

**Syllabus for
B.Ed. (Special Education)
(Hearing Impairment)**

Session: 2013-14 onwards

**Guru Gobind Singh
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GENERAL REGULATIONS OF B.ED SPECIAL EDUCATION COURSES

1. Preamble

In the Foreword to the National Policy for Persons with Disabilities (2006), Smt. Meira Kumar, the then Minister for Social Justice and Empowerment, rightly observes: "The Constitution of India ensures equality, freedom, justice and dignity of all individuals and implicitly mandates an inclusive society for all including persons with disabilities." Indeed, it is universally recognized now that persons with disabilities constitute valuable human resources for societies. Meaningful education alone can enable them to face the challenges of life effectively, participate actively in community activities and thus become useful assets.

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

The UN Convention on the Rights of Persons With Disabilities which our Government has already ratified in October 2007, recognizes through Article 24, the right of persons with disabilities to education. For realizing this right, the Convention calls upon Member-States, inter-alia, to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, on the basis of disability and that they receive 'effective individualized support measures in environments that maximize academic and social development, consistent with the goal of full inclusion'. In this important context, our country's "The Right of Children to Free and Compulsory Education Act, 2009 "assumes special significance. It provides for quality educational opportunities to be made available to children with disabilities as well, along with necessary infrastructural facilities and support services including trained teachers. It is, therefore, incumbent upon us all to redouble our efforts with utmost vigour and sincerity to create educationally conducive environments for our disabled children. We have, of course, a long way to traverse. The literacy rate among persons with disabilities is reported to be just about 49 percent. Only about 9 percent of disabled youngsters manage to complete secondary education. Para 48 of the National Policy for Persons with Disabilities, seeks to ensure "that every child with disability has access to appropriate pre-school, primary and secondary level education by 2020." In order to work towards realizing this huge target, we need a large cadre of appropriately and adequately trained teachers, apart from other requisite support services and technologies. Our teachers have to play a decisive role in bringing about a qualitative change in the lives of persons with disabilities. They have to imbibe the desired positive attitudes towards disability, viewing it as a special challenge to human ingenuity and resourcefulness and not a terrible affliction or obstruction. They have to understand the real meaning of inclusion--a basic mindset, a philosophy of life and not just a matter of rhetoric or a cliché. And, of course, they have to acquire all necessary knowledge and skills for successful and efficient discharge of their onerous responsibilities. The proposed Special Education B.Ed. course seeks to fulfil this important goal--preparing competent, creative, committed and confident teachers of children with disabilities.

2. Objectives of the Course

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

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

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

3. General Framework of the Course:

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

- i. Common Papers : 4
- ii. Specialization Papers : 4
- iii. Methodology Papers : 2

University follows RCI prescribed syllabus which is improved and approved by the Board of Studies of University School of Education, Guru Gobind Singh Indraprastha University

4. Content of the Course

The curriculum designed and approved by Rehabilitation Council of India and improved and approved by the Board of Studies of University School of Education, Guru Gobind Singh Indraprastha University will be followed for B.Ed in Special Education (HI) course.

5. Duration of the Course

The duration of the course is one academic year comprising two semesters.

6. Distribution of Time for Theory and Practical Work

The course will spread over a period of 220 days (minimum) with 1512 working hours in addition to the examination and admission days. The course will be offered in total of 66 credits having 50 credits for theory and 16 credits for practicals.

Six days per week 7 hrs for 18 weeks
Semester 1 = 6Dx7 hrs x 18w = 756 hrs
Semester 2 = 6Dx7 hrs x 18w = 756 hrs
Total = 1512 working hrs

7. Eligibility for Admission

The minimum requirement for the candidates seeking admission to this B.Ed Course is B.A/B.Sc./ B.Com. or an equivalent degree at graduate level. The eligibility for admission is 50% marks in aggregate in 10+2+3 pattern or any other qualification recognized as equivalent thereto. Candidates belonging to Schedule Caste and Schedule Tribe/ Widows or Ward of Defence Personnel/ Physically Handicapped will be allowed 05% relaxation of marks in the minimum eligibility requirement.

8. Passing Minimum

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

9. Reappearing facility

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

10. Transitory Regulations

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

11. Teacher-Student Ratio

The staff-student ratio in the area of B.Ed. special education may be 1:8, as per the RCI norms. Considering the infrastructural facilities needed for Special Education and based on the tasks such as supervising practicum, a maximum number of 25 students may be admitted for the B.Ed. Special Education course inclusive of 3 seats for foreign students. Additional

intake should be approved by RCI qualifications required for teaching faculty are given on RCI website under the 'Norms for Appointment of Faculty for B.Ed. & M.Ed. Special Education'.

