

DEPARTMENT OF SPECIAL EDUCATION

SH/ARF/Spl.Edn/2016-2017

Date: 06/06/2016

Submitted to the Director

Through HOD,

Sub: AIISH research fund Project-reg.

Ref: Circular No. SH/CDN/ARF 1.2/2016-17 dated 04/04/2016

Please find enclosed the project proposal titled “Efficacy of Early Childhood Special Education model for children with Hearing Impairment at AIISH” for funding from the AIISH research fund. The investigators for the project are:

Principal Investigator

1. Dr. Alok Kumar Upadhyay
Reader -Department of Special Education
AIISH, Mysore

Co-investigator

2. Ms. P.V. Ramanakumari
Special Educator
AIISH, Manasagangothri, Mysore: 570006

Co-investigator

3. Mr. Harish Kumar
Special Educator-Department of Special Education
AIISH, Mysore

(Dr. Alok Kumar Upadhyay)
Principal Investigator

PROJECT PROPOSAL

FORM-A

Project Proposal

1.0 Title of the Project: Efficacy of Early Childhood Special Education model for children with Hearing Impairment at AIISH.

1.1 Area of Research: Special Education

1.2 Principal Investigator: Dr. Alok Kumar Upadhyay,
Reader in Special Education
AIISH, Manasagangotri, Mysore: 570006

1.3 Principal Co-Investigators: 1. Ms. P.V. Ramanakumari
Special Educator
AIISH, Manasagangotri, Mysore: 570006
2. Mr. Harish Kumar,
Special Educator
AIISH, Manasagangotri, Mysore: 570006

1.4 Collaborating Institution: NIL

1.5 Total Grants Required: Rs. 4,15,000/- (Rupees four lakhs and fifteen thousand only)

1.6 Duration of the Project: 12 months

2.0 Project Summary (Max. 300 words)

Early childhood i.e from birth to 8 years of child's life is globally acknowledged to be the most critical years for lifelong development since the phase of development in these years is extremely rapid. During this period, the foundation is laid for overall development and learning in later stage. Learning includes critical skills, dispositions for academic learning, relating to others, becoming positive contributors to peer groups, families and communities. These skills will be develop among children through active participation with their peer, their families and their communities. This active participation extend from home to preschool, head start, playing groups, libraries, parks and places of workshop. All young children, including those who have disabilities, are dependent upon the experiences

and opportunities available within these everyday contexts as they build a solid foundation for development and learning.

The proposed project is a single group time series design proposes to explore efficacy of early childhood special education model for children with hearing impairment. More specifically, it investigates the effectiveness on curricular activities in cognitive skills, language skills, Pre-academic skills (pre-reading, pre-writing, pre-arithmetic) and to investigate the effectiveness of co-curricular activities in visual arts, performing arts, physical exercises and also check the effectiveness of teacher-parent involvement in giving early childhood special education training for children with hearing impairment. A sample of 24 Children with hearing impairment who are pursuing training in AIISH pre-school in Kannada language will select purposefully. Among the first, second and third level of training one group (8 in one group) of children with hearing impairment, will be selected from each level.

Children with hearing impairment will be evaluated on the bases of curriculum and Checklists to assess different domains in preschool children with communication disorders (0-6 years) Evaluation will be done for curricular and co-curricular activities. Different ways of assessment will be followed. This process of evaluation will follow for 6 months duration. The obtained data will be subjected to appropriate statistical analysis.

It is expected that the findings of this study will likely throw light into a research work in this area which is very minimal. The findings are likely to have implication for advantages, limitation and help in understanding the training process in the pre-school.

3.0 Introduction

Early childhood is the period from conception to 8 years of age, a period that presents a developmental Continuum, according to the theoretical framework of developmental psychology and learning theories. The other reason for extending the span of early childhood from 6 to 8 years is to ensure a gradual and smooth transition from pre-primary to primary education, which is a structured and formal learning system requiring effective interface. Recent research in the field of neuroscience, particularly on the brain, has provided very convincing evidence of the 'critical periods' located within these early years, particularly the first three years, for the formation of synaptic connections in the brain and for the full development of the brain's potential(Doherty, G. 1997) .

