

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

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

PAPER	NOMENCLATURE	EXTERNAL MARKS (THEORY)	INTERNAL MARKS (ASSESSMENT)	MAX. MARKS	TIME (EXAM HOURS)
I	Nature And Needs of Various Disabilities – An Introduction	80	20	100	3 HRS
II	Education in India : A Global Perspective	80	20	100	3 HRS
III	Educational Psychology and Persons with Disabilities	80	20	100	3 HRS
IV	Educational Planning and Management, Curriculum Designing and Research	80	20	100	3 HRS
V	Facilitating Development of Language and Communication Skills in Children with Hearing Impairment	80	20	100	3 HRS
VI	Audiology and Aural Rehabilitation	80	20	100	3 HRS
VII	Introduction to Speech and Speech Teaching to the Children with Hearing Impairment	80	20	100	3 HRS

VIII & IX Teaching of School Subjects

Note: Candidate is required to opt two 'Teaching School Subjects' selecting one from each group.

GROUP-A					
Opt. – i	Teaching of English	80	20	100	3 HRS
Opt. – ii	Teaching of Hindi	80	20	100	3 HRS
GROUP-B					
Opt. – i	Teaching of Social Studies	80	20	100	3 HRS
Opt. – ii	Teaching of Mathematics	80	20	100	3 HRS

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PART II – PRACTICALS PAPERS (X-XI)**Max. Marks: 200**

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

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

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

1) Questioning 2) Introducing the Lesson 3) Use of Reinforcement 4) Stimulus Variation 5) Illustration with examples Micro Lesson-5 Mega Lesson-5 Discussion Lesson-2 Real Teaching 20 Lessons Final Discussion Lesson -1 To be selected by the candidate out of two teaching subjects.		
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*Each student will attend supervised teaching for 45 days.

PART III-Special Education Practical Papers (XII-XIV)		Max. Marks : 300
Examination would be conducted by an External Examiner who will be professional duly registered with Rehabilitation Council of India as per RCI norms and as appointed by the University for each practical separately for papers XII, XIII and XIV.		
Paper XII	Practice Teaching/Classroom Placement	100 Marks
Paper XIII	Capacity Building of the Teachers Trainees	100 Marks
Paper XIV	Academic Skill Development	100 Marks
Total		300 Marks

Contd.....

Criteria for the award of Internal Assessment of 20% marks in Theory papers will be as per the distribution given below:-

i)	One Class Test/Sessional Work (In case of Practical in Theory Papers)	10% marks
ii)	One Assignment/Performance and Demonstration (In case of Practical in Theory Papers)	05% marks
iii)	Attendance	05% marks
	Upto 75%	Nil
	Upto 80%	1% marks
	Upto 85%	2% marks
	Upto 90%	3% marks
	Upto 95%	4% marks
	Above 95%	5% marks

Note:

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

GRAND TOTAL = 1400 Marks

PAPER - I

NATURE AND NEEDS OF VARIOUS DISABILITIES -AN INTRODUCTION

Time: - 3 Hours

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

NOTE FOR PAPER SETTER

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

OBJECTIVES

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

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

COURSE CONTENTS

UNIT - I

- 1) Blindness and Low vision
 - Definition and Identification
 - Incidence and Prevalence
 - Characteristics
 - Causes and Prevention
 - Intervention and Educational Programmes
- 2) Hearing Impairment
 - Definition and Identification
 - Incidence and Prevalence
 - Causes and Prevention
 - Types of Hearing Loss and Characteristics
 - Modes of Linguistic Communication and Educational Programmes

UNIT- II

3) Mental Retardation

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

4) Learning Disabilities

- Concept and Definition of Learning Disabilities
- characteristics of LD
- Etiological Factors
- Types and Associated Conditions
- Intervention and Educational Programmes

UNIT - III

5) Leprosy Cured, Neurological and Locomotor Disabilities

- Definition and Classification
- Incidence and Prevalence
- Causes and Prevention
- Types, Classification and Characteristics
- Intervention and Educational programmes

UNIT- IV

6) Autism Spectrum Disorders

- Concept and Definition of Autism.
- Characteristics of Autism
- Etiological Factors
- Types and Associated Conditions
- Intervention and Educational Programmes

7) Multiple Disabilities and Various Combinations

- Definition and Identification
- Incidence and Prevalence
- Causes and Prevention
- Characteristics
- Intervention and Educational Programmes

Reference Books

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. Springfiel IL .
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. Vikash Panda, K.C. (1997). Education of Exceptional Children. New Delhi 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.22

PAPER - II
EDUCATION IN INDIA: A GLOBAL PERSPECTIVE

Time: - 3 Hours

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

NOTE FOR PAPER SETTER

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

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

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

(4) All questions will carry equal marks.

OBJECTIVES

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

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

COURSE CONTENTS

UNIT - I

- 1) Definition, process and philosophy of education
 - Definition and Meaning of Education
 - Aims of Education
 - Functions of Education
 - Philosophies and includes idealism, naturalism, pragmatism humanism and constructivism
 - Historical perspective of Education in India and Abroad
- 2) Education and Various Commissions
 - Principles of education and special education and Inclusive Education
 - Aims, objectives and functions of special education and inclusive education
 - Direction and priorities of general and special education and inclusive education
 - Recent trends in Indian Education and special education and inclusive education
 - Education For All movement, Education through 21st Century, Various Commissions.

UNIT – II

- 3) Education in the Social Context
 - Formal, Informal and Non-formal Education.
 - Functional literacy, continuous and Life Long Education.
 - Community Based Rehabilitation including education.

- Open Learning, Distance Education with reference to General and Special Education and inclusive education
 - Value -Oriented Education.
- 4) Emerging trends in Special and Inclusive Education
- Concept of Impairment, Disability (activity limitation) and Participation Restrictions and their Implications
 - Concepts and Principles of Inclusion.
 - Inclusive Education a Rights Based Model
 - Community Linkages and Partnership of Inclusion
 - Role of Special Schools and Special Teachers/Educators in Facilitating Inclusive Education

UNIT- III

- 5) Educational Agencies for the National Development
- Educational Challenges for Economic and Socio-Political Development.
 - Role of Home, Community School, Society, and Mass Media.
 - Role of Governmental and non-Governmental Agencies in General and Special Education. Such as -NCERT, SCERT, RCI, NCTE.
- (a) Resource Mobilization through Funding Agencies and Concessions/Facilities for the Disabled Education
- (b) Govt. Policies, Acts and Schemes such as NPE, 1986, POA, 1992, RCI Act 1992, IEDSS, Scheme, SSA 1992, PD Act 1995, National Trust Act, 1999, Biwako Millennium Framework and its implications.
- (c) International Legislation for Special Education
- International organizations, National Institutes for Handicapped, UN Organizations and International Non-Governmental Organizations (INGOs) such as UNICEF, UNESCO, WHO, UNDP, Action Aid and CBM
 - International and national legislation including UNCRPD

UNIT - IV

- 6) Education and the Modern Ethos
- Democracy, Socialism and Secularism.
 - Constitutional Provisions in Human Rights.
 - Equalization of Educational Opportunities.
 - Education and Human Resource Development.
 - Planning and Management of Human Resource Development.
 - Environmental Education

Reference books

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 critica Issues. New Delhi National Book Organisation.
14. Choudhary. K.C. and Sachdeva, L. (Eds) (1995). Total literacy by 2000.. New Delhi IAE Association.26

PAPER - III
EDUCATIONAL PSYCHOLOGY AND PERSONS WITH DISABILITIES

Time: - 3 Hours

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

NOTE FOR PAPER SETTER

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

OBJECTIVES

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

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

COURSE CONTENTS

UNIT - I

- 1) Introduction to Psychology
 - Definition, Nature and Scope of Psychology.
 - Educational psychology: scope and relevance to general education.
 - Role of educational psychology in special education.
 - Theories of motivation, attention and perception and its application in education.
 - Implications of the above with regard to specific disabilities
- 2) Growth and Development
 - Meaning, Definitions and Principles of Growth and Development.
 - Influences of heredity and environment.
 - Stages of Development with reference to children with disabilities.
 - Developmental needs from infancy through adolescents
 - Developmental delay and deviancies

UNIT- II

- 3) Learning
- Definition, Meaning of Learning and Concept formation.
 - Learning -Domains and factors affecting learning.
 - Theories of learning (behavioural, cognitive and social) , and their application to special education
 - Memory and strategies for enhancing memory
 - Implications of the above with regard to various disabilities.
- 4) Guidance and Counselling
- Meaning nature and scope of guidance and counselling and role of home. .
 - Approaches and techniques of guidance and counselling with reference to various disabilities.
 - Vocational guidance, assessment, training, avenues and perspectives
 - Discipline and management of class room behaviour problems.
 - Yoga and other adjunctive aids.