12. Infrastructural Facilities

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

13. Certification as a Registered Professional

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

14. Award of Degree:

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

Scheme of Examination B. Ed. (Special Education) (Hearing impairment)

Session: 2013-2014 onwards

Semester -I

Theory								
Sr. No	Proposed	Title of the Course	L	T	C	MARKS		
						INTERNAL	EXTERNAL	TOTAL
1	BEDHI101	Nature and needs of various disabilities related : An intro	3	2	5	25	75	100
2	BEDHI103	Educational psychology	3	2	5	25	75	100
3	BEDHI105	Language & communication skills in CWHI	3	2	5	25	75	100
4	BEDHI107	Audiology and Aural Rehabilitation	3	2	5	25	75	100
5	BEDHI109*	Teaching Methodology English	3	2	5	25	75	100
6	BEDHI111*	Teaching Methodology Hindi	3	2	5	25	75	100
PRACTICAL								
1	BEDHI151	Orientation to disability related services	-	-	3	40	60	100
2	BEDHI153	Individual teaching and project work	-	-	3	40	60	100
3	BEDHI155	Practicum on specific disability	-	-	2	40	60	100

* Students will have to opt any one of BEDHI109 and BEDHI111.

Note: 1 hour period of theory paper = 1 credit

2 hours period of practical = 1 credit

Semester -II

Theory								
Sr. No	Proposed	Title of the Course	L	T	C	MARKS		
						INTERNAL	EXTERNAL	TOTAL
1	BEDHI102	Education in India- A Global Perspective	3	2	5	25	75	100
2	BEDHI104	Educational Planning Management, Curriculum Designing & Research	3	2	5	25	75	100
3	BEDHI1016	Development of Speech in CWHI	3	2	5	25	75	100
4	BEDHI108	Educational Intervention of CWHI	3	2	5	25	75	100
5	BEDHI110*	Teaching Methodology Mathematics	3	2	5	25	75	100
6	BEDHI112*	Teaching Methodology science	3	2	5	25	75	100
7	BEDHI114*	Teaching Methodology Social studies	3	2	5	25	75	100
PRACTICAL								
1	BEDHI152	Micro Teaching & Stimulated Teaching of Language, speech & school subject	-	-	3	40	60	100
2	BEDHI154	Teaching of Language to CWHI	-	-	3	40	60	100
3	BEDHI156	Teaching of school subjects to CWHI	-	-	2	40	60	100

Note:

* Students will have to opt any one of Course Codes: BEDHI110, BEDHI112 and BEDHI114.

1 hour period of theory paper = 1 credit, 2 hours periods of practical = 1 credit

Total Credits for the course = 66. This is a one year degree programme. The students shall have to earn all the credits. The minimum and maximum credits to be earned remain the same.

Scheme of Examinations

Semester I		Semester II	
Course content	Credit	Course content	Credit
Theory (5+5+5+5+5)	25	Theory (5+5+5+5+5)	25
Practical (3+3+2)	8	Practical (3+3+2)	8
Total	33	Total	33

Number of courses	08	Number of courses	08
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Marking Scheme

Semester 1

Theory	100 marks (25 internal evaluation + 75 external evaluation) 5x100 = 500 A
Practical	100 marks (40 internal evaluation +60 external evaluation) 3X100= 300 B
Total	A+B = 500 + 300= 800 marks

Semester II

Theory	100 marks (25 internal evaluation + 75 external evaluation) 5x100 = 500 C
Practical	100 marks (40 internal evaluation +60 external evaluation) 3X100= 300 D
Total	C=D = 500 + 300= 800 marks

Grand Total = Semester I (800) + Semester II (800) = 1600 marks

SEMESTER 1

PAPER 1 NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION Credits: 3+2

Course Code: BEDHI101

Objectives

The student teacher shall be able to identify and list the characteristics of various disabilities such as

- Blindness and Low Vision
- Hearing Impairment
- Hearing impairment and Mental Illness
- Locomotor, Neurological and Leprosy Cured
- Neuro-developmental Disorders
- Multiple Disabilities, Deafblindness

Course Content

Unit 1: Blindness and Low Vision

- 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

- 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: Intellectual Disability

3.1 Definition and Identification of Intellectual Disability (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

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

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

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

7.1 Definition and Identification

7.2 Incidence and Prevalence

7.3 Causes and Prevention

7.4 Characteristics

7.5 Intervention and Educational Programmes

Textbooks

1. Panda, K.C. (1997). Education of Exceptional Children. Vikas Publications, New Delhi
2. Smith, Tom A.C., Polloway, Edward A., Patton, James R. And Dowdy, Carol A. (2011). Teaching Students with Special Needs in Inclusive Settings. PHI Learning Private Ltd., New Delhi