The term 'Care' has been added in recognition of the fact that young children need care and nurturing. In addition to their health and nutritional needs, their psychosocial and emotional needs also have to be met adequately for their holistic development. Research has also indicated that if these early years are not supported by, or embedded in, a stimulating and enriching physical and psychosocial environment, the chances of the child's brain developing to its full potential are considerably, and often irreversibly, reduced. This stage in life is also important as a foundation for the inculcation of social values and personal habits, which are known to last a lifetime. What follows logically is the crucial importance of investing in these early years to ensure an enabling environment for every child, and thereby a sound foundation for life, which is not only the right of every child but also, has impact on the long term quality of human capital available to a country.

The term Education covers learning, a process of acquiring knowledge, skills, habits, attitudes, etc. It also indicates an important focus, viz., to prepare the young child to enter the formal educational stream/system. Thus, the term ECCE refers to a philosophy of

providing opportunities/experiences to young children up to 8 years of age in order to promote their holistic development, as well as arranging and providing services and support systems to communities and families to meet the needs of their young children. For the sake of convenience, and for the purposes of programming and institutional location, ECCE can be divided into three sub stages: birth to 2+, 3 to 5+, and 6 to 8+. Each sub stage can be located in a different institutional setting.

The first 6–8 years of a child’s life, known as the early childhood stage, is globally acknowledged to be the most critical years for lifelong development, since the pace of development during these years is extremely rapid.

3.1 Definition of the Problem

Early childhood development has been defined and described in various ways under various programmes, the determining factor being the priority that a particular programme serves and the age group that it addresses from 0–6 years. The nomenclature and definitions include Early Childhood Education (ECE) programmes, which are ‘preschool education-focused’ programmes aimed at 3–6-year olds (as seen in nurseries, kindergartens, preparatory schools, etc.). These are often part of a primary school.

Early Childhood Education (ECE) requires that young children be provided opportunities and experiences that lead to their all-round development -- physical, mental, social, emotional and school readiness. Alongside with health and nutrition, learning is also equally important. This statement holds true for children with typically developing and also for children with hearing impairment. When it comes to early childhood education for children with hearing impairment added skills need to be developed those are cognitive skills, language skills and communication skills.

AIISH pre-school curriculum covered essential area which requires for academic inclusion of children with hearing impairment. Hence, on the basis of reviewed research work undertaken in the area of early childhood education and in special pre-school, a need has aroused to investigate the 'Efficacy of Early Childhood Special Education model for children with Hearing Impairment at AIISH'.

3.2 Objectives of the study:

I. To investigate the effectiveness of curricular activities in developing:

- a. Cognitive skills
- b. Language art
- c. Pre-academic skills(pre-reading, pre-writing, pre-arithmetic) among children with hearing impairment

II. To investigate the effectiveness of co-curricular activities in developing:

- a. Visual arts
- b. Performing arts
- c. Physical exercises

III. To check the effectiveness of teachers-parents involvement in giving early childhood special education training for children with hearing impairment.

3.3 Review of literature of the study

A study by Burger (2010) "How does early childhood care and education Affect Cognitive Development? An International Review of the effects of Early Interventions for children from different Social Backgrounds" reports on the effects of early childhood education and care on cognitive development and the extent to which preschool programs can establish equality of educational opportunity for children from different social backgrounds. As outlined, early education and care programs typically aim to enhance those intellectual and social abilities of children which are the basis for their subsequent development. They aim to provide children with a favorable start at school and to prevent adverse developments such as school failure, grade retention, or special education needs. Since early development of basic competencies is assumed to

have the potential to affect children's longer-term attainment, early education and care interventions attempt to foster these competencies by providing an environment that stimulates beneficial development.

A study by Anderson and Kulis (2003), "The Effectiveness of Early Childhood Development Programs-A Systematic Review" revealed that early childhood development programs are recommended on the basis of strong evidence of their effectiveness in preventing delay of cognitive development and increasing readiness to learn, as shown by reductions in retention in grade and placement in special education.

Comparison of children who had attended a preschool Centre with children with no pre-school experience showed that both the characteristics and attainments of home children vary significantly from those who had been in preschool. It is not possible to conclude with certainty that the much lower attainments of the 'home' group are directly due to lack of pre-school experience. Nonetheless, statistical analysis and comparisons of attainment and social behavior at primary school, between the two groups, strongly suggest that pre-school provided significant benefits for cognitive development while the effects upon social behavior; though evident at age 6 years, do not remain statistically significant up to 7 years (EPPE project 2004).

