SCHEME OF EXAMINATION AND SYLLABUS FOR
B.ED SPECIAL EDUCATION-HEARING IMPAIRMENT (HI) COURSE

PART I: THEORY (PAPERS I-IX)
(To be implemented from the Session 2013-14)

<table>
<thead>
<tr>
<th>PAPER</th>
<th>NOMENCLATURE</th>
<th>EXTERNAL MARKS (THEORY)</th>
<th>INTERNAL MARKS (ASSESSMENT)</th>
<th>MAX. MARKS</th>
<th>TIME (EXAM HOURS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Nature And Needs of Various Disabilities – An Introduction</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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<tr>
<td>II</td>
<td>Education in India : A Global Perspective</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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<tr>
<td>III</td>
<td>Educational Psychology and Persons with Disabilities</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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<tr>
<td>IV</td>
<td>Educational Planning and Management, Curriculum Designing and Research</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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<tr>
<td>V</td>
<td>Facilitating Development of Language and Communication Skills in Children with Hearing Impairment</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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<tr>
<td>VI</td>
<td>Audiology and Aural Rehabilitation</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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<tr>
<td>VII</td>
<td>Introduction to Speech and Speech Teaching to the Children with Hearing Impairment</td>
<td>80</td>
<td>20</td>
<td>100</td>
<td>3 HRS</td>
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VIII & IX Teaching of School Subjects
Note: Candidate is required to opt two ‘Teaching School Subjects’ selecting one from each group.

<table>
<thead>
<tr>
<th>GROUP-A</th>
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<tbody>
<tr>
<td>Opt. – i</td>
<td>Teaching of English</td>
<td>80</td>
<td>20</td>
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<tr>
<td>Opt. – ii</td>
<td>Teaching of Hindi</td>
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<th>GROUP-B</th>
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<tr>
<td>Opt. – i</td>
<td>Teaching of Social Studies</td>
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<td>Opt. – ii</td>
<td>Teaching of Mathematics</td>
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Contd…..
PART II – PRACTICALS PAPERS (X-XI)  Max. Marks: 200

B.Ed. Practical Exam will be conducted by an External Team consisting of three examiners i.e. one Coordinator and two Sub-Examiners in three days. Only working and duly approved teachers by the university having minimum five (5) years of teaching experience at B.Ed/ M.Ed level will be appointed as Sub-Examiners. Team will cover all the three teaching subjects i.e. Teaching of Languages, Teaching of Mathematics and Teaching of Social Sciences. 

Practical Examinations Team will conduct practical papers for X and XI i.e. School Experience Programme.

<table>
<thead>
<tr>
<th>X</th>
<th>School Experience Programme (SEP)</th>
<th>80</th>
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<tbody>
<tr>
<td></td>
<td>Teaching Practice: School Teaching Subject I</td>
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<td></td>
<td>(This Programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising one Coordinator and two Sub-Examiners.</td>
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<td></td>
<td><strong>A. Following Five Micro-Teaching Skills with one lesson on each skill.</strong></td>
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<td></td>
<td>Use of Chalk Board including Handwriting and Use of Teaching Aids (Compulsory)</td>
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<td></td>
<td>1) Questioning</td>
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<td>2) Introducing the Lesson</td>
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<td>3) Use of Reinforcement</td>
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<td>4) Stimulus Variation</td>
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<td>5) Illustration with Examples</td>
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<td>Micro Lesson-5</td>
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<td>Mega Lesson-5</td>
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<td>Discussion Lesson-2</td>
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<td>Real Teaching 20 Lessons</td>
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<td>Final Discussion Lesson-1</td>
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<td>To be selected by the candidate out of two teaching subjects</td>
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<tr>
<th>XI</th>
<th>School Experience Programme (SEP)</th>
<th>80</th>
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<tbody>
<tr>
<td></td>
<td>Teaching Practice: School Teaching Subject II</td>
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<td></td>
<td>(This Programme must help Pupil-teacher to learn to function as a Teacher) One lesson of each be delivered by Pupil-teacher, be evaluated by a team of experts comprising one Coordinator and two Sub-Examiners</td>
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<td></td>
<td><strong>A) Following Five Micro-Teaching Skills with one lesson on each skill.</strong></td>
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<td></td>
<td>Use of Chalk Board including Handwriting (Compulsory). Use of Teaching Aids (Compulsory)</td>
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CBW/Preparation of Printed teaching/learning material(for blind Students) will be evaluated at the time of skill-in-teaching examination.
1) Questioning
2) Introducing the Lesson
3) Use of Reinforcement
4) Stimulus Variation
5) Illustration with examples
Micro Lesson-5
Mega Lesson-5
Discussion Lesson-2
Real Teaching 20 Lessons
Final Discussion Lesson -1
To be selected by the candidate out of two teaching subjects.

*Each student will attend supervised teaching for 45 days.

**PART III-Special Education Practical Papers (XII-XIV)**

Max. Marks : 300

Examination would be conducted by an External Examiner who will be professional duly registered with Rehabilitation Council of India as per RCI norms and as appointed by the University for each practical separately for papers XII, XIII and XIV.

