work)

4.3 Evaluation

4.3.1 Formative

- 4.3.2 Summative
- 4.3.3 Preparation of unit test(Planning, Preparation of blue print and question paper, editing and administration and evaluation)
- 4.4.4 Teaching learning materials in Science & Mathematics

Unit 5: Curriculum and textbooks for science and mathematics

18 hrs

5.1 Curriculum and text book

- 5.1.1 Organization of content
- 5.1.2 Study of state syllabus and content of text books (Std. I–VII)*
- 5.1.3 Adaptation of science & mathematics text books for Children with hearing impairment

References

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

Paper 12

CONTENT AND METHODOLOGY OF TEACHING SOCIAL SCIENCE

(90 hours)

Objectives :

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

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

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

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

**Unit 1: Introduction to Social Science and Maxims and Methods
of teaching Social Science** **18 hrs**

1.1 Introduction to Social Science

- 1.1.1 Definition
- 1.1.2 Aims and objectives
- 1.1.3 Social Science education in India

1.2 Maxims of teaching

- 1.2.1 Simple to complex
- 1.2.2 Whole to part
- 1.2.3 Empirical to rational
- 1.2.4 Concrete to abstract
- 1.2.5 Known to Unknown
- 1.2.6 Particular to General

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

- 1.3.1 Lecture cum demonstration
- 1.3.2 Heuristic method
- 1.3.3 Project method
- 1.3.4 Historic Method
- 1.3.5 Team Teaching
- 1.3.6 Self study
- 1.3.7 Methods of teaching and its adaptation to teach the children with HI
- 1.3.8. Techniques of teaching Social science and mathematics (Field trips, Directed activity, story, etc)

Unit 2: Social Science Teaching – Planning and evaluation **18 hrs**

2.1 Planning

- 2.1.1. Year planning, unit plan
- 2.1.2. Lesson planning, preparation & organization of practical work)

- 2.2 Evaluation
 - 2.2.1 Formative
 - 2.2.2 Summative
 - 2.2.3 Preparation of unit test (Planning, Preparation of blue print and question paper, editing and administration and evaluation)

Unit 3: Curriculum and text books **18 hrs**

- 3.1 Curriculum and text book
 - 3.1.1 Organization of content
 - 3.1.2 Study of state syllabus and content of text books (std.I–VII)*

Unit 4: Adaptation of Social science text books for Children with hearing impairment **18 hrs**

- 4.1 Adaptation of Social Science Text Book Lessons - Std.I - VIII
- 4.2 Correlation of Social science within & with other subjects
- 4.3 Co-curricular activities

Unit 5: Teaching learning materials in Social Science **18 hrs**

- 5.1 Planning , preparation and maintenance of teaching learning materials
- 5.2. Teaching learning materials for Social science
- 5.3. Adaptation of Teaching Learning Material for Children with hearing impairment
 - Improvised aids
- 5.4. Other materials

References

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