Reference books

1. Baine, D. (1988) Handicapped Children in Developing Countries, Assessment, curriculum and Instruction. Alberta, University of Alberta
2. Balsara Maitreya, (2012). Hearing Impairment and Deafness: Symptoms, Types and Prevention Strategies. Kanishka Publishers: New Delhi.
3. Jena, S.P.K. (2013) . Learning Disability, Theory to Practice. New Delhi, Sage Publications
4. Latika Menon (2012). Autism Spectrum Disorders (ASD): Diagnosis, Treatments and Support Groups. New Delhi: Kanishka Publishers

Suggested Readings

1. Kumar, S. (2011). Children with Mental Retardation and Associated Disabilities. Kanishka Publishers: New Delhi.
2. Mani, M.N.G. (1992). Techniques of teaching blind children, New Delhi Sterling Publishers
3. Narayan, J. (1988). Educating Children with Learning Problems in Regular Schools, Secunderabad, NIMH.
4. Peshwaria, R. and Venkateshan, S. (1992) BASIC-MR: A Manual for Teachers. NIMH, Secunderabad.
5. Taylor, R.L. (1993). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon

PAPER 2 : EDUCATIONAL PSYCHOLOGY

Credits: 3+2

Course Code: BEDHI103

Objectives

The student trainees shall be able to:

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

- 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

- 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

- 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

4.1 Meaning and definition of intelligence and aptitude.

4.2 Theories of intelligence

4.3 Concept of Creativity, its process, characteristics of creative people, and teachers' role in stimulating creativity.

4.4 Introduction to Psychological testing – objectives, principles and tests of intelligence, aptitude and creativity (SFB, DMT, WISC-R, CPM/SPM, DAT/BLAT, DST)

Unit 5: Personality

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

6.1 Meaning nature and scope of guidance and counselling and role of home. .

6.2 Approaches and techniques of guidance and counselling with reference to various disabilities.

6.4 Vocational guidance, assessment, training, avenues and perspectives

6.3 Discipline and management of class room behaviour problems.

6.5 Yoga and other adjunctive aids.

Text Books

1. Guilford. J.B. (1996). Fields of Psychology (ed.,) New York: Van Nostrand
2. Simth, Mdaniel. (1998). Educational Psychology. New York :Allyn& Bacon.

Reference books

1. Butcher. H.J. (1993). Human Intelligence: Its nature and assessment. London Merhuen.
2. S.P. Sharma, (2013). Elements and Components of Educational Psychology. Kanishka Publishers: New Delhi.
3. Sharma Shashi, (2013). Educational Guidance: Concepts, Elements and Dimensions. Kanishka Publishers: New Delhi.
4. Travers. R.M. (1993). Educational Psychology. New York: Macmillan.

Suggested Readings

1. Floelick. C.P. (1988). Guidance Services in Schools. New York :Allynn& Bacon.
2. Jones. A.P. (1994). Principles of Guidance. New York: Holt.
3. K.K. Srivastava, (2013). Educational Counselling Methods, Techniques and Services. Kanishka Publishers: New Delhi.
4. Sawrey. J.H. and Telford. C. (1998). Educational Psychology (2nd ed.,) New Delhi, Prentice Hall of India.
5. Skinner. B.F. (1997). Verbal Behaviour. New York : Appleton century Crofts.

PAPER 3 : LANGUAGE AND COMMUNICATION SKILLS IN CHILDREN WITH HEARING IMPAIRMENT

Course Code: BEDHI105

Credits : 5

[Lecture 3 + Tutorial 2]

Objectives

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

1. Describe the importance of various aspects related to the concepts communication and of language;
2. Describe various options of linguistic communication for CWHI;
3. Explain various methods, principles and techniques of language teaching / development;
4. Describe the language assessment;
5. Explain the techniques of teaching language to CWHI.

Course content

Unit 1: Communication and Language - Definition and Scope

- 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 hearing children.
- 1.5 Concept of critical period and early intervention for language acquisition

Unit 2: Communication Methods / Options

- 2.1 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 3 Developing Language in CWHI

3.1 Principles of developing language in the HI

3.2 Methods of developing language

a) Natural method: concept and the principles b) Structural method: concept and the principles (eg Fitzgerald key and APPLE TREE)

c) MRM and Other Combined Method: concept & principles (Uden 1977 and others)

Unit 4 Assessment of Language at Different levels

4.1 Meaning, definition and scope of language assessment (vocabulary and syntax)

4.2 Language assessment & language text book examination, similarities and differences

4.3 Types of assessment (standardized/ formal, informal tests and their selection)

4.4 Teacher made tests at different levels

4.5 Classroom assessment techniques: Knowledge based/language based, Open ended/close ended, Direct/Indirect/inferential

Unit 5 – 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

Textbooks

1. Bench, John, R. (1992). Communication Skills in Hearing Impaired Children, Whurr Publishers Ltd.
2. Quigley, Stephen P and Kretschmer Robert E. (1982). The Education of the Deaf Children: University Park Press.