<table>
<thead>
<tr>
<th>Paper XII</th>
<th>Practice Teaching/Classroom Placement</th>
<th>100 Marks</th>
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<tbody>
<tr>
<td>Paper XIII</td>
<td>Capacity Building of the Teachers Trainees</td>
<td>100 Marks</td>
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<tr>
<td>Paper XIV</td>
<td>Academic Skill Development</td>
<td>100 Marks</td>
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<td><strong>Total</strong></td>
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<td><strong>300 Marks</strong></td>
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Criteria for the award of Internal Assessment of 20% marks in Theory papers will be as per the distribution given below:

i) One Class Test/Sessional Work (In case of Practical in Theory Papers) 10% marks

ii) One Assignment/Performance and Demonstration (In case of Practical in Theory Papers) 05% marks

iii) Attendance 05% marks

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<tr>
<th>Attendance</th>
<th>0% marks</th>
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<th>2% marks</th>
<th>3% marks</th>
<th>4% marks</th>
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<td>Upto 75%</td>
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<td>2% marks</td>
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<td>Upto 90%</td>
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<td>Upto 95%</td>
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**Note:**

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

**GRAND TOTAL = 1400 Marks**
PAPER - I
NATURE AND NEEDS OF VARIOUS DISABILITIES - AN INTRODUCTION
Time: - 3 Hours
Max Marks: - 100
(Theory: 80, Internal: 20)

OBJECTIVES

The student teacher is expected to acquire a basic knowledge on identification and characteristics of various disabilities such as:
1. Blindness and Low Vision
2. Hearing Impairment
3. Mental Retardation and Mental Illness
4. Locomotor, Neurological and Leprosy Cured
5. Neuro-developmental Disorders
6. Multiple Disabilities, Deaf, blindness

COURSE CONTENTS

UNIT - I

1) Blindness and Low vision
   • Definition and Identification
   • Incidence and Prevalence
   • Characteristics
   • Causes and Prevention
   • Intervention and Educational Programmes

2) Hearing Impairment
   • Definition and Identification
   • Incidence and Prevalence
   • Causes and Prevention
   • Types of Hearing Loss and Characteristics
   • Modes of Linguistic Communication and Educational Programmes
UNIT - II

3) Mental Retardation
   • Definition and Identification of Mental Retardation and Mental Illness
   • Incidence and Prevalence, Causes and Prevention
   • Characteristics - Mild, Moderate, Severe, Profound
   • Types and Classification of Mental Retardation and Mental Illness
   • Intervention and Educational Programmes

4) Learning Disabilities
   • Concept and Definition of Learning Disabilities
   • Characteristics of LD
   • Etiological Factors
   • Types and Associated Conditions
   • Intervention and Educational Programmes

UNIT - III

5) Leprosy Cured, Neurological and Locomotor Disabilities
   • Definition and Classification
   • Incidence and Prevalence
   • Causes and Prevention
   • Types, Classification and Characteristics
   • Intervention and Educational Programmes

UNIT - IV

6) Autism Spectrum Disorders
   • Concept and Definition of Autism
   • Characteristics of Autism
   • Etiological Factors
   • Types and Associated Conditions
   • Intervention and Educational Programmes

7) Multiple Disabilities and Various Combinations
   • Definition and Identification
   • Incidence and Prevalence
   • Causes and Prevention
   • Characteristics
   • Intervention and Educational Programmes
Reference Books

NOTE FOR PAPER SETTER

(i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

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

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

(4) All questions will carry equal marks.

OBJECTIVES

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

COURSE CONTENTS

UNIT - I

1) Definition, process and philosophy of education
   • Definition and Meaning of Education
   • Aims of Education
   • Functions of Education
   • Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism
   • Historical perspective of Education in India and Abroad

2) Education and Various Commissions
   • Principles of education and special education and Inclusive Education
   • Aims, objectives and functions of special education and inclusive education
   • Direction and priorities of general and special education and inclusive education
   • Recent trends in Indian Education and special education and inclusive education
   • Education For All movement, Education through 21st Century, Various Commissions.

UNIT – II

3) Education in the Social Context
   • Formal, Informal and Non-formal Education.
   • Functional literacy, continuous and Life Long Education.
   • Community Based Rehabilitation including education.
• Open Learning, Distance Education with reference to General and Special Education and inclusive education
• Value-Oriented Education.

4) Emerging trends in Special and Inclusive Education
• Concept of Impairment, Disability (activity limitation) and Participation Restrictions and their Implications
• Concepts and Principles of Inclusion.
• Inclusive Education a Rights Based Model
• Community Linkages and Partnership of Inclusion
• Role of Special Schools and Special Teachers/Educators in Facilitating Inclusive Education

UNIT- III

5) Educational Agencies for the National Development
• Educational Challenges for Economic and Socio-Political Development.
• Role of Home, Community School, Society, and Mass Media.
• Role of Governmental and non-Governmental Agencies in General and Special Education. Such as - NCERT, SCERT, RCI, NCTE.

(a) Resource Mobilization through Funding Agencies and Concessions/Facilities for the Disabled Education
(c) International Legislation for Special Education
• International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM
• International and national legislation including UNCRPD

UNIT - IV

6) Education and the Modern Ethos
• Democracy, Socialism and Secularism.
• Constitutional Provisions in Human Rights.
• Equalization of Educational Opportunities.
• Education and Human Resource Development.
• Planning and Management of Human Resource Development.
• Environmental Education
Reference books
NOTE FOR PAPER SETTER

(i) Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

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

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

(4) All questions will carry equal marks.

