

UNIVERSITY OF MYSORE

One Year (2 Semester)

**MASTER OF SPECIAL EDUCATION
(HEARING IMPAIRMENT)
M.S.Ed.(HI)**

**Regulation & Scheme of Studies
(Effective from 2013–14)**



**All India Institute of Speech and Hearing
Manasagangothri, University of Mysore
Mysore – 570 006
University of Mysore**

Master of Special Education (Hearing Impairment)
M.S.Ed. (HI)

Regulations – 2013 – 2014

1.0 Title and Commencement

These regulations shall be called the University of Mysore regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Master of Special Education (Hearing Impairment).

2.0 Courses Offered and Duration of the Course

2.1 Master of Special Education (Hearing Impairment)

2.2 Duration of the course: One year/2 semesters

Note: Each semester shall extend over a minimum period of eighteen weeks excluding examination days.

3.0 Eligibility for Admission

3.1 Candidates with a B.S.Ed (Hearing Impairment) degree of the University of Mysore or any B.Ed (HI) recognised by RCI or any other University considered as equivalent thereto with an average of not less than 50% of marks in the qualifying examination. Minimum percentage of marks for admission is relaxable by 5% in the case of SC/ST.

3.2 Only those candidates who have not completed 35 years of age as on 1st July of the relevant academic year shall be eligible for admission.

3.3 Relaxation of age up to 5 years can be considered for candidates on deputation/in-service.

3.4 Distribution of seats shall be according to the policies of the respective institutions. A maximum of 20 students and a minimum of three candidates will be admitted into the course.

4.0 Scheme of Instruction

4.1 M.S.Ed. (HI) programme is of 2 semesters / one year duration. A candidate can avail a maximum of 4 semesters / 2 years in one stretch to complete the programme (including blank semesters, if any).

4.2 A candidate has to earn a minimum of 43 credits, for successful completion of M.S.Ed. (HI) programme. A candidate shall earn these 43 credits by studying

Hard Core, Soft Core, Major Project / Dissertation and Practicum prescribed for the programme.

- 4.3 In excess to the minimum of 43 credits for M.S.Ed. (HI), a candidate can opt for an Open Elective of 2 credits in the odd semester and take additional extra credits.
- 4.4 Only such candidates who register for a minimum of 18 credits per semester and complete successfully 43 credits in 2 successive semesters shall be considered for declaration of ranks, medals and are eligible to apply for student fellowship, scholarship, freships and hostel facilities.
- 4.5 Hours of instruction (contact hours) per week: (As per credits) –**Annexure-I**

5.0 Attendance

- 5.1 Each semester shall be taken, as a unit for purpose of calculating attendance and a candidate shall be considered to have put in the required attendance for the semester, if he/she has attended not less than 80% in case of theory classes and 90% in clinical practicum / teaching practice in each semester.
- 5.2 Shortage of attendance of up to 15% may be condoned by the Vice Chancellor on the recommendation of the Head of the Institution on payment of a fee to the University and the Institution. There shall be no condonation if attendance is below 65% in theory classes and 75% in clinical practicum during any semester.
- 5.3 A candidate who is having shortage of attendance in clinical practicum is permitted to make up this shortage by attending clinical practicum during vacation immediately after that semester but before commencement of the second semester.
- 5.4 A candidate, who fails to satisfy the requirement of attendance in a semester, shall rejoin the same semester in the immediate next academic year.
Note: This facility shall be available only **once** in the entire course.
- 5.5 If a candidate represents the institution in Sports/NSS/Cultural or any official activities, the actual period of absence shall be condoned. The duration of such activities shall not exceed 15 days in a semester.

6.0 Medium of Instruction

- 6.1 Medium of instruction shall be English.

7.0 Continuous Assessments, Earning of Credits and Award of Grades

- 7.1 There shall be a University Examination at the end of each semester. The details of assessment shall be as given in **Annexure II**.
- 7.2 Duration of examination per theory paper of 70 marks shall be for 3 hours for Semester I and II.
- 7.3 The evaluation of the candidate shall be based on continuous assessment. The structure for evaluation is as follows:
- 7.4 Assessment and evaluation processes happen in a continuous mode. However, for reporting purpose, a semester is divided into 3 discrete components identified as C₁, C₂, and C₃.
- 7.5 The performance of a candidate in a course will be assessed for a maximum of 100 marks as explained below.
- 7.6 The first component (C₁), of assessment is for 15 marks. This will be based on test, assignment and seminar. During the first half of the semester, the first 50% of the syllabus will be completed. This shall be consolidated during the 8th week of the semester.
- 7.7 The second component (C₂), of assessment is for 15 marks. This will be based on test, assignment and seminar. The continuous assessment and scores of second half of the semester will be consolidated during the 16th week of the semester. During the second half of the semester the remaining units in the course will be completed.
- 7.8 The outline for continuous assessment activities for Component-I (C₁) and Component-II (C₂) will be proposed by the teacher(s) concerned before the commencement of the semester and will be discussed and decided in the respective Departmental Council. The students should be informed about the modalities well in advance. The evaluated courses/assignments during component I (C₁) and component II (C₂) of assessment are immediately returned to the candidates after obtaining acknowledgment in the register maintained by the concerned teacher for this purpose.
- 7.9 During the 18th – 20th week of the semester, a semester-end examination of 3 hours duration shall be conducted for each course. This forms the third/final component of assessment (C₃) and the maximum marks for the final component will be 70.
- 7.10 Setting question papers and evaluation of answer scripts.

7.10.1 Question papers in two sets shall be set by the internal examiner for a course. Whenever there are no sufficient internal examiners, the chairman BoE shall get the questions paper set by external examiners.

7.10.2 The Board of Examiners shall scrutinize and approve the question papers and scheme of valuation

7.10.3 (i) There shall be single valuation for all theory papers by internal examiners. In case the number of internal examiners falls short, external examiners may be invited.

(ii) The examination of Practical work/ Field work / Project work will be conducted jointly by two internal examiners. However the BoE on its discretion can also invite external examiners if required.

(iii) If a course is fully of (L=0):T:(P=0) type, then the examination for C3 component will be as decided by the BoS concerned.

7.10.4 Challenge valuation

A student who desires to apply for challenge valuation shall obtain a photocopy of the answer script by paying the prescribed fee within 10 days after the announcement of the results. He / She can challenge the grade awarded to him/her by surrendering the grade card and by submitting an application along with the prescribed fee to the registrar (Evaluation) within 15 days after the announcement of the results. This challenge valuation is only for C₃ component. The answer scripts for which challenge valuation is sought for shall be sent to another external examiner. The marks awarded will be the higher of the marks obtained in the challenge valuation and in maiden valuation.

7.11 In case of a course with only practical component a practical examination will be conducted with two examiners (ref: 7.10.3). A candidate will be assessed on the basis of a) Knowledge of relevant processes (b) Skills and operations involved (c) Results / products including calculation and reporting. If external examiner does not turn up then both the examiners will be internal examiners. The duration for semester-end practical examination shall be decided by the department council.

7.12 If X is the marks of the candidate out of 70 in C₃ in theory examination, if Y is the marks scored by the candidate out of 70 in C₃ in practical examination, and if Z is the marks scored by the candidate out of 70 in C₃ for a course of (L=0)T(P=0) type that is entirely tutorial based course, then the final marks M in C₃ is decided as per the following table.

| | |
|------------------|--------------------------------------|
| LTP Distribution | Find Mark M in C ₃ |
| L:T:P | $\frac{[(L+T)*X]+[(T+P)*Y]}{L+2T+P}$ |
| L:(T=0):P | $\frac{(L*X)+[(P*Y)]}{L+P}$ |
| L:T:(P=0) | X |
| L:(T=0):(P=0) | X |
| (L=0):T:P | Y |
| (L=0):(T=0):P | Y |
| (L=0):T:(P=0) | Z |

7.13 The details of continuous assessment are summarized in the following table.

| Component | Syllabus in a Course | Weight-age | Period of Continuous Assessment |
|--|--|------------|--|
| C ₁ | First 50% (2 units of total 4 units) | 15% | First half of the semester. To be consolidated by 8 th week |
| C ₂ | Remaining 50% (Remaining units of the course) | 15% | Second half of the semester. To be consolidated by 16 th week |
| C ₃ | Semester-end examination (All units of the course) | 70% | To be completed during 18 th - 20 th week |
| Final grades to be announced latest by 24th week | | | |

7.14 A candidate's performance from all 3 components will be in terms of scores, and the sum of all three scores will be for a maximum of 100 marks (15 + 15 + 70).

7.15 **Finally, awarding the grades should be completed latest by 24th week of the semester.**

8.0 Dissertation work (Minor/Major Project Evaluation)

8.1 The candidates shall carryout dissertation in the I & II semester. Dissertation shall be evaluated only at the end of II semester.

8.2 The candidates shall submit three copies of dissertation before the commencement of theory examination of fourth semester. Candidates who fail to submit their dissertations on or before the stipulated date shall not be permitted to appear for the final semester examination.

8.3 Right from the initial stage of defining the problem, the candidate has to submit the progress report periodically and also present his/her progress in the form of seminars in addition to the regular discussion with the guide. Components of evaluation are as follows.

Component –I (C₁): Periodic Progress and Progress Reports (15%)

Component – II (C₂): Results of Work and Draft Report (15%)

Component –III (C₃): Final viva-voce and evaluation (70%). The report evaluation is for 40% and the viva voce examination is 30%

- 8.4 The (C₃) (component-III) for dissertation works shall be evaluated by a panel of two members consisting of the guide and an external examiner.
- 8.5 In case a candidate secures less than 30% in C₁ and C₂ put together, the candidate is said to have DROPPED the course, and such a candidate is not allowed to appear for C₃. This shall be declared by the chairperson of the department before the commencement of C₃ examination.
- 8.6 In case a candidate's attendance is less than 75% or as stipulated by the University, the candidate is said to have DROPPED the course, and such a candidate is not allowed to appear for C₃ in that course.
Teachers offering the courses will place the above details in the Department Council meeting during the last week of the semester, before the commencement of C₃, and subsequently a notification pertaining to the above will be brought out by the Chairman of the Department before the commencement of C₃ examination. A copy of this notification shall also be sent to the office of the Registrar & Registrar (Evaluation).
- 8.7 In case a candidate secures less than 30% in C₃, he/she may choose DROP/MAKEUP option. In case a candidate secures more than or equal to 30% in C₃, but his/her grade (G) = 4, as per section 8.9 below, then he/she may be declared to have been conditionally successful in this course, provided that such a benefit of conditional clearance based on G=4 shall not be availed for a maximum of 4 credits for the entire programme of Master's Degree of one year. In case a candidate secures more than 30 % in C₃ but G=4, then he/she may choose DROP/MAKE-UP option. The candidate has to exercise his/her option immediately within 10 days from the date of notification of results. A MAKE-UP examination will be conducted within 25 days from the date of notification of results. If the candidate still remains unsuccessful after MAKE-UP examination he/she is said to have DROPPED that course.
- 8.8 A Candidate has to re-register for the DROPPED course when the course is offered again by the department if it is a hard core course. The candidate may choose the same or an alternate core/elective in case the dropped course is soft core/elective course. A candidate who is said to have DROPPED project work has a re-register for the same subsequently within the stipulated period. **The details of any dropped course will not appear in the grade card.**

- 8.9 The tentative / provisional grade card will be issued by the Registrar (Evaluation) at the end of every semester indicating the courses completed successfully. This statement will not contain the list of DROPPED courses. Upon successful completion of Bachelors Honours / Masters Degree a final grade card consisting of grades of all courses successfully completed by the candidate will be issued by the Registrar (Evaluation). The grade and the grade point earned by the candidate in the subject will be as given below.

| Marks | Grade | Grade Point (GP = V x G) |
|-------|-------|--------------------------|
| 30-39 | 4 | V*4 |
| 40-49 | 5 | V*5 |
| 50-59 | 6 | V*6 |
| 60-64 | 6.5 | V*6.5 |
| 65-69 | 7 | V*7 |
| 70-74 | 7.5 | V*7.5 |

Here, P is the percentage of marks ($P = [(C1+C2)+M]$) secured by a candidate in a course which is rounded to nearest integer. V is the credit value of course. G is the grade and GP is the grade point.

- 8.10 A candidate can withdraw any course within in ten days from the date of notification of final results. Whenever a candidate withdraws a paper, he/she has to register for the same course in case it is hard core course, the same course or an alternate course if it is soft core/open elective. DROPPED course is automatically considered as a course withdrawn.
- 8.11 Overall cumulative grade point average (CGPA) of a candidate after successful completion of the required number of credits (42) is given by

$$\text{CGPA} = \frac{\sum \text{GP}}{\text{Total number of credits}}$$

9.0 Classification of results

- 9.1 The final grade point (FGP) to be awarded to the student is based on CGPA secured by the candidate and is given as follows;

| CGPA | FGP | |
|------------------------------|---------------|-------------------|
| | Numeric Index | Qualitative Index |
| $4 \leq \text{CGPA} < 5$ | 5 | SECOND CLASS |
| $5 \leq \text{CGPA} < 6$ | 6 | |
| $6 \leq \text{CGPA} < 7$ | 7 | FIRST CLASS |
| $7 \leq \text{CGPA} < 8$ | 8 | |
| $8 \leq \text{CGPA} < 9$ | 9 | DISTINCTION |
| $9 \leq \text{CGPA} \leq 10$ | 10 | |

10.0 Provision for Appeal

If a candidate is not satisfied with the evaluation of C₁ and C₂ components, he/she can approach the grievance cell with the written submission together with all facts, the assignments, and test papers etc, which were evaluated. He/she can do so before the commencement of semester-end examination. The grievance cell is empowered to revise the marks if the case is genuine and is also empowered to levy penalty as prescribed by the university on the candidate if his/her submission is found to be baseless and unduly motivated. This cell may recommend taking disciplinary/corrective action on an evaluator if he/she is found guilty. The decision taken by the grievance cell is final.

For every program there will be one grievance cell. The composition of the grievance cell is as follows.

1. The Registrar (Evaluation) ex-officio Chairman / Convener
2. One senior faculty member (other than those concerned with the evaluation of the course concerned) drawn from the department/discipline and/or from the sister departments/sister disciplines.
3. One senior faculty members/subject experts drawn from outside the University department.

11.0 Marks Cards

The marks cards shall be issued after affixing the security hologram of the University and laminating it on both sides.

12.0 Barring of Simultaneous Study

12.1 No candidate admitted to a degree course in a College/Institution under the jurisdiction of this University shall be permitted to study simultaneously in any other course leading to a degree (regular, evening & morning) offered by this or any other University.

12.2 If a candidate gets admitted to more than one course, the University shall cancel without giving prior notice, his/her admission to all the courses to which he/she has joined.

13.0 Miscellaneous

13.1 These revised regulations will apply to candidates admitted for the academic year 2013-2014 onwards.

13.2 Any other issue, not envisaged above, shall be resolved by the Vice Chancellor in consultation with the appropriate bodies of the University, which shall be final and binding.

HOURS OF INSTRUCTION PER WEEK AS PER CREDITS

Semester I

| S. No | Nature of Paper | HC/SC/OE | Title | Credits/Week | | Hours/Week |
|--------------|-----------------|----------|---|-----------------------------------|-------------------------------|--------------------------------|
| | | | | Total | L:T:P | |
| 1. | Hard Core | EDHC 1 | Advanced Educational Psychology I | 3 credits each Total 9 Credits | 2:1:0 | 2:2:0:0=4 |
| | | EDHC 3 | Educational Thoughts and Practices | | 2:1:0 | 2:2:0:0=4 |
| | | EDHC 5 | Research Methodology and Data Analysis I | | 2:1:0 | 2:2:0:0=4 |
| 2. | Soft Core I | EDSC 1.7 | Audiological Intervention for Children with Hearing Impairment OR Educational Technology for Children with Hearing Impairment | 3 credits | 2:1:0 | 2:2:0:0=4 |
| 3. | Soft Core II | EDSC 2.9 | Special Intervention Services for Children with Hearing Impairment OR Perspectives in Education of Individuals with Hearing Impairment | 3 credits | 2:1:0 | 2:2:0:0=4 |
| 4. | Practicum | EDEI 1 | Education Practicum I: Evaluation & Intervention | 2 Credits | 0:0:2 | 0:0:4:0=4 |
| 5. | Dissertation | EDDP 1 | Dissertation Proposal | 2 Credits | L:T:P:D 0:0:0:2 | L:T:P:D 0:0:0:8=8 |
| Total | | | | 19 | 10:5:2:2 =19 | 10:10:4:8 =32 |

| 6 | Nature of Paper | Paper Code | Title | Credits / Week | | Hours/Week |
|---|----------------------------------|------------|--|-----------------|-------|------------|
| | | | | Total | L:T:P | |
| | Open Discipline-Centric Elective | EDOE 6 | Overview of Early Identification and Management of Children with Hearing Impairment OR | 2 Credits Extra | 2:0:0 | 2 |
| | | EDOE 7 | Overview of Inclusive Education for Children with Communication Disorders | | | |

Semester II

| S. No | Nature of Paper | Code | Title | Credits / Week | | Hours/ Week |
|--------------------------|-----------------|-----------|--|-----------------------------------|---------------------|----------------------|
| | | | | Total | L:T:P | |
| 1. | Hard Core | EDHC 2 | Advanced Educational Psychology II | 3 credits each Total 9 Credits | 2:1:0 | 2:2:0:0=4 |
| | | EDHC 4 | Education – System, Policies and Programmes | | 2:1:0 | 2:2:0:0=4 |
| | | EDHC 6 | Research Methodology and Data Analysis II | | 2:1:0 | 2:2:0:0=4 |
| 2. | Soft Core I | EDSC 1.8 | Management of Communication Skills OR Manual Modes of Communication | 3 credits | 2:1:0 | 2:2:0:0=4 |
| 3. | Soft Core II | EDSC 2.10 | Organisation of Programmes for Individuals with Hearing Impairment OR Teacher Education in the Field of Special Education | 3 credits | 2:1:0 | 2:2:0:0=4 |
| 4. | Practicum | EDEI 2 | Education Practicum II: Evaluation & Intervention | 2 Credits | 0:0:2 | 0:0:4:0=4 |
| 5. | | EDTEP | Teacher Education Practicum | 2 Credits | 0:0:2 | 0:0:4:0=4 |
| 6. | Dissertation | EDDR | Dissertation Report and Viva | 4 Credits | L:T:P:D 0:0:0:4 | L:T:P:D 0:0:0:8=8 |
| Total | | | | 23 Credits | 10:5:4:4 =23 | 36 Hours |
| TOTAL OF I & II SEMESTER | | | | 42 Credits | | 10:10:8:8 =36 |

L: Lecture (One hour of lecture = 1 credit)

P: Practical (Two hours of practical = 1 credit)

T: Tutorials (Two hours of tutorials = 1 credit)

D: Dissertation (Two hours of dissertation = 1 credit)

ASSESSMENT: DISTRIBUTION OF CREDITS AND MARKS**Assessment Scheme**

| Component | Units Covered | Weightage | Period of Continuous Assessment |
|-----------------------|-------------------------|------------------|--|
| Mid Term Assessment I | 50% (any 2 units) | 15% - 15 Marks | End of 8 th week |
| Mid Term Assessment I | 50% (the other 2 units) | 15% - 15 Marks | End of 16 th week |
| Semester End | 1, 2, 3, 4 | 70% - 70 Marks | End of 18 th week |

Details of Assessment: Marks and Credits**Semester I**

| S. No. | Nature of Paper | Title | Credits | Midterm Assessment | Semester End Assessment | Total Marks |
|---------------|------------------------|---|--|---------------------------|--------------------------------|----------------------------|
| 1. | Hard Core | EDHC 1: Advanced Educational Psychology I EDHC 3: Educational Thoughts and Practices EDHC 5: Research Methodology and Data Analysis I | 3 credits each Total 9 Credits | 30 x 3 = 90 marks | 70 x 3 = 210 marks | 100 x 3 = 300 marks |
| 2. | Soft Core I | EDSC 1.7: Audiological Intervention for Children with Hearing Impairment [OR] Educational Technology for Children with Hearing Impairment | 3 credits | 30 x 1 = 30 marks | 70 x 1 = 70 marks | 100 x 1 = 100 marks |
| 3. | Soft Core II | EDSC 2.9: Special Intervention Services for Children with Hearing Impairment [OR] Perspectives in Education of Individuals with Hearing Impairment | 3 credits | 30 x 1 = 30 marks | 70 x 1 = 70 marks | 100 x 1 = 100 marks |
| 4. | Practicum | EDEI 1: Education Practicum I: Evaluation & Intervention | 2 Credits | 30 marks | 70 marks | 100 marks |
| 5. | Dissertation | EDDP1. Dissertation Proposal | 2 Credits | 30 marks | 70 marks | 100 marks |
| Total | | | 19 Credits | 210 marks | 490 marks | 700 marks |

Extra Credit

| S. No. | Nature of Paper | Title | Credits | Midterm Assessment | Semester End Assessment | Total Marks |
|---------------|--|---|-----------------|---------------------------|--------------------------------|----------------------------|
| 1. | Open Discipline – Centric Elective (Add On Course) [Choice of Any One] | EDOE 6: Overview of Early Identification and Management of Children with Hearing Impairment [OR] EDOE 7: Overview of Inclusive Education for Children with Communication Disorders | 2 Credits Extra | 30 x 1 = 30 marks | 70 x 1 = 70 marks | 100 x 1 = 100 marks |

Semester II

| S. No. | Nature of Paper | Title | Credits | Midterm Assessment | Semester End Assessment | Total Marks |
|--------------------------|-----------------|--|--|--------------------------|---------------------------|----------------------------|
| 1. | Hard Core | EDHC 2: Advanced Educational Psychology II EDHC 4: Education – System, Policies and Programmes EDHC 6: Research Methodology and Data Analysis II | 3 credits each Total 9 Credits | 30 x 3 = 90 marks | 70 x 3 = 210 marks | 100 x 3 = 300 marks |
| 2. | Soft Core I | EDSC 1.8: Management of Communication Skills [OR] Manual Modes of Communication | 3 credits | 30 x 1 = 30 marks | 70 x 1 = 70 marks | 100 x 1 = 100 marks |
| 3. | Soft Core II | EDSC 2.10: Organisation of Programmes for Individuals with Hearing Impairment [OR] Teacher Education in the Field of Special Education | 3 credits | 30 x 1 = 30 marks | 70 x 1 = 70 marks | 100 x 1 = 100 marks |
| 4. | Practicum | EDEI 2. Education Practicum II: Evaluation & Intervention | 2 Credits | 30 marks | 70 marks | 100 marks |
| | | EDTEP: Teacher Education Practicum | 2 Credits | 30 marks | 70 marks | 100 marks |
| 5. | Dissertation | EDDR: Dissertation Report and Viva | 4 Credits | 30 marks | 70 marks | 100 marks |
| Total | | | 23 Credits | 240 marks | 560 marks | 800 marks |
| TOTAL OF I & II SEMESTER | | | 42 Credits | 450 marks | 1050 marks | 1500 marks |

MASTER OF SPECIAL EDUCATION (HEARING IMPAIRMENT)

CBCS SCHEME (MODEL QUESTION PAPER PATTERN)

(All Units are Compulsory)

Paper Title:

Marks: 70

Paper Code:

| Unit No. | Question Number | Question/s | Marks |
|------------|-----------------|--|-------|
| I | 1 | A xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx OR | 15 |
| | 2(a) | B xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 10 |
| | 2(b) | C xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 05 |
| II | 3(a) | D xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 15 |
| | 3(b) | E xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx OR | 05 |
| | 4 | F xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 20 |
| III | 5(a) | G xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 10 |
| | 5(b) | H xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 05 |
| | 5(c) | I xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx OR | 05 |
| | 6(a) | J xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 10 |
| | 6(b) | K xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 10 |
| IV | 7(a) | L xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 10 |
| | 7(b) | M xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 03 |
| | 7(c) | N xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx OR | 02 |
| | 8(a) | O xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 05 |
| | 8(b) | P xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 05 |
| | 8(c) | Q xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx | 05 |

Regulation: For a theory paper carrying 70 marks, each full question shall carry either 20 or 15 marks, with internal choices having equal marks. Each **20** mark question can be divided as follows: 20, 15+5, 10+10, 10+5+5; and each **15** mark question can be divided as follows: 15, 10+5, 10+3+2, 5+5+5,. Maximum number of subdivisions in a question shall be THREE.

**Choice Based Credit System
M.S.Ed (H.I)
I SEMESTER**

HARD CORE Paper

EDHC 1: ADVANCED EDUCATION PSYCHOLOGY I

| | | | |
|--------------------------------|---------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorial: 2 | External: | 70 |

OBJECTIVES

After studying this course the students shall be able to:

- Analyze the influence of heredity mechanisms on human development.
- Explains various learning theories and applies their principles in teaching – learning situations.
- Explain theories of personality
- Suggest self instructional methods
- Explain different theories of intelligence
- Examines the suitability of different psychological tests.

COURSE CONTENT

Unit 1: Human Development and Behaviour

(16 hours)

- 1.1 Genetic determinants of development — Heredity mechanism and Mendel's laws — their implications to education.
- 1.2 The influence of endocrine glands— Influence of enzymes and vitamins on behaviour.
- 1.3 Environmental influences on behaviour. Educational implications.
- 1.4 Cognitive Development – Piaget's Theory, Bruner's Theory, Vygotsky's views of knowledge construction from socio cultural perspective.
- 1.5 Language Development – Biological and environmental influences, Chomsky's views.
- 1.6 Moral Development – Piaget and Kohlberg Theories of Moral Development. Role of family, peer group and schools.
- 1.7 Personal Development – Development of Personality, Erickson's Psycho-social stages of development.

Unit 2: Personality and Adjustment

(16 hours)

- 2.1 Different approaches to the study of personality.
- 2.2 Theories of personality –

- 2.2.1 Trait theory of Allport , Caltell and Eysenck
- 2.2.2 Psycho-analytic theories of Freud, Jung and Adler's. Neo-Freudian views – Karen Horney and Erich Fromm
- 2.2.3 Humanistic perspective – Carl Rogers & Abraham Maslow.
- 2.3 Concept of Maladjustment – Meaning, source of maladjustment – Anxiety, Frustration and Conflicts – Their causes and symptoms; Resolution of Frustrations and Conflicts.
- 2.4 Concepts of adjustment, mental health and hygiene; Role of Parents and schools.
- 2.5 Psychological deviations during childhood and Adolescence – Classification, symptoms, causes and therapeutic measures.

Unit 3: Theories of learning

(16 hours)

- 3.1 Classification of Learning Theories, background, basic Concepts and principles and educational implications of the following Learning theories.
- 3.2 Classical conditioning (Pavlov), Operant conditioning (Skinner), Learning by Insight (Kohler), Contiguity Theory (Guthrie), Sign – Gestalt Theory (Tolman), Gagne's Hierarchy learning.

Unit 4: Individual Differences

(16 hours)

- 4.1 Intelligence: Concept, theories of intelligence – Unitary Theories and Multifactor Theories, Spearman's two factor Theory, Group factor Theory, Guilford's SI model (Structure of Intellect), Theories of Sternberg and Gardner. Tests of intelligence; Concept of Emotional Intelligence and their Educational Implications ;Creativity-Meaning, Factors, Characteristics of Creative children, Fostering Creative talents.
- 4.2 Aptitudes – Meaning, Nature, Types , Assessment, Aptitude Tests
- 4.3 Attitudes – Meaning, Dimensions, assessing and changing attitudes; Attitude Scales.
- 4.4 Interest - Meaning, Nature, assessment and Interest Inventories.

PRACTICAL ACTIVITIES

- Collect the moral judgments taken from a sample of students in different situations and determine the stage of moral development according to Piaget's Theory.
- Illustrate of Erickson's Psychosocial stages of development by practically observing the behaviour of children and matching the behaviour with each stage.
- Prepare a strategy for teaching language.
- Identify symptoms of maladjustment through observing behaviours of children.
- Administer an Aptitude test, and analyze and interpret the results.
- Administer an Attitude scale, and analyze and interpret the results.
- Administer Interest Scale Inventory and prepare an Interest Profile.

REFERENCES

1. Bain, D. (1966). *Handicapped Children in Developing Countries: assessment, Curriculum and Instructions*”, Edmonton, Alberta, Canada: University of Alberta.
2. Bennet, T., Lingerfelt, B.V., and Nelson, D.E. (1990). “Developing Individualized Family Support Plans: Training Manual”. Cambridge, M.A.: Brookline Books.
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**Choice Based Credit System
M.S.Ed (H.I)
I SEMESTER**

HARD CORE PAPER EDHC 3: EDUCATIONAL THOUGHTS AND PRACTICES

| | | | |
|--------------------------------|---------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorial: 2 | External: | 70 |

OBJECTIVES

The Student will be able to:

- Understand the field of Education as an area of study
- examine the interdisciplinary nature of education
- Identify critical issues in Indian and Western philosophies of education
- Critically examine the current system and practices of education in India
- Examine the relationship between education and social process
- Examine the concern of school education

COURSE CONTENT

Unit 1: Concept and Interdisciplinary Nature of Education (16 hours)

- 1.1 Concept of education as a discipline
- 1.2 Relationship of education with philosophy, Sociology and Management, Political Science and Economics
- 1.3 Education as teaching, Initiation development
- 1.4 Conceptual analyses – freedom authority, equality of education opportunity, open learning, learning society and secularism

Unit 2: Analysis and Synthesis of Philosophical Systems (16 hours)

- 2.1 Basic education, Shantiniketan and Integral education
- 2.2 Educational thoughts of Indian thinker– J. Krishnamurthy and Swamy Vivekananda; Educational thoughts of western thinkers – Paulo Freire, Ivan Illich
- 2.3 Educational thoughts in Indian philosophical system – Vedic, Buddhism, Jainism, Islamic
- 2.4 Education and Epistemology – Epistemological bases of curriculum – Nature and Scopes of Knowledge
- 2.5 Western approach – Constructivist and existentialism approaches; Indian approaches – Vedanta and Sankya

- 2.6 Education and Axiology – nature and Scope of axiology – Scope of Ethics, logic and aesthetics in education
- 2.7 Theory of Values – Western Idealistic and Pragmatic Perceptions; Indian – Purusharta and Panchakosha theory of Values, Peace

Unit 3: Socio-Cultural Dimension of Indian Education (16 hours)

- 3.1 Sociological foundations of Education
- 3.2 Characteristics of Indian Society- multicultural, multilinguistic, multireligious – Implications to education and methods of teaching
- 3.3 Socialization and acculturation – Sanskritisation and westernization – Implications to education
- 3.4 Sociological challenges in Contemporary Indian Society – gender equality, socially and culturally disadvantaged, education of the challenged

Unit 4: Education and Economic Development (16 hours)

- 4.1 Concept of Economic Growth and Development
- 4.2 Impact of Globalization and Privatization on education
- 4.3 Education and Economic Development – Education and employment – Impact of globalization – Role of education in Sustainable development
- 4.4 Human Resource Development – Concept and Role of education – Strategies of Human Resource Development

TRANSACTIONAL MODE

- Library survey and reading as themes suggested and classroom presentation
- Seminar presentation and reading by students on selected themes individually leading to discussion
- Study of various documents, recent govt curriculum as various policies and work
- Group work and presentation on selected themes

TUTORIAL WORK

- Workshop sessions to analyze the identified educational concept.
- Seminar presentation on identified great thinkers on Education.
- Assignments based on self-study on identified themes on education

ESSENTIAL READING

- Hamm: Philosophy of Education
- Peters R. S. (1975): The Philosophy of Education
- Kneller (1970): Philosophy of Education
- N.C.E.R.T. (2005): National Curriculum framework

- M.H.R.D. (1992): National Policy of Education
policy – Perspective and Programme of Action
- Sridhar Y. N.(2009): Shikshanada Tatvika Talahadi

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**Choice Based Credit System
M.S.Ed (H.I)
I SEMESTER**

Hard CORE PAPER

**EDHC 5: RESEARCH METHODOLOGY AND DATA
ANALYSIS – I**

| | | | |
|--------------------------------|---------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorial: 2 | External: | 70 |

OBJECTIVES

On completion of this course, the students will be able to:

- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- conduct a literature search and develop a research proposal
- explain tool design and procedure for collection of data
- convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation

COURSE CONTENT

Unit 1: Research in Education: Conceptual Issues

(16 hours)

- 1.1 Research in Education: Meaning, purpose, characteristics, constraints and limitations, ethical considerations and areas of educational research in terms of content, issues and levels of education.
- 1.2 Scientific method – basic assumptions of science, nature and steps, its application to research in education.
- 1.3 Kinds of educational research: basic, applied and action research and their characteristics. Research paradigms in education - qualitative, quantitative and mixed, and their characteristics, Types of research under each paradigm – meaning and characteristics only (Quantitative – experimental, survey, causal-comparative, co relational, exploratory, evaluative, cross sectional)
- 1.4 Planning the research study: Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet tools
- 1.5 Identification and Conceptualization of Research Problem: criteria for selection, assumptions, postulates, laws and theories, statement of problem, purpose/ objectives, and research questions in qualitative and quantitative research

- 1.6 Variables: meaning, types and relationships; Operational Definitions, Formulation of Hypotheses: Types and Characteristics
- 1.7 Use of computer for review of literature and other references

Unit 2: Sampling in Quantitative, Qualitative and Mixed Research (16 hours)

- 2.1 Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
- 2.2 Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
- 2.3 Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling and snowball sampling
- 2.4 Determining the sample size when using random sampling
- 2.5 Sampling in qualitative and mixed research

Unit 3: Tools /Techniques of Data Collection (16 hours)

- 3.1 Tests – Norm Referenced and Criterion Referenced, Inventories and Scales: types and their construction and uses
- 3.2 Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires
- 3.3 Interview: types, characteristics and applicability, guidelines for conducting interviews
- 3.4 Observation: Qualitative and quantitative, : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion / interview
- 3.5 Secondary (existing) data: sources : use of documents, scrutiny and analysis
- 3.6 Standardized tools – advantages and limitations; selection of appropriate tool using reliability and validity information
- 3.7 Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals

Unit 4: Descriptive Analysis of Quantitative Data (16 hours)

- 4.1 Statistical data / series – continuous and discrete, concept of a score; Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group
- 4.2 Representation of data : Tabular representation with regard to the types of data, frequency distribution; Graphical representation of Data – histogram, frequency polygon, ogive, pie chart, bar diagram and line graph
- 4.3 Description and comparison of groups: measures of central tendencies (Mean, Median and Mode) and dispersion (Range, Quartile Deviation, Standard Deviation, Coefficient of Variation) , Relative Positions (Percentiles and Deciles),Percentile Rank - assumptions, uses , computation and interpretation:

- 4.4 Raw scores and Derived scores : meaning, characteristics, types of derived scores - scores, z scores, T scores and Stanines (meaning, uses and calculations)
- 4.5 Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications

TRANSACTION MODE

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, research exercises.

SESSIONAL WORK

The students may undertake any one of the following activities:

- Development of a Research Proposal on an identified research Problem
- Preparation, Try Out and finalization of a tool
- Identification of variables of a research study and classification of them in terms of functions and level of measurement
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- Preparation of a review article
- Use of Internet in Reviewing the Literature in the area of study
- Review of Research report

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**Choice Based Credit System
M.S.Ed (H.I)
I SEMESTER**

SOFT CORE PAPER

**EDSC 1.7: AUDIOLOGICAL INTERVENTION FOR
CHILDREN WITH HEARING IMPAIRMENT**

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

After studying this paper the students are expected to:

- Comprehend the importance and implications of hearing ability of students in classroom learning
- Become aware of criteria for selection of appropriate listening devices for children with hearing impairment
- Acquire skills for troubleshooting listening devices classroom context
- Understand the importance of speech spectrum in the context of classroom
- Acquire skills for optimising listening in the classroom environment

COURSE CONTENT

Unit 1: Hearing Assessment: Need and Implications (16 hours)

- 1.1 Role of Hearing in Education
- 1.2 Need for periodic assessment of hearing in children
- 1.3 Association of audiological findings on the choice of method of communication
 - 1.3.1 Effect of type, degree and configuration
 - 1.3.2 Effect of speech identification scores
- 1.4 Role of special educators in providing feedback regarding utility of listening devices and evaluating the utility of listening devices (E.g. Ling's sound test)
- 1.5 Selection of type of school placement (Special vs. Inclusive Education) based on audiological test findings

Unit 2: Listening Devices: Need and Benefit (16 hours)

- 2.1 Need for selection of appropriate listening devices for individuals with hearing impairment
 - 2.1.1 Aided audiograms and their utility in selecting the method of communication
 - 2.1.2 Aided speech perception tests and utility in selecting the method of communication

- 2.2 Benefits and limitations of individual and group amplification devices
- 2.3 Ear moulds: Ways to determine the need for replacement of ear moulds in children
- 2.4 Electroacoustic evaluation: Need and its implications
 - 2.4.1 Need for standard specifications of hearing aids
 - 2.4.2 Role of electroacoustic measurements while referring for change in hearing aids (parameters to decide change in hearing aids)
- 2.5 Care, Trouble shooting of cochlear implants, individual and group amplification devices.

Unit 3:Speech Spectrum with Respect to Aided Hearing (16 hours)

- 3.1 Basic acoustical properties of speech sounds and their application in listening training, speech spectrum
- 3.2 Ling’s sound test / basic speech perception tests to check / monitor utility of listening devices
- 3.3 Aided audiogram with reference to speech spectrum
- 3.4 Need for assessment of listening levels
- 3.5 Methods to assess listening levels and application of outcome in listening training

Unit 4: Optimising Listening in the Classroom Environment (16 hours)

- 4.1 Importance of listening training in education of children with hearing impairment
- 4.2 Ways to incorporate the principles of auditory training / auditory verbal therapy
 - 4.2.1 In the education of children with hearing impairment within classroom
 - 4.2.2 In the education of children with hearing impairment outside classroom situations
- 4.3 Pre-requisites of an ideal classroom
 - 4.3.1 Allowable noise level and ways to achieve it
 - 4.3.2 Allowable reverberation and ways to achieve it
 - 4.3.3 Recommended lighting / illumination
 - 4.3.4 Recommended dimensions
 - 4.3.5 Recommended teacher–student ratio

SESSIONAL WORK

- Observation and reporting of hearing assessment for five children
- Observing recording of different physical characteristics of different hearing aids
- Observe and report the parameters of the following:
 - Counselling on trouble shooting of the hearing aids, ALDs and CI
 - Multimeter check for functioning of hearing aid
 - Daily listening check of hearing devices
 - Visual check of hearing devices
- Mark the frequency and intensity distribution of environmental and speech sounds on an audiogram (including Ling’s 6 sounds).
- Prepare a model of ideal classroom in terms of acoustic and lighting

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**Choice Based Credit System
M.S.Ed (H.I)
I SEMESTER**

SOFT CORE PAPER

**EDSC 1.7: EDUCATIONAL TECHNOLOGY FOR
CHILDREN WITH HEARING IMPAIRMENT**

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

After studying this paper, the students are expected to:

- Realise the importance of educational technology in teaching children with hearing impairment
- Use of technology in the teaching-learning process
- Become aware of the current trends in the field of educational technology for individuals with hearing impairment & their implications in practice

COURSE CONTENT

Unit 1: Introduction to Educational Technology (16 hours)

- 1.1 Meaning and definition of Education and Technology
- 1.2 Meaning, definition and needs of Educational Technology.
- 1.3 Concept of Technology of education and Technology in Education.
- 1.4 Components of Educational Technology
- 1.5 Technology to teach children with hearing impairment.

Unit 2: Use of Educational Technology in Teaching Children with Hearing Impairment (16 hours)

- 2.1 Teaching – learning Process and Technology.
- 2.2 Educational Technology as Instructional Technology for children with hearing impairment.
- 2.3 Programmed instruction with reference to hearing impairment
- 2.4 Modalities of Teaching- Teaching, Instruction and learning.
- 2.5 Benefits of Educational Technology in Evaluation.

Unit 3: Role of Educational Technology in Educational System (16 hours)

- 3.1 Educational Technology at different level of educational system (pre-primary, primary, Secondary, higher Secondary, etc)
- 3.2 Technology for Teacher Education.
- 3.3 Effective implementation of Educational Technology in Special Education set-up with reference to Special Education (Hearing Impairment).
- 3.4 Management of Education Technology in Education System with special reference to Special Education (Hearing Impairment).
- 3.5 Availability and Suitability of Educational Technology in Special Educational system.

Unit 4: Recent trends in Educational Technology (16 hours)

- 4.1 Educational Technology as system approach to education.
- 4.2 Advanced approaches of Educational Technology – Software, Hardware, Multi-media, internet, etc...
- 4.3 Availability of man-power in the field of Educational Technology.
- 4.4 Progress of Educational Technology Programme in India and in other countries (Special reference to Special Education (HI)).
- 4.5 Research in Educational Technology.

SESSIONAL WORK

- Preparation of teaching learning material on the basis of Educational Technology.
- Collection of available Software for Class room teaching as part of Educational Technology.
- Collection of information about the developed man power.
- Collection of information about the practical status of special educational set-up with reference to Karnataka, India and Global.

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**Choice Based Credit System
M.S.Ed (H.I)
I SEMESTER**

SOFT CORE PAPER

**EDSC 2.9: SPECIAL INTERVENTION SERVICES FOR
CHILDREN WITH HEARING IMPAIRMENT**

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

After studying this paper the students are expected to:

- Acquire skills for early identification and intervention services to be provided to children with hearing impairment at different stages
- Acquire knowledge about the concepts and importance of IFSP, IEP and ITP
- Acquire skills for curriculum adaptation and implementation for children with hearing impairment
- Acquiring skills for planning and implementing transitional services for children with hearing impairment
- Acquire knowledge about additional disabilities that co-exist with hearing impairment and their management

COURSE CONTENT

Unit 1: Early Stimulation and Intervention (16 hours)

- 1.1 Identification of at risk children by grass root level workers (Anganwadis, Balwadis, etc.) and referral to appropriate professionals
- 1.2 Role of allied professionals in intervention
- 1.3 Planning and evaluation of early stimulation programmes
- 1.4 Early Childhood Intervention (ECI): Need, characteristics, curriculum and evaluation
- 1.5 Concept and importance of Individualised Family Service Plan (IFSP) and home bound training

Unit 2: Development /Adaptation and Implementation of Curriculum (16 hours)

- 2.1 Concept, principles, procedures and changing trends in curriculum development and adaptation.
- 2.2 Assessing special curriculum needs of children with hearing impairment and planning, implementing and evaluating developed / adapted curriculum.
- 2.3 Individualised Educational Plan / Programme (IEP): Concept, needs and candidacy

- 2.4 Planning, implementation and evaluation of IEP
- 2.5 Material development and use of technology as part of curriculum adaptation and IEP

Unit 3: Transition Process and Vocational Training (16 hours)

- 3.1 Individualised Transitional Plan (ITP): Concept of transition, importance and steps in transition process
- 3.2 Determining the components and transitional needs of children with hearing impairment in educational and vocational context
- 3.3 Planning transition into different educational set-ups (pre-primary to primary education; primary to secondary education; secondary to higher education and vocational settings)
- 3.4 Planning for community-based rehabilitation for children with hearing impairment
- 3.5 Vocational training
 - 3.5.1 Career Guidance
 - 3.5.2 Systematic and longitudinal training programme

Unit 4: Associated Disabilities with Hearing Impairment (16 hours)

- 4.1 Nature of problem – Associated Visual Impairment (VI), Learning Disability (LD), Mental Retardation (MR), Locomotor Impairments, Autism, Attention Deficit Disorder (ADD), Attention Deficit and Hyperactivity Disorder (ADHD)
- 4.2 Role of allied professionals in rehabilitation for the above problems
- 4.3 Intervention by teacher for the above problems
 - 4.3.1 Environmental adaptation
 - 4.3.2 Curriculum adaptation
 - 4.3.3 Adaptation of teaching methods and materials
 - 4.3.4 Adaptation of evaluation for academic performance

SESSIONAL WORK

- Observation of early intervention services for children with hearing impairment.
- Preparing content / presentation for orientation programme on early identification for grassroot workers.
- Demonstration of baseline assessment for child with hearing impairment and preparing individualised educational plan (IEP).
- Demonstration of assessing special curriculum needs of a class / group of children with hearing impairment, adapting a given lesson, and constructing / using appropriate assessment test.
- Material development for implementing IEP and adapted lessons.
- Demonstration of assessing adolescent with hearing impairment and making a transitional plan.
- Demonstration of assessing child with hearing impairment with associate problems and making recommendations for adaptation of curriculum, teaching method and materials.

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**Choice Based Credit System
M.S.Ed (H.I)
I SEMESTER**

SOFT CORE PAPER

**EDSC 2.9: PERSPECTIVES IN EDUCATION OF
PERSONS WITH HEARING IMPAIRMENT**

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

After studying this paper, the students are expected to:

- Realise the philosophical and sociological perspectives in the education of the children with hearing impairment
- Comprehend different aspects of deaf culture and realize the philosophical, sociological and economic impact of acts
- Become aware of the current trends in the field of education for individuals with hearing impairment & their implications in practice

COURSE CONTENT

Unit 1: Philosophical Perspective (16 hours)

- 1.1 The philosophy of the education of persons with hearing impairment
- 1.2 Changing perspectives, methods in education of persons with hearing impairment from early times (1st century AD) to present age
- 1.3 Spread of education of persons with hearing impairment across the world
- 1.4 History of education of persons with hearing impairment in India
- 1.5 Ethical issues relevant to special education of persons with hearing impairment

Unit 2: Sociological Perspectives (16 hours)

- 2.1 Social implications of presence of hearing impairment in children
- 2.2 Social assimilation of children with hearing impairment in education
- 2.3 Social implications of alternate types of schooling (with different communication approaches) for persons with hearing impairment
- 2.4 Social implications of schooling for children with hearing impairment in the community and family
- 2.5 Morality and social perspective

Unit 3: Deaf Culture

(16 hours)

- 3.1 Definition of deaf culture
- 3.2 Cross cultural studies of the deaf
- 3.3 Sign and the philosophy of language
- 3.4 Structure of language: spoken and sign
- 3.5 Sign language in India and its social implication

Unit 4: Impact of International and National Developments in Education of Persons Hearing Impairment

(16 hours)

- 4.1 Philosophical, sociological and economic implications of –
 - 4.1.1 International developments like Education for All movement, Salamanca framework of action, Biwako millennium framework for action, &UNCRPD
 - 4.1.2 Developments in India developments like PWD Act, RTE Act, National Policies on Education and National Policy for Rehabilitation of Persons with Disabilities
- 4.2 Application of the philosophies of equal opportunities and empowerment in the field of education for persons with hearing impairment
- 4.3 Education of persons with hearing impairment in developed / industrial countries
- 4.4 Education of persons with hearing impairment in developing countries
- 4.5 Education of persons with hearing impairment in India in comparison to other countries

SESSIONAL WORK

- Multimedia / illustrated documentation of the evolution of special educational services for persons with hearing impairment around the world
- Critical report on the ethical practices in the field of education (covering both mainstream & special schools) for children with hearing impairment in any selected locality in India
- Organising a mini-campaign for promoting social assimilation of learners with hearing impairment in mainstream schools
- Field report of the practical developments following of any one major national or international development on the education of persons with hearing impairment
- Survey of awareness about major national and international developments in the field of disability rehabilitation among mainstream and special educators
- Critical essay on the status-quo educational services for persons with hearing impairment with recommendations for further action

REFERENCES

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**Choice Based Credit System
M.S.Ed (H.I)
I SEMESTER**

| DISSERTATION | EDDP1: | DISSERTATION PROPOSAL | |
|--------------------------------|---------------|------------------------------|-----|
| CREDITS: | 2 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | [Viva – Voce] | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Practicals: 4 | External: | 70 |

1. Review of literature
2. Stating the problem
3. Selecting the tools
4. Preparing research design
5. Present research proposal

**Choice Based Credit System
M.S.Ed (H.I)
I SEMESTER**

OPEN DISCIPLINE-CENTRIC ELECTIVE

**EDOE 6: OVERVIEW OF EARLY
IDENTIFICATION AND MANAGEMENT
OF CHILDREN WITH HEARING
IMPAIRMENT**

| | | | |
|--------------------------------|-------------|-----------------------|-----|
| CREDITS: | 2 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 | External: | 70 |

OBJECTIVES

After studying this paper the students are expected to:

- Comprehend typical growth pattern in young children
- Become aware of the signs and symptoms that will help in identifying hearing loss in young children with hearing impairment
- Become familiar with the various kinds of programmes that are available for training young children with hearing impairment
- Gain knowledge about organising early intervention services for children with hearing impairment

COURSE CONTENT

Unit 1: Early Identification of Hearing Impairment and Follow-Up Services (16 hours)

- 1.1 Normal course of development of young children with reference to the dimensions of
 - 1.1.1 Sensory and motor
 - 1.1.2 Cognitive
 - 1.1.3 Communication
- 1.2 Identifying differences and delays in the process of development, especially related to hearing impairment
- 1.3 Referrals to be made for diagnostic and therapeutic services
- 1.4 Different kinds of early intervention services for children with hearing impairment – parent infant programme, early stimulation programme, special preschool programme, mainstream preschools and anganwadi centres
- 1.5 Guidance to parents and caregivers

Unit 2: Early Childhood Care and Education for Children Hearing Impairment

(16 hours)

- 2.1 Early stimulation for children with hearing impairment below 2 ½ years – purpose and nature of training
- 2.2 Preschool training for children with hearing impairment between 2 ½ and 6 years of age – purpose and nature of training
- 2.3 Guidance for home training
- 2.4 Maintaining stimulating learning environment for young children with hearing impairment
- 2.5 Special teaching – learning materials to be prepared / used with young children with hearing impairment

REFERENCES

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**Choice Based Credit System
M.S.Ed (H.I)
I SEMESTER**

**OPEN DISCIPLINE-CENTRIC ELECTIVE EDOE 7: OVERVIEW OF INCLUSIVE
EDUCATION FOR CHILDREN WITH
COMMUNICATION DISORDERS**

| | | | |
|--------------------------------|-------------|-----------------------|-----|
| CREDITS: | 2 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 | External: | 70 |

OBJECTIVES

After studying this paper the students are expected to:

- Become aware of the evolution of the different types of special educational services
- Realise the need for inclusive education for children with special needs
- Be aware of the national and international measures that facilitate inclusive education
- Gain knowledge about the processes involved in implementing inclusive education

COURSE CONTENT

Unit 1: Introduction to Inclusive Education (16 hours)

- 1.1 Foundations of special education and evolution of mainstreaming
- