

BHAVNAGAR UNIVERSITY

BHAVNAGAR

(NACC Accreditation Grade “B”)

CREDIT AND SEMESTER SYSTEM
SYLLABUS

BACHELOR OF PHYSICAL EDUCATION (BASIC)

B.Ed. (BASIC)

(In Force From Academic Year: 2010-2011)

तमसो मा ज्योतिर्गमय

SEMESTER – I									
Sr. No.	Paper No	Title of The Paper	Maximum marks		Minimum marks Required to pass		Teaching Hours Per week	Duration of Examination Hours	Credits
			Internal Evaluation	External Evaluation	Internal Evaluation	External Evaluation			
1	1	Nature and need of various Disabilities - An Introduction	50	50	20	20	4	2	4
2	3	Educational psychology & Persons with Disabilities	50	50	20	20	4	2	4
3	5	Methodology of language Teaching	50	50	20	20	4	2	4
4	7	Facilitating Language & communication Development In Children with Hearing Impairment	50	50	20	20	4	2	4
5	8	Audiology & Aural Rehabilitation	50	50	20	20	4	2	4
6	Practical	Internal Practical Work	355	00	142	00	18	1	9
SEMESTER – II									
1	2	Education in India: A Global Perspective	50	50	20	20	4	2	4
2	4	Educational planning & management, Curriculum Designing & Research	50	50	20	20	4	2	4
3	6	Methodology to Subject Teaching (a) Science & mathematics (b) Social science	50	50	20	20	4	2	4
4	9	Introduction to speech & speech Teaching to Hearing Impaired	50	50	20	20	4	2	4
5	Practical	Final Language practice Teaching	–	50	–	20	18	40 minutes per students	9
6	Practical	Audiology, Speech, Language Skills	–	75	–	30		30 minutes per students	
7	Practical	Internal Practical Work	220	00	88	00		1	
SEMESTER 1 AND SEMESTER 2 TOTAO CREDIT (THEORY)									36
SEMESTER 1 AND SEMESTER 2 TOTAO CREDIT (PRACTICAL)									18
TOTAL CREDITS OF THE COURSE									54

BHAVNAGAR UNIVERSITY
BHAVNAGAR
Credit Based Semester For B.Ed. (HI) Course

Effective From June-2010

SEMESTER - I

Credits : 60

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

Objectives

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

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

Course Content

Unit 1: Blindness and Low Vision **(9 Credits)**

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

Unit 2: Hearing Impairment **(9 Credits)**

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

Unit 3: Mental Retardation **(9 Credits)**

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

Unit 4: Leprosy Cured, Neurological and Locomotor Disabilities **(7 Credits)**

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

Unit 5: Learning Disabilities **(8 Credits)**

- 5.1 Concept and Definition of Learning Disabilities. .
- 5.2 characteristics of LD
- 5.3 Etiological Factors
- 5.4 Types and Associated Conditions
- 5.5 Intervention and Educational Programmes