OBJECTIVES

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

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

COURSE CONTENTS

UNIT - I

1) Introduction to Psychology
   • Definition, Nature and Scope of Psychology.
   • Educational psychology: scope and relevance to general education.
   • Role of educational psychology in special education.
   • Theories of motivation, attention and perception and its application in education.
   • Implications of the above with regard to specific disabilities

2) Growth and Development
   • Meaning, Definitions and Principles of Growth and Development.
   • Influences of heredity and environment.
   • Stages of Development with reference to children with disabilities.
   • Developmental needs from infancy through adolescents
   • Developmental delay and deviances
UNIT - II

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

4) Guidance and Counselling
   - Meaning nature and scope of guidance and counselling and role of home.
   - Approaches and techniques of guidance and counselling with reference to various disabilities.
   - Vocational guidance, assessment, training, avenues and perspectives
   - Discipline and management of class room behaviour problems.
   - Yoga and other adjunctive aids.

UNIT - III

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

UNIT - IV

6) Personality
   - Meaning and Definition of personality.
   - Theories of personality
   - Frustration and conflict, defence mechanisms and behaviour deviations,
   - Mental health and signs and symptoms of maladjustment
   - Implications of disabilities in personality assessment.
Reference Books

NOTE FOR PAPER SETTER

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

OBJECTIVES

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

COURSE CONTENTS

UNIT - I

1) Educational Management
   • Definition, Meaning, Need, Scope of Educational Management.
   • Concept and Principles of Institutional Planning and Management, Admission with focus on zero rejection
   • Inspection, supervision and mentoring.
   • Institutional Organization, Administration and Evaluation.
   • Types of Leadership and Organizational Climate

UNIT- II

2) Curriculum
   • Definition, Meaning and Principles of Curriculum,
   • Principles of curriculum development and disability wise curricular adaptations.
   • Curriculum planning, implementation and evaluation – implicat ions for disabilities and role of teacher.
   • Types and importance of co-curricular activities
   • Adaptations of co-curricular activities.

3) Instructional Strategies
• Theories of instruction – Bruner and Gagne.
• Approaches to instruction -cognitive, behavioural, and eclectic.
• Design instruction -macro design.
• Organizing individual, peer, small group, large group instructions.
• Teaching materials -aids and appliances, other equipment -development.

UNIT-III

4) Educational Technology
• Definition, meaning and scope of educational technology and Information & Communication Technology (ICT) and its impact on education.
• Role and types of audio-visual aids in teaching and application of multi media in teaching and learning
• Individualized instruction -Programmed instruction, computer assisted instruction and interactive learning.
• Environmental modifications and use of assistive technology for persons with Disabilities & Barrier free environment.
• TLM: Importance, need and guidelines on use of TLM with reference to various disabilities.

UNIT-IV

5) Educational Research
• Definition, Need and scope of educational research
• Principles of Research in Education.
• Types of research - fundamental, applied and action
• Tools of research.
• Overview of research studies in special education in India.

6) Educational Evaluation
• Definition, Meaning, scope and types of evaluation.
• Various types of tests.
• Characteristics of a good test
• Descriptive statistics - measures of central tendencies (Mean, Median, Mode); Standard Deviation, Rank Order Correlation.
• Presentation of data - graphs, tables and diagrams
Reference Books
15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
17. Govt. of India, Persons with Disability Act, 1995.34
SPECIALIZATION
PAPER - V
FACILITATING DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT

Time: - 3 Hours
Max Marks: - 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

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

Objectives

After studying this paper, the student teachers are expected to be able to:
1. Describe the importance of various aspects related to the concepts communication and language.
2. Explain various methods, principles and techniques of language teaching / development
3. Discuss the roles and responsibilities of the various functionaries in language development
4. Describe various models and ways to develop and assess literacy skills.
5. Describe the theoretical base of language assessment.

COURSE CONTENT

UNIT 1
1.1 Definition and Scope of Communication.
1.2 Definition, Nature and Functions of Language
1.3 Biological and Psychological Foundations of Language
1.4 Prerequisites and Developmental Phases in Non Impaired Children.
1.5 Concept of Critical Period and Early Intervention for Language Acquisition
1.6 Principles of Developing Language in the HI
1.7 Options in Linguistic Communication for the HI
   (Philosophy, justification, advantages & disadvantages, types & programmes in India)
   a) Oralism -Auditory Oral Education (AOE), Auditory Verbal Education (AVE) –
   (Unisensory and Multi-sensory Approaches)
   b) Total Communication (TC) (simultaneous use of speech and Sign System)
   c) Educational Bilingualism (use of Sign Language and literacy of verbal language)

UNIT-II
2.1 Methods of Teaching Language to Children with Hearing Impairment
   a) Natural Method: Concept and the Principles (Groht- 1977 & others)
   b) Structural Method: Concept and the Principles (eg Fitzerald key and APPLE TREE)
   c) MRM and Other Combined Method: Concept & Principles (Uden 1977 and others)
2.2 Techniques of Teaching Language to children with Hearing Impairment:
   a) News/Conversation  b) Story telling  c) Directed activity  d) Visit
   e) Free play  f) Picture description  g) Dramatization  h) Poems
   i) Unseen passages
2.3 Role of Text Book in School Education with special reference to HI
2.4 Assessment of Language-Meaning, Definition and Scope of Language Assessment (vocabulary and syntax), Language Text Book Examination, Similarities and Differences
2.5 Types of Assessment (Standardized/ Formal, Informal Tests and their Selection)
2.6 Teacher Made Tests at Different Levels
2.7 Classroom Assessment Techniques
   2.7.1 Knowledge Based/Language Based
   2.7.2 Open ended/Close ended
   2.7.3 Direct/Indirect/Inferential

UNIT-III
3.1 Functionaries: Families, Professionals / Para-Professionals Community and Media
3.2 Role of Team Work and Parent-Teacher Partnership in the Process of Language Development
3.3 Importance and Methods of Parent Guidance, Counseling and Home-Training
3.4 Sociological Implications: Attitudes of Siblings, Peers, Parents, Teachers and Community
3.5 Community Awareness and Role of Care Givers in Residential Special and Inclusive Set Up.

UNIT-IV
4.1 Literacy: Meaning and Pre Requisites; Challenges with Children with HI
4.2 Models of Reading (Top Down, Bottom-Up & Interactive)
4.3 Reading Readiness (pre-reading skills)
4.4 Development of Independent Reading Comprehension,
   a) Goals and Importance of Reading
   b) Classification of Reading –
      b.1) According to Goal - (Functional, Recreational, Remedial and Developmental)
      b.2) According to Method - (Loud Reading, Silent Reading)
   c) Methods of Teaching, Reading - Traditional and Recent Methods.
4.5 Development of Writing
   a. Prewriting Skill Development
   b. Development of Writing {Look and Write: Copying, Listen and Write: Dictation, Prompted Writing, Memorized Writing, Independent, Spontaneous Writing}
   c. Assessment of Writing: various Parameters like Productivity, Complexity, Surface Mechanics etc
**Reference Books**

10. Zeshan, Ulrike, (2000), Sign language in Indo-Pakistan, John Benjamin: PA
OBJECTIVES
After studying this paper, the student teachers are expected to be able to:
1. Describe the Anatomy and Physiology of the ear.
2. Describe the theory behind Operating an Audiometer and assessing the hearing loss in adults, infants and children.
3. Explain the functions, types and parts of hearing aids.
4. Enumerate the use of hearing aids to compensate for the hearing impairment and development of language.
5. Discuss the concept, need and stages of auditory training to facilitate development of spoken language.
6. Link the above theory with educo-audiological issues and decision making.

COURSE CONTENT

UNIT 1
1.1 Basic Anatomy and Physiology of Hearing Mechanism
1.2 Types of Hearing Impairment (hard of hearing, deaf, pre-lingual, post-lingual, sensory-neural, conductive, Functional, Central)
1.3 Hearing loss - Prenatal, Perinatal, Postnatal Causes and Prevention
1.4 Early Identification of Hearing Loss - its Importance, Tests (subjective and objective) and other Methods available.
1.5 Impact of Earlier Identification / Intervention on overall Development.
1.6 Sound, Propagation of Sound and Parameters of Sound, Zero dB reference for Pressure and Power
1.7 Pure Tone Audiometry and Speech Audiometry, Use of Masking - Parts and Use of Audiometers
1.8 Free Field Audiometry, Aided and Unaided Audiograms

UNIT-II
2.1 Interpretation of audiogram, Concept of Speech Banana, Basic and Educational Implications
2.2 Case Reports and their Interpretation in relation to Educational Decision Making like Mode of Communication, Type of Educational Setting and Educational Goal Setting etc.
2.3 Parts of a Hearing Aid, their Functions
2.4 Types and Trouble Shooting of Hearing Aids / ALDs, (Body worn, B.T.E., in the ear and Programmable hearing aid); and Parameters for Determining Good Quality of Hearing Aids
2.5 Importance of Ear Moulds, Types of Ear Moulds
2.6 Recent Development in Medical Intervention, Cochlear Implant: Important, Meaning, Types and Importance.
2.7 Training Parents regarding Use, Care and Maintenance of Hearing Aids and Moulds

UNIT-III
3.1 Setting up of a Classroom for Children with Hearing Impairment and Classroom Acoustics: S/N ratio, Ways to improve it
3.2 Adjustments of Children with various Degrees of loss in one group
3.4 Care and Maintenance of all Group Hearing Aid Systems
3.5 Comparison between Group Hearing Aid Systems and Individual Hearing Aids

UNIT-IV
4.1 Auditory Training: Definition, Meaning and Scope, and Benefits of Auditory Training and Auditory Physiology, 7 Sound Test.
4.2 Stages of Auditory Training-Detection, Discrimination, Identification, Comprehension Using Gross Sounds, Environmental Sounds and Speech
4.3 Discrimination and Comprehension of Non Speech And Speech Sounds Using Segmental, Non Segmental And Supra Segmental Features
4.4 Importance of Auditory training in the Comprehension of Spoken Language
4.5 Auditory Learning’ Listening Training and Uni-Sensory Approaches.
Reference Books
INTRODUCTION TO SPEECH AND SPEECH TEACHING TO THE CHILDREN WITH HEARING IMPAIRMENT

Time: - 3 Hours

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

NOTE FOR PAPER SETTER

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

Objectives
After studying this paper, the student teachers are expected to realize the following objectives:
1. To acquaint the student teacher with the Anatomy and Physiology of the Articulatory system.
2. To acquaint the student teacher with the normal development of speech.
3. To acquaint the student teacher with the development of speech in a Hearing Impaired child.
4. To acquaint the student teacher with the disorders in the speech of Hearing Impaired children.
5. To acquaint the student teacher with methods of correcting the disorders in the Speech of the Hearing Impaired, individually and in the classroom.

