UNIVERSITY OF PUNE
Master of Education (M.Ed.) (Hearing Impairment)Course
New Course (from June 2010)

M.ED. (SPECIAL EDUCATION) (Hearing Impairment)

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1. **Course** :   M.ED. SPECIAL EDUCATION(Hearing Impairment)

2. **Objectives of the Course:**

(i) To prepare teacher educators to work in various institutions offering courses in Education and Special Education (H.I.) at various levels.

(ii) To prepare researchers to undertake independent research in the field of Education and Special Education.

(iii) To prepare educational Administrators and Managers to work as heads of teacher training institutions, project officers, consultants, counselors and coordinators.

3. General Framework of the Course:
The M.Ed. special education (H.I.) course consists of six theory papers as per the following scheme:

Sr. No.	Paper Title	No. of Papers	Weightage
1.	Core Papers	3	50%
2.	Optional Paper (Out of Three)	1	17%
3.	Specialisation Papers(H.I.)	2	33%

In addition to the theory papers, the student is also expected to do research and submit a dissertation for the completion of the course.

4 Eligibility for Institutions to implement M.Ed. special Education course:

Colleges and Universities offering B.Ed. special education programme alone are eligible for offering M.Ed. special education programme.

5. Duration of the Course:
The duration of the course is one academic year full-time of annual pattern.

6 Distribution of Time for Theory, Practical Work and Thesis:
The distribution of working hours for the theory, practical, and dissertation is suggested as Follows:

Regular M.Ed. (H.I.)Course-Curriculum Transaction

1.	Number of Working Days per Year	200 days
2.	Number of Teaching Days	190 Days (31 Weeks)
3.	Time Table Based Instruction	27 weeks
	3.1 Theory and Practicum Based Instructions	24 Weeks
	3.2 Internship Experience Pre-service Teacher based	3 Weeks
4.	Field Work Related to Dissertation and Practicum	4 Weeks

Total Teaching hours in a 6 Days Week (6x6) – 36 Hrs.

Analysis of Weekly Time Table

1.	Theory Papers	(6x4) 24 Periods
2.	Consultation regarding Dissertation Work	2 Periods
3.	Tutorials	2Periods
4.	Seminar	4 Periods
5.	Library Based Self Directed Study	3 Periods
6.	Internship (Planning & Guidance)	1 Period
	TOTAL	**36 Periods**

Dissertation should be made compulsory followed by a viva-voce examination. Dissertation will aim at developing the skills, habits and knowledge needed to engage in inquiry that is both scholarly and action based. Developing skills to be engaged simultaneously in research and practice.

The candidates identify a research question, review, analyze and synthesize the literature pertaining to the question, and explore the relationship between learning, inquiry, action and justice.

Steps for Dissertation Work

(i) Select a problem for investigation and provide the necessary supportive and explanatory information as needed;

(ii) Complete a review of related research literature in accordance with the research problem;

(iii) Explain and describe the methodology used to conduct the research problem;

(iv) Explain the significance of the results obtained after conducting the research study;

(v) Summarize the results, explain the corresponding conclusions derived and the subsequent recommendations formulated for further research and practice;

(vi) Provide a list of references, other supportive documentation used for the study;

(vii) Make an oral presentation on the completed work.

7. Eligibility for Admission:
The admission for the degree of M.Ed. (Special Education) (H.I.) degree shall be open to:
a) a candidate who has successfully passed B.Ed (Special Education) (Hearing Impairment) from a recognised university or any other degree considered equivalent to B.Ed. (Special Education)(H.I.) from an affiliating university and/ or
teaching department under any university recognised by U.G.C.

b) a candidate who has successfully passed the B.Ed General course and has successfully completed a one year Diploma Course in special Education in respective disability area(H.I.) recognised by the Rehabilitation Council of India with minimum 50 per cent marks in each course.

c) A student with B.Ed. in particular specialisation may be allowed for M.Ed. multicategory
but the reverse is not allowed. B.Ed. with multi-category should not be admitted for specialisation in a single disability at the M.Ed. level.

8 Frame work of M.Ed course is as under

Part I	-	Theory course
Part II	-	Practical & Internal Assessment
Part III	-	External Assessment

Part I - Theory Course

The theory course will consist of three groups

Group A –Compulsory papers – Three (passing head No. 1 to 3)

Group B – Optional Papers – One (passing head No.4)

Group C- Specialization Papers ... Two (passing head No.5,6)

Group A – compulsory papers (Course 1 to 3): 300 Marks

1 Developments in Special Education	3HRS	100 Marks
2 Advanced Educational Psychology and Human Development	3HRS	100 Marks
3 Educational Research and Statistics	3HRS	100 Marks

Group B – Optional Papers (Any one) (Course 4) : 100 Marks

1. Management in Special Education	3HRS	100 Marks
2. Curriculum Development	3HRS	100 Marks
3. Education Technology	3HRS	100 Marks

Group C- SPECIALISATION: HEARING IMPAIRMENT(Two) (Course5,6)

Marks: 200

5 Identification and Intervention Of Children with Hearing Impairment	3HRS	100 marks
6 Curriculum and Teaching Strategies for Children with Hearing Impairment	3HRS	100Marks

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Part I - Total 1 to 6 Courses   :   **600** Marks

Part II – Internal Assessment (course 7 to 9): 350 Marks (passing head No. 7 to 9)

(7)	(i) Practical Related With Theory Papers		120 Marks
	(ii) Advanced Technology lectures (Two)		020 Marks
(8)	(i) Tutorials		60 Marks
	(ii) Internal Tests		120 Marks
(9)	**Seminar Reading**		**30 Marks**
	(i) Seminar Reading on Research Proposal	Only presentation	
	(ii) Seminar reading on Contemporary Issues in Special Education	15 Marks	
	(iii) Seminar Reading on Internship Programme	15 Marks	

Total   **350 Marks**

Part III – External Assessment (course 10 and 11) (passing head No.10, 11)

(10)	Evaluation of Research Report	100 Marks
(11)	Viva Voce of the Research	50 Marks
TOTAL		**150 Marks**

Parts	Total Marks
Part I – Theory (1 to 6 Course)	600 Marks
Part ll – (7 to 9 Course)	350 Marks
Part lll- (9,10 Course)	150 Marks
Total	**1100 Marks**

9) The following are the syllabi for papers-

 Part I- Theory Course (1 to 6) :   600 Marks

   Group A   -   Compulsory papers – (Three)

   Group B   -   Optional Paper – (Any one)

   Group C -   Specialisation Papers-(Two)

Part II – Internal Assessment   350 Marks

7. (I) Practical related with theory papers -   120 marks.

   Student should do the practical work for three compulsory papers, one optional papers and two specialization papers as prescribed in the syllabus.

(ii) Advanced Technology lectures (Two) -   **020 Marks**

    Student should impart instructions of two advanced technology lectures for B Ed course or peer group.

8.   **(i)   Tutorials**   **60 Marks**

          (ii) Internal Tests   **120 Marks**

There will be twelve tutorials of 20 marks – two for each theory course. (Conversion into 'out of 60' marks)

 And   Internal tests of 120 marks.

   There will be two Internal Tests for all the six theory courses.

9.   Seminar Reading

   (I)   Seminar Reading on Research Proposal   (only presentation)

   (ii) Seminar reading on Contemporary Issues in

          Special Education   **15 Marks**

   (iii) Seminar Reading on Internship Programme   **15 Marks**

Student should give seminar on the Research proposal which is selected for his/ her short Research work.

Student should give seminar on any topic related to contemporary issues in Special Education.

Student should give seminar on Internship programme which he/she has experienced in Internship programme.

Part III – External Assessment   **150 Marks**

For external assessment one external examiner (to be appointed by the University) and one Internal Examiner (who is the guide of the particular student) will work as the member of the committee.

10.   Evaluation of Research Report   **100 Marks**

       Report writing of a research will be evaluated by the above committee.

11.   **Viva Voce of the Research**   **50 Marks**

Viva Voce of the Research will be taken by the above committee.

12. For the Internal Evaluation specified in the syllabi will be verified by the university committee .After satisfactory report of University Verification Committee then only Internal marks will be accepted by University.

13. Standard of Passing

(a) To pass the M.Ed.(H.I.) Examination the candidate must secure at least 50% marks in each of the Eleven Heads of passing. The Heads of passing are:

Theory courses -1 to 6,

Practical's 7 to 11. : 1) Internal Assessment 7 to 9
                                2) External Assessment 10 & 11

Such successful candidate will be declared passed in second class.

(b) Such of the successful candidates who appear for part I, part II, and part III at one and the same time have secured at least 55% marks in each part and 60% marks or above in aggregate will be declared to have passed in first class and those who have secured, 65% marks in each part, 70% marks in aggregate will be declared to have passed in first class with Distinction.

(c) The candidate who has obtained minimum 50% marks or more in any of the Heads of passing but failed in the examination shall be eligible to claim exemption in such Heads of passing. Candidate claiming exemption will not be eligible for first class, first class with Distinction or merit. She/he will be declared to have passed in second class.

Regular M.Ed. (H.I.) Course-Curriculum Transaction

5. Number of Working Days per Year	200 days	
6. Number of Teaching Days	190 Days (31 Weeks)	
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12.	Internship (Planning & Guidance)	1 Period

TOTAL   **36 Periods**

Compulsory Papers :
(Common to all M.Ed. Special Education Students)
Course /PAPER: 1
DEVELOPMENTS IN SPECIAL EDUCATION)
Objectives:
After studying this paper, the student teachers are expected to realize the following
objectives:
1. Explain the concept of special education in different perspectives.
2. Examine critically the concept, nature and characteristics of various disabilities
3. Explain the policies and legislation at the national and international levels.
4. Enumerate the current needs, trends and issues related to education and special education.
5. Focus the present trends and future perspectives in education and special education.
Course Content:

Unit 1: Historical Perspectives of Special Education
1.1 Historical development in India and Abroad
1.2 Evolutionary process in attitude change towards persons with special needs
1.3 Philosophical approaches to special education
1.4 Psychological perspectives of special education
1.5 Sociological perspectives of special education

Unit 2: Overview of Different Disabilities
2.1 Concept, nature, and characteristics of Visual Impairment & Mental Retardation
2.2 Concept, nature and characteristics of- Hearing, Speech and Language impairments
2.3 Concept, nature and characteristics of Locomotor and Neurological disability
2.4 Concept, nature and characteristics of:
(i) Learning disability
(ii) Behavioural and Emotional disorders
(iii) Intellectual impairment
(iv) Giftedness and Talent
(v) Autism
2.5 Concept, nature and characteristics of Multiple disabilities

Unit 3: Policies and Legislations for Special Education & Rehabilitation
3.1 International legislations for special education.
3.2 National legislations
3.3 National Policy on Education with reference to Programme of Action 1992
3.4 Government schemes and provisions
3.5 Employment agencies and services

Unit 4: Current Needs and Issues in Special Education
5.1 Identification and Labelling
4.2 Cultural Diversity
4.3 Accountability
4.4 Advocacy
4.5 Attitudes and Awareness

Unit 5: Current trends and future perspective
5.1 Education: Normalization, Mainstreaming, Integration and Inclusion
5.2 Rehabilitation: Deinstitutionalization, Community Based Rehabilitation
5.3 Cross disability approach
5.4 Open Distance Learning System; Non Formal Education
5.5 Parent and Community Involvement

Practicum
-Critical analysis of needs, trends and issues with respect to disabilities.
(Mode of submission: Journal/Seminar/Debate/Presentation)
-Study the various Governmental schemes and provisions laid for each disability in your State
and submit the report.
-Critical observation of Resource Rooms / Special / Inclusive schools

Reference Books
1. Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall
2. Deno, E. (1973). Instructional Alternatives for Exceptional Children. Reston V A E.F.
3. Evans, R.C. & MC Laughlin, P.3. (1993). Recent Advances in Special Education and Rehabilitation. Boston :Andover Medical Publishers
4. Evans, P&Verma, V. (Eds) (1990) Special Education. Past Present and Future. The Falmer Press.
5. Guilford, P. (1971). Special Education Needs. Routlege Kagan Paul
6. Hollahan, D and Kauffman,].M. (1978). Exceptional Children: An Introduction to Special Education. Ni. Englewood Cliffs: Prentice Hall.
7. Panda, K.C. (1997). Education of Exceptional Children, New Delhi , Vikas Publishing House.
8. Pandey, R.S. and Advani, L. (1995). Perspectives in Disability and Rehabilitation. New Delhi : Vikas Publishing House.
9. Stephens, T.M. Etal (1983). Teaching Mainstream Students. New York: John VViley.
10. WHO (1976). International Classification of Procedures in
Medicine. Geneva Vol. 1 & 2.
11. Dessent, T. (1987). Making the Ordinary School Special. The Falmer Press, London.
12. Friel, J. (1997). Children with special needs, Jessica Kingsley Publication, London
13. Brelje, W. (1999). Global Perspective on Education of the Deaf. Selected countries, Butte
Publication Inc. – USA.
14. Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs. Responses. CAN, New Delhi 9
15. Robert, F. & Juanne, M.H. (1995). Foundation of Education: The Challenge of Professional Practice. Allyn & Becon.
16. Dubbey, S.N. (2001). Education Scenario in India – 2001. Authors Press.

Course /PAPER- 2
ADVANCED EDUCATIONAL PSYCHOLOGY AND HUMAN DEVELOPMENT

Objectives:
After studying this paper, the student teachers are expected to realise the following
objectives:
1. Explain the psychological principles and their application in specific context of education
and special education.
2. Explain the principles and their implication for growth and development.
3. Explain the implications of various disabilities on teaching of learning situations and personality development.
4. Explain critically various teaching - learning processes.
5. Apply the psychological aspects on teaching - learning situations.
Course Content:

Unit 1 : Introduction to Educational Psychology
1.1 Nature and scope of educational psychology
1.2 Schools of Psychology: Behaviouristic, Humanistic
1.3 Methods of educational psychology and their application to persons with
Special needs.
1.3.1 Observation
1.3.2 Experimentation
1.3.3 Clinical method
1.3.4 Case Study
1.4 Applications of educational psychology in the teaching of disabled.
1.5 Psychological Implications of Yoga in the teaching of disabled.

Unit 2 : Theoretical Foundations of Growth and Development
2.1 Methods of studying development Longitudinal, Cross-sectional, Cohort sequence.
2.2 Physical development
2.3 Cognitive and intellectual development; Piaget, Vygotsky and Kohlberg
2.4 Personality and social development
2.5 Development delays and disorders associated with disabilities

Unit 3 : Cognition and Information Processing (12 Hours)
3.1 Sensation, Perception and Attention
3.2 Memory - Nature and types; Remembering and Forgetting
3.3 Thinking, problem solving and reasoning; Concept formation, creativity
3.4 Intelligence: Nature, types and assessment
3.5 Individual differences in cognition and information processing abilities of
Disabled

Unit 4 : Learning Processes
4.1 Learning theories : Behavioural; Cognitive; Social
4.2 Motivation : Types and theories
4.2.1 Achievement
4.2.2 Attribution
4.2.3 Maslow's hierarchy of needs
4.3 Personality and Theories of Personality
4.3.1 Nature, Concept and Assessment of Personality
4.3.2 Type and trait theories of personality
4.3.3 Theories of Yoga; self and consciousness

4.4 Development of Personality
4.4.1 Values and Values education : Indian perspective
4.4.2 Indian Pedagogy for teaching and learning
4.4.3 Theories of Yoga; self and consciousness
4.5 Strategies for enhancing self-esteem of disabled

Unit 5 : Psychological Aspects of Teaching
5.1 Individual differences in cognitive and affective areas and educational implications
5.2 Classroom climate, group dynamics and teacher effectiveness
5.3 Peer tutoring, co-operative learning, self-regulated learning
5.4 Assessment and evaluation of disabled learners
5.5 Types of tests used in assessing learning outcomes

Practicum :
Students are required to conduct practicum / assignments on special children related to any three
psychological tests and any two tools out of the following concepts:
a. Tests / Concepts
1. Intelligence
2. Creativity
3. Conservation (Piaget's)
4. Personality
5. Motivation
b. Tools
6. Case Study Method
7. Clinical Method
8. Moral Development Test
9. Sociometric Test

Reference Books:
1. Bernard, H.W. (1972). Psychology of Learning and Teaching. New York: Mc Grow Hill
2. DeCecco, J,P. & Crawford, W (1977). Psychology of Learning and Instruction. New Delhi: Prentice I loll of India
3. Hurlick, E.B.(1992). Child Development. New York: Mc Grow Hill
4. Joyce, M. & Others (1992). Models of Teaching. New York: Holt Rinehart and Winston
5. Lindgren, H.C. (1976) Educational Psychology in the Classroom, New York : John Wiley
6. Mildred, C.RF. (1978). Infants, Children: Their Development and Learning. Gran Hill, New York. (Indian Reprint).
7. Panda, K.C.(!997). Elements of Child Development. New Delhi: Kalyani Publishers
8. Chauhan, S.S. (1996). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
9. Sharma, P. (1995) Basics on Development and Growth of a Child, New Delhi: Reliance.
10. Wilson, A.R. Rockbeck, M.C. & Michael, N.B. (1979). Psychological Foundations of Learning and Teaching. New York: Mc Grand Hill.
11. Slavin, E.R. (2003). Educational Psychology: Theory and Practice, 7th Edition. Allyn &Becon.
12. Driscoll, P.M. (1994). Psychology of Learning for Instruction. Allyn & Becon.

Course /PAPER- 3

RESEARCH METHODOLGY AND STATISTICS

Objectives:

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

1. Comprehend the role and need of research in theory and practice of education and special education.
2. Understand and develop competencies to design, execute and writing research report and interpretation of the data. .
3. Apply various statistical techniques to analyse data.
4. Describe the parametric and non-parametric techniques.

Course Content:

Unit 1: Educational Research
1.1 Meaning, Nature and Scope of Research in Special Education.
1.2 Scientific Thinking and Nature of Educational Research
1.3 Areas of Educational Research: Priority areas
1.4 Types and modalities of Research Fundamental, Applied and Action. Descriptive and Experimental & Clinical studies
1.5 Variables, Internal and External Validity

Unit 2: Steps Involved in Research
2.1 Identification, Selection, Formulation and Statement of problem, Delimitation
2.2 Operational Definitions: Needs and Significance
2.3 Review of literature
2.4 Hypothesis Formulation and Types
2.5 Tests, tools and techniques of research:
2.5.1 Tests: CRT, NRT and Teacher Made Tests
2.5.2 Tools: Questionnaire, Rating Scale, Check-list, Score-card
2.5.3 Techniques: Interview, Observation
2.5.4 Construction, try out and standardisation
2.5.5 Translation and adaptation

Unit 3: Sampling and Research Designs
3.1 Definition and Meaning
3.2 Population, Factors determining sample size
3.3 Techniques: Probability and non-probability
3.4 Research designs; Single control and factorial research designs; Experimental designs
3.5 Qualitative and Quantitative methods of research.

Unit 4: Application of Statistical Methods
4.1 Meaning, functions, scope and limitations
4.2 Descriptive and inferential statistics
4.3 Types and characteristics of measurement Scales: Nominal, ordinal, interval and ratio
4.4 Review of measures of central tendency, dispersion
4.5 Normal probability and its variations.

Unit 5: Parametric and Non-parametric techniques
5.1 Correlation: Product moment, rank- order, bi-serial, point bi-serial and phi-coefficient
5.2 Analysis of variance
5.3 Chi square- equality and probability basis, Mann-Whitney test
5.4 Computer application in data analysis
5.5 Report Writing: format, style, mechanics of reporting, bibliography, reference, appendices, and evaluation of research report, Research funding agencies (national and

international)

Practicum
Review and presentation of two research articles in the area of disabilities and discuss the research methodology and statistical analysis used.
Prepare 2 research proposals based on your specialization

Reference Books
Aryg, D. Luck, C, and others (1972). Introduction to Research in Education. New York: Hoit,
Rinehart and Winston
Best, John. W. (1977). Research in Education New Delhi. Prentice Hall of India
Ferguson, G.F. (1981). Statistical Analysis in Psychology and Education. New York: Mc Graw
Hill
Guildord, J.P. (1995). Fundamentals of Statistics in Psychology and Education. New York: Mc
Graw Hill
Kaul. L. (1996). Methodology in Educational Research. New Delhi: Vikas Publishing House
Kerlinger, N.A.(1978). Foundations of Behavioural Research. New York: Holt, Rinehart &
Winston.
Mouly, G.J. (1963). The Science of Educational Research. New Delhi: Eurasia
Popham, W.J. (1973). Educational Statistics use and Interpretation. New York: Harper & Row
Langenbach, M., Naughn, C. & Aagaard, L. (1998). An Introduction to Educational Research.
Allyn & Becon.
Misra, B. (2003). An Introduction to Educational Research. Sumit Enterprises

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OPTIONAL PAPERS
Course /PAPER -4
MANAGEMENT IN SPECIAL EDUCATION
Objectives:
After studying this paper, the student teachers are expected to realise the following **objective**s:
1. Enumerate the management system with reference to the special education
2. Explain the process of management
3. Describe the management information system
4. Explain the process involved in human resource management
5. Comprehend the financial aspect of management of an institution
Course Content:
Unit 1: Introduction to Management in Special Education
1.1 Definitions and Principles of management
1.2 Theories and Approaches of management
1.3 Management of Special Education System
1.4 Role of Personality of the Manager
1.5 Academic and Professional competencies of the managers

Unit 2: Processes in Management
2.1 Planning: Institutional Planning
2.2 Communication
2.2.1 Concept and Importance
2.2.2 Vertical and Horizontal Communication
2.2.3 Verbal (written and oral) and Non-verbal
2.2.4 Interpersonal Communication Skills
2.3 Delegation Process
2.3.1 Concept and Importance
2.3.2 Process of Delegation
2.4 Decision Making
2.4.1 Concept and Importance
2.4.2 Decision making process
2.4.3 Implementation
2.5 Controlling - Components of a Control System in an organisation.

Unit 3: Management Information Systems
3.1 Database Concept
3.2 Database Management
3.3 Office Management
3.4 Physical Management
3.5 Information coding

Unit 4: Human Resource Management
4.1 Staff selection; Personnel development
4.2 Performance appraisal systems; Motivation and job satisfaction
4.3 Organisational climate; Team building
4.4 Meetings - types, group dynamics
4.5 Management of time, conflict and stress

Unit 5: Financial Management
5.1 Resource Mobilisation and Allocation
5.2 Basic accounting
5.3 Preparation of budget
5.4 Role of central and state governments
5.5 Contribution of local authorities, NGOs and Parents' organizations

Practicum
1. Developing a system in a Special school with reference to systems approach
2. Observing a group and reporting on elements of group dynamics.
3. Identify a Special School and critically study the human resource and financial management and submit the report.

Reference Books

Das, R.C. (1991). Educational Technology. New Delhi: Sterling publishers
D.ES(1982). Handicapped Pupil and Special Schools, Regulations London: HMSO
Dahama O.P.and Bhatnagar, O.P.(1985). Education and Communication for
Development. New
Delhi: Oxford & IBH Co.
Evans, P. and Varma. V. (1990). Special Education: Past Present and Future.
The Falmer Press. London. Ch. 4 & 14 Govt. of India, Persons with Disability Act, 1995

Hills, P. (1986). Teaching and Learning as a Communication Process. London : Croom Helm.

Hussain, K.M. (19/8). Development of Information System for Education. New Jersey: Prentice

Hall.

Kierman, C. Reid, B & Golbert, 3. (1987). Foundations of Communication and Language Course

Manual. Manchester University Press.

Paul, M. (1990). Principles of Educational Administration. New York: Mc Graw Hill

Zirpoli, TJ. & Mellor, K.J. (1993) Behaviour Management: Application for Teachers and Parents. Toronto.: Maxwell McMillan.

Course /PAPER -4
EDUCATIONAL TECHNOLOGY)
Objectives
After studying this paper, the student teachers are expected to realise the following objectives:
1. Define the educational technology and explain the various approaches
2. Explain the different techniques and approaches in communication processes.
3. Narrate the models of teaching and individualised learning.
4. Identify the use of computer packages in special education.
5. Comprehend the electronic systems and apply them in special education

Unit 1: Introduction to Educational Technology
1.1 Educational Technology - concept, definition
1.2 Development of instructional technology
1.3 Trends in educational technology - Mass instructional technology, Technology of individualised instruction
1.4 Approaches Hardware, Software, Cybernetics and Systems.
1.5 Role of Technology in Education and Special Education

Unit 2: Educational Technology and Communication
2.1 Communication Process
2.2 Information Theory
2.3 Channels of Communication through mass media in Education
2.4 Flander's Interaction Analysis
2.5 Reciprocal category system

Unit 3: Models of teaching and Individualized Learning
3.1 Developmental Model
3.2 Concept Attainment Model
3.3 Advance Organiser Model
3.4 Non directive Learning Model
3.5 Programmed Learning Model - Concept, Principles, Types, Developing programmed Learning Package
Unit 4: Use of Computer Packages in Special Education

4.1 Hardware
4.2 Assistive devices and computer aids
4.3 Use of Computer in: Educational Management, Library, Assessment and Evaluation of Persons with Disabilities, Assistive devices and computer aids, Information Handling, Graphics

4.4 Use of Computer Assisted Instructions in Tutorial, Self- study and Distance Learning
4.5 Use of software for Individuals with Special needs – Teaching, Remediation

Unit 5: Use of Electronic Systems
5.1 Teleconferencing
5.2 Interactive video
5.3 Computer Conferencing
5.4 Multi-Media, Use of Internet
5.5 Applications of Educational Technologies for Pre-service and In-service Programmes

Practicum
1. Developing a programme learning package
2. Preparing Computer Assisted Instruction Programme
Reference Books
1. Alberto, P.A. & Tontman, A.C.(1986). Applied Behaviour Analysis for Teachers. London : Merril Publishing Co.
2. Das, R.C. (1992). Educational Technology: A Basic Text New Delhi Sterling
3. Dececco, J.P. (1964) Educational Technology, New York: HRW
4. Joyce, B. & Others (1992) Models of Teaching New York : Holt, Rinehart & Winston.
5. Mukhopadhyaya, M.(Ed.) Educational Technology year Book from 1988.
6. Rao. V. (1991) Educational Technology. Delhi : Himalayan Publishing House
7. Sompath, K. Etal (1990) Educational Technology. New Delhi: Sterling.
8. Sharma, R.A. (1983) Technology of Teaching Meerut, International.
9. Rao, U. (2001). Educational technology, 4th Revised Ed. Himalaya Publishing House.
10. Kishore, Nand (2003). Educational Technology. Abhishek Publications.
11. Sampath, K., Panneer, A. Seivam, & Santhanam, S. Introduction to Educational Technology. 3rd Ed. Sterling Publishers Pvt. Ltd.
12. Mehra, Vandana (1995). Educational Technology. S.S. Publishers: Delhi.
13. Juice, B. & Weil, M. (2003). Models of Teaching, 5th Ed. Prentice Hall India Pvt. Ltd.
14. Vanaja, M. (2003). Educational Technology. Neelkamal Publishers.

Course /PAPER -4

CURRICULUM DEVELOPMENT
Objectives:
After studying this paper, the student teachers are expected to realise the following objectives:
1. Explain the concept and principles in curriculum development
2. Apply curricular approaches in field of special education
3. Enumerate the skills required to develop a need based curriculum in the field of special education
4. Effectively use and evaluate assessment and programme technique for a given need based
curriculum
5. Describe the recent trends, issues in curricular development in field of special education
Course Content:
Unit 1: Introduction to curriculum
1.1. Definition and scope of Curriculum
1.2. Bases of curriculum - Philosophical, Sociological and Psychological
1.3 Principles of curriculum development

1.4 Types of curriculum: Knowledge based, Activity based, Skill based and Experience based
1.5 Curricular approaches in special education

Unit 2: Approaches and Types in Curriculum Development
2.1 Developmental Approach
2.2 Functional Approach
2.3 Eclectic approach - Needs Based
2.3.1 Subject
2.3.2 Activity
2.3.3 Ecological
2.4 Core curriculum
2.5 Collateral curriculum

Unit 3: Steps in Curriculum Development
3.1 Assessment of need with respect to individual and environment
Designing a curriculum
3.2.1 Situational Analysis
3.2.2 Selection of content and method
3.3 Designing a collaborative curriculum
3.4 Validation and Implementation
3.5 Evaluation

Unit 4: Basic Curriculum Skills (12 Hours)
4.1 Concept of School readiness
4.2 Curricular skills related to Cognitive domain
4.3 Curricular skills related to Conative domain
4.4 Curricular skills related to Affective domain
4.5 Core curriculum, collaborative curriculum and support curriculum

Unit 5: Alternative Curriculum: Conceptions and Trends
5.1 Cognitive processes
5.2 Self-actualization
5.3 Social reconstruction
5.4 Academic rationalisation
5.5 Curricular trends
5.5.1 Life long learning
5.5.2 Environmental Education
5.5.3 Media and technology
5.5.4 Futuristic Education

Practicum
Curriculum appraisal and presentation
Comparatively study the curricula at different levels (State Board / ICSE/ CBSE) and submit the
Report

Reference Books

1. Goodland, J.(1979). Curriculum Enquiry the Study of Curriculum Practices. New York : McGraw Hill.
2. Hass, Glen(1991). Curriculum Planning. A New approach. Boston: Allyn Bacon.
3. Hooer, Richar(Ed.) (1971). Curriculum: Context, Design and Development. New York : Longmans.
4. Oliver, Albert (1977). Curriculum Improvement a Guide Principles and Processes. New York: Harper and Row.
5. Payne, ID.A.(1973). Curriculum Evaluation: Commentaries on Purpose Process and Product Boston: D.C. Health
6. Pratt D. (1980). Curriculum Design and Development. Harcourt, Brace and Jovanvich.
7. Tanner, D. end Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago Press

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SPECIALISATION: HEARING IMPAIRMENT
Course /PAPER -5
PAPER 1
IDENTIFICATION AND INTERVENTION OF CHILDREN WITH HEARING IMPAIRMENT)
Objectives:
After studying this paper, the student teachers are expected to realise the following objectives:
1. Explain the hearing and auditory processes.
2. Describe the perception through hearing aids and auditory training and evaluation of hearing aids.
3. Comprehend the development of speech processes.
4. Enumerate the components of speech and teaching techniques.
5. Explain the role of speech lessons in dealing with hearing impaired children
Course Content:

Unit 1: Hearing and Auditory processes
1.1 Neurology and Psychology of hearing
1.2 Procedures in audiometry:
1.2.1 Interpretation of audiograms
1.2.2 Hearing aid trials and fitting-aided and unaided
1.2.3 Matching audiological information to hearing aids.
1.3 Introduction to objective tests-impedance, BSE- their application in early identification.
1.4 Amplification systems used with the hearing impaired Individual Systems- Hearing aids,
Vibrotactile aids, Cochlear Implants
Group systems
Induction loop system
F.M. System
Infrared system
1.5 Environmental factors in selection of site, environmental consideration for building and classroom acoustics with reference to schools for the deaf.

Unit 2: Perception through Hearing Aids and Auditory Training and Evaluation of Hearing Aids

2.1 Perception through auditory modality Basic Acoustic properties of speech and its effect
on hearing aids

2.2 Auditory training and its importance and Auditory Verbal Therapy (AVT)

2.3 Application of Material and Methods in classroom and outside the classroom for individuals and group.

2.4 Evaluation of hearing aids

Electro-acoustic analysis of hearing aids

Instrumentation

ISI standard and technical specifications

Hearing aids under governmental schemes and their performance

Makes and models of hearing aids

Development of Ear mould technology and modification

2.5 Technical specification for classroom devices.

Unit 3: Introduction to language and theories of Language acquisition

3.1 Nature and scope of language : Morphology, Syntax Semantics and pragmatic application
to Indian languages

3.2 Theories of language acquisition in the normals and its relevance in understanding language in H.I.

Unit 4: The Speech process and components of speech

4.1 Characteristics of good speech

4.2 Production of sounds

4.3 Process of speech production and its relevance in understanding dynamics of voice and articulation

4.4 Identification and analysis of speech errors in H.I.

4.5 Empirical evidences for the above sub units

Unit 5: Speech Teaching

5.1 Objectives and planning

5.2 Sensory channels/modalities - Selection of appropriate sensory channel and materials and
equipment

5.3 Recent advances in technology in teaching speech

5.4 Speech teaching goals for pre primary, primary and secondary school levels

Practicum

Audiology (Supervised practicum)

a. Supervised clinical practice with hearing impaired children conditioning audiometry, aided and unaided audiogram

b. Electro acoustic evaluation of hearing aids and selection of hearing aids

c. Calibration of audiometer

d. Measurement of noise levels in schools for the deaf

e. Minor repairs of hearing aid and group amplification devices

f. Custom ear mould making and its modifications

g. Demonstration of objective audiometry

h. 6 lessons on auditory training individual and group with HI children integrated approach to auditory training

i. Journal/ article presentation

Speech & Language (Supervised practicum)
1. Analysing and profiling speech and language errors of children with hearing Impairment (minimum 3)
3. Making speech teaching plans for children with hearing impairment(minimum 5)

Reference Books

• Davis H and Silverman , S., Hearing and Deafness, 4th ed., Holt, Rinehart & Winston, NY 1978
• Erber, N., Auditory training, A.G. Bell , Washington, 1978
• Ewing E.C., Hearing aids, lip reading and clear speech, Manchester University, Manchester, 1967
• Gerber S.E.& Mencher G., Development of Auditory Behaviour, Grune and Stralton, NY
1983
• Goldstein, W., Assistive Listening devices, Hearing rehabilitation, quarterly, vol.11,no.2,
1986
• Hurvits J. and Cormen R., Special devices for hard of hearing deaf and blind persons, Little brown, Boston, 1981
• Langen Beck B., Text book of Practical ,Audiometry, Edward Arnold, London,1965
• Skinner,M.W., Hearing aid evaluation, Prentice Hall, Englewood,Cliffs,N.J.1988
• Myklebust H., Psychology of deafness, Grune and Stralton, NY 1964
• Smith C., Auditory Memory Training Exercises, A.G.Bell, Washington, `1979
• Markides, Binoural hearing aids, Academic Hall, Englewood Clifft 1986
• White Hurst M.W., Auditory training for children, A.G. Bell, Washington 1978
• Martin, F., Pediatric Audiology, Prentice Hall, Englewood Clift 1987
• Katz, J., Handbook of Clinical Audiology
• Northern J. and Downs P., Hearing in Children, 3rd ed., Williams and Williams, Baltimore 1984
• Pollack, M.C., Amplification for the hearing impaired, 3rd ed., Grune & Shtralton Inc.1988
• Ross, M., FM Auditory training systems as an educational tool, Hearing Rehabilitation quarterly, vol.12, no.4,1987
• Rose, Audiological Assessment
• Sanders D.A. Aural Rehabilitation, A Management Model, 2nd ed., Prentice Hall Inc., Englewood Clifts, NJ 1982.
• Boothroyd, A. (1982). Hearing Impaired in Young Children. Englewood Cliffs; N.J. Prentice Hall.
• Bass, H. (1977). Childhood Deafness. Bass.
• Evans, P. and Verma, V. (1990). Special Education: Past, Present and Future. The Falmer
Press.
• Mittler P. (1978). The Psychological Assessment of Mental and Physical Handicap. London: Tavistock.
• Oventon, T. (1992). Assessment in Special Education. An Applied Approach, New York:
Macmillan.
• Panda, K.C. (1997). Education of Exceptional Children, New Delhi: Vikas.
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• Taylor, R.L. (1993). Assessment of Exceptional Students: Educational and Psychological
Procedures. Boston: Allyn & Bacon.
• UNESCO (1985) Consultation on Alternative Approaches for the Education of Deaf.

Paris: UNESCO.

• Easter Brooks & Baker (2002), Language Learning in Children who are Deaf and Hard of

Hearing Multiple Pathways, Allyn and Bacon, Boston, London, Toronto

• Bernstein, Tiegerman- Forber (2002), Language and Communication Disorder in Children 5th Ed.

• Paul(2001), Language and Deafness, 3rd edition; Singular, Canada

Course /PAPER -6
CURRCULUM AND TEACHING STATEGIES FOR CHILDREN WITH HEARING
IMPAIRMENT
Objectives :
After studying this paper, the student teachers are expected to realise the following objectives:
1. Explain the curriculum and teaching methods followed in education of children with hearing impairment.
2. Describe the modes of communication used with the hearing impaired persons.
3. Narrate the methods and techniques of teaching language, reading and writing.
4. Comprehend the various aspects of mainstreaming of children with hearing impairment.
5. Explain the meaning of guidance and counselling and apply the various techniques to children with hearing impairment.

Course Content:
Unit 1: Curriculum and Teaching Methods in Education of Children with Hearing Impairment
1.1 Review of educational problems faced by children with hearing impairment in various educational setups.
1.2 Concept, principles, procedures and changing trends in curriculum development
1.3 Review of the curriculum in various grades in special and integrated settings.
1.4 Types of academic concessions given in different States in India for the H.I. particularly
at the S.S.C. level.
1.5 Teaching principles and approaches
1.5.1 Development and preparation of adaptations and improvisations in the curriculum to meet the child's / group's needs
1.5.2 Individualised education programs (IEP), Remedial education programs
1.5.3 Teaching strategies and methods followed at different levels: home - training programs, pro-primary (pre-school) level, (Montessori, play way), primary level and secondary level (methods used for different subjects)
1.5.4 Use of tie process of normal language development as a guideline for development of curriculum at the pre-school and primary level.
1.5.5 Adaptations in curriculum – textbooks, co-curricular activities
- Strategies of adaptation
UNIT 2: MODES OF COMMUNICATION USED WITH H.I. CHILDREN / PERSONS
2.1 Modes of linguistic communication (oral-aural, visual graphic, visual manual , speech reading)
2.2 Methods of communication : Oralism , Total communication, Educational bilingualism:
Philosophy , justification , present status in India, decision on best method on communication

2.3 Approaches in Oralism: Unisensory and Multisensory

2.4 Manualism : Cued speech, Rochester method, Sign system(Indian Sign System, seeing

essential English(SEE 1), (Signing exact English (SEE II), Signed English,

sign language & Finger spelling

2.5 Other Alternative Augmentative Communication (AAC)

UNIT 3: Methods and techniques of teaching language and reading and writing (12 hours)

3.1 a. Natural approach (Maternal Reflective Method- MRM and seizing method) Structural

approach (Fitzerald key and C.IPS), Combination of natural and structural approach, and Cognitive developmental approach

b. Techniques used for development of language- Use of: Stories, News, Conversation based on first hand experiences of the child, Directed activities including visits, craft, Free play and Unseen passages

3.2 Methods of developing reading skills

Mechanical/motor skills and Reading for meaning: The reading process, the reading program, and Developmental activities - Pre school, Primary, Intermediate and Advanced levels

3.3 Types of reading – developmental, functional, remedial, recreational

3.3 Teaching aids used at different levels for different activities

3.4 Methods of developing writing skills

a. Mechanical / motor skills- Hand Writing

b. Expressive writing- Conceptual act.

c. Assessment of writing

3.5 Computer assisted instruction and education of the deaf.

Unit 4: Mainstreaming and Inclusion

4.1 Concept of integrated and inclusive education

4.2 Models of integrated and inclusive education

4.3 Present status of integrated/inclusive education and evaluation for readiness of the child for integrated and Inclusive education programs followed in India.

4.4 Language maturity, social integration, mainstreaming and inclusion.

4.5 Trends in vocational placement of the hearing impaired

Unit 5: Techniques of Guidance and Counselling

5.1 Concept and types of guidance and counselling - vocational education personal and family

5.2 Techniques of counselling Participative modelling, Contingency contracting

5.3 Cognitive restructuring

5.4 Desensitisation

5.5 Social skill training

Practicum

Plan 10 lesson plans (5 language and 5 subject) based on different methods of teaching the

children with hearing impairment

Selection and evaluation of a Hearing Impaired child studying in Std. V and above.

Administration of a teacher-made language test.

Selection of a problem area in language usage and suggest plan of action.

Identify 3 children with hearing impairment and prepare a remedial instruction reading programme.

Develop any one test for educational assessment at any level for children with hearing impairment

Observe 10 educational evaluations of children with hearing impairment and record any five Assignment on importance of education evaluation

Reference Books

1. Conard. R. (1979). The Deaf School Child. London: Harper & Row.
2. Cruschank, W.M. (1975). Psychology of Exceptional Children and Youth. Englewood Cliffs: NJ: Prentice Hall
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5. Quigley. S.P. and Kretschma, RFC(1982). The Education of Deaf Children: Issues, Theory and Practice. London: Arnoid.
6. Bench, John R.(1992).Communication Skills in Hearing Impaired Children, Whurr Publisher Ltd.
7. Quigley, Stephen P. and Kretschmer Robert E.(1982). The Education of the Deaf Children: University Park Press
8. Vashishta, Madan; Woodward, James and Santis, Susan(1980). In Introduction to Indian
Sign Language, All India Federation of the Deaf Publication
9. Zeshan, Ulrike,(2000), Sign language in Indo-Pakistan, John Benjamin: PA
10. Zeshan,Ulrike, Language-Sign-Language-Indian Sign Language common wrong beliefs
about sign language: Publication of ISL Cell, AYJNIHH