Unit 6: Autism Spectrum Disorders**(9 Credits)**

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

Unit 7: Multiple Disabilities and Various Combinations**(9 Credits)**

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

Reference books

1. Poremba, C. The adolescent and young adult with learning disabilities what are his needs? What are the needs of those abilities of children and youth. Tuisa The Association for Children with Learning Disabilities, 1967 pp. 142-148.
2. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Row, 1977.
3. Mani, M.N.G., Techniques of teaching blind children, New Delhi Sterling Publishers, 1992.
4. Jangira, N.K., & Mani, M.N.G., Integrated Education of the visually Handicapped, Management Perspectives. Gurgaon Academic Press, 1991.
5. Harely, R.K., and Lawrence, G.A., Visual Impairment in the Schools. Springfield, IL Charles
6. Davis, (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
7. Overton, T. (1992). Assessment in Special Education An Applied Approach. New York McMillan.
8. Panda, K.C. (1997). Education of Exceptional Children. New Delhi Vikas Publications.
9. Subba Rao, T.A. (1992). Manual on Developing Communication Skills in Mentally Retarded Persons, NIMH, Secunderabad.
10. Van Riper, C.A. and Emerick. L. (1990), Speech Correction-An introduction to speech pathology and Audiology. Eighth Edition, Prentice Hall.
11. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
12. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. University of Alberta, Alberta.
13. Longone, 3. (1990). Teaching Retarded learners Curriculum and Methods for improving instruction. Allyn and bacon Boston.
14. Narayan, & Kutty, A.T.T. (1989) Handbook for Trainers of the Mentally Retarded persons. Pre-primary level. NIMH, Secunderabad.
15. Peshwaria, R. and Venkatesan (1992) Behavioural retarded children A manual for Teachers. NIMH, Secunderabad.
16. Evans, P and Verma, V. (Eds.) (1990) Special Education. Past Present and Future. The Faimer Press.
17. Muricken, Jose S.J. and Kareparampil, G (1995). Persons with Disabilities in Society. Trivandrum Kerala Federation of the Blind.
18. Myreddi, V. & Narayan, J. Educating Children, Secunderabad, NIMH
19. Narayan, J. Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.

SEMESTER - II

Credits : 60

PAPER - 2: EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

Objectives

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

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

Course Content

Unit 1: Definition, process and philosophy of education (10 Credits)

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

Unit 2: Education and Various Commissions (10 Credits)

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

Unit 3: Education in the Social Context (10 Credits)

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

Unit 4: Educational Agencies for the National Development (10 Credits)

- 4.1 Educational challenges for economic and socio-political development.
- 4.2 Role of home, community school, society, and mass media.
- 4.3 Role of Governmental and non-governmental agencies in general and special education. Such as - CERT, SCERT, RCI, NCTE.
 - ♣ Resource mobilization through funding agencies and concessions/facilities for the disabled. Education
 - ♣ Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.
 - ♣ International Legislation for Special Education
- 4.4 International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM
- 4.5 International and national legislation including UNCRPD

Unit 5: Education and the Modern Ethos**(10 Credits)**

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

Unit 6: Emerging trends in Special and Inclusive Education**(10 Credits)**

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

Reference books

1. Anand. (1993). The Teacher & Education in Emerging Indian Society. New Delhi NCERT.
2. Saraswathi. T.S. (1999). Culture, Socialization and Human Development. Sage Publications.
3. Steven. B. (1998). School and Society. Sage Publications.
4. Suresh. D. (1998). Curriculum and child development. Bhargava.
5. Taneja. V.R. (1998). Educational Thoughts and Practice. Delhi University Publications.
6. Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.
7. Aggarwal. J.C. (1992). Development and planning of Modern Education. New Delhi Vikas Publishing House Pvt. Ltd.
8. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.
9. Bhat. B.D. (1996). Educational Documents in India. New Delhi Arya Book Depot.
10. Bhatia, Kamala and Bhatia, Balder. (1997). The Philosophical and Sociological Foundations. New Delhi Doaba House.
11. Biswas. A. (1992). Education in India. New Delhi Arya Book Depot.
12. Mohanty, Jagannath. (1993). Indian Education in the Emerging Society. New Delhi Sterling publishers Pvt. Ltd.
13. Sapra. C.L. and Ash Aggarwal, (Ed.,) (1987). Education in India Some critical Issues. New Delhi National Book Organisation.
14. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000.. New Delhi IAE Association.