COURSE CONTENT

UNIT 1
1.1 Definition and Functions of Speech
1.2 Anatomy and Physiology of the Respiratory, Phonatory, Articulatory, Resonatory Systems
1.3 Speech as an Overlaid Function
1.4 Mechanism of Breathing, Breathing for Speech, Vocal Cord Adjustments
1.5 Prerequisites for the Production of Speech
1.6 Characteristics of Speech, Parameters of Speech
1.7 Segmental, Non-Segmental and Supra-Segmental Aspects of Speech (voice, duration, pitch, loudness, quality, rhythm, rate, intonation, stress, accent, phrasing, pause)

UNIT-II
2.1 Speech Intelligibility: Meaning, Assessment and Improvement
2.2 Multi-Sensory Speech Reception: Hearing-Only, Hearing and Vision, Hearing and Touch, Vision and Touch
2.3 Technology for Assessment and Teaching of Speech
2.3 Definition of Phonology and Phonetics
2.4 Description and Classification (Vowels, Consonants and Diphthongs) of Speech Sounds
2.5 Introduction to I.P.A. with reference to Phonemes of Regional Languages
2.6 Relevance of Phonetics in the Correction of Speech of Hearing Impaired Children
2.7 Speech Profile of Typical Indian Children with Hearing Impairment

UNIT-III
3.1 Perception of Speech with and without Hearing Aid. Development of Speech in a Child with the Hearing Impairment
3.2 Description and Classification of Speech Error Present in the Speech of a Hearing Impaired Child (Problems relating to voice, articulation, breathing or supra-segmental)
3.3 Assessment of Voice - Vocalization, Duration, Loudness, Pitch and Voice Quality
3.4 Assessment of Speech Sounds (Articulation) Vowels, Consonants, Diphthongs
3.5 Planning for Correction of the Error Detected. (Lesson Plan)

UNIT-IV
4.1 Models of Speech Teaching (developmental and correctional)
4.2 Stages of Speech Teaching developed by Ling
4.3 Consonant and Vowel Correction: Place, Manner and Voicing; Deviant Patterns
4.4 Use of Auditory Global Method and Multi-Sensory Approach and Electronic Visual, (Such as Voice Lite, Mirror), Tactile Aids for Development /for Correction of Speech
4.5 Individual Speech Teaching and Classroom Speech Teaching Activities
Reference Books
Paper-VIII & IX (Group A) Opt. (i): TEACHING OF ENGLISH

Time: 3 Hours  Max. Marks: 100
(Theory: 80, Internal: 20)

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

OBJECTIVES
Pupil-teachers would be able to-
- explain the concept of English and its elements
- define linguistic skills and process of development among pupils
- conduct pedagogical analysis and develop teaching skills.
- explain the concept of evaluation and methods of evaluating the performance of students.
- critically explain various teaching methods.
- demonstrate language competencies.

COURSE CONTENTS

UNIT-I

1) Language and Distinctive Features of English
   - Meaning, Importance and Functions of Language
   - Linguistic Characteristics of English
   - Linguistic Principles, and Aims and Objectives of Teaching English.
2) Pedagogical Analysis of one lesson each from-
   - Prose
   - Poetry
   - Composition and
   - Grammar

UNIT-II

3) Learner centered Approaches and Methods of Teaching
   - Difference between ‘Approach’ and ‘Method’.
   - Direct Method, Bi-lingual method, Communicative Approach, Constructive Approach and Co-operative Learning
   - Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology
   - Micro and Mega Lessons
4) Instructional Material
   - Importance and their effective use.
   - Television
   - Films and Audio C. Ds
   - Language Laboratory: An important Instructional aid
   - Concept and Components
   - Use of ICT for Language Competency

UNIT-III
5) Developing Language Skills- Listening and Speaking
   - Stress, Rhythm, Intonation, Patterns and their Implications.

6) Developing Language Skills – Reading and Writing
   - Teaching Mechanism of Reading.
   - Teaching Reading to Beginners
   - Teaching Reading with Comprehension.
   - Meaning, Need and Importance of Writing
   - Methods of Teaching Writing
   - Writing and Handwriting- Characteristics of good Handwriting, Causes of Bad Handwriting and Measures to Improve Handwriting

UNIT-IV
7) Co-curricular Activities related to English
   - Usefulness of Language Games, Quiz, Debates, Group-Discussions and other Co-curricular Activities in Teaching and Learning of English.

8) Remedial and Enrichment Content
   - Meaning and Significance of Remedial Teaching
   - Common Errors in English and their Removal through Remedial Teaching

9) Evaluation Procedure:
   - Comprehensive and Continuous Evaluation
   - Formative and Summative Evaluation
Reference Books
Paper-VIII & IX (Group A) Opt (ii): TEACHING OF HINDI

Time: 3 Hours
Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER
i) Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

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

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

iv) All questions will carry equal marks.

OBJECTIVES
Pupil-teachers would be able to-
  o define the nature, need & principles of Hindi Language
  o explain different methods of teaching of Hindi
  o demonstrate the use of various audio visual aids
  o explain objectives and steps of teaching prose, poetry & grammar of Hindi
  o explain the meaning of evaluation and types of evaluating techniques.
• हिन्दी ध्वनियां, उच्चारण शिक्षण, अक्षर-विविधता एवं विराम-विन्यास।

• हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग।

इकाई 2

(3)

• पाठ योजना का अर्थ, महत्व एवं रूप-रेखा।

• हिन्दी शिक्षण के अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, विचित्र एवं अभ्यास।

(4)

• इकाई योजना एवं दैनिक पाठ योजना का निर्माण

• सुंदर शिक्षण द्वारा शिक्षण कौशलों का विकास

इकाई 3

(5)

• कविता-शिक्षण (रस पाठ एवं बोध पाठ के रूप में)

• गद्य-शिक्षण, रचना शिक्षण (कहानी, पत्र एवं निबन्ध रूप में)

• व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)

(6)

• हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा।

• हिन्दी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा।

इकाई 4

(7) हिंदी में मूल्यांकन एवं गृहकार्य

• हिंदी में मूल्यांकन- अर्थ एवं स्वरूप
- विद्याओं में मूल्यांकन प्रक्रिया
- हिंदी शिक्षण में गृहकार्य- स्वरूप एवं संशोधन

(8)

- हिंदी पाठ्य वस्तु से अभिप्राय
- हिंदी पाठ्य वस्तु का शिक्षा शास्त्रीय विश्लेषण

प्रयोगात्मक क्रियाएँ

- माध्यमिक कक्षाओं के हिंदी पाठ्यक्रम में से किन्हीं दो पाठों; गद्य, पद्य, निबन्ध, कहानी, नाटक आदि का शिक्षा शास्त्रीय विश्लेषण
- निरंतरात्मक, लघुतर एवं वस्तुनिष्ठ परीक्षा के लिए प्रश्न पत्र निर्माण
- पाठ्यालार्थ में हिंदी की पाठ्यक्रम सहायी क्रियाओं की व्यवस्था करना

संदर्भ ग्रंथ सूची

| शृंखला, भगवती प्रसाद (1974) | हिंदी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली |
| सुखिया, के.के.(1976) | हिंदी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद |
| तिवारी, भोलानाथ तथा भाटिया,कैलाश चन्द्र(1980) | हिंदी शिक्षण लिपि प्रकाशन, दिल्ली |
| सिंह, निरजन कुमार (1971) | माध्यमिक विद्यालयों में हिंदी शिक्षण, राजस्थान हिंदी ग्रंथ |
| बाहरीण, हरदेव (1972) | व्यवहारिक हिंदी व्याकरण लोक भारती प्रकाशन, इलाहाबाद |
| मंगल, अमर (1991) | हिंदी शिक्षण, देहली, आर्य बुक डिपो |
| पाण्डे, आर.एस.(1992) | हिंदी शिक्षण, आगरा, विनोद पुस्तक मंदिर |
Paper-VIII & IX (Group B) Opt. (i): TEACHING OF SOCIAL STUDIES

Time: 3 Hours

Max. Marks: 100

(Theory: 80, Internal:20)

NOTE FOR PAPER SETTER

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

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

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

iv) All questions will carry equal marks.

OBJECTIVES

Pupil-teachers would be able to:

- define the concept of Social Studies
- explain different methods to teaching Social Studies
COURSE CONTENTS

UNIT-1

1) Concept, objectives and values
   - Meaning, Scope, Importance and values of Teaching Social Studies.
   - Aims and objectives of Teaching of Social Studies with special reference to present Indian School.
   - Bloom’s Taxonomy of objectives
   - Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics.

2) Content & their Pedagogical Analysis (From Elementary to Secondary Level)
   - History of Freedom Movement.
   - Globe: General Information about Globe.
   - Indian Constitution.
   - Major issues facing Indian Economy, today.

UNIT-II

3) A) Methods and Skills of Teaching Social Studies(History/Geography/Civics)
   - Project Method
   - Inductive and Deductive Method.
   - Assignment Method
   - Source Method
   - Story Telling Method
   - Lecture Cum Discussion Method

B) Skills
   - Skill of Narration
   - Skill of Probing Question
   - Skill of Stimulus Variation

4) Development utilization of Instructional Material
   - Presentation of Lesson Plan with the help of Power Point.
   - Development of Self-Instructional Modules excluding Programme Learning.
   - Development of Self-Instructional Material.
   - Use of Community Resources.
   - Designing of Social Science Lab.

UNIT-III

5) Development/Utilization of Instructional Aids-
6) Curriculum Development and Transaction

UNIT-IV

7) Text Book: Importance and Qualities of a good text book of Social Science i.e. History/Geography and Civics

8) Evaluation
   - Meaning, Importance and Objective of Evaluation.
   - Evaluation Devices
     - Oral test
     - Written Test
     - Practical test
     - Diagnostic testing and Remedial Measures
   - Observation
   - Rating Scale
   - Grading and Credit System

Reference Books


Chaudhary, K. P. (1975). The Effective Teaching of History in India, New Delhi: NCERT


PAPER-VIII & IX (Group B) Opt. (ii): TEACHING OF MATHEMATICS
Time: 3 Hours
Max. Marks: 100
(Theory: 80, Internal:20)

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

OBJECTIVES
Pupil-teachers would be able to-
- explain the meaning, nature, aims and objectives of mathematics
- differentiate between methods and techniques of teaching mathematics
- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- demonstrate uses of I.C.T. in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing
and remedial teaching in mathematics
  o explain importance and uses of learning resources in mathematics

COURSE CONTENTS

UNIT-I

1) Concept and aims of Teaching of Mathematics
   • Meaning and Nature of Mathematics
   • Values to be taught through teaching of Mathematics
   • Aims and Objectives of Teaching Mathematics at Secondary stage
   • Writing objectives in terms of behavioural outcomes of students.

2) Diagnostic Testing and Remedial Teaching for
   • Gifted Learners
   • Slow Learners
   • Learners with Dyscalculia
   • Difficulties Faced by the Teachers in Teaching of Mathematics and Suggestive Measures to overcome them.

UNIT-II

3) Methods of Teaching Mathematics
   • Lecture-cum-Demonstration
   • Inductive-Deductive
   • Analytic-Synthetic
   • Problem Solving
   • Laboratory
   • Project

4) Techniques of Teaching Mathematics
   • Oral work
   • Written Work
   • Drill-work
   • Home Assignment
   • Self-study
   • Supervised Study

UNIT-III

5) Learning Resource
   • Importance and Organization of Mathematics Club
   • Visits, Excursions, Math Exhibitions and Mathematics Fairs
   • Importance and Setting up of Math Laboratory.

6) Instructional Planning and Material Development
   • Preparation of Micro Lesson Plan
   • Preparation of Simulated Lesson Plan
   • Preparation of Classroom Lesson Plan
- Preparation and use of Audio-Visual Material and equipments

**UNIT-IV**

7) Unit Analysis
   - Formulation of objectives
   - Learning Experience
   - Choosing Method and Material
   - Evaluation.

8) Pedagogical Analysis of any one of the following -
   - Central tendencies Mean, Median, Mode
   - Congruency
   - Trigonometry
   - Area
   - Volume
   - Linear and Quadratic Equations
   - Ratio and Proportion

Following points should be followed while performing Pedagogical analysis
   - Identification of concepts
   - Listing behavioural Outcomes
   - Listing Activities and experiences
   - Listing Evaluation Techniques.

9) Evaluation.
   - Continuous and Comprehensive Evaluation
   - Development of Test Items
     - Short-Answer Type
     - Objective-Type
   - Diagnostic Testing and Remedial Teaching
   - Preparation of an Achievement Test
   - Criterion and Norm Referenced Test.
Reference Books

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

<table>
<thead>
<tr>
<th>#</th>
<th>Tasks for the Teacher Trainees</th>
<th>Disability Focus</th>
<th>Set up</th>
<th>Hrs</th>
<th>No. of Lessons</th>
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<tbody>
<tr>
<td>1.1</td>
<td><strong>PAPER-XII- PRACTICE TEACHING/ CLASSROOM PLACEMENT</strong></td>
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<tr>
<td></td>
<td>a. Classroom observation</td>
<td>HI</td>
<td>Special school</td>
<td>110</td>
<td>Minimum 50 school Periods</td>
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<td></td>
<td>b. Classroom observation</td>
<td>MR and VI +Any one other disability</td>
<td>3 Special schools for 3 disabilities</td>
<td>20 (3 school days)</td>
<td>Minimum 1 day per school</td>
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<td>c. Classroom observation</td>
<td>HI</td>
<td>Inclusive Schools</td>
<td>20</td>
<td>Minimum 15 school Periods</td>
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<td>1.2</td>
<td>a. Lesson planning and execution</td>
<td>HI</td>
<td>Special School</td>
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<td>24(internal) + 1 final Lesson (external)</td>
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<td>b. Lesson planning and execution</td>
<td>HI</td>
<td>Inclusive Schools</td>
<td>30</td>
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<td>1.3</td>
<td>Micro teaching &amp; simulated teaching</td>
<td>HI</td>
<td>College</td>
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<td>6</td>
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<td>1.4</td>
<td>a. Individualised Teaching</td>
<td>HI</td>
<td>Special Schools</td>
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**PAPER-XIII- CAPACITY BUILDING OF THE TEACHERS TRAINEES**

<table>
<thead>
<tr>
<th>2.1</th>
<th>Language and Communication Skills of the teachers trainees</th>
<th>NA</th>
<th>College</th>
<th>30</th>
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<tbody>
<tr>
<td>2.2</td>
<td>Disability orientation for the teachers in inclusive schools</td>
<td>All Disabilities</td>
<td>Inclusive Schools</td>
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<tr>
<td>2.3</td>
<td>Evaluating learning environment in inclusive schools</td>
<td>All Disabilities</td>
<td>Inclusive Schools</td>
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<td>2.4</td>
<td>Community Based Rehabilitation</td>
<td>All Disabilities</td>
<td>Inclusive Schools</td>
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<td>2.5</td>
<td>Adaptation of teaching strategies and evaluation</td>
<td>All disabilities</td>
<td>Inclusive Schools</td>
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<td>2.6</td>
<td>Parent empowerment</td>
<td>All Disabilities</td>
<td>Inclusive Schools</td>
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<td>2.7</td>
<td>Visits to Rehabilitation Institutes and Report Writing.</td>
<td>All Disabilities</td>
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<td>Total</td>
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**PAPER-XIV- ACADEMIC SKILL DEVELOPMENT**

<table>
<thead>
<tr>
<th>3.1</th>
<th>Language Assessment of the students with Hearing Impairment</th>
<th>HI</th>
<th>College</th>
<th>40</th>
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<tr>
<td>3.2</td>
<td>Audiology and Aural rehabilitation</td>
<td>HI</td>
<td>College / clinic / school</td>
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<td>3.3</td>
<td>Speech &amp; Speech Teaching</td>
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<td>College / clinic / school</td>
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<td>3.4</td>
<td>Psychology</td>
<td>HI</td>
<td>College / clinic / school</td>
<td>30</td>
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<tr>
<td>3.5</td>
<td>Skill development in Sign Language or Signed System</td>
<td>HI</td>
<td>College</td>
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<td>Total</td>
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TASK DETAILS
PAPER XII- PRACTICE TEACHING/ CLASSROOM PLACEMENT

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

1.2 Lessons
A ‘lesson’ here refers to group lesson delivered in a classroom and supervised by a supervisor from either practice teaching schools or the B Ed college. Minimum 4 to 8 lessons per trainee should be supervised by the college staff. Rest of the lessons can be supervised by the concerned classroom teacher.
First 5 lessons can be guided lessons where the supervisor and classroom teacher lead the trainee learn best practices through their own active participation in the lesson. If possible the other trainees may be allowed to see the guided lessons of each others.
Lesson plans must be written on the prescribed format.