Reference books

1. Huddar, Asmita (2011). Language and Communication. Kanishka Publishers: New Delhi.
2. Paul, Peter, V. and Quigley, Stephen P (1994) Language and Deafness. Singular Publishing: California.
3. RCI (2011). Communication Manual for Children with Deaf & Hard of Hearing. New Delhi, RCI
4. Shulman, ((2009). Language Development: Foundations, Processes, And Clinical Applications. Jones & Bartlett Learning.

Suggested Readings

1. Gee, James Paul, (1990). An Introduction of Human Language, Prentice Hall: New Jersey.
2. Ingram, David, (1989). Child Language Acquisition. Cambridge University Press: New York.
3. Owens, Robert (2001). Language Development: An Introduction, Aleen and Baum: MA.
4. Yule George (1997). The Study of Language. Cambridge University Press.

PAPER - 4

AUDIOLOGY AND AURAL REHABILITATION

Course Code: BEDHI107

Credit : 5

[Lecture 3 + Tutorial 2]

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 educational audiological issues and decision making.

Course content

Unit 1: Hearing Mechanism

- 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

- 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

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: Auditory Training

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

Unit 5: Audiological Application in Classrooms

5.1 Setting up of a classroom for children with hearing impairment and Classroom acoustics:

S/N ratio, ways to improve it

5.2 Adjustments of children with various degrees of loss in one group

5.3 Classroom amplification devices, group: hard-wire system, induction loop system, FM system, infrared system, Individual: speech trainer

5.4 Care and Maintenance of all group hearing aid systems

5.5 Comparison between group hearing aid systems and individual hearing aids

Textbooks

1. Michael A. Nerbonne, (1995). Introduction To Audiologic Rehabilitation. Allyn & Bacon.
2. Sanders, D.A. (1971). Aural Réhabilitation. Englewood Cliffs, N.J: Prentice-Hall

Reference books

1. Byrne, M., Shervanian, C. (1977). Introduction to Communicative Disorders. New York Harper & Row.
2. Kramer Steven, (2007). Audiology: Principles and Procedures. Plural Publishing Inc.
3. VanDeWater , (1996). Clinical Aspects of Hearing. Springer-verlag.
4. Winitx, H. (1975). From Syllable to conversation. Baltimore: University Park press

Suggested Readings

1. Jeffers & Barley, N.(1975). Speech Reading (Lip reading). Spring field, IL Charles C. Thomas.
2. Martin (1996). Introduction to Audiology. Allyn & Becon.
3. Reddy, G.L., Ramar, R., & Kusuma, A.(2004). Hearing Impairment: An Educational Consideration, New Delhi: Discovery Publishing House.
4. Wendy, (1997). Audiology in Education. Wiley John & Sons.
5. Yost William, (2013). Fundamentals of Hearing: An Introduction: Fifth Edition. Brill Publication

PAPER - 5

COURSE CODE
BEDHI 109

Methodology paper - I

हिन्दी का शिक्षण

05 Credits.

इकाई 1 भाषा शिक्षण

- 1.1 भाषा शिक्षा का महत्व, उद्देश्य एवं कौशल
- 1.2 भाषा की प्रकृति एवं भाषिक विकास तथा त्रुटियाँ
- 1.3 भाषा शिक्षण सामग्री - प्रकार एवं उपयोग
- 1.4 भाषा पाठ्यक्रम - नियोजन

इकाई 2 भाषा कौशल : शिक्षण एवं मूल्यांकन

- 2.1 सुनना : कौशल, सामग्री, शिक्षण, मूल्यांकन
- 2.2 बोलना : कौशल, सामग्री, शिक्षण
- 2.3 पढ़ना : कौशल, सामग्री, शिक्षण
- 2.4 लिखना : कौशल, सामग्री, शिक्षण

इकाई 3 व्याकरण कौशल शिक्षण

- 3.1 व्याकरण : विषय प्रवेश
- 3.2 व्याकरण शिक्षण के उद्देश्य तथा महत्व
- 3.3 व्यावहारिक व्याकरण के रूप
- 3.4 व्याकरण शिक्षण की विधियाँ