PAPER – 3 EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES**Objectives**

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

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

Course Content**Unit 1: Introduction to Psychology (10 Credits)**

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

Unit 2: Growth and Development (10 Credits)

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

Unit 3 Learning (10 Credits)

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

Unit 4: Intelligence, Aptitude and Creativity (10 Credits)

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

Unit 5: Personality (10 Credits)

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

Unit 6: Guidance and Counselling**(10 Credits)**

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

Reference books

1. Adams J.A. (1992). Learning and memory An introduction. Homewood, Illinois Dorsey Press.
2. Brody. E.B. and Brody. N. (1996). Intelligence Nature, determinants and consequences. New York: Academic Press,
3. Butcher. H.J. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
4. Gottfried. A.VV. (1995). Home Environment and Early cognitive Development. San Francisco.
5. Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand.
6. Hunter, Ian. M.R. (1994). Memory, London : Penguin Books.
7. Keller. F.S. (1997). The Definitions of Psychology (Ed.,). New York: Appleton century.
8. Munn. N.L. (1997). Introduction to Psychology. Delhi.
9. Petri. H.L. (1995). Motivation: Theory and Research, 2nd ed., Belmont, Cawadsworth.
10. Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi Prentice Hall of India.
11. Simth, MDaniel. (1998). Educational Psychology. New York : Allyn & Bacon.
12. Skinner. B.F. (1997). verbal Behaviour. New York : Appleton century Crofts.
13. Travers. R.M. (1993). Educational Psychology. New York: Macmillan,
14. Watson. LB. (1993). Psychology as a behaviourist views t Psycho. Rev., Vol. 20.
15. Woodworth. R.S. (1994). Experimental Psychology, New York: Hot
16. Barciey. J.R. (1993). Counselling and Philosophy. San Francisco.
17. Floelick. C.P. (1988). Guidance Services in Schools. New York : Allynn & Bacon.
18. Jones. A.P. (1994). Principles of Guidance. New York: Holt.
19. Traxier. A. .1. (1990). Techniques of Guidance New Delhi Prentice Hall of India.

SEMESTER – II

Credits: 60

PAPER – 4: EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

Objectives

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

Course Content

Unit 1: Educational Management

(10 Credits)

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

Unit 2: Curriculum

(10 Credits)

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

Unit 3: Instructional Strategies

(10 Credits)

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

Unit 4: Educational Technology

(10 Credits)

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

Unit 5: Educational Research

(10 Credits)

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

Unit 6: Educational Evaluation

(10 Credits)

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

Reference books

1. Cima M Yeole. (1991). Educational Technology. Cima Myeole.
2. Dipika Bhadresh Shah, (1991). Educational Technology for developing teaching competency Gavendra Prakashan.
3. Jaganath Mohanty. (1998). Studies in Educational Broadcasting. San subscription agency.
4. Mangal K. (1990). Fundamentals of Educational technology. Prakash Brothers
5. Ruhela Satyapal. (1991). Educational Technology, A systematic Text Book Associated Publishers.
6. Sita Ram Sharma & A.L. Vohra. (1993). Encyclopaedia of Educational Technology. Anmol Publications.
7. Tara Chand. (1992). Educational Technology. Anmol Publication.
8. Aggarwal. Y.P. (1992) Research in Emerging Fields of Education concepts, trends and prospects. New Delhi Sterling Publishers.
9. Aggarwal. Y.P. (1994). Better sampling. New Delhi Sterling Publishers.
10. Anand. S.P. (1996). RCEB Tools for secondary class students. Bhubaneswar Shovan.
11. Belok, Michael. V. (1993). Naturalistic Research Paradigms. Meerut: Anu Books.
12. Buch. M.B. (1991). Fourth Survey of Research in Education. Vol I and II, New Delhi NCERT.
13. Martyn, Hammersley. (1996). case Studies in classroom research. Philadelphia Open University Press.
14. Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
15. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House,
16. D.ES, (1982). Handicapped Pupil and Special schools, Regulations. London HMSO.
17. Govt. of India, Persons with Disability Act, 1995.
18. Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
19. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada.

SEMESTER – I

Credits: 60

PAPER – 5: METHODOLOGY OF LANGUAGE TEACHING

Objective :-

1. Aims and objective teaching and learning language.
2. Various maxims and methods used for teaching language.
3. Various aspects of planning and evolution of language lesson.
4. Study of content of language text books from STD. I to VII.
5. Various Co- curricular activities in language teaching.
6. Skill in preparing tools for effective language development.