Following is the suggested break up of the lessons

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Lessons</th>
<th>Levels</th>
<th>No. of Lessons per Level</th>
<th>Total No. of Lessons</th>
<th>Educational Settings</th>
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<tbody>
<tr>
<td>1</td>
<td>Language</td>
<td>Preprimary Primary Secondary</td>
<td>4 5 5</td>
<td>14</td>
<td>Special Schools</td>
</tr>
<tr>
<td>2</td>
<td>School Subjects</td>
<td>Preprimary Primary Secondary</td>
<td>2 3 5</td>
<td>10</td>
<td>Special Schools</td>
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<tr>
<td>3</td>
<td>Language</td>
<td>Preprimary Primary Secondary</td>
<td>As per availability</td>
<td>2</td>
<td>Inclusive Schools</td>
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<tr>
<td>4</td>
<td>School Subject</td>
<td>Preprimary Primary Secondary</td>
<td>As per availability</td>
<td>4</td>
<td>Inclusive Schools</td>
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</tbody>
</table>

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

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

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

PAPER XIII- CAPACITY BUILDING OF THE TEACHERS TRAINEES

2.1 Language and Communication Skills of the teacher trainees
To be an effective teacher one needs to have good language and communication skills – more so for the teachers of students with hearing impairment. All teacher trainees may not have adequate command over communication skills. Skill development into areas like spontaneous talking, loud reading, poem recitation, writing summary, framing questions etc. is essential for better classroom teachers.

Following tasks to be carried out by each of the trainees:
1. Project work in grammar. Each trainee selects one grammatical aspect and prepares an exercise work book for the students of particular standard to develop that aspect. Grammatical aspect may include:
   a) Parts of speech
   b) Person, number, gender – concord
   c) Case markers and Tenses
   d) Auxiliary verbs
   e) Question forms
   f) Negation
   g) Active – Passive voice
   h) Types of sentences
   i) Clauses
   j) Degree of comparison
   k) Adjective to adverb conversion
   The trainee is expected to prepare this exercise work book in his/her mother tongue.

2. Preparation and submission of the language skill journal. Each trainee prepares a journal which has collection of following items: (To be prepared in the mother tongue)
   • Writing stories – 3 for 3 different levels (not ready made stories, these should based on children first hand experiences at the first two levels and on newspaper items or events etc. for the second and third level).
   • Paragraphs for loud reading from books, newspaper etc 3
   • nursery rhymes / Poems for recitation 3
   • Framing relevant questions / assessment exercises of different types on given text 3 sets
   • Finding the main theme of a passage or story and summarize it 3 passages for three different level
   • Elaborating ideas – writing expansions of any 1 idea like – ‘time is money’, ‘cleanliness is godliness’ given by the supervisor.
• Writing picture descriptions – 3 picture descriptions (3 different levels) to be written for 2 pictures. Total 6 descriptions with appropriate balance of abstract and concrete ideas, with interesting and natural language and with various types of sentences.

• Captioning the pictures 5 pictures.

* Pictures for the activities to be selected creatively from the story books, magazines, advertisements, manuals, websites etc. No readymade charts, text book pictures to be used.

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

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

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

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

2.5 Adaptation of teaching strategies and evaluation.
A. Journal preparation on curricular adaptation needs of students with disability for inclusive education. Model curricular adaptations for the HI and any other one disability at any one level – pre primary, primary, secondary to be listed and described.

B. Text book adaptations. 2 adaptations at 3 levels (total 6). Trainees are expected to select a page from the school textbook of History, science, Civics, EVS or Economics. Adapt the page as per the language of the HI. All the nine adaptations may include adaptation of: language, presentation / organization of the knowledge, illustrations (graphs, pictures, diagrams) and assessment exercises.

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

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

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

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

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

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

- Auditory training (planning and execution with supervision)
  Individual lessons (20 min each) 5 lessons
  Group lessons (20 min. each) 5 lessons
  Levels of Auditory Training – Gross non speech, fine non speech, gross speech and fine speech (with segmental, supra segmental and non segmental aspects)
- Getting familiar with group amplification system
- Observation of H/A selection procedure
- Observation of ear mould making
- Observation of intervention session with Cochlear Implant

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

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

3.4 Psychology
To undertake structured interview to draw up the Children’s case study, (one, in special school, one in Inclusive) (Including Developmental, Medical, Family, Social and Educational History) Recording of observations made during interview and of interaction with the child.
  • Observation of the following screening tests and administration of any two by the teacher trainees on the HI children taken for the case study:
    - Vineland Social Maturity Scale
    - Developmental Screening Test
    - Gessells Drawing Test
    - Seguin Form Board
    - Colour Progressive Matrices
    - Meadow Kendall Social Emotional Maturity Scale
• Calculating and interpreting test findings
  • Communication to parents/informant with regards to:
    - Test findings
    - Placement
    - Stimulation on as per deficits reported for psycho-educational and perceptual training
    - Tips for handicap/problem behaviour
    - Further referrals, if any

3.5 Skill development in Sign Language OR Signed System
IA includes ongoing skill development in either sign language or sign system spread over both the terms.

SPACE, DEVICES AND MATERIAL REQUIRED (MINIMUM)
Space Required
1. Principal’s Office
2. Office Room and faculty room
3. One well equipped sound-treated room
4. Lecture hall 5. One demonstration room for lessons, simulated teaching, auditory training/speech lessons etc
6. One room for Ear Mould Lab and repair of Hearing Aids
7. Students common room with lockers
(Adequate and well maintained facilities of toilets is required in the college. As far as possible barrier free structure is to be made available for the B Ed candidates with physical impairment and sensory impairment.)

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