3.4 International and National Status

There are few evidence based studies available on early childhood education as:

Goodman, A., & Sianesi, B. (2005) in their study titled, " Early education and children's outcomes: How long do the impacts last?" says that modest positive effects on cognitive development that persist for at least several years into school and mixed (but weak) effects on social development and behavior. And they also revealed that in the UK, entering school prior to age 5 has been linked with cognitive gains through age 16 and increased employment at age 33.

A study by Hogden, E. (2007). Titled “Early childhood education and young adult competencies at age 16”, found positive long-term effects on cognitive abilities and some protection from getting into trouble through age 16 for children from all background.

Studies by Goodman, A.G, & Sianesi, B. (2005) titled, “Early education and children’s outcomes: How long do the impacts last?” Found that larger gains when Preschool education and its lasting effects programs contained more middle class families.

Fuchs, T., & Wossmann, L. (2006). Governance and primary school performance: International Evidence” finds that increased duration of preschool education is associated with higher achievement test scores through age 15 and that very high participation rates are associated with less within-country inequality in test scores.

Paper presented by Anagha & Prema (2011) titled “Preschool training for children with special needs: A proposed framework” at ‘World Education-Art, Science and Culture’ organized by Shruthi Foundation, New Delhi gives information about the pre-school structure and the systematic procedure of the AIISH pre-school.

Similarly, A study by Yathiraj(1994) titled “Contributing factors in the integration of the hearing impaired factors in Schools” revealed that major factors that need to be considered when integrating children with hearing impairment are their speech reading ability, linguistic ability, mode of communication used by them and the intelligibility of their speech.

3.5 Importance of the proposed project in the context of current status

Early childhood education programme for children with communication disorders at pre-school training centre in All India Institute of Speech and Hearing is running very systematically. Since 2003 pre-school is providing training to children with hearing impairment in very structural way. Pre-school is following the academic process in two broader ways those are curricular activities and co-curricular activities. Under the heading of curricular activities pre-school provides training in three major areas like cognitive skills development, language skills development and pre-academic skills development, similarly co-curricular training is given in areas of visual arts, performing arts, physical exercises etc.... along with the academic process, pre-school has scope for parent involvement, parent empowerment to make training more effective. Parents of children with communication disorders are part of the training programme of AIISH pre-school. Every day teacher-parents co-ordination is essential here for learning to be happening in child.

4.0 Work Plan

4.1 Method: The study will be carried out in the following process.

4.1.1 Design of the study: Single group time series

4.1.2 Participants: Children with hearing impairment who are pursuing training in AIISH pre-school in Kannada language will select purposefully. Among the first, second and third level of training one group (8 in one group) of children with hearing impairment, will be selected from each level. Total number of participants will be 24.

As per objectives of the study, effectiveness of pre-school training will be observed for one semester i.e. six months. As teacher, syllabus of the pre-school,

parents are essential components of the study. Hence, to assess above mentioned components, the method is planned in the following manner.

4.1.3 Evaluation pattern of Children with Hearing Impairment:

Children with hearing impairment will be evaluated on the bases of curriculum and Checklists to assess different domains in preschool children with communication disorders (0-6 years) a part of an AIISH Research Fund Project undertaken at AIISH by Swapna, Jayaram, Prema and Geetha 2010, titled “Development of an intervention module for pre-school children with communication disorders” followed in the pre-school. Evaluation will be done for curricular and co-curricular activities. Different ways of assessment will be followed.

4.1.4 Ways of assessment for curricular activities

1. Activity based assessment for evaluation of Cognitive Skills.

Ex.: Colour categorization using different coloured objects. (As per the level of Training of children difficulty level will change).

2. Question-Answer session for assessment of verbal language and Test writing Material for assessment of written language.

Ex.: How many days are there in a week?

3. Reading task, Writing task and number work for evaluation of pre-academic skills.

Ex.: 1. Reading of lexical words. 2. Writing of lexical words. 3. Meaningful counting.

4.1.5 Ways of assessment for co-curricular activities

1. Activities based on visual arts.

Ex: Drawing skills i.e. Dexterity, visual skills, spatial skills

2. Activities based on performing arts.

Ex: Imitation verbal and non verbal, Emotions identification, Enactment

3. Activities based on Physical exercises

Ex: Kinaesthetic movements, jumping, running, drills exercises, etc

4.1.6 Preparation of Test Materials:

Evaluation of children will be done in every fortnight. Test material for evaluation of children with hearing impairment will be prepared on the basis of syllabus covered in the particular duration and based on above mentioned checklist. For every domain and every level of training test materials will be prepared.

4.1.7 Procedure of the study:

Stage 1: Preparation of test materials for evaluation of curricular and co-curricular activities in children with hearing impairment who are pursuing training at three different levels.

Stage 2: Baseline assessment - Initially selected children with hearing impairment at three different levels (1st level, 2nd level and 3rd level) of training at pre-school will be assessed using above said checklist.

Stage 3: Daily classroom observation will be done by using developed observation format for those selected groups. Long term plan of particular semester and monthly lesson plans will be collected by the class teachers of selected groups. Parent's participation in routine classes of selected group will be observed by using developed observation format.

Sample format:

Name of the Class Teacher: Subject: Date: Time:

Class/Group: Topic: No. of Children presented:

Content	Teacher's Activity	Learners Response	Teaching Learning Materials	Parents Involvement

Stage 4: Evaluation of children with hearing impairment by using prepared test materials.

Stage 5: Performance of children with hearing impairment on prepared test materials will be assessed.

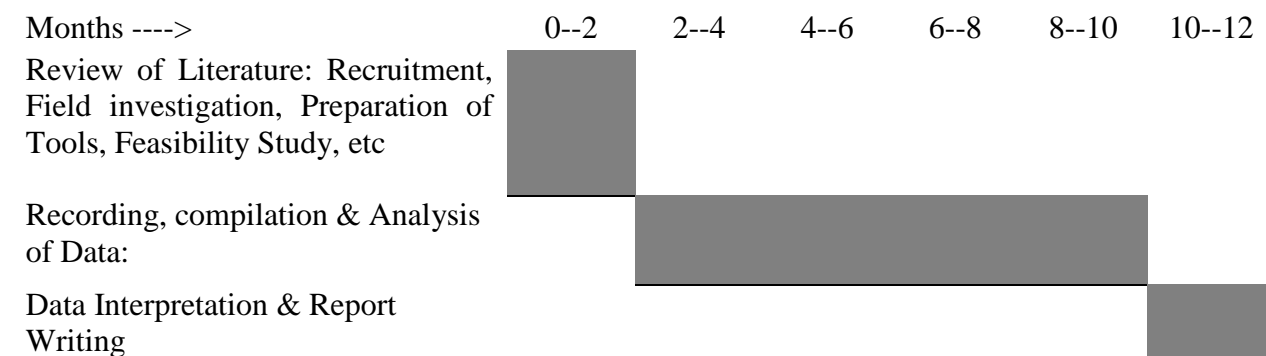
Stage 6: Result of children performance will be tabulated.

Every fortnight evaluation of children with hearing impairment will do. This process of evaluation will follow for 6 months duration. The obtained data will be subjected to appropriate statistical analysis. The result will show the effectiveness of the early childhood special education model for children with hearing impairment at AIISH.

4.2 Time schedule of activities giving milestones (Bar Diagram also Attached)

Sl. No.	Item, Activity, Procedure or Process	Required Time	
		In Weeks	In Months
1	Review of Literature: Recruitment, Field investigation, Preparation of Tools, Feasibility Study, etc	8	2
2	Recording, compilation & Analysis of Data:	32	8
3	Data Interpretation & Report Writing	8	2
	Total	48	12

Figure shows the time schedule of activities giving milestones



5.0 Budget Summary

Sl. No.	Particulars	Budget (In Rs)
1.	Personnel-Project Officer* (1 post -Rs.30,000×12 months)	3,60,000=00
2.	Travel Expenses	30,000=00
3.	Stationary, CD's, DVD's, files, white sheets, registers	10,000=00
4.	Consumables	15,000=00
	Total	4,15,000=00

*One post of a project officer with M.Ed-Special Education (HI) qualification or equivalent) with computer knowledge will be considered.

6.0 Implications of the results of the study (Illustrative)

1. The study would help to find out the advantages of early childhood special education model for children with hearing impairment at AIISH.
2. The study also helps to find out the limitations of early childhood special education model for children with hearing impairment at AIISH.
3. The study would help in understanding the training process in the pre-school.
4. Teacher-parents involvement can also be find out form the study.