UNIT - III

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

UNIT - IV

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

Reference Books

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.30

PAPER - IV

EDUCATIONAL PLANNING AND MANAGEMENT, CURRICULUM DESIGNING AND RESEARCH

Time: - 3 Hours

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

NOTE FOR PAPER SETTER

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

OBJECTIVES

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

1. Discuss the meaning, need and scope of educational management.
2. Define the concept and meaning of curriculum and instructional strategies.
3. Explain the concept, meaning, scope and types of educational technology.
4. Describe the need and scope of educational research.
5. Discuss the meaning, scope and types of educational evaluation.

COURSE CONTENTS

UNIT - I

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

UNIT- II

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

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

UNIT-III

4) Educational Technology

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

UNIT-IV

5) Educational Research

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

6) Educational Evaluation

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

Reference Books

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. Sansubscription 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, 1995.34
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.35

SPECIALIZATION

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

Time: - 3 Hours

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

NOTE FOR PAPER SETTER

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

Objectives

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

1. Describe the importance of various aspects related to the concepts communication and 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

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

UNIT-II

- 2.1 Methods of Teaching Language to Children with Hearing Impairment
 - a) Natural Method: Concept and the Principles (Groht- 1977 & others)
 - b) Structural Method: Concept and the Principles (eg Fitzgerald key and APPLE TREE)
 - c) MRM and Other Combined Method: Concept & Principles (Uden 1977 and others)
- 2.2 Techniques of Teaching Language to children with Hearing Impairment:
 - a) News/Conversation b) Story telling c) Directed activity d) Visit
 - e) Free play f) Picture description g) Dramatization h) Poems
 - i) Unseen passages
- 2.3 Role of Text Book in School Education with special reference to HI

- 2.4 Assessment of Language-Meaning, Definition and Scope of Language Assessment (vocabulary and syntax), Language Text Book Examination, Similarities and Differences
- 2.5 Types of Assessment (Standardized/ Formal, Informal Tests and their Selection)
- 2.6 Teacher Made Tests at Different Levels
- 2.7 Classroom Assessment Techniques
 - 2.7.1 Knowledge Based/Language Based
 - 2.7.2 Open ended/Close ended
 - 2.7.3 Direct/Indirect/Inferential

UNIT-III

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

UNIT-IV

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

Reference Books

1. Bench, John, R. (1992). *Communication Skills in Hearing Impaired Children*, Whurr Publishers Ltd.
2. Garretson, M. (1976). *Total Communication*. *Volta Review* 78, 4, 88 - 95.
3. Goetzinger, C.P. (1978). *The psychology of hearing impairment*. In Katz, J. (ed). *Handbook of Clinical Audiology* London: Williams and Wilkins.
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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9. Vashishta, Madan; Woodward, James and Santis, Susan (1980). In *Introduction to Indian Sign Language*, All India Federation of the Deaf publication.
10. Zeshan, Ulrike, (2000), *Sign language in Indo-Pakistan*, John Benjamin: PA
11. Zeshan, Ulrike, *Language-Sign Language - Indian Sign Language Common wrong beliefs about sign language*: Publication of ISL Cell, AYJNIHH.
12. Lyons J. (1995) 'Theoretical Linguistics' Cambridge University press
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15. Yule George (1997) 'The study of language' Cambridge University Press.
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20. Parlmer, John M, and Yantis, Philip A. (1990). *Survey of Communication Disorders*. Williams and Wilkins: London.
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22. Huddar, Asmita (2201). *Language Assessment Practices in Education of Children with Hearing Impairment*. (Unpublished Dissertation)
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 Jersy: Prentice Hall.
26. Sanders, Derek A. (1993). *Management of Hearing*. New Jersy: Prentice Hall Inc.