Unit 1 Role of language in education

(8 Credits)

- 1.1 Importance of language in life.
- 1.2 Role in language in multilingual society.

Unit 2 Grammar and use of Instructional Materials

(15 Credits)

- 2.1 Grammar (Parts of speech, person number gender concord, case markers & tenses, Auxiliary verbs, Question forms, Active passive voice, Types of sentences.
- 2.2 Planning, Requisites and Care of Instructional Materials
- 2.3 Adaptation of Text books for children with hearing impairment

Unit 3 Curriculum and text book

(15 Credits)

- 3.1 Definition and meaning of curriculum
- 3.2 Principles of curriculum, Role of teachers in making of curriculum.
- 3.3 Study and adaptation of state syllabus and content of text book (std I to VII).
- 3.4 Language Exemption - meaning and need.
- 3.5 Planning care of teaching learning material for language teaching.

Unit 4 Language at pre- primary section

(15 Credits)

- 4.1 Activities for early language development.
- 4.2 Activities for pre reading skills.
- 4.3 Activities for pre writing skills.
- 4.4 Need of pre- primary education - speech and language, sensory education,
- 4.5 Need of co- curricular activities.

Unit 5 Role of Subject Teacher

(7 Credits)

- 5.1 Qualification and qualities
- 5.2 Professional growth

REFERENCE BOOKS

1. Interactive Learning Technology For The Deaf, Elsendoorn And Coninx.
2. Language Across The Curriculum, When Student Are Deaf Or Hard Of Hearing - 1999.
3. Issues In Deaf Education - Stephen Power's And L. Waston.
4. School Programme In Speech Language - Organization And Management - 1992.
5. Language And Deafness, 1994, Peter Paul And Stephen Quigley.
6. Natural Language For Deaf Children, 1958 Mildred A Groht.
7. Speech And Deafness - Calvert, D. R. And Silverman. (1983)
8. Language For The Preschool Deaf Child - 1950 Grace Harris.
9. Communication Skills In Hearing Impaired Children Bench- 1992.
10. Introduction To Linguistics - George Yule.

SEMESTER – II

Credits: 60

PAPER – 6: SECTION: (A) SCIENCE AND MAHTEMATICS

Objective :-

1. Place of maths, science and social science in Daily life
2. To know aims and objective of maths science and social science
3. To know planning and Assessment of maths, science and social science
4. To know principles and methods of maths, science and social science
5. To know techniques of maths, science and social science

Unit 1 Place In the curriculum in daily life (3 Credits)

- 1.1 Important of the subject.
- 1.2 Objectives and specification of teaching at different levels (Primary, Secondary, Higher secondary)
- 1.3 Correlation with other school subjects (Internal – external)

Unit 2 Principles and Approaches to teaching (8 Credits)

- 1.1 Principles of Teaching/ maxims of teaching.
 - ♣ Simple to complex
 - ♣ Known to Unknown
 - ♣ Empirical to Rational
 - ♣ Concrete to abstract
- 1.2 Methods of teaching Importance, procedure Advantages and limitations of following methods.
 - ♣ Lecture - cum- Demonstration
 - ♣ Heuristic
 - ♣ Project
 - ♣ Historic
 - ♣ Group Teaching
 - ♣ Self Teaching
 - ♣ Teaching methods and different methods uses in hearing impairment's education.
 - ♣ Teaching techniques for Maths and science (fields trips, laboratory, etc.)

Unit 3 Planning and testing (Maths and science) (7 Credits)

- 1.1 Planning
 - 3.1.1 Year plan, unit plan
 - 3.1.2 Practical examination and planning and organizing.
- 1.2 Evolution
 - 3.2.1 Formative
 - 3.2.2 Summative
 - 3.2.3 Preparation of unit (planning, preparation of blue print and question on paper, editing and administration)

Unit 4 Curriculum and text book (6 Credits)

- 4.1 Organization off content on the basis of
 - 4.1.1 Concentric
 - 4.1.2 Topical
 - 4.1.3 Historical
- 4.2 Characteristics of a good text book and planning / organization.
- 4.3 Importance clubs of co- curricular activities.
 - 4.3.1 Clubs.
 - 4.3.2 Play, quiz, seminar, work- shop, Environmental, Exhibition, Newsletters.

Unit 5 Use of Instructional Materials (6 Credits)

- 5.1 Planning, requester and care of Instructional materials.
- 5.2 Adaptation of text books for children with hearing impairment.

SECTION: (B) SOCIAL SCIENCE

Unit 1 Curriculum and place in daily life (3 Credits)

- 1.1 Important of the subject
- 1.2 Objective and specification of teaching at different levels. (Primary, Secondary & Higher Secondary)
- 1.3 Internal - External correlation with other school subjects

Unit 2 Principles and Approaches to teaching (7 Credits)

- 2.1 Principles of teaching/ maxims of teaching.
 - ♣ Known to unknown
 - ♣ Empirical to rational
 - ♣ Concrete to abstract
 - ♣ Simples to complex
- 2.2 Methods of teaching: - Importance, procedure, Advantages and limitations of following:
 - ♣ Lecture - cum Demonstration
 - ♣ Heuristic
 - ♣ Project
 - ♣ Historic
 - ♣ Group teaching
 - ♣ Self teaching
 - ♣ Teaching methods and different methods uses in hearing impairment's education.
 - ♣ Teaching techniques for social science (fields trips, Laboratory, etc.)

Unit 3 Planning and testing (Social science) (8 Credits)

- 3.1 Planning
 - 3.1.1 Year plan, unit plan
 - 3.1.2 Lesson planning, planning and organization of practical examination.
- 3.2 Evolution
 - 3.2.1 Formative
 - 3.2.2 Summative
 - 3.2.3 Preparation of unit (planning, preparation of blue print and question paper, editing and administration.

Unit 4 Curriculum and text book (6 Credits)

- 4.1 Organization of content on the of
 - 4.1.1 Concentric
 - 4.1.2 Topical
 - 4.1.3 Historical
- 4.2 Characteristics of a good text book.
- 4.3 Importance and planning / organization of co curricular Activities.
 - 4.3.1 Clubs
 - 4.3.2 Play, Quiz, seminar, work - shop, Environmental, exhibition, newsletters

Unit 5 Use of Instructional Materials (6 Credits)

- 5.1 Planning, requisiters and care of instructional materials
- 5.2 Adaptation of text books for children with hearing impairments

REFERENCE BOOKS

1. Teaching of science by chada R.C.
2. Science teaching in school by joes s.
3. Modern science teaching by sharma R.C.
4. Teaching of mathematics by S.K. Mangal.
5. Teaching social studies _ Agrval J.C.
6. Evaluation in social studies – cohhar, S.K.
7. Social studies in the school, Naishah.K.
8. Language across the curriculum – Buetake – stehalman.
9. The New social studies – hand book for teachers in primary, secondary and further education- Delhi, duffer Berry.

SEMESTER – I

Credits: 60

PAPER-7: FACILITATING DEVELOPMENT OF LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT

Objectives

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

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

Course content

Unit 1: Communication and Language - Definition and Scope (12 Credits)

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

Unit 2: Communication Methods and Techniques (12 Credits)

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

Unit 3: Role of Functionaries (12 Credits)

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

Unit 4: Literacy: Reading and Writing (12 Credits)

- 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,
 - ♣ Goals and Importance of Reading
 - ♣ Classification of Reading –
 - According to goal - (Functional, Recreational, Remedial and Developmental)
 - According to Method - (Loud Reading, Silent Reading)