7.0 Utilization of results of the study

1. Results can be utilised for further studies with the early childhood special education model such as effectiveness of early childhood special education model for Children with mental retardation, Cerebral palsy, multiple disabilities.
2. Results can be used to compare early childhood education model in mainstream and special education.
3. Results can be referred to compare with other early childhood special education model in India.
4. Early childhood programmes in India can also refer the result of proposed study for further modification, improvement in present early childhood education programme.

FORM-B

1.0 Personal Profile of Principal Investigator and Principal Co-Investigators

1.1 Personal Profile of Principal Investigator

- 1.1.1 Name : Dr. Alok Kumar Upadhyay
- 1.1.2 Date of Birth : 01.07.1978
- 1.1.3 Present Position Held : Reader in Special Education
- 1.1.4 Institution : All India Institute of Speech & Hearing, Mysore: 570 006
- 1.1.5 Whether belongs to SC/ST : No
- 1.1.6 Academic & Professional Career

Exam Passed	Board/ University	Year of Passing	Class	Marks Obtained	%	Subjects	Place of Study
M.Sc	M.J.P.R.U ,Bareilly	2000	Ist	532 /800	66	Mathematics	Bareilly College, Bareilly
B.Ed- Spl. Ed.(H.I.)	M.J.P.R.U ,Bareilly	2004	Ist	521/800	65	Special Education	Institute of Advanced Studies in Education and Allied Sciences, Bareilly
M.Ed- Spl. Ed.(H.I.)	M.J.P.R.U ,Bareilly	2005	Ist	531/800	66	Special Education	Institute of Advanced Studies in Education and Allied Sciences, Bareilly
Ph.D.	M.J.P.R.U ,Bareilly	2010				Education	Institute of Advanced Studies in Education and Allied Sciences, Bareilly
Thesis Titled "A study on environmental barriers and facilitators in the functioning of children with hearing impairment in inclusive and non inclusive educational setups"							

1.1.7 Doctoral Thesis Guided

SNo	PhD Topic	Details of Registration
1.	Samekit Vidyalayon mein Shiksha prapt kar rahe sharvan viklang avum drishti viklang vidyarthion tha samanya vidhyarthion ki shakshik samasyon ka tulnatmak adhyan - Awarded	Date: November, 2014 Name of Candidate: Ms. Neeta Mishra

1.1.8 Doctoral Thesis under Progress

SNo	PhD Topic	Details of Registration
1.	Uttar Pradesh kevisheshthathasamekithvidyalayon me adhyanthathshravanachambalankokibhashavikaskat ulnathmakahyan	Name of Candidate: Deepak Kr. Tripathi Year 2011
2.	Effect of peer tutoring and curriculum adaptation for D.H.H. children in inclusive steps: an experimental study	Name: Vijeta Rai Year 2012
3.	Uttar Pradesh keSamavesibatavaran main adhyanratshravanachamchatrao main manobagyanikprakriyasambandhi vicar se utapansakshiksamasayaonkaadhyan.	Name: Niranjana Singh Year 2012
4.	A study on communication options for Deaf & Hard of Hearing used in Inclusive and Non-inclusive set up.	Name: Neetu Pandey Year 2012

1.1.9 Projects completed (Principal Investigator): NIL

1.1.10 Projects completed (Co investigator): NIL

1.1.11 Master's Dissertation Completed : 15

1.1.12 Doctoral theses under progress: NIL

1.1.13 Publications in Journals /Books (Last Five Years):

- **Upadhyay A.K.** (2015). Efficacy of Conventional Analytical Reading Technique vs. Sight-Word Technique in Promoting Reading Skills in Preschool Children with Hearing Impairment, *Journal of National Convention of Educators of Deaf*, 7(1), 1-09.
- **Upadhyay A.K.** (2014). Impact of Inclusion on Equity in Education with Reference to Children with Hearing Impairment, *Journal of National Convention of Educators of Deaf*, 6(1), 60-64.

- **Upadhyay A.K.** (2013). Special education to inclusive education: A paradigm shift. In S.K. Goel (Eds), *Readings in education*. New Delhi: Oxford Publishers
- Mishra A. & **Upadhyay A.K.** (2013). Educational Technology for students with hearing impairment. In Dipti Oza & H.S. Mistry (Eds), *Educating children with special needs*. New Delhi: A.P.H. Publication Corporation
- **Upadhyay A.K.** & Mishra N. (2012). A Study on Readiness of Inclusive Schools With Reference to Deaf & Hard of Hearing and Normal Students Educational Problems, *International Journal of Educational Chronicle*; December 2012, 2(3), 34-38.
- **Mishra N.** & Upadhyay A.K. (2012). Issues & Challenges in Qualitative Teacher Education, *Journal of Ananya*, 2(2-3), 315-317.
- Rana S. & **Upadhyay A.K.** (2012). Study on the opinion of parents and teachers towards the facilities available in “ASHA” special schools. *Journal of Nehru Gram Bharati University*, 1(1), 59-64.
- **Upadhyay A.K.** (2012). Impact of SSA interventions in primary schools for children with Deaf and Hard of Hearing, *Journal of National Convention of Educators of Deaf*, 4(1), 43-47.
- Mishra N. & **Upadhyay A.K.** (2011). Uses of technologies for hearing Impaired Children *15 Days an International Research refereed Journal* 15, October 2011, 5, 1-4.
- **Upadhyay A.K.** (2011). A Study of barriers on the functioning of children with special needs in inclusive set ups: An effect on universal elementary education (U.E.E.), *International Journal of Educational Chronicle*, 2(2), 73-76.
- Mishra N. & **Upadhyay A.K.** (2011), Uses of Technologies to improve Quality Teaching In R.P. Shukla, A. Bajpai, R. Choudhary & R.S. Mishra (Eds) *Quality Teacher Education in India*, Delhi : Bharati Publications
- **Upadhyay A.K.** & Mishra A. (2010). An analysis of functioning of students with hearing impairment in SSA schools: A study of barriers and facilitators, *Journal of National Convention of Educators of Deaf*, 2(1), 10-19

1.1.14 Memberships:**(a) Professional Bodies**

Sl.	Name of Professional Body
1.	Professional Member, Rehabilitation Council of India, New Delhi.
2..	Life Member of National Convention of Educators of the Deaf, Mumbai
3.	Life Member of Indian Association of Teacher Educators

b) Academic Bodies:

Sl.	Name of Academic Body
1.	Serving as a member of Board of Examination(BOE) in special education,Mysore University,Mysuru
2..	Serving as a member of Board of Studies (BOS) in Special Education,J.R.H.,University,Chittrakoot
3.	Serving as a member of Board of Studies (BOS) in Special Education,N.G.B.,University,Allahabad
4.	Served as a member of Academic Council of N.G.B.,University,Allahabad

1.1.15 Awards: NIL**1.1.16 Others:** NIL**1.1.17 Other Research Projects as Co-Investigator:** NIL**1.1.18 Other research projects as Co-Investigators (ARF, Extra Mural):** NIL**1.1.19 Principal Investigator (Address):**

Dr. Alok Kumar Upadhyay
Reader, Department of Special Education
All India Institute of Speech & Hearing, Manasagangothri, Mysuru: 570006

Residence:
T3-304, AIISH Staff Quarters, Manasagangothri, Mysuru-570006
Phone: 0821-2302568; Cell: 8884047032;
Email: alokupadhyayaiish@gmail.com

1.2 Personal Profile Principal Co-Investigators-I

- 1.2.1 Name : P.V. RAMANAKUMARI
 1.2.2 Date of Birth : 22ND SEPTEMBER 1977
 1.2.3 Present Position Held : SPECIAL EDUCATOR
 1.2.4 Institution : ALL INDIA INSTITUTE OF SPEECH AND HEARING
 1.2.5 Whether belongs to SC/ST : NO
 1.2.6 Academic & Professional Career

Exam Passed	Board/ University	Year of Passing	Class	Marks Obtained	%	Subjects	Place of Study
MEDSE-HI	IGNOU	2015	Distinction	818/1100	74.36%	Hearing Impairment	Study Center - Hyderabad
B.S.Ed (HI)	AIISH, Affiliated to University of Mysore	2005	First	845/1200	70.2%	Hearing Impairment	Mysuru
B.Ed.	University of Mysore	2003	Distinction	829/1000	82.9%	Mathematics and Physics	Mysuru
MCA	Osmania University	2000	First with Distinction	2515/ 3300	76.2%	Computer Applications	Hyderabad

- 1.2.7 Doctoral Thesis Guided: NIL
 1.2.8 Doctoral Thesis under Progress: NIL
 1.2.9 Projects completed (Principal Investigator): NIL
 1.2.10 Projects completed (Co investigator): NIL
 1.2.11 Master s Dissertation Completed : NIL
 1.2.12 Doctoral theses under progress: NIL
 1.2.13 Abstract published in Conference / Seminar Proceedings

- Manjula, P.V., **Ramanakumari, P.V.** (2016). *Alternative And Augmentative Communication Option For A Child With Auditory Dys-Synchrony– A Case Study*. Souvenir of 81st NCED- India Annual National Conference held at All India Institute of Speech and Hearing, Mysuru, 15th to 17th February, 2016 (9). Mysuru
- Sreevidya, M.S., Suresh, C.B., **Ramanakumari, P.V.**, Manjula, P.V., Leelarani S.B. (2016). *Efficacy of Co-Curricular Activities at Preschool Level*. Souvenir of 81st NCED- India Annual National Conference held at All India Institute of Speech and Hearing, Mysuru, 15th to 17th February, 2016(23). Mysuru
- **Ramanakumari, P.V.**, Manjula, P.V. (2016). *To study the effectiveness of TECHTENSES in developing Kannada language in children with hearing impairment*. Souvenir of 81st NCED- India Annual National Conference held at All India Institute of Speech and Hearing, Mysuru, 15th to 17th February, 2016(24). Mysuru
- Manjula, P.V., & **Ramanakumari, P.V.** (2015). Effectiveness of remedial early literacy program for preschool children with hearing impairment. Proceedings of NCED- International Conference, NCED India, pp. 43.
- Manjula, P. V., Suresh, C. B., & **Ramanakumari, P. V.** (2014). Promoting functional education in children with multiple disabilities: An impact of parents attributes-AIISH model: Proceedings of International Conference on Empowerment of Persons with Multiple Disabilities, New Delhi, pp. 39-40.

1.2.14 Publications in Journals /Books (Last Five Years):

- Malar, G., Manjula, P. V., *Ramanakumari, P. V.*, Shobha, B. N., & Latha C. (2014). Impact of caregiver attributes on education of young children with hearing impairment. *International Journal of Education and Psychological Research*, March 2014, 3(1), 61-67.
- Manjula P V, *Ramanakumari P V.*, Suresh C B., Sreevidya M S. (2013). Adapted Co-Curricular Activities – ACCA:Module for Music (ISBN 978-93-81584-59-0)
- Manjula P V, Ramanakumari P V., Shobha B N., Latha C ., Harish Kumar., Kalyani J. (2013). Adapted Co-Curricular Activities – ACCA: Module for Yoga (ISBN 978-93-81584-56-9)
- Manjula P V, *Ramanakumari P V.*, Shobha B N., Latha C., Harish Kumar., Kalyani J., Subramanya(2013). Adapted Co-Curricular Activities – ACCA: Module for Physical Training (ISBN 978-93-81584-57-6)
- Gowramma, I.P., Nair Prithi, & *Ramankumari P.V.* (2013). Effectiveness of Remedial Reading Programme for Children with Hearing Impairment. *Journal of National Convention of Educators of the Deaf*, Vol. 5 No.1, Pg No. 52-56.

1.2.15 Memberships:

- Member of RCI with registration number A09826
- Life member of AIISH Alumni Association
- Life member of NCED – India
- Life member of Onkarmal Somania BEd College

1.2.16 Awards:

- Received the AIISHIAN of the year award on 9th August 2015 for best technical staff (Group B)
- Received First rank certificate from University of Mysore in B.Ed. Examination.
- Received Merit certificate from Institute of Education, Onkarmal Somania College of Education for securing highest marks in Methodology of teaching mathematics and physics in B.Ed. Examination of the University of Mysore.
- Received medal from St. Ann's College for securing highest marks in Physics in B.Sc.

1.2.17 Others: NA

1.2.18 Other Research Projects as Co-Investigator: NIL

1.2.19 Other research projects as Co-Investigators (ARF, Extra Mural) : NIL

1.2.20 Principal Co-Investigator (Address):

Official Address:

P.V.Ramanakmari
Special Educator, Department of Special Education
All India Institute of Speech and Hearing
Naimisham Campus; Manasagangotri
Mysuru- 570006

Residential Address:

P.V.Ramanakumari
D/O P.V.Vivekanand
No. 6; Staff Quarters
Sri Ganapathy Sachchidananda Ashram
Avadhoota Datta Peetham ; Datta Nagar; Ooty Road
Mysuru 570025

1.3 Personal Profile Principal Co-Investigators-II

- 1.3.1 Name : Mr. Harish Kumar
 1.3.2 Date of Birth : 22-03-1982
 1.3.3 Present Position Held : Special Educator
 1.3.4 Institution : All India Institute of Speech and Hearing, Mysore
 1.3.5 Whether belongs to SC/ST : SC
 1.3.6 Academic & Professional Career

Exam Passed	Board/ University	Year of Passing	Class	Marks Obtained	%	Subjects	Place of Study
SSC	Himachal Pradesh Board Of School Education	1997	Second	380/700	54	English, Hindi, Math, Science, Social science, Agriculture, Sanskrit.	Sunder Nagar H.P
Intermediate	Himachal Pradesh Board Of School Education	2000	Second	203/400	50	Physics, Chemistry, Math's, English	Sunder Nagar H.P
B.Ed (Spl. Ed.)	Ramakrishna Mission Vivekananda University	2009	first	1549/2000	77	Nature Need Of Various Disability, Educational Psychology And Person With Disability, Identification and Assessment of M.R Persons, M.R – Its Multidisciplinary Aspects. Methodology Of Teaching In Resource Rooms for Persons With Mild Mental Retardation and Slow Learner.	Coimbatore, T.N
M.Ed (Spl. Ed.)	Ramakrishna Mission Vivekananda University	2010	First	1167/1500	78	Foundation in Special Education, Research Methodology and statistics, Identification and Assessment	Coimbatore, T.N

						of Children with Mental Retardation, Curriculum and Teaching Strategies for Children with Mental Retardation, Advance Educational Psychology, Management with reference to Special Education. Value Education and	
Ph.D.	Mysore University	Persuing				Dissertation.	
Thesis Titled							

1.3.7 Doctoral Thesis Guided:

1.3.8 Doctoral Thesis under Progress

Sl.No	Ph.D Topic	Details of Registration
1.	Relationship between Working Memory, language skills and Academic Achievement among children with Mild Intellectual Disability.	DOR.9.7/Ph.D/HK/1111/2012-13 Dated:16/2/2015

1.3.7 Projects completed (Principal Investigator): NIL

1.3.8 Projects completed (Co investigator): NIL

1.3.9 Master s Dissertation Completed : NIL

1.3.10 Doctoral theses under progress: NIL

1.3.11 Publications in Journals /Books (Last Five Years) :

- Kadambari, N., Malar. N., **Harish. K.**, Asha. E. G.(2012) “Typically Developing children in mainstream classrooms: Buddies or Bullies of Children with Special Needs. International Journal of Education and Psychological Research, Vol.2, Issue.4, Pg 87-94.
- Anjana. K., **Harish Kumar** and N.Swapna (2014), “Success story of Arya – A Child with Severe Hearing Impairment”. Journal of Education and Social Policy. Page No.s - 80-81

1.3.11 Memberships: NIL

1.3.12 Others: NIL

1.3.13 Other Research Projects as Co-Investigator: Nil

Roles and Responsibilities of the Principal Investigator and Co- Principal Investigators

The distinct but overlapping roles and responsibilities of the Principal Investigator (PI) and Co- Principal Investigators (CPI) for this proposed project is delineated below:

Principal Investigator (PI)

1. Planning, application, outlining, time scheduling and preparation of the technical proposal;
2. Overall directing, organizing, execution and controlling project activities;
3. Prepares, justifies and maintains budgetary or fiscal controls;
4. Applies and seeks ethical clearance where and if necessary;
5. Issues letters for seeking permission to participate in the investigation to respondents;
6. Finalization of Project Proposal, Interim and Completion Reports;
7. Publication of research papers as first author;
8. Preparing and processing of copyright registration or other intellectual property protections emerging from the outcome or execution of the project;

Co-Principal Investigator (CPI)

1. Ground planning time schedules, field visits and streamlining data collection formats and deadlines
2. Prepares project execution and achievement charts;
3. Organizing related group meetings;
4. Tracks the progress of work and monitor project schedules;
5. Provides status reports to the PI;
6. Ensures quarterly, weekly and daily review of works ongoing or completed before tabling in the fortnightly project review meetings;
7. Delegation of data retrieval and collection work by training the project officer;
8. Supervises data compilation, tabulation, coding, categorization, record keeping, preservation, archiving and analysis;
9. Prepares draft reports, or papers for publication as second author; and,
10. Delegates with prior approval as and when necessary or in the absence of the PI.