PAPER - VI
AUDIOLOGY AND AURAL REHABILITATION

Time: - 3 Hours

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

NOTE FOR PAPER SETTER

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

Objectives

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

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

COURSE CONTENT

UNIT 1

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

UNIT-II

- 2.1 Interpretation of audiogram, Concept of Speech Banana, Basic and Educational Implications
- 2.2 Case Reports and their Interpretation in relation to Educational Decision Making like Mode of Communication, Type of Educational Setting and Educational Goal Setting etc.

- 2.3 Parts of a Hearing Aid, their Functions
- 2.4 Types and Trouble Shooting of Hearing Aids / ALDs, (Body worn, B.T.E., in the ear and Programmable hearing aid); and Parameters for Determining Good Quality of Hearing Aids
- 2.5 Importance of Ear Moulds, Types of Ear Moulds
- 2.6 Recent Development in Medical Intervention, Cochlear Implant: Important, Meaning, Types and Importance.
- 2.7 Training Parents regarding Use, Care and Maintenance of Hearing Aids and Moulds

UNIT-III

- 3.1 Setting up of a Classroom for Children with Hearing Impairment and Classroom Acoustics: S/N ratio, Ways to improve it
- 3.2 Adjustments of Children with various Degrees of loss in one group
- 3.3 Classroom Amplification Devices, Group: Hard-Wire System, Induction Loop System, FM System, Infrared System, and Individual: Speech Trainer
- 3.4 Care and Maintenance of all Group Hearing Aid Systems
- 3.5 Comparison between Group Hearing Aid Systems and Individual Hearing Aids

UNIT-IV

- 4.1 Auditory Training: Definition, Meaning and Scope, and Benefits of Auditory Training and Auditory Physiology, 7 Sound Test.
- 4.2 Stages of Auditory Training-Detection, Discrimination, Identification, Comprehension Using Gross Sounds, Environmental Sounds and Speech
- 4.3 Discrimination and Comprehension of Non Speech And Speech Sounds Using Segmental, Non Segmental And Supra Segmental Features
- 4.4 Importance of Auditory training in the Comprehension of Spoken Language
- 4.5 Auditory Learning' Listening Training and Uni-Sensory Approaches.

Reference Books

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'rouke, 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.

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

Time: - 3 Hours

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

NOTE FOR PAPER SETTER

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

Objectives

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

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

COURSE CONTENT

UNIT 1

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

UNIT-II

- 2.1 Speech Intelligibility: Meaning, Assessment and Improvement
- 2.2 Multi-Sensory Speech Reception: Hearing-Only, Hearing and Vision, Hearing and Touch, Vision and Touch
- 2.3 Technology for Assessment and Teaching of Speech
- 2.3 Definition of Phonology and Phonetics

- 2.4 Description and Classification (Vowels, Consonants and Diphthongs) of Speech Sounds
- 2.5 Introduction to I.P.A. with reference to Phonemes of Regional Languages
- 2.6 Relevance of Phonetics in the Correction of Speech of Hearing Impaired Children
- 2.7 Speech Profile of Typical Indian Children with Hearing Impairment

UNIT-III

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

UNIT-IV

- 4.1 Models of Speech Teaching (developmental and correctional)
- 4.2 Stages of Speech Teaching developed by Ling
- 4.3 Consonant and Vowel Correction: Place, Manner and Voicing; Deviant Patterns
- 4.4 Use of Auditory Global Method and Multi-Sensory Approach and Electronic Visual, (Such as Voice Lite, Mirror), Tactile Aids for Development /for Correction of Speech
- 4.5 Individual Speech Teaching and Classroom Speech Teaching Activities

Reference Books

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.
7. Streng, A., Syntax, Speech and hearing. New York Grunne and Stratton, 1972.
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.
12. Trantham, C., & Pederson, 3, Normal language development. Baltimore Williams & Wilkins Co., 1976.
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.
17. Stark, 3. Reading failure A language based problem. Asha, 1975 17, 832-834.
18. Jeffers, 3. & Barley, M., Speech reading (Lip reading). Spring field, IL Charles C. Thomas, 1975.
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.

Paper-VIII & IX (Group A) Opt. (i): TEACHING OF ENGLISH

Time: 3 Hours

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

NOTE FOR PAPER SETTER

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

OBJECTIVES

Pupil-teachers would be able to-

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

COURSE CONTENTS

UNIT-I

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

UNIT-II

- 3) Learner centered Approaches and Methods of Teaching
 - Difference between 'Approach' and 'Method'.
 - Direct Method, Bi-lingual method, Communicative Approach, Constructive Approach and Co-operative Learning
 - Teaching of Prose, Poetry, Composition and Grammar- Objectives and Methodology
 - Micro and Mega Lessons

- 4) Instructional Material
- Importance and their effective use.
 - Television
 - Films and Audio C. Ds
 - Language Laboratory: An important Instructional aid
 - Concept and Components
 - Use of ICT for Language Competency

UNIT-III

- 5) Developing Language Skills- Listening and Speaking
- Features of English Pronunciation, Elementary Knowledge of English Sounds.
 - Stress, Rhythm, Intonation, Patterns and their Implications.
- 6) Developing Language Skills – Reading and Writing
- Teaching Mechanism of Reading.
 - Teaching Reading to Beginners
 - Teaching Reading with Comprehension.
 - Meaning, Need and Importance of Writing
 - Methods of Teaching Writing
 - Writing and Handwriting- Characteristics of good Handwriting, Causes of Bad Handwriting and Measures to Improve Handwriting

UNIT-IV

- 7) Co-curricular Activities related to English
- Usefulness of Language Games, Quiz, Debates, Group-Discussions and other Co-curricular Activities in Teaching and Learning of English.
- 8) Remedial and Enrichment Content
- Meaning and Significance of Remedial Teaching
 - Common Errors in English and their Removal through Remedial Teaching
- 9) Evaluation Procedure:
- Comprehensive and Continuous Evaluation
 - Formative and Summative Evaluation

Reference Books

- Crown, G. (1977). *Listening to Spoken English*. London: Longman.
- Christopherson, P. (1972). *Second Language learning*, New Delhi: Penguin.
- Chaturvedi, M. G. (1973). *A Contrastive Study of Hindi-English Phonology*, New Delhi: National Publishing.
- Dodson, C. J. (1972). *Language Teaching & the Bilingual Method*, Pitman Publishing.
- Erben, T., Ban, Ruth and Castaneda, Martha (2009). *Teaching English Language Learners through Technology*, New York: Routledge.
- Frisby, A. W. (1970). *Teaching English: Notes and Comments in Teaching English Overseas*, London: E.L.B.S.
- Girad, B. (1972). *Linguistics and foreign Language Teaching*, London: Longman
- Hayes, B. L. (ed.) (1991). *Effective strategies for teaching reading*, London: Allyn & Bacon
- Nation, I. S. P. (2009). *Teaching ESL/ EFL Reading and Writing*, New York: Routledge.
- Sachdeva, M.S. (2007). *Teaching of English*, Patiala: Twenty First Century Publications.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*, Delhi: Shipra Publication.
- Wilkins, D. A. (1983). *Linguistics in English Teaching*. London: Edward Arnold ELBS Editions.

Paper-VIII & IX (Group A) Opt (ii): TEACHING OF HINDI

Time: 3 Hours

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

NOTE FOR PAPER SETTER

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

OBJECTIVES

Pupil-teachers would be able to-

- define the nature, need & principles of Hindi Language
- explain different methods of teaching of Hindi
- demonstrate the use of various audio visual aids
- explain objectives and steps of teaching prose, poetry & grammar of Hindi
- explain the meaning of evaluation and types of evaluating techniques.

इकाई 1

हिन्दी-शिक्षक

(1)

- मातृ भाषा शिक्षण का अर्थ, स्वरूप, महत्त्व एवं ब्लूम द्वारा निर्धारित अनुदेशनात्मक उद्देश्य ।

- भाषाई कौशल का सामान्य ज्ञान

(अ) श्रवण कौशल

(आ) भाषण कौशल

(इ) पठन कौशल

(ई) लेखन कौशल

(2)

- हिन्दी ध्वनियां, उच्चारण शिक्षण, अक्षर-विन्यास एवं विराम-चिन्ह।
- हिन्दी शिक्षण में सूचना तकनीकी की उपयोगिता एवं प्रयोग।

इकाई 2

(3)

- पाठ योजना का अर्थ, महत्त्व एवं रूप-रेखा।
- हिन्दी शिक्षण के अनुवाद का अर्थ, विशेषताएं, प्रशिक्षण, विधियां एवं अभ्यास।