- ♣ Methods of Teaching, Reading - Traditional and Recent Methods.
- 4.5 Development of writing
- ♣ Prewriting skill development
 - ♣ Development of writing {look and write: copying, listen and write: dictation, prompted writing, memorized writing, independent, spontaneous writing}
 - ♣ Assessment of writing: various parameters like productivity, complexity, surface mechanics etc

Unit 5: Assessment of language at different levels (12 Credits)

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

Reference books

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4. Kadar, Fatima, Gorawar Pooja and Huddar Asmita (2002). Communication Options Available for the Deaf: The Indian Scenario in The Journal of the Indian Speech and Hearing Association. Vol –16 -
5. Lynas, Windy (1994). Communication Options. Whurr Publications: England.
6. Oliver, M. (1990). The Politics of Disablement. London: Macmillan.
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8. Quigley, Stephen P and Kretschmer Robert E. (1982). The Education of the Deaf Children: University Park Press.
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10. Zeshan, Ulrike, (2000), Sign language in Indo-Pakistan, John Benjamin: PA
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13. Palmer an Yantis (1990) Communication Disorders.
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15. Yule George (1997) 'The study of language' Cambridge University Press.
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17. Gee, James Paul, (1990). An Introduction of Human Language, Prentice Hall: New Jersey.
18. Ingram, David, (1989). Child Language Acquisition. Cambridge University Press: New York.
19. Owens, Robert, (2001). Language Development: An Introduction. Allen and Baum: MA
20. Parlmer, John M, and Yantis, Philip A. (1990). Survey of Communication Disorders. Williams and Wilkins: London.
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23. Karanth, Prathiba. (1993). Growth of Language & Language Pathology in India: Evaluation, Current status & Future Trends. Speech Hearing In India: Thirty years. 53 – 60. Methuen and company: London.
24. Paul, Peter V. Quigley Stephen P. (1994). Language & Deafness. Singular publishing: San Diego.
25. Poham, James. W. (1993). Educational Evaluation. New Jersey: Prentice Hall.
26. Sanders, Derek A. (1993). Management of Hearing. New Jersey: Prentice Hall Inc.

PAPER – 8: AUDIOLOGY AND AURAL REHABILITATION**Objectives**

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

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

Course content**Unit 1: Hearing Mechanism****(12 Credits)**

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

Unit 2: Audiometry**(12 Credits)**

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

Unit 3: Amplification Devices and Cochlear implant**(12 Credits)**

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

Unit 4: Setting up and Audiological Management of special and inclusive classrooms (12 Credits)

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

Unit 5: Auditory Training**(12 Credits)**

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

Reference books

1. Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press. 1978.
2. Dale, P. Language development, New York Holt Rinehart & Winston 1976.
3. Templin, M., Certain language skills in children. Minneapolis University of Minnesota Press, 1957.
4. Trantham, C., & Pederson, Normal language development. Baltimore Williams & Wilkins Co., 1976.
5. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & Rwo, 1977.
6. Emerick, L., Hatten, J., Diagnosis and evaluation in speech pathology. Englewood Cliffs, NJ Prentice-Hall, 1985.
7. Travis, E. (Ed) Handbook of speech pathology. Englewood Cliffs NJ Prentice Hall, 1971.
8. Winitx, H. From Syllable to conversation. Baltimore: University Park press, 1975.
9. Stark, 3. Reading failure: A language based problem. Asha, 1975 17, 832-834.
10. Jeffers & Barley, N., Speech reading (Lip reading). Spring field, IL Charles C. Thomas, 1975.
11. O'rourke, T., A basic course in manual communication, Siller Spring MD National Association of the Deaf, 1970.
12. Sanders, D.A., Aural Réhabilitation. Englewood Cliffs, N.J: Prentice-Hall, 1971.

SEMESTER – II

Credits: 60

PAPER – 9: INTRODUCTION TO SPEECH AND SPEECH TEACHING TO THE CHILDREN WITH HEARING IMPAIRMENT

Objectives

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

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

Course content:

Unit 1 Speech Mechanism (12 Credits)

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

Unit 2: Normal Speech - Production and Reception (12 Credits)

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

Unit 3: Phonetics (12 Credits)

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

Unit 4: Speech Perception, Production and Evaluation (12 Credits)

- 4.1 Perception of Speech with and without Hearing Aid. Development of speech in a child with the hearing impairment
- 4.2 Description and classification of speech error present in the speech of a hearing impaired child (Problems relating to voice, articulation, breathing or supra-segmental)
- 4.3 Assessment of voice - vocalization, duration, loudness, pitch and voice quality
- 4.4 Assessment of speech sounds (articulation) vowels, consonants, diphthongs
- 4.5 Planning for correction of the error detected. (Lesson Plan)

Unit 5: Remedial Measures (12 Credits)

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

Reference books

1. Bender, R., The conquest of deafness. Cleveland, OH Western Reserve University, 1985.
2. Davis, J., (Ed.) Our forgotten children Hard-of hearing pupils in the schools. Minneapolis National Support Systems Project 1977.
3. Davis, H., Silverman, S.R., Hearing and deafness, New York Holt, Rinehart & Winston, 1970.
4. Frisna, R., (Ed.) A bicentennial monograph on hearing impairment Trends in the USA. The Volta Review, 1976 (4).
5. Hart, B.O. Teaching reading to the deaf, Washington, DC The Alexander Graham Bell Association for the Deaf. Inc., 1963.
6. Ling, D., Speech and the hearing-impaired child Theory and Practice. Washington, DC The Alexander Graham Bell Association' for the Deaf. Inc., 1976.
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8. Furth, H.G., Thinking without language. New York Free Press 1966.
9. Brown, R. A first language the early stages. Cambridge, M.A. Harvard University Press. 1978.
10. Dale P. Language development, New York Holt Rinehart & Winston
11. Templin, M., Certain language skills in children. Minneapolis University of Minnesota Press, 1957.
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13. Byrne, M., Shervanian, C., Introduction to Communicative Disorders. New York Harper & rwo, 1977.
14. Emerick, L., Hatten, 3, Diagnosis and evaluation in speech pathology. Englewood Cliffs, NJ prentice-Hall, 1985.
15. Travis, E. (Ed) handbook of speech pathology. Englewood Cliffs NJ Prentice Hall, 1971.
16. Winib, H. From Syllable to conversation. Baltimore University park press, 1975.
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19. O'rourke, T., A basic course in manual communication, Siller Spring MD National Association of the Deaf, 1970.
20. Sanders, D.A., Aural réhabilitation. Englewood Cliffs, NJ Prentice-Hall, 1971.

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

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

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

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* Marks Distribution as above mentioned Practical in 1st and 2nd Semester :

Sr. No.	PARTICULAR	1 ST SEMESTER MARKS	2 ND SEMESTER MARKS
1.1 (a)	Classroom Observation	25	25
1.1 (b)	Classroom Observation	15	-
1.1 (c)	Classroom Observation	-	15
1.2 (a)	Lesson Planning & Execution	50	70
1.2 (b)	Lesson Planning & Execution	-	25
1.3	Micro Teaching	30	-
1.4 (a)	Individualized Teaching Lessons	30	-
1.4 (b)	Individualized Teaching Lessons	15	-
2.1	Language & Communication Skills	35	
2.2	Disability Orientation for Teachers in Inclusive School	-	20
2.3	Evaluating Learning Environment in Inclusive School	-	10
2.4	Community Based Rehabilitation	10	-
2.5	Adaptation	40	-
2.6	Parent Empowerment	-	10
2.7	Schools/Institutes Visits & Report Writing	25	-
3.1	Language Assessment of H.I.	25	-
3.2	Audiology & Aural Rehabilitation	25	-
3.3	Speech & Speech Teaching	-	25
3.4	Psychology	30	-
3.5	`Skill Development in ISL & ISS	-	20
TOTAL		355	220