इकाई 4 भाषिक विद्या : शिक्षण एवं मूल्यांकन

- 4.1 कविता : प्रकृति, बोध, सराहना, रचना
- 4.2 कहानी शिक्षण
- 4.3 नाटक शिक्षण
- 4.4 आलेख/व्यंग्य का शिक्षण
- 4.5 जीवनी सस्मरण/ यात्रावृत्तांत का शिक्षण
- 4.6 चित्र, चित्रकथा, कार्टून शिक्षण

TEACHING OF ENGLISH

Course Code: BEDHI 111 Credits: 3+2

Unit 1 Need and aims of teaching English in India

- 1.1 English in India – A Brief History, needs and Nature of Teaching English
- 1.2 Approaches, methods and techniques of teaching English.

Unit 2 Four Basic Skills of Language Learning

- 2.1 Listening and speaking
- 2.2 Speaking skills
- 2.3 Reading skills
- 2.4 Writing skills

Unit 3 Teaching Vocabulary and Grammar

- 3.1 Words and their meanings in context.
- 3.2 Teaching grammar

Unit 4 Teaching English with Communicative skills

- 4.1 Objectives, meaning and significance of the communicative approach in the English language teaching.
- 4.2 Communicative skills.

Unit 5 Teaching of Literature through Language

- 1.1 Language and Literature
- 1.2 Vocabulary Building and understanding Grammatical structure through Literary texts.

SEMESTER II

PAPER 1 EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

Course Code: BEDHI102

Credits: 3 + 2

Objectives

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

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

- 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

- 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.
- 2.6 Right to Free and Compulsory Education Act 2009.

Unit 3: Education in the Social Context

- 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

4.1 Educational challenges for economic and socio-political development.

4.2 Role of home, community school, society, and mass media.

4.3 Role of Governmental and non-governmental agencies in general and special education. Such as NCERT, SCERT, RCI, NCTE.

a. Resource mobilization through funding agencies and concessions/facilities for the disabled Education

b. Govt. Policies, Acts, and Schemes such as NPE, 1986, POA, 1992, RCI Act, 1992, IEDSS, SSA, 1992, PD Act, 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.

c. International legislation for special education.

4.4 International Organizations, National Institutes for Handicapped, UN Organizations and International Organizations 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

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

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

Textbooks

1. B. N. Dash, (2004) Theories of Education And Education In The Emerging Indian Society. Dominant Publishers & Distributors
2. Biswas. A. and Aggarwal, J.C. (1992). Education in India. New Delhi Arya Book Depot.

Reference books

1. Aggarwal, J. C. (2001). Teacher and Education in a Developing Society. (3rd ed.). Vikas Publishers: New Delhi.
2. Jha, M. M. (2004). Inclusive Education and the Common School in India. In C.S. Mahapatra(ed.). Disability Management in India: Challenges and Commitments, Secunderabad: NIMH.
3. Karten, Toby, J. (2005). Inclusion Strategies That work! Research Based methods for the Classroom. Corwin Press, Thousand Oaks, California.
4. Weber. O.C. (1990). Basic Philosophies of Education. New York Holt, Rinehart and Winston.

Suggested Readings

1. Chauhan C.P.S, (2013). Modern India Education: Policies, Progress and Problems. Kanishka Publishers: New Delhi.
2. Mehta Arun, (2012). Education for All in India: Myth and Reality. Kanishka Publishers: New Delhi.
3. Sharma Bharti (2011) Inclusive Education: Needs, Practices and Prospects. Kanishka Publishers: New Delhi.
4. Steven. B. (1998). School and Society. Sage Publications.
5. Thamarasserri Ismail, (2011). Current Developments in Indian Education. Kanishka Publishers: New Delhi.

PAPER II: EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

Course Code: BEDHI 104

Credits: 3 + 2

Objectives

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

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. Develop Action Research designs and conduct it
6. Discuss the meaning, scope and types of educational evaluation.

Course Contents

Unit 1: Educational Management

- 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

- 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

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

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 multimedia 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: Action Research

5.1 Definition, Need and scope of educational research

5.2 The Scientific Method and Principles of Research

5.3 Types of research – fundamental, applied and action research Difference among them.

5.4 Developing Action research design.

5.5 Overview of research studies in special education in India: Conducting action research

Unit 6: Educational Evaluation

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.

Textbooks

1. Aggarwal. Y.P. (1992) Research in Emerging Fields of Education: concepts, trends and prospects. New Delhi Sterling Publishers.
1. Best & Kahn (2006). Research in Education (10th ed.). New Delhi: Prentice Hall.

Reference books

1. Bryman, A. (2004). Social Research Methods (2nd ed.). Oxford: University Press.
2. Gathoo Varsha, (2011). Curricular Strategies and Adaptations for Children with Hearing Impairment. Kanishka Publishers: New Delhi.
3. Shukla. S.P. (1996). Elements of Educational Research. Bombay Allied Publishers (P) Ltd.
4. Young, Pauline. V. (1992). Scientific Social Surveys and Research, Bombay Asia Publishing House.

Suggested Readings

1. Evens, P. and Varma. V (1990). Special Education Past, Present and Future, The Falmer Press.
2. Prasad, (2013). Advanced Curriculum Construction. Kanishka Publishers: New Delhi.
3. Somekh, B., & Lewin, C. (2005). Research Methods in the Social Sciences. London: Sage Publications.
4. Werts, Margaret G., Colatta, Richard A. And Thompkins, James R. (2011). Fundamentals of Special Education: What Every Teacher needs to Know (Third Edition). PHI Learning Private Ltd., New Delhi.
5. Zirpoli, T.J. & Mellor, K.J. (1993) Behaviour Management Application for Teachers and Parents Toronto Maxwell McMillan, Canada.

PAPER - III

DEVELOPMENT OF SPEECH AND SPEECH TEACHING TO THE CHILDREN WITH HEARING IMPAIRMENT

Course Code: BEDHI 106

Credits: 3 + 2

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 contents:

Unit 1 Speech Mechanism

- 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.

- 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
- 2.4 Multi-sensory speech reception: hearing-only, hearing and vision, hearing and touch, vision and touch

Unit 3: Phonetics

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

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 and deviant patterns

4.5 Assessment of speech intelligibility

Unit 5: Teaching of Speech

5.1 Models of speech teaching (developmental and correctional)

5.2 Stages of speech teaching developed by Ling

5.4 Use of auditory global method and multi-sensory approach

5.3 Consonant and vowel correction: place, manner and voicing

5.5 Planning of speech lesson and teaching at individual and group (classroom) level

5.6 Technology for assessment, correction and teaching of speech: softwares, electronics, visual and tactile aids

Textbooks

1. Damico, (2010) .The Handbook of Language and Speech Disorders. Wiley-Blackwell
2. Haynes, C. & Naidoo, S. (1991). Children with specific speech and language impairment. Oxford: Blackwell.

Reference books

1. Byrne, M., Shervanian, C.(1977). Introduction to Communicative Disorders. New York Harper & Row.
2. Emerick, L., Hatten,(1985). Diagnosis and evaluation in speech pathology. Englewood Cliffs, NJ prentice-Hall.
3. Hart, B.O. (1963) Teaching reading to the deaf, Washington, DC The Alexander Graham Bell Association for the Deaf. Inc.
4. Ling, D. (1976). Speech and the hearing-impaired child Theory and Practice. Washington, DC The Alexander Graham Bell Association' for the Deaf. Inc.

Suggested Readings

1. Lucille Nicolosi, (1996). Terminology Of Communication Disorders: Speech-language-hearing. Lippincott Williams & Wilkins.
2. Matuszak Mel, (2008). Helping Your Child with Speech. Warren Publishing (nc).
3. Sanders, D.A.(1971). Aural réhabilitation. Englewood Cliffs, NJ Prentice-Hall
4. Templin, M. (1957). Certain language skills in children. Minneapolis University of Minnesota Press
5. Travis, E. (Ed)(1971). Handbook of speech pathology. Englewood Cliffs NJ Prentice Hall

PAPER 1V EDUCATIONAL INTERVENTION OF CWHI

Credits: 3+2

Course Code: BEDHI 108 Credits: 3+2

Objectives

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

1. Describe the educational development of CWHI;
2. Explain the ways of developing literacy in CWHI;
3. Discuss difficulties in teaching school subjects and curricular adaptation to CWHI;
4. Discuss the role and responsibilities of the various functionaries in language development;
5. Explain the strategies of teaching CWHI in inclusive classroom.

Course content

Unit 1 Prospective on Education of the Deaf

- 1.1 History of deaf education : international prospective
- 1.2 Development of deaf education in India
- 1.3 Present status of deaf education in India
- 1.4 The Deaf culture
- 1.5 Recent advances in deaf education

Unit 2 Development of Literacy

- 2.1 Literacy : Meaning and pre requisites; challenges with children with HI
- 2.2 Developing School Readiness skills among CWHI
- 2.3 Teaching reading to CWHI: Models of reading (Top Down , Bottom-up and Interactive) , Goals and importance of reading , pre reading skills, Classification of reading (according to goal and method) and methods of teaching reading (traditional and recent methods)
- 2.4 Teaching writing to CWHI :Pre writing skill development; Development of writing [look and write : copying, listen and write: dictation, prompted writing, memorized writing,

independent, spontaneous writing] and Assessment of writing: various parameters like productivity , complexity , surface mechanics etc

2.5 Role of text book in school education with special reference to HI

Unit 3 – Teaching of school subjects to CWHI

3.1 Teaching mathematics:

A] Difficulties in development of arithmetic concepts in CWHI

B] Development and use of TLM

3.2 Teaching science :

A] Difficulties in development of science concepts in CWHI

B] Development and use of TLM

C] Curricular adaptation

3.3 Teaching social studies

A] Difficulties in development of social studies concepts in CWHI

B] Development and use of TLM

C] Curricular adaptation

Unit 4 Role of Functionaries

4.1 Functionaries: Families, professionals / para-professionals community and media

4.2 Role of team work and Parent-teacher partnership in the process of language development

4.3 Importance and methods of parent guidance, counseling and home-training

4.4 Sociological implications: attitudes of siblings, peers, parents, teachers and community

4.5 Community awareness and role of care givers in residential special and inclusive set up.

Unit 5 Teaching CWHI in Inclusive School

5.1 Universal design for learning

5.2 Promotion of positive school environment for inclusion of CWHI

5.3 Strategies of teaching all children including CWHI in inclusive classroom

5.4 Planning and implementation lesson plan for inclusive classroom

5.5 Formative and summative evaluation of CWHI in inclusive classroom

Textbooks

1. David Mitchell, (2007). What Really Works in Special and Inclusive Education: Using Evidence-Based Teaching Strategies. Rutledge.
2. Paul, Peter, V. and Quigley, Stephen P. (1994) Language and Deafness. Singular Publishing: California.

Reference Books

1. B.D. Bhatt, (2013). Modern Methods of Teaching: Concept and Techniques. Kanishka Publishers: New Delhi.
2. Maitreya Balsara, (2013). Principles of Curriculum Reconstruction. Kanishka Publishers: New Delhi.
3. Quigley & Paul (1984) Language and Deafness College – Hill Press Inc. California.
4. Yule George (1997) 'The study of language' Cambridge University Press.

Suggested Readings

1. Kate Tucker, (2014). Mathematics Through Play in the Early Years. Sage Publications.
2. Luetke-Stahlman (1994). Procedures for socially integrating pre-schoolers who are hearing, deaf and hard-of-hearing, Topics in Early childhood special education, 14(4), 472-488.
3. Mithu Alur, (2004). Inclusive Education across Cultures. Sage Publications.
4. Sharma Madhulika, (2013). Education Management, Curriculum Development and Teaching Techniques. Kanishka Publishers: New Delhi.

METHODOLOGY PAPER – II

TEACHING OF MATHEMATICS

Course Code: BEDHI 110 Credits: 3 + 2

Unit 1 Nature, Scope, and Teaching of Mathematics

1.1 Axiomatic nature of Mathematics: Importance of Mathematics and its value in daily life.

1.2 Different approaches and techniques of teaching mathematics.

1.3 Curriculum and evaluation in mathematics: Need and place of mathematics in school curriculum.

Unit 2 Teaching of Arithmetic and Commercial Mathematics

2.1 Number system, exponents and logarithms, percentage and its applications to daily life situations and problems related to commercial applications.

2.2 Elementary statistics including graphic representations and classification of data mean median, mode and frequency distribution.

Unit 3 Teaching of Algebra

1.6 Sets, relations, functions and graphs.

1.7 Algebraic expressions, polynomials and factorization.

1.8 Linear equations and inequalities, quadratic equations.

1.9 Flow charting and computing.

Unit 4 Teaching Geometry and Trigonometry

4.1 Similarity and congruence of triangles.

4.2 Trigonometrical functions and identities.

4.3 Mensuration area and volume of regular solids viz; cuboids, cube, cone, cylinder and sphere.29

TEACHING OF SCIENCE

Course Code: BEDHI 112

Credits: 3+2

Unit 1 Principles and Practices of Teaching of Science

- 1.1 Nature, scope and Objectives
- 1.2 Approaches, methods and planning.
- 1.3 Teaching Aids and Laboratory Management
- 1.4 Curriculum and evaluation

Unit 2 Teaching of Physics

- 2.1 Mechanics and wave motion
- 2.2 Light and heat
- 2.3 Electricity and Universe

Unit 3 Teaching of Chemistry

- 3.1 Structure of matter
- 3.2 Chemical bonding.
- 3.3 Metals and metallurgical operations.
- 3.4 Non – metals.

Unit 4 Teaching Biology

- 4.1 Ways of living and organization of living world
- 4.2 Life processes.
- 4.3 Environment and health.30

TEACHING OF SOCIAL STUDIES

Course Code: BEDHI 114 Credits: 3+2

05 Credits

Unit 1 Understanding Teaching of Social Studies

- 1.1 Understanding Social Studies.
- 1.2 Role of Social Studies in National Integrations
- 1.3 Issues in Teaching Practices of Social Studies.
- 1.4 Instructional Aids.
- 1.5 Evaluation in Social Studies.

Unit 2 Teaching of History

- 2.1 Understanding History of Human Civilization.
- 2.2 Indus Valley Civilization (A Spotlight on Indus Valley Civilization)
- 2.3 Cultural Heritage of India
- 2.4 Beginning of the modern age in History – World & India.
- 2.5 Indian Awakening

Unit 3 Teaching of Geography

- 3.1 Understanding Geography our Environment Components and Process.
- 3.2 Impact of Man Upon Environment.
- 3.3 India's Physical Features.
- 3.4 Climatic Changes.
- 3.5 India's Natural Resources.

Unit 4 Teaching of Economics

- 4.1 Understanding an Economy
- 4.2 Overview of the Indian Economy
- 4.3 Infrastructure of Indian Economy (Roads, Railways, Telecommunications
Information Technology)
- 4.4 Towards Economic Development

Unit 5 Teaching of Civics

5.1 Understanding civics, Society and Citizens.

5.2 India's Constitution, Fundamental rights, and Duties of Citizen

5.3 Government at the state and central level.

5.4 India and the World Peace

Practicum and Practice Teaching Scheme for B Ed Spl Ed (HI)

Semester 1

PRACTICAL ONE: Orientation to Disability Related Services

Course Code: BEDHI 151

	Specific	Tasks for teacher trainees	Disability focus	Set up	Hrs
1	Orientation to Disability related services & submission of reports	Classroom Observation	HI	Special school	90
		Classroom observation	Other disabilities	3 special schools for 3 disabilities	10
		Classroom observation	HI	Inclusive schools	10
		Visit : Community Based Rehabilitation	All disabilities	Inclusive school	10
		Disability orientation for the teachers in inclusive schools	All disabilities	Inclusive school	10

PRACTICAL TWO: Individual Teaching and Project Work

Course Code: BEDHI 153

	Specific	Tasks for teacher trainees	Disability focus	Set up	Hrs
2	Individual Teaching and Project work	Individualised teaching lessons	HI	Special school	60
		Individualised teaching lessons	Any one disability	Inclusive school	30
		Evaluating learning environment in inclusive schools	All disabilities	Inclusive school	10
		Visit to rehabilitation institutes and report writing	All disabilities		30

PRACTICAL THREE: Disability Specific Practicum

Course Code: BEDHI 155

	Specific	Tasks for teacher trainees	Disability focus	Set up	Hrs
3	Disability Specific Practicum	Language assessment of the students with hearing impairment	HI	Special / Inclusive school	30
		Audiology and aural rehabilitation	HI	Clinic/Hospital	20
		psychology	HI	Clinic/Hospital	20
		Skill development in sign language or signed system	HI		60

Semester II

PRACTICAL ONE: Micro & Stimulated Teaching

Course Code: BEDHI 152

	Specific	Tasks for teacher trainees	Disability focus	Set up	Hrs
1	Micro & Stimulated Teaching of Language, speech & school subject	Teaching : 3 skills min each for language, speech and school subjects	HI	Special	90
			HI	Inclusive	40

PRACTICAL TWO: Teaching of Language to CWHI

Course Code: BEDHI 154

	Specific	Tasks for teacher trainees	Disability focus	Set up	Lesson
2	Teaching of Language to CWHI (130 Hrs)	Teaching in pre primary , primary and secondary	HI	Special school	06
		Teaching in pre primary , primary and secondary	HI	Inclusive school	02
		Speech Lessons	HI	Special/Inclusive School	02

PRACTICAL THREE: Teaching of School Subjects to CWHI

Course Code: BEDHI 156 Credits: 3+2

2	Teaching of School Subjects to CWHI (130 Hrs)	Tasks for teacher trainees	Disability focus	Set up	Lesson
		Teaching in pre primary , primary and secondary	HI	Special school	08
		Teaching in pre primary , primary and secondary	HI	Inclusive school	02

Note: Refer to RCI Syllabus on B.Ed. (Special Education-Hearing Impairment) for detailed plan for conducting practicum and practice teaching