

**DIPLOMA IN TEACHING YOUNG
(DEAF & HARD OF HEARING)**

DTY (DHH)

(1 Year Course)

SYLLABUS

(Revised 2009 - October)

REHABILITATION COUNCIL OF INDIA

**(A STATUTORY BODY UNDER THE MINISTRY OF
SOCIAL JUSTICE & EMPOWERMENT)**

I. PREAMBLE / OVERVIEW

Development of Human Resource is one of the major objectives of Rehabilitation Council of India. Diploma in Teaching Young (Deaf & Hard of Hearing) is an important step towards generating teachers to promote and facilitate full and equal enjoyment of child rights and fundamental freedoms from birth onwards till the attainment of school age. The said course envisages addressing the special needs of young Deaf and Hard of Hearing children so as to achieve the national goals of Universalization of elementary education (UEE) and education for all (SSA). It is also designed for contributing towards achievement of Millennium Development Goals (MDG) by way of preparing the teacher trainees for Early Identification and Intervention, Parent Empowerment, School readiness and Informed choices and decisions.

RATIONALE OF THE COURSE

The research in the development of children during the early years indicates that the neural plasticity is at its maximum in children when they are very young. The ability to acquire language and speech skills is at its maximum in children from birth to 3 years. Early intervention helps in the development and maturation of the Auditory Nervous System and helps in the emotional and psychological well being of the children. The 'Residual hearing' present in the children when they are born, can be nurtured best during the first three years. The emphasis of the Diploma in Teaching Young (Deaf & Hard of Hearing) – DTY (DHH) is on helping infants and young children develop early verbal language skills and get integrated initially into his family and immediate neighbourhood and then into the mainstream education as early as possible.

II. NOMENCLATURE OF THE COURSE:

Diploma in Teaching Young (Deaf & Hard of Hearing) - DTY (DHH)

III. OVERALL AIM AND GENERAL OBJECTIVES OF THE COURSE:

The Diploma aims at generating quality teachers who could meet the challenges of the millennium for sustained development in children Deaf & Hard of Hearing in the age range of birth to six years.

The course specifically aims at preparing the teachers for maximizing the potentialities and fostering all round development of children Deaf and Hard of Hearing Birth to six years old through a team approach involving the families for achieving the goal of inclusion.

Knowledge related objectives:

To build adequate knowledge about:

- 1) The Importance of Early Identification and Early Intervention of Young Children Deaf & Hard of Hearing
- 2) The Importance of Family involvement & Empowerment in the development of the children Deaf & Hard of Hearing
- 3) Knowledge of maximizing use of technology
- 4) Knowledge of Legislations, Declarations, Policies & Frameworks pertaining to Rehabilitation of Individuals with Disabilities

Skill related Objectives:

To develop skills and competencies

- 1) In working with Young Deaf & Hard of Hearing Children
- 2) In guiding and counseling the family
- 3) In the uses of amplification devices appropriately
- 4) Classroom management techniques

Attitude related objectives:

To develop desirable attitudes

- 1) Towards respecting Individual differences in children and parents
- 2) Creating equal opportunities in the protection of rights and full participation of children in society
- 3) Create awareness about Early Identification and Early Intervention

IV. ENTRY REQUIREMENT:

Minimum 12th class Examination Pass or equivalent examination from a recognized Board of Education.

Preference may be given to

- a) Graduates
- b) 12th pass with a training in Montessori / Kindergarten / Early Childhood Education &
- c) Parents, siblings and family members of children with hearing impairment who satisfy the prescribed qualifications.

V. ADMISSION PROCEDURE:

Based on merit, personal interaction for informal assessment of communication skills and written test to see the language competencies. 50% weight age to merit, 25% to written examination and 25% to personal interview.

VI. TRAINEE TEACHER INTAKE CAPACITY:

Maximum - 25 (per year)

VII. MEDIUM OF INSTRUCTION:

English or Regional language of the state

VIII. DURATION OF THE COURSE:

1 academic year (commencing on 2nd Monday of June)

180 days of teaching and 30 days for two examinations, theory and practical and preparation time.

IX. MINIMUM ATTENDANCE REQUIRED:

Minimum of 80% attendance for theory, 100% completion of practical work and 90% attendance for Fulltime Practice Teaching is compulsory for attending the theory and practical examination.

X. MINIMUM REQUIREMENT OF FACULTY AND STAFF:

(Excluding the staff of practice teaching schools)

Teacher – Student ratio 1: 10

i) Training coordinator cum lecturer (full time)	1
ii) Lecturer cum supervisor of	
a) Education (full time)	1
b) Speech and Audiology (part time)	1
c) Psychology (part time)	1
iii) Teacher Supervisor (for practice teaching–full time)	1
iv) Guest faculty	– as per the requirement
vi) Clerk cum Accountant	1
vii) Messenger	1

Note:

* i, ii, & iii are collectively responsible for theory, practical and full time teaching practice of D.T.Y.(DHH).

* Faculty and staff requirements are given immaterial of number of candidates.

**XI. ESSENTIAL AND DESIRABLE QUALIFICATIONS OF COURSE CO -
ORDINATOR, FACULTY AND STAFF:**

No	Staff required	Qualification
1	*Training Coordinator cum lecturer	B.Ed (DHH)/B.Ed. in general education & DTY (DHH) with a minimum experience of 3 years classroom teaching & 3 years experience of teaching the teacher trainees. (Preference to persons with training in Early Childhood Education of children without disabilities - ECE) Or M.Ed.in General Education & DTY (DHH) with minimum experience of 2 years classroom teaching & 2 years experience of teaching the teacher trainees (Preference to persons with training in ECE)
2	*Lecturer-cum supervisor a) Education b) Speech and Audiology (Part time)	a) B.Ed (DHH)/B.Ed. In general education & DTY (DHH) with 3 years classroom teaching experience (Preference to persons with training in ECE) b) M.Sc Speech and Hearing with 1 year experience or B.Sc - Speech and Hearing with internship & 2 yrs experience.
3	Teacher Supervisor (Full time)	DTY (DHH) with 3 years classroom teaching experience (Preference to persons with training in Early Childhood Education)
4	Lecturer Psychology (part time)	M.A. in Psychology (Clinical / Education) Experience with the Deaf & Hard of Hearing children would be preferable
5	Guest faculty	Same as regular faculty
6	Clerk cum-Accountant	As per State Govt. rules
7	Messenger	As per State Govt. rules

*** Preference may be given to parents, siblings and family members of Deaf & Hard of Hearing persons who satisfy the prescribed qualifications.**

XII. MINIMUM REQUIREMENT FOR LABS-TOOLS & EQUIPMENTS:**Essentials:**

Play ground with age appropriate play equipments

Sand pit

Age appropriate toys,

Age appropriate educational aids

Age appropriate puzzles and indoor games

Picture books

Age appropriate storybooks for children

Flash cards with pictures and matching words

Word cards,

Teacher made sequential story cards

Teacher made aids for language comprehension

Blackboards, Soft boards, Chart stands, Mirrors,

Hearing Aids – Body level – Monaural / Pseudobinaural / Binaural

BTE – Mild / Moderate / Strong / Extra Strong

Different types of ear moulds

Models and charts of the ear

Case history sheets, audiogram sheets, pediatric assessment forms,

Hearing aid repair kit

T.V./V.C.R./Over Head Projector

Tape recorder and cassettes

A set of noise makers for pediatric assessment

Conditioning materials

Single channel Portable Diagnostic Audiometer

Optional:

Slide projector

Educational tapes and CDs

Hearing aid analyzer

Tools / equipments and materials required for ear mould making

LIBRARY:

The training centre should have a minimum of 10 books per subject covering the syllabus and a minimum of 2 journals subscribed periodically pertaining to education of Deaf & Hard of Hearing children. An equal number of books on general education, educational psychology, curriculum development, methods of teaching and methods of evaluation should be available in the library as prescribed in the list of references given after each course paper.

XIII. BUILDING / SPACE REQUIRED**A. SPACE FOR CONDUCTING THE COURSE:**

Space required	Area required
Coordinator's office	10' x 12'
Faculty room	12' X 15'
One room for clerical staff	12' X 15'
One lecture halls for trainee teachers	20' X 25'
One room for speech teaching sessions	10' X 12' 20' X 25'
Library cum study room	

XIV. MINIMUM REQUIREMENTS OF PRACTICE TEACHING SCHOOLS:**INFRASTRUCTRE**

Minimum of 10 classrooms with Deaf & Hard of Hearing Infants and young children ranging from newborn to 5 year olds.

All children appropriately fitted with individual hearing aids.

Classrooms well equipped with appropriate furniture, teaching aids, black board, shelves etc.

One sound treated audiometric assessment room with necessary equipments

One quiet room for speech therapy with necessary equipment, furniture and therapy material

Adequate drinking water and disabled friendly toilets

Play ground with adequate in door and out door play equipments.

Sandpit with play materials for sand play.

Multi purpose hall for celebrations, functions, parent meeting etc.

The Model school should have Trained teachers with DTY(DHH) .

If 10 trainees is a requirement for running a training course, then the strength of the school should be minimum 50 children in the Early Intervention section OR two Early Intervention Centers having 30 to 40 children can be adopted. A Memorandum of Understanding has to be signed by the practice school and the training centre.

Calculation of total number of hours per year:

10 academic months per year

10 months X 4 weeks= 40 weeks minus 4 weeks of holidays for Puja and

Christmas = 36 weeks

Hours per week = 33 hours.

(Monday-Friday - 6 hours per day x 5 = 30 plus Saturday =3 hrs)

Total academic hours = 36 weeks X 33 hours/week=1188 hours

Theory 50% : 594 hours

Practical 50% : 594 hours

XV. EXAMINATIONS:

SI. No	Papers
1.	Education of young children (Deaf & Hard of Hearing). Birth to 3 years & 3 to 6 years
2.	Curriculum Planning & Methods of Teaching young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years
3.	Acquisition of language in young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years
4.	Audiological & Speech Management of young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years
5.	Child Development & Child Psychology

XVI. SCHEME OF EXAMINATION**Theory**

No	TITLE	Theory Hrs.	Internal Marks	Final Written Exam	Total Marks
1	Education of young children (Deaf & Hard of Hearing). Birth to 3 years & 3 to 6 years	90 hrs	40	60	100
2	Curriculum Planning & Methods of Teaching young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years	92 hrs	40	60	100
3	Acquisition of language in young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years	90 hrs	40	60	100
4	Audiological & Speech Management of young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years	90hrs	40	60	100
5	Child Development And Child Psychology	90rs	40	60	100
	Total	452 hrs	200	300	500

Practicals:

No	TITLE	Practical Hrs.	Annual Practical Work (IA) Marks	Final Exam Practical/Viva	Total Marks
1	Education of young children (Deaf & Hard of Hearing). Birth to 3 years & 3 to 6 years	147 hrs	60	40	100
2	Curriculum Planning & Methods of Teaching young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years	148 hrs	60	40	100
3	Acquisition of language in young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years	147 hrs	90	60	150
4	Audiological & Speech Management of young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years	147 hrs	60	40	100
5	Child Development and Child Psychology	147 hrs	50	-	50
	Total	736 hrs	320	180	500

TOTAL MARKS: Theory 500 + Practical 500 = 1000 The Internal Assessment will carry maximum of 40 marks in each subject for the theory papers. This 40 marks will be derived from the following tests held periodically during the Academic Year.

Pre Mid Term Test	25 Marks
Mid Term Examination	25 Marks
Post Mid Term	60 Marks
Assignment	10 Marks

Total 120 Marks

The total marks obtained in all the tests/examination should be added and an average out of 40 should be calculated in Theory Paper No's. I to V.

The answer sheet/assignments of each candidate shall be maintained by the centre and presented to the external examiner at the time of final practical/viva examination.

EXAMINATION

Paper/Subject Theory/Practical	Theory Paper Marks			Practical Marks		
	Internal Assessment	Final Theory	Total	Annual Practical Work (IA)	Practical Viva	Total
P- I Education of young children (Deaf & Hard of Hearing). Birth to 3 years & 3 to 6 years.	40	60	100	60	140	100
P- II Curriculum Planning & Methods of Teaching young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years	40	60	100	60	40	100
P- III Acquisition of language in young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years.	40	60	100	90	60	150
P- IV Audiological & Speech Management of young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years.	40	60	100	60	40	100
P- V Child Development and Child Psychology	40	60	100	50	-	50
Total	200	300	500	320	180	500

Total Theory Marks **500**

Total Annual Work IA & Practical/Viva Marks **500**

Theory + Practical Total Marks **1000**

Examination Regulation :

1. The Examination Regulations are to be as prescribed by Manipal University.
2. The term for each year will be June to May and the cut of date for admission to students for the DTY(DHH) course will be 31st August.
3. Student to qualify for examination should put in a minimum of 80% attendance in theory, 100% completion of practical work and 90% attendance for full time practice teaching is compulsory.
4. A student must secure 35% of marks independently in each of the following :

Paper/Subject Theory/Practical	Theory Paper Marks		Practical Marks	
	Internal Assess ment	Final Theor y	Annual Practical Work (IA)	Practical / Viva
P- I Education of young children (Deaf & Hard of Hearing). Birth to 3 years & 3 to 6 years..	40	60	60	40
P- II Curriculum Planning & Methods of Teaching young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 yrs.	40	60	60	40
P- III Acquisition of language in young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years.	40	60	90	60
P- IV Audiological & Speech Management of young children (Deaf & Hard of Hearing) Birth to 3 years & 3 to 6 years.	40	60	60	40
P- V Child Development and Child Psychology	40	60	50	-
Total	200 + 300 = 500		320 + 180 = 500	

1. A student must secure 40% in aggregate for all theory subject (Total 500 marks) and practical subject [Annual work (IA), Practical , VIVA] Total 500 marks.
2. Those of the candidates who fail in theory papers and practical subjects should reappear for the papers and practical of the subject in which they have failed.
3. A student failing in the examination will be allowed to re-appear for the examination in 3 attempts, including first attempt/appearance.

DECLARATION OF CLASS/DIVISION :

On successful completion of examination the combined class (i.e. Theory and Practicals) will be awarded. A candidate should secure 40% aggregate total marks in Theory and 40% aggregate total marks in practicals are declared to have passed the examination in the class/division as give below -

75% and above	Distinction
60% or more but less than 75%	First Class
50% or more but less than 60%	Second Class
40% or more but less than 50%	Pass Class

CONDUCT OF EXAMINATION :

1. Medium of Examination :

The question papers for final theory examination will be set in English. The concerned examination centre (Exam. Suptd.) if desires may translate the question papers in their own regional language. Translation should be in writing with the help of translator. It is mandatory for the centres to append the translated question papers duly signed by translator, examination superintendent and CLO while dispatching the answer papers to the examination authority i.e. Manipal University.

2. Appointment of personnel for conduct of Examination :

The chairman of the Examination Body conducting DTY(DHH) Examination shall appoint personnel as follows :

Chief Examiner, (who will be responsible for all work pertaining to theory and practical examinations). Paper Setters, Practical Examiners, Paper Examiner/Evaluator, Moderators, Chief Compilers, Compilers, CLOs etc.

Exam. Suptd. (Course Co-ordinators of the Training Centres), shall be responsible for carrying out the examinations at their respective centres. The Exam.Suptd. will appoint a room invigilator and examination attendants in their respective centres. The invigilator as far as possible may be appointed from the non- teaching faculty.

3. Composition of question papers:

The question papers to contain objective questions up to 16 marks, which will be compulsory in all the theory papers.

The allocation of marks for all the theory papers will be as prescribed by Manipal University and will be as follows:

Type of questions	Total Marks
Long Questions (3 out of 5 Questions - 8 marks each)	24 Marks
Short Questions (5 out of 7 Questions – 4 marks each)	20 Marks
Answer in 1 or 2 sentences (5 Questions of 1 mark each)	5 Marks
True or False (6 Questions of ½ mark each)	3 Marks
Fill in the blanks (6 Questions of ½ mark each)	3 Marks
Match the following (5 Questions of ½ marks each)	2 ½ Marks
Multiple Choice (5 Questions of ½ marks each)	2 ½ Marks
TOTAL	60 Marks

4. Grace Marks:

Grace marks will be given only for the purpose of passing the examination. It is not permitted for declaring class. A maximum of 7 grace marks will be given for passing the examination including the aggregate. No more than 5 marks shall be allotted for individual subjects restricted to not more than 3 subjects. If the candidate passes in all the theory and practical examination individually but fails in the aggregate he/she will be given a choice to select the subject and practical. No grace marks for the practical shall be given.

Before appearing for subsequent examination candidate shall attend classes/practical in the papers that he/she has failed. However, he/she will not be eligible for benefits given to regular students.

Once final Internal Assessment marks statement with student's signature submitted to the Examination Authority will be taken as final IA marks and will not change under any circumstances.

5. Moderation:

The Chairman Board of Examination will constitute a seven member Moderation Committee consisting of faculty/experts in the field of special education, Audiology, Speech Lang. Pathology, Psychology and one Training Co-ordinators of RCI affiliated centres conducting DTY (DHH) course. The members will meet and moderate the answer papers as per the terms of reference provided by the Chairman, Board of Examination, after which the results will be declared as on the date of moderation of results.

5. Re-totalling : Candidates desiring to have their answer papers re-totaled will have to pay a nominal charges of Rs.100/- per paper per subject payable to the Examination Authority. Candidate must submit such an application through their respective centres **within 15 days** from the date of declaration of results to the Examination Authority.

AWARD OF DIPLOMA :

- a. A Diploma Certificate shall be awarded to the candidates after successful completion of the course (passing in all theory and practical subject) by the competent Authorities.
- b. Provisional Passing Certificate to successful candidates will be issued by the respective centres upon declaration of results by the Examination Authority.

NOTE: The system of scheme of examination can be modified from time to time by the Board of Examination (Manipal University, Manipal).

XV. DETAILS OF PRACTICAL TASK

All records to be maintained and report to be submitted in the prescribed format

PAPER I

EDUCATION OF YOUNG CHILDREN (DEAF & HARD OF HEARING)

BIRTH TO 3 YEARS & 3 TO 6 YEARS

1. Observation sessions of

- i) Admission
- ii) Home activities video
- iii) Parent Teachers Meeting
- iv) Excursion
- v) Parents Workshop **(15 Marks)(41 Hours)**

2. Observation of counseling sessions

- i) With parents whose child has just joined the Programme
- ii) While a caregiver interacts with the child (playing and feeding)
 - a) When the child is below 2 ½ years old
 - b) When the child is between 2 ½ to 3 ½ years old
 - c) When the child is between 3 ½ to 5 years old **(10 Marks)(20 Hours)**

3. Visits to

- i) Well baby clinics / Neo natal screening centers
- ii) The home of a young Deaf & Hard of hearing child watching the parent feed & play with him **(10 Marks)(16 Hours)**

4. Developing Hand outs

- i) On Awareness on Early Identification of children Deaf & Hard of Hearing in the following age group :a) Birth to six month olds (b) Six months to 1 year olds (c)1 year to 2 year olds
- ii) For parents on basic information on Deafness & Hard of Hearing.
- iii) For parents on the role of the family in providing an enriched language environment to the infant / young Deaf & Hard of Hearing child **(15 Marks)(50 Hours)**

5. Developing Hand outs on Integration

- i) For parents of children who are leaving for integration into mainstream education.
- ii) For the class teacher in the mainstream school in which a child Deaf and Hard of Hearing is going to be integrated

(Marks: 10)(20 Hours)

Total Hours: 147

Total Marks: 60

PAPER II**CURRICULUM PLANNING & METHODS OF TEACHING YOUNG CHILDREN (DEAF & HARD OF HEARING) BIRTH TO 3 YEARS & 3 TO 6 YEARS****1. Observation sessions of:**

- i) Children from birth to 1 year olds
- ii) Children between 1 year to 1 ½ years
- iii) Children between 1 ½ years to 2 years
- iv) Children between 2 years to 2 ½ years

15 Marks**40 Hours****2. Observation sessions of:**

- i) Children between 2 ½ years to 3 years
- ii) Children between 3 years to 3 ½ years
- iii) Children between 3 ½ years to 4 years
- iv) Children between 4 years to 4 ½ years
- v) Children between 4 ½ to 5 years
- vi) Children between 5 to 6 years

30 Marks**70 Hours****3. Maintaining a 1 month records for a child from birth to 12 months****5 Marks****30 Hours****4. Write a Comprehensive Case study of the child who has been observed for 1 month.****5 Marks****4 Hours****5. Write an end of term report for a 3 year old child****5 Marks****4 hours****Total Hours: 148****Total Marks: 60**

PAPER III**ACQUISITION OF LANGUAGE IN YOUNG CHILDREN (DEAF & HARD OF HEARING) BIRTH TO 3 YEARS & 3 TO 6 YEARS**

1. **Preparing a set of teaching aids for children birth to 2 ½ years old**

i) Vocabulary Book I & II,	v) Word games
ii) Lotto	vi) Comprehension charts &
iii) Dominoes	vii) Listening charts
iv) Flash card games	(20 Marks) (20 Hours)

2. **Preparing a set of teaching aids for infants and young children Deaf & Hard of Hearing 2 ½ years old to six years old**

i) Comprehension Charts - One line, two line, three line and four line	
ii) Question Books I, II, III & IV,	
iii) Listening Charts	
1. Picture with words	4. Unconnected sentences
2. Double words	5. Questions
3. Commands	
iv) Number charts	(20 Marks) (20 Hours)

3. **Make story books for children between**

i) 2 years to 2 ½ years old	
ii) 2 ½ years to 3 ½ years old and	
iii) 3 ½ years to 5 years old	(5 Marks) (5 Hours)

4. **Prepare two/three Lesson Plans & Practice Teaching for each of the following levels of children :**

i) from birth to 1 year olds	vi) between 3 to 3 ½ years
ii) between 1 year to 1 ½ years old	vii) between 3 ½ to 4 years
iii) between 1 ½ to 2 years old	viii) between 4 to 4 ½ years
iv) between 2 to 2 ½ years old	ix) between 4 ½ to 5 years
v) between 2 ½ years to 3 years	x) between 5 to 6 years
	(40 Marks) (90 Hours)

5. **Prepare model lessons for a week for children between:**

i) 2 ½ years to 3 years old	
ii) 3 years to 3 ½ years old	
iii) 3 ½ years to 4 years old	
iv) 4 years to 4 ½ years old	
v) 4 ½ to 5 ½ years old	(5 Marks) (12 Hours)

Total Hours: 147**Total Marks: 90**

PAPER IV.**AUDIOLOGICAL & SPEECH MANAGEMENT OF YOUNG CHILDREN
(DEAF & HARD OF HEARING) BIRTH TO 3 YEARS & 3 TO 6 YEARS****1) Diagrammatically represent**

- i) Anatomy of the ear
 - ii) Spectral Distribution of sounds
 - iii) Classification of Hearing Loss
 - iv) Types of hearing aids
 - v) Parts and types of Ear Moulds
- (10 Marks)(25 Hours)**

2) Submit:

- i) A case history
 - ii) A model of a harness
- (10 Marks) (15 Hours)**

3) Submit a report on

- i) Identification of sources of noise in the classroom and noise reduction measures
- ii) Monitoring Hearing and Hearing aids in the classroom
- iii) Trouble shooting hearing aids
- iv) Pediatric hearing testing of
 - a) Hearing Screening using calibrated toys, pure tone screening, and impedance screening
 - b) BOA, VRA, VROCA
 - c) Conditioned Play audiometry, Pure tone audiometry, and Aided audiogram

(25 Marks)(90 Hours)

4) Preparation of checklist for counseling parents on care and maintenance of hearing aids and ear moulds.

(5 Marks) (5Hours)

5) Prepare a report on

- a) Speech perception skills and levels of speech perception
- b) Classification of words in object book based on syllables

(Marks 10) (12 Hours)

Total Hours: 147

Total Marks: 60

PAPER V.**CHILD DEVELOPMENT AND CHILD PSYCHOLOGY****1. Report on the Model School****10 Marks****20 Hours****2. Reports on visits to**

- i) A Nursery School with normal children
- ii) A programme for children with other disabilities
- iii) A programme for children with learning disabilities

15 Marks**47 Hours****3. An informal evaluation of the developmental status of children from the same background, one Deaf & Hard of Hearing and the other without any disability in the following age groups:**

- i) Children less than 18 months.
- ii) Children between 1 ½ yrs to 3 yrs.
- iii) Children between 3 yrs to 4 ½ yrs
- iv) Children between 4 ½ yrs to 6 yrs.

15 Marks**60 Hours****3. Case Study of one child from the Early Intervention Programme as per given format****5 Marks****10 Hours****5. Case Study of one child from the Pre-school as per the given format.****5 Marks****10 Hours****Total hours: 147****Total Marks: 50**

THEORY**PAPER I****EDUCATION OF YOUNG CHILDREN (DEAF & HARD OF HEARING).
BIRTH TO 3 YEARS & 3 TO 6 YEARS
(120 hours)****OBJECTIVES****Knowledge related objectives:**

1. Aims and objectives of Early Intervention of Deaf & Hard of Hearing infants and young children
2. Chronological events in the field of education of the Deaf & Hard of Hearing children in India & progression to the present day.
3. Different educational options available for Deaf & Hard of Hearing children.
4. Schemes of the Central Government & State Governments in the field of the education of Deaf & Hard of Hearing children.
5. Knowledge of the Scheme of Integrated Education, DPEP, SSA & NOS.
6. Provisions of the UNCRPD, PWD Act, RTI Act, RCI Act & National Trust Act.
7. Problems faced by the educators of the Deaf & Hard of Hearing.
8. Problems faced by family members of the Deaf & Hard of Hearing children.
9. Attitudes of the parents and family members.

Skill related objectives:

1. Ability to effectively counsel and guide parents and families with different attitudes.
2. Ability to help in the integration of the child with mother, father, siblings and extended family.
3. Ability to counsel parents to accept the hearing aids.
4. Ability to empower the caregivers as effective resource persons for Deaf & Hard of Hearing infants and young children.

PAPER I - COURSE CONTENT

1. Education of Deaf & Hard of Hearing children.

- i) History of education of Deaf & Hard of Hearing children.
- ii) Change in the perspective towards education of Deaf & Hard of Hearing children
- iii) The educational facilities available for Deaf & Hard of Hearing children and problems faced by educators
- iv) Integration vs Inclusion
- v) Agencies of Early Childhood Education & educators in India

(20 hours)

2. Early Intervention of children Deaf & Hard of Hearing

- i) Aims and objectives of Early Intervention
- ii) Principles and Philosophy of education of Deaf & Hard of Hearing infants and young children
- iii) Need and scope of raising awareness in Early Identification, Early Diagnosis, & Early Intervention
- iv) Emergence of Early Intervention practices in India
- v) Procedures in managing Early Intervention services – admissions, criteria etc

(20 hours)

3. Role of Government and NGOs in Early Intervention

- i) Legislation and National policies
PWD Act & National policy for PWD – RCI Act - National Trust Act
Mental Health Act - Right to information Act – UNCRPD
- ii) Programmes by the Government of India
- iii) Programmes by State Governments
- iv) Concession, facilities, scholarships, exemptions etc available to the Deaf & Hard of Hearing persons
- v) Apex Institutions

(20 hours)

4: Integration

- i) Role of Early Intervention Centers in preparing the child for mainstream education
- ii) Role of special educators in integration of the Deaf & Hard of Hearing children
- iii) Role of the care giver / family in integration of the Deaf & Hard of Hearing children
- iv) Pre-requisites for Deaf & Hard of Hearing children leaving for integration into mainstream schools
- v) Role of educators in mainstream schools.

(20 hours)

5. Parent Empowerment

- i) Parent counseling – importance & attitudes
- ii) Parent guidance
- iii) Parents' role in providing language and speech as an informal input
- iv) Parents' role in developing auditory skills in children
- v) Parents as partners in Early Intervention

(20 hours)

(TUTORIAL / LIBRARY 20 HOURS)

Paper I - Reference Books

1. Hearing Impairments in Young Children - Arthur Boothroyd – 1988 – A.G.Bell Association for the Deaf and Hard of Hearing - Washington D.C. U.S.A
2. Can your child Hear-A guide for those who care about Deaf children – Roger D Freeman - 1981 – Croom Helm Ltd.
3. It isn't Fair - Siblings of children with disabilities – Sternley D Klein & Maxwell J Schleifer - 1993 - Bergin & Garvey
4. When your child is Deaf - A guide for Parents – David M. Luterman & Mark David Rose – 1991 - York Press
5. 25 ways to Promote Spoken language in your child with a hearing loss – Amanda Mangiardi - Alexander Graham Bell Association for the Deaf and Hard of Hearing - Washington D.C. U.S.A
6. You make the Difference - In helping your child learn – Ayala Manolson - 1995 – The Hanen Center
7. It takes two to talk - A Parents guide to helping children communicate – Ayala Manolson, 1992 – the Hanen Center
8. The hearing-impaired child and the family – Michael Nolan - 1981 – Souvenir Press
9. Parents and Teachers - Partners in Language Development — Aerdrey Ann Simmons - 1990 - AGBell - Washington D.C. U.S.A
10. The young Deaf Child – David M. Luterman – 1999 - York press
11. Programme & Concessions to the persons with disabilities through the Central Govt. Ministry of Social Justice & empowerment.
12. Concession, facilities available through State/Union Territory Government.
13. The Possible Dream - Mildred L Oberkotter – AGBell. U.S.A
14. Questions Teachers ask A Guide for the mainstream classroom teacher with a hearing impaired student – Julie Winslow Otto & Victoria J Kozak – 1998 – Central Institute for the Deaf
15. Facilitating hearing and listening in young children – Carol Flexer - 1994 – Singular Publishing Group Inc.
16. Hearing Care for Children – Fredrick N Martin & John Clark Greer - 1996 – Allyn & Bacon
17. Deaf-Ability not Disability-A guide for parents – W. Mc Crarken & H. Sutherland - British Library
18. Oral Education today and tomorrow – Ann M Mulholland - 1981 - Alexander Graham Bell Association for the Deaf and Hard of Hearing – Washington D.C
19. The silent Garden-Raising your Deaf Child – Paul W Ogden - 1996 – Gallaudet University Press
20. Parenting-Guide to your Toddler – Paula Spencer - The Ballentine Publishing Group
21. Counselling children with Hearing Impairment and their families –Kristina M. English
22. Not Deaf Enough, Raising a child who is hard of hearing with hugs, humour and imagination – Patricia Ann Morgan Candlish – Alexander Graham Bell Association for the Deaf and Hard of Hearing – Washington D.C

PAPER II**CURRICULUM PLANNING & METHODS OF TEACHING YOUNG CHILDREN**
(DEAF & HARD OF HEARING)
BIRTH TO 3 YEARS & 3 TO 6 YEARS
(120 hours)**OBJECTIVES****Knowledge related objectives:**

1. What to expect out of Deaf & Hard of Hearing infants and young children at the different levels between birth to 6 years.
2. Activities to be included in a timetable.
3. The records to be maintained by the school and the teachers.
4. The different techniques used in developing early verbal language skills in Deaf & Hard of Hearing infants and young children .
5. The sequential developments of readiness skills in reading, writing and arithmetic.

Skill related objectives:

1. Ability to develop an age appropriate curriculum for Deaf & Hard of Hearing infants and young children
2. Ability to assess the progress of Deaf & Hard of Hearing infants and young children.
3. Ability to draw a timetable in different levels for Deaf & Hard of Hearing children from birth to 6 years.
4. Ability to maintain the different records.
5. Ability to use the different techniques of developing language in Deaf & Hard of Hearing young children.
6. Ability to develop sequential readiness skills in reading, writing and arithmetic in Deaf & Hard of Hearing Infants and young children.
7. Ability to get down to the level of the child and tell stories using different aids to Deaf & Hard of Hearing infants and young children .
8. Ability to develop environmental information in Deaf & Hard of Hearing infants and young children.

PAPER II - COURSE CONTENT

1. Curriculum & syllabus

- i) Definition of Curriculum & syllabus
- ii) Principles of Curriculum
- iii) Need for Curriculum Development
- iv) Need for a separate curriculum for children Deaf & Hard of Hearing
- v) Stages of Curriculum Development

(20 hours)

2. Types of Activities & Planning Activities to fulfill curricular requirements for Infants Deaf & Hard of Hearing from birth to 3 years

- i) For children birth to 1 year old
- ii) For children 1 year to 1 ½ year old
- iii) For children 1 ½ to 2 year old
- iv) For children 2 years to 2 ½ year old
- v) For children 2 ½ to 3 year old

(20 hours)

3. Types of Activities & Planning Activities to fulfill curricular requirements for Infants Deaf & Hard of Hearing from 3 years to 6 years

- i) For children 3 to 3 ½ year old
- ii) For children 3 ½ to 4 year old
- iii) For children 4 to 5 year old
- iv) For children 5 to 5 ½ year old
- v) For children 5 ½ to 6 year old

(20 hours)

4. Planning a weekly / daily time table for Infants and children Deaf & Hard of Hearing

- i) For children from Birth to 1 ½ year old
- ii) For children from 1 ½ to 2 ½ year old
- iii) For children from 2 ½ to 3 year old
- iv) For children from 3 to 3 ½ year old
- v) For children from 3 ½ to 6 year old

(20 hours)

5. Records to be maintained:

- i) Hearing Aid log
- ii) Assessment cards of the children
- iii) Cumulative records of children
- iv) Report Cards
- v) Administrative records

(20 hours)

(TUTORIAL / LIBRARY 20 HOURS)

Paper II - Reference books

1. Reading – Ayesha Chatterjee – 1981 – Teachers Centre with the Assistance of the British Council
2. Read to me, Raising kids who love to read– Bernice E Cullinan, – 1992 – Scholastic Inc.
3. Creative Play – Dorothy Einon, –1986 – Penguin group
4. History and Philosophy of Pre-Primary and Nursery Education - J.C.Aggarwal – 1992 – Doaba House - New Delhi
5. Elementary Education and Teacher functions – J.C.Agarwal - 1990 - Doaba House – New Delhi
6. Methods and Materials of Nursery Education - J.C.Agarwal – 1993 – Doaba House – New Delhi
7. Ready to Write – Kelly McMahon – 1997 – Totline Publications
8. The Exploring child a handbook for Pre-primary teachers – Ruth Kohn –1984 – Orient Longman Ltd.
9. Early Communicative Skills – Gibert Mackay & William Dunn – 1989 – Routlage
10. Fun to grow on - Morin K, Virginia
11. Curriculum Guide – Hearing impaired Children and their parents - Northcott H, Winifred
12. Teaching Reading to Deaf Children – Beatrice Ostern Hart - 1962 – The Lexington School for the Deaf Education Series
13. Source book for training teachers of hearing impaired – P.L Sharma, & N.K Jangira, – 1987 – NCERT
14. Telling Tales from Asia – Cathy Spagnoli – Tulika
15. Methods & Techniques of Teaching – S.K.Kochar – 1985 – Sterling Publishers Pvt Ltd
16. The words they need – Jessica Stelling – 1997 – York Press
17. Step by step – The Foundations of Intelligible speech – 1998 – The Hearing rehabilitation foundation
18. Ready to Read – Theodosia Sideropolous Spewock – 1997 – Totline Publications
19. Talking and Learning – Joan Tough, 1985 – SCDC Publications
20. Deafness Development and literacy - Alec Webster – 1986 – Methuen & Co. Ltd.
21. Teaching and talking with Deaf Children – David Wood, Heather Wood, Amanda Griffiths, & Ian Howarth - 1990 – Johnwiley & Sons Ltd.
22. Activity Based, Developmentally Appropriate Curriculum for Young Children - Indian Association of Preschool Education
23. Preparation for Fairy tales – Dave Sindrey – 1997 – Word Play Publications
24. Talking to children Language input and Acquisition – Catherine E. Snow & Charles A Ferguson – 1977 – Cambridge University Press
25. Lets converse – A How To Guide to develop and expand conversational skills of children and teenagers who are hearing impaired – Nancy Tye Murray – Alexander Graham Bell Association for the Deaf and Hard of Hearing

PAPER III
ACQUISITION OF LANGUAGE IN YOUNG CHILDREN
(DEAF & HARD OF HEARING)
BIRTH TO 3 YEARS & 3 TO 6 YEARS
(120 hours)

OBJECTIVES

Knowledge related objectives:

1. Problems caused by Deafness & Hard of Hearing in infants and young children in acquisition of language.
2. Meaning of a language rich environment.
3. The development of Receptive language in Deaf and Hard of Hearing infants and young children
4. Development of Expressive language skills of Deaf & Hard of Hearing young children .
5. The importance of play in development of verbal language skills.
6. The functions of language and speech and the difference between them.
7. The different methods of teaching Deaf & Hard of Hearing young children

Skill related objectives:

1. Ability to provide a language rich environment to Deaf and Hard of Hearing infants and young children and develop receptive language skills in Deaf & Hard of Hearing infants and young children
2. Ability to enhance and monitor the overall development of each individual child.
3. Ability to play different kinds of games and use them as means to provide language to Deaf & Hard of Hearing infants and young children.
4. Ability to improve expressive language skills in Deaf & Hard of Hearing infants and young children.
5. Ability to encourage Deaf & Hard of Hearing children get into conversation with hearing children/adults/and other Deaf & Hard of Hearing children

PAPER III COURSE CONTENT

1. Language:

- i) Definition and functions of Communication
- ii) Definition and functions of language
- iii) Importance of language
- iv) Components of language
- v) Meaning of terms – Receptive language, Expressive language, Joint attention, Eye contact

(20 hours)

2. Methods and Approaches of developing Language in children who are not Deaf & Hard of Hearing

- i) Language acquisition
- ii) Montessori Method
- iii) Kindergarten Method
- iv) Play way Method
- v) Project method

(20 hours)

3. Methods, Modes and Approaches of teaching Children Deaf & Hard of Hearing

- i) Natural , Structural & Combined Methods,
- ii) Approaches in the Combined Method – The Maternal Reflective, Rhode Island, Apple Tree,
- iii) The DHVANI Approach
- iv) Modes of communication, Oral Aural, Sign Language, Total Communication.
- v) Advantages and disadvantages of the different Modes of communication.

(20 hours)

4. Role of the following techniques in developing Language in children Deaf & Hard of Hearing

- i) Direct Experiences and Activities
- ii) Toys and Teaching aids
- iii) News, and Rhymes,
- iv) Pictures, Picture books, Story books
- v) Different ways of telling stories

(20 hours)

5. Helping Infants and young children Deaf & Hard of Hearing develop Receptive and Expressive language skills using

- i) Routine home activities with special reference to bathing, feeding, playing etc
- ii) Routine sentences, conversation,
- iii) Question forms
- iv) Art
- v) Role Play

(20 hours)

(TUTORIAL / LIBRARY 20 HOURS)

Paper III - Reference Books:

1. Listening and Talking – A Guide to Promoting Spoken Language in young hearing impaired children - Elizabeth B Cole – Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A
2. Helping language development – Jean Cooper, Molly Moodley & Jean Regneil – British publication Ltd, Athenaeum Press Ltd, New Castle
3. Dictionary of Communication Disorders – Second Edition
4. Language Acquisition – Paul Fletcher & Michael Garman, – Cambridge University Press, Second Edition
5. Foundation of Aural Rehabilitation – The foundations of verbal learning in hearing impaired children – Daniel Ling & Agnes H.Ling – 1980 – AGBell
6. Hearing Impairment Auditory Perception and language Disability – Second Edition – A.I.T.B.S.P&D – New Delhi
7. Language and Literacy - Patricia Kelley – 1992 – American School for the Deaf
8. Foundations of Spoken Languages for Hearing Impaired Children - Daniel Ling – AGBell. – Washington D.C. U.S.A
9. A Child with a Hearing Loss in your class room – Don't panic – Amanda J Mangiardi – 1993 - Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A
10. Tests of voice, Speech and language – Myra Kersner – 1995 – A.I.T.B.S
11. Language and Deafness – Quigley P.Stephen & Peter V Paul – 1984 – Singular Publications
12. Language and Deafness – III Edition – Peter V Paul – 2001 – Singular Thomson Learning
13. Your child at play – Birth to one year – Marilyn Segal – 1998 - New York, New Market Press
14. Your child at play – One to two years – Marilyn Segal – 1998 - New York, New Market Press
15. Your child at play – Two to three years – Marilyn Segal – 1998 - New York, New Market Press
16. Your child at play – Three to five year – Marilyn Segal – 1998 - New York, New Market Press
17. Small Talk – from first gestures to simple sentences – Richard C Woolfson – 2002 – Octopus Publishing Group Ltd.
18. Foundations of Aural Rehabilitation – Nancy Tye Murray – 1998 – Singular Publishing Group – San Diego – London
19. Successful Parenting Series – 1987 - Time Life Vooks Inc
20. Talk with me – Ellyn Altman – Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A
21. Learning language and loving it – Elaine Weitzman – 1992 - The Hanen Centre Publication, Toronto, Ontario
22. It takes Two to Talk – Jan Pepper & Elaine Weitzman – 2004 - The Hanen Programme
23. Play and Learn – 1989 – Maggie Jones – Conran Octopus

PAPER IV**AUDIOLOGICAL & SPEECH MANAGEMENT OF YOUNG CHILDREN**
(DEAF & HARD OF HEARING)
BIRTH TO 3 YEARS & 3 TO 6 YEARS
(120 hours)**XVI. OBJECTIVES:****Knowledge related objectives:-**

Development of knowledge in the following areas:

1. Anatomy and physiology of the ear
2. Deafness and its classification
3. Causes and prevention of hearing loss
4. Amplification devices and their optimum utilization
5. Procedures in Early Identification and Audiological Assessment
6. Early Intervention – facilitating listening classroom teaching strategies

Skill related objectives:

Development of skills in the following areas:

1. Observing and documenting auditory behavior / responses of infants and young children.
2. Behavioral screening for Identifying Deaf & Hard of Hearing children
3. Monitoring hearing in the classroom
4. Checking amplification system & trouble shooting
5. Counselling parents on care & maintenance of Hearing Aids
6. Classroom management of acoustic emission
7. Being speech conscious to develop intelligible speech

PAPER IV - COURSE CONTENT

1. Normal and impaired hearing

- i. Role of hearing.
- ii. Physical attributes of sound
- iii. Anatomy and physiology of the ear
- iv. Auditory behavior as a function of developmental level
- v. Types of hearing loss and its causes

(20 hours)

2. Assessment of Deafness in infants and children:

- i. Case history
- ii. Behavioral tests of hearing (pure tone audiometry, speech audiometry)
- iii. Aided audiogram
- iv. Electrophysiological tests
- v. Early identification – Screening and HRR

(20 hours)

3. Technological management of hearing and Deafness:

- i. Amplification devices
- ii. Ear moulds
- iii. Maintenance and routine checks of hearing aids
- iv. Troubleshooting hearing aids
- v. Cochlear implants

(20 hours)

4. Procedures in aural rehabilitation

- i. Early intervention and role of team
- ii. Conserving hearing and preventing hearing loss
- iii. Procedures in facilitating listening skills
- iv. Speech reading
- v. Recommendations for mainstream classroom teachers

(20 hours)

5. Speech

- i. Speech chain
- ii. Anatomy and physiology of speech production
- iii. Classification of speech sounds
- iv. Speech problems of children Deaf & Hard of Hearing
- v. Conservation and correction of speech in children Deaf & Hard of Hearing

(20 hours)

(TUTORIAL / LIBRARY 20 HOURS)

Paper IV - Reference Books:

1. Hearing aids - Tucker. I Arthur, & Fulbeck.C Nolan. – 1981- National Deaf Children's Society
2. Hearing impairments in young children– Arthur Boothroyd - 1988 - Alexander Bell Association for the Deaf
3. Understanding Barriers To Learning. Volta Review – Volume 101(5) - Smaldino Crandell – 2001 - AG Bell Association For the Deaf, Washington D.C. USA
4. Auditory Verbal Therapy for parents and professionals –Warren Estabrooks- 1994 – Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A
5. Facilitating hearing and listening in young children –C. Flexor - 1994 - Singular Publishing Group Inc– San Diego
6. We can hear and Speak! The power of Auditory – Verbal communication for children who are deaf or hard of hearing - Richards C Flexor. - 1998 - Parents and families of natural communication, Inc. Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A
7. Aural Habilitation – The Foundation of Verbal Learning in Hearing Impaired children - Daniel Ling & Agnes H Ling - 1980 - Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A
8. Foundations of spoken language of Hearing Impaired children.– Daniel Ling - 1988 - Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A
9. When Your Child is Deaf – D.M. Luterman & M. Ross – 1991 - Parkton, Maryland
10. Deaf – Ability Not Disability – A guide for parents of hearing impaired children - H. Sutherland & W McCracker - 1991 - Multilingual Matter Lts.
11. Helping Children Who Are Deaf– David Niemann Greenstein - 2004 - The Hesperian Foundation USA
12. The Hearing Impaired Child and the Family - Michael Nolan & Ivan G Tucker – 1981- Souvenir press Ltd
13. All About Hearing Aids – M Rubin - AG Bell Association For The Deaf
14. Hearing Impaired Infants –Jacqueline Stokes – 1999 - London – Whurr Publishers Ltd.
15. Educational Audiology– Ivan Tucker, and Michael Nolan -1984 - Groom Helm, - London
16. Foundations of Aural Rehabilitation. Children and adults and their family members –Nancy Tye - Murray – 1998 - Singular Publishing Group, inc., San Diego, London
17. We can hear and speak - Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A
24. Speech and the deaf Child – Irene R Ewing & A.W.G. Ewing – 1954 – Manchester University Press
25. Speech and the hearing impaired child – Theory and Practice - Daniel Ling – 1976 - Alexander Graham Bell Association for the deaf and Hard of Hearing – Washington D.C. U.S.A

PAPER V**CHILD DEVELOPMENT AND CHILD PSYCHOLOGY****(114 hours)****Knowledge related Objectives:**

1. To develop basic insight into the various stages of child development
2. To develop information on the importance of play, and its role in child development
3. To provide an orientation on the Primary Mental Functions
4. To understand the common behaviour problems
5. To understand about sex role development
6. To comprehend the different family relationships.
7. To develop an orientation to common additional disabilities found in Deaf & Hard of Hearing children

Skill related objectives:

1. To develop sensitivity to the psychological impact of deafness on the mother, father and on the family
2. To develop the skill in the teacher trainee in facilitating and promoting age appropriate play.
3. To comprehend the different kinds of personalities and how to deal with them.
4. To know what are the different interests of children.
5. To develop the skill in the teacher trainee to comprehend how a child without any disability is in comparison with a child with some disability.

PAPER V - COURSE CONTENT

- 1. Study of Child Development**
 - i) Introduction to psychology and child psychology
 - ii) Aims & purpose of studying child development
 - iii) Principles of child development
 - iv) Maturation and learning – types of learning
 - v) Importance of good foundations **(20 hours)**
- 2. Early Childhood**
 - i) Development of self help, social help, play, and work skills
 - ii) Motor and social development
 - iii) Speech and language development
 - iv) Intellectual Development - memory, imagination, creativity, concept developments & making decisions
 - v) Nature vs nurture, **(20 hours)**
- 3. Additional difficulties found in children**
 - i. Common behaviour problems and the causes – ADHD, short attention span, anxiety, worry, low self esteem, sensitivity to criticism, withdrawal, temper tantrums, aggression, nail biting, bed wetting, thumb sucking, & defence mechanism
 - ii. Counseling to parents to tackle the common behaviour problems in Deaf & Hard of Hearing children.
 - iii. Common disabilities found, its causes and characteristics – Mental Retardation , Visual Impairment, Autism, Dyslexia, & other Learning Disabilities
 - iv. Orientation to additional disabilities found in Deaf & Hard of Hearing children – Deaf blind, Deaf & Hard of Hearing with Mental retardation, Deaf & Hard of Hearing with Autism, Deaf & Hard of Hearing with Cerebral Palsy, Deaf & Hard of Hearing with learning disabilities
 - v. Counseling to parents to tackle Deaf & Hard of Hearing children with additional disabilities. **(20 hours)**
- 4) Family and the child**
 - i) Types of family
 - ii) Size of family
 - iii) Rural urban divide
 - iv) Discipline – good discipline – Education, rewards & punishment
 - v) Difference between rewards and bribes **(20 hours)**
- 5) Role of parenting**
 - i) Role of the family in the development of the personality of the Deaf & Hard of Hearing child – role of father, mother, siblings & grand parents.
 - ii) Dimensions of parenting – styles of parenting, methods of discipline used by parents
 - iii) Family structure – family size, birth order, sibling relationship
 - iv) Non traditional families – working mothers, single parent families
 - v) Common problems experienced by families of Deaf & Hard of Hearing children **(20 hours)**

(TUTORIAL / LIBRARY 14 HOURS)

Paper V - Reference Books:

1. The Plain Truth about Child Rearing – Garner Ted Armstrong - 1970 – Ambassador College Press
2. Autism – The National Trust
3. Introduction to Exceptional Children – Mahesh Bhargava – 1994 – Sterling Publishers Pvt Ltd
4. Cerebral Palsy - The National Trust
5. Child Development – Christian Fulback, Michael Nolan, Ivan Tucker & Kim Mc Arthur - 1981 - The National Deaf Children's Society
6. A text book of Child Development – Rajammal P Devadas & N.Jaya – 1984 – Macmillan India Ltd
7. What to expect the toddler years – Arlene Eisenberg, Heidi E Murkoff & Sandee E Hathaway – 1996 – Simon & Schuster a Via Com co
8. Hyperactivity – Why won't my child pay attention? – Sam Goldstein & Michael Goldstein – 1992 - John Wiley & Son's Inc
9. For a secure tomorrow - The National Trust
10. An Introduction to Neuro – developmental disorders of children – Mervyn A Fox - The National Trust
11. Educating Exceptional Children – Samuel A Kirk – 1970 – Oxford IBH Publishing Co
12. Everything your baby would ask,,, if only she could talk – Kyra Karmiloff, & Annet Karmiloff – 1999 – Smith Golden books
13. Child Growth and Development V Edition – Elizabeth B Hurlock – 1978 – New York, McGraw –Hill Inc
14. Child Growth and Development VI Edition – Elizabeth B Hurlock – New York, McGraw –Hill Inc
15. Play and Learn , Toys and Activities for under five's – Maggie Jones – 1989 – Conran Octopus
16. Manual of Child Development – Soundara Lingam & David R Harvey – 1988 - Churchill Livingstone Longmands Group UK Ltd
17. The Wonder of Childhood recapturing the magic – Peter Lorie – 1989 – Impala Books United Kingdom
18. Your baby's first year month by month – Alison Mackonochie – 1988 – Hermes House
19. Mental retardation - The National Trust
20. Child Psychology – Girish Bala Mohanty - 2000 - New Delhi – Kalyani publishers
21. Multiple disabilities - The National Trust
22. A Child's World – Infancy through Adolescence VI Edition – Diane E Papalia & Sally E Wendkos Olds – 1993 – New York McGraw Hill Inc
23. Recommendation for prevention of childhood disabilities - The National Trust
24. Role and guidelines for local level committees - The National Trust
25. The New Language of Toys, Teaching Communication skills to children with special needs, A Guide for Parents and Teachers – Sue Schwartz & Joan E Heller Miller – 1996 – Woodbine House