(4)

- इकाई योजना एवं दैनिक पाठ योजना का निर्माण
- सूक्ष्म शिक्षण द्वारा शिक्षण कौशलों का विकास

इकाई 3

(5)

- कविता-शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
- गद्य-शिक्षण, रचना शिक्षण (कहानी, पत्र एवं निबन्ध रूप में)
- व्याकरण शिक्षण (औपचारिक एवं अनौपचारिक)

(6)

- हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा।
- हिन्दी पाठ्यपुस्तक की विशेषताएं एवं समीक्षा।

इकाई 4

(7) हिंदी में मूल्यांकन एवं गृहकार्य

- हिंदी में मूल्यांकन- अर्थ एवं स्वरूप

- विद्याओं में मूल्यांकन प्रक्रियां
- हिंदी शिक्षण में गृहकार्य- स्वरूप एवं संशोधन

(8)

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

प्रयोगात्मक क्रियाएँ

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

संदर्भ ग्रंथ सूची

शुक्ल, भगवती प्रसाद (1974)	हिंदी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली
सुखिया, के.के.(1976)	हिंदी ध्वनियां और उनका शिक्षण, रामनारायण लाल, इलाहाबाद
तिवारी, भोलानाथ तथा भाटिया,कैलाश चन्द(1980)	हिंदी शिक्षण लिपि प्रकाशन, दिल्ली
सिंह, निरजंन कुमार (1971)	माध्यमिक विद्यालयों में हिंदी शिक्षण, राजस्थान हिंदी ग्रंथ
बाहरीण, हरदेव (1972)	व्यावहारिक हिंदी व्याकरण लोक भारती प्रकाशन, इलाहाबाद
मंगल, अमर (1991)	हिंदी शिक्षण, देहली, आर्य बुक डिपो
पाण्डे, आर.एस.(1992)	हिंदी शिक्षण, आगरा, विनोद पुस्तक मन्दिर

सिंह सावत्री(1992)	हिंदी शिक्षण मेरठ, तायल बुक डिपो
श्रीवास्तव, राजेन्द्र प्रसाद (1973)	हिंदी शिक्षण दि मैकमिलन कम्पनी ऑपफ इंडिया लि, देहली
मैन्युक ही (1997)	हिंदी शिक्षण, दी एक्यूजीशन एंड डवलैपमैण्ड ऑफ लैगवेज प्रिंटिंग हाल
वैस्टन कैनिप (1973)	डवैलपिंग सैकिडं लैगवेज स्किल्स थरौरी एण्ड प्रैक्टिस रैप्स मैकलील

Paper-VIII & IX (Group B) Opt. (i): TEACHING OF SOCIAL STUDIES

Time: 3 Hours

**Max. Marks: 100
(Theory: 80, Internal:20)**

NOTE FOR PAPER SETTER

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

OBJECTIVES

Pupil-teachers would be able to:

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

- develop self-instructional material
- explain the concept of evaluation and use evaluation method with the students objectively as well as subjectively
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology
- explain challenging situations in the society

COURSE CONTENTS

UNIT-1

- 1) Concept, objectives and values
 - Meaning, Scope, Importance and values of Teaching Social Studies.
 - Aims and objectives of Teaching of Social Studies with special reference to present Indian School.
 - Bloom's Taxonomy of objectives
 - Writing objectives in behavioural terms with particular reference to teaching of history/geography/civics.
- 2) Content & their Pedagogical Analysis (From Elementary to Secondary Level)
 - History of Freedom Movement.
 - Globe: General Information about Globe.
 - Indian Constitution.
 - Major issues facing Indian Economy, today.

UNIT-II

- 3) A) Methods and Skills of Teaching Social Studies(History/Geography/Civics)
 - Project Method
 - Inductive and Deductive Method.
 - Assignment Method
 - Source Method
 - Story Telling Method
 - Lecture Cum Discussion Method
 B) Skills
 - Skill of Narration
 - Skill of Probing Question
 - Skill of Stimulus Variation
- 4) Development utilization of Instructional Material
 - Presentation of Lesson Plan with the help of Power Point.
 - Development of Self-Instructional Modules excluding Programme Learning.
 - Development of Self-Instructional Material.
 - Bulletin Board, Maps, Scrap Books, Computer.
 - Use of Community Resources.
 - Designing of Social Science Lab.

UNIT-III

- 5) Development/Utilization of Instructional Aids-

- Charts
 - Maps
 - Graphs
 - Models
 - Film strips
 - T. V.
 - Computers
- 6) Curriculum Development and Transaction

UNIT-IV

- 7) Text Book: Importance and Qualities of a good text book of Social Science i.e. History/Geography and Civics
- 8) Evaluation
- Meaning, Importance and Objective of Evaluation.
 - Evaluation Devices
 - Oral test
 - Written Test
 - Practical test
 - Diagnostic testing and
 - Remedial Measures
 - Observation
 - Rating Scale
 - Grading and Credit System

Reference Books

Burton, W. H. (1972). Principles of History Teaching, London: Methuen

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

Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House

Dixit, U. & Bughela, I. (1972). Itihas Shikshan, Jaipur: Hindi Granth Academy

Ghate, V. D. (1956). Teaching of History (English & Hindi), Mumbai: Oxford University Press

Hashmi, M. A. A. (1975). Tarikh Kaisey Parhaen (Urdu) . New Delhi: Maktaba Jamia Ltd.

Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect, New Delhi: Heera Publications

PAPER-VIII & IX (Group B) Opt. (ii): TEACHING OF MATHEMATICS

Time: 3 Hours

**Max. Marks: 100
(Theory: 80, Internal:20)**

NOTE FOR PAPER SETTER

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

OBJECTIVES

Pupil-teachers would be able to-

- explain the meaning, nature, aims and objectives of mathematics
- differentiate between methods and techniques of teaching mathematics
- perform pedagogical analysis of various concepts in mathematics
- describe instructional planning and development of relevant material for the teaching of mathematics
- demonstrate uses of I.C.T. in teaching of mathematics
- describe continuous and comprehensive evaluation, diagnostic testing

- and remedial teaching in mathematics
- explain importance and uses of learning resources in mathematics

COURSE CONTENTS

UNIT-I

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

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

UNIT-II

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

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

UNIT-III

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

- 6) Instructional Planning and Material Development
 - Preparation of Micro Lesson Plan
 - Preparation of Simulated Lesson Plan
 - Preparation of Classroom Lesson Plan

- Preparation and use of Audio-Visual Material and equipments
- Application of I.C.T in Teaching of Mathematics.

UNIT-IV

7) Unit Analysis

- Formulation of objectives
- Learning Experience
- Choosing Method and Material
- Evaluation.

8) Pedagogical Analysis of any one of the following-

- Central tendencies Mean, Median, Mode
- Congruency
- Trigonometry
- Area
- Volume
- Linear and Quadratic Equations
- Ratio and Proportion

Following points should be followed while performing Pedagogical analysis

- Identification of concepts
- Listing behavioural Outcomes
- Listing Activities and experiences
- Listing Evaluation Techniques.

9) Evaluation.

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

Reference Books

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- Carey, L.M. (1975). *Measuring and Evaluating School Learning*. Boston: Allyn and Bacon.
- Copeland, R.W. (1979). *How Children Learn Mathematics*, New York: McMillan Publishing Company.
- Dave, R. H. & Saxena, R. C. (1970). *Curriculum and Teaching of Maths in Secondary Schools, A Research Monograph*. Delhi: NCERT
- David Wood (1988). *How Children Think and Learn*. Oxford U.K.: Blackwell Publishers Ltd.
- Davis, D.R. (1951). *The Teaching of Mathematics*. London: Addison Wesley Press.
- Kapur, J.N. (1991). *Suggested Experiments in School Mathematics*. New Delhi: Arya Book Depot
- Jain, S. L. (1973). *Ganit Shikshan*. Jaipur: Hindi Granth Academy
- Kapoor, J. N. (1988). *Vidyalaya Ganik ke Liye San Prayog*. New Delhi: Arya Book Depot
- Kulshrestha, A. K. (2007). *Teaching of Mathematics*. Meerut: R. Lall Book Depot
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- Shankaran & Gupta, H. N. (1984). *Content-cum-Methodology of Teaching Mathematics*. New Delhi: NCERT
- Thomas, A. S. (1993). *Mathematics for Elementary Teachers (An Interactive Approach)*. Florida: HBJ Publishers

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

#	Tasks for the Teacher Trainees	Disability Focus	Set up	Hrs	No. of Lessons
<i>PAPER-XII- PRACTICE TEACHING/ CLASSROOM PLACEMENT</i>					
1.1	a. Classroom observation	HI	Special school	110	Minimum 50 school Periods
	b. Classroom observation	MR and VI +Any one other disability	3 Special schools for 3 disabilities	20 (3 school days)	Minimum 1 day per school
	c. Classroom observation	HI	Inclusive Schools	20	Minimum 15 school Periods
1.2	a. Lesson planning and execution	HI	Special School	80	24(internal) + 1 final Lesson (external)
	b. Lesson planning and execution	HI	Inclusive Schools	30	5
1.3	Micro teaching & simulated teaching	HI	College	40	6
1.4	a. Individualised Teaching	HI	Special Schools	30	12

	lessons				
	b. Individualised Teaching lessons	Any one disability	Inclusive School	20	5
			Total	350	

PAPER-XIII- CAPACITY BUILDING OF THE TEACHERS TRAINEES

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	

PAPER-XIV- 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	

TASK DETAILS

PAPER XII- PRACTICE TEACHING/ CLASSROOM PLACEMENT

1.1 Observation (a, b, and c)

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

1.2 Lessons

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

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

Lesson plans must be written on the prescribed format.

Following is the suggested break up of the lessons

TABLE 2: Details of Lesson Planning & Execution

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

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

1.3 Micro teaching and simulated teaching

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

1.4 Individualized teaching lessons

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

PAPER XIII- CAPACITY BUILDING OF THE TEACHERS TRAINEES

2.1 Language and Communication Skills of the teacher trainees

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

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

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

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

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

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

- Writing stories – 3 for 3 different levels (not ready made stories, these should be based on children's first hand experiences at the first two levels and on newspaper items or events etc. for the second and third level) .
- Paragraphs for loud reading from books, newspaper etc 3
- nursery rhymes / Poems for recitation 3
- Framing relevant questions / assessment exercises of different types on given text 3 sets
- Finding the main theme of a passage or story and summarize it 3 passages for three different level
- Elaborating ideas – writing expansions of any 1 idea like – ‘time is money’, ‘cleanliness is godliness’ given by the supervisor.

- Writing picture descriptions – 3 picture descriptions (3 different levels) to be written for 2 pictures. Total 6 descriptions with appropriate balance of abstract and concrete ideas, with interesting and natural language and with various types of sentences.
- Captioning the pictures 5 pictures.

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

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

2.2 Disability orientation for the teachers in inclusive schools

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

2.3 Evaluating learning environment in inclusive schools

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

2.4 Community Based Rehabilitation (Group activity)

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

2.5 Adaptation of teaching strategies and evaluation.

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

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

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

PAPER XIV- ACADEMIC SKILL DEVELOPMENT

3.1 Language Assessment of the students with Hearing Impairment

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

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

3.2 Audiology and aural rehabilitation

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

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

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

3.3 Assessing and teaching speech

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

- Recording speech of non impaired children
- Identifying various parameters of speech by listening to tapes

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

3.4 Psychology

To undertake structured interview to draw up the Children's case study, (one, in special school, one in Inclusive) (Including Developmental, Medical, Family, Social and Educational History) Recording of observations made during interview and of interaction with the child.

- Observation of the following screening tests and administration of any two by the teacher trainees on the HI children taken for the case study:
 - Vineland Social Maturity Scale
 - Developmental Screening Test
 - Gessells Drawing Test
 - Seguin Form Board
 - Colour Progressive Matrices
 - Meadow Kendall Social Emotional Maturity Scale
- Calculating and interpreting test findings
- Communication to parents/informant with regards to:
 - Test findings
 - Placement
 - Stimulation on as per deficits reported for psycho-educational and perceptual training
 - Tips for handicap /problem behaviour
 - Further referrals, if any

3.5 Skill development in Sign Language OR Signed System

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

SPACE, DEVICES AND MATERIAL REQUIRED (MINIMUM)

Space Required

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

7. Students common room with lockers

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

Aids and Appliances Required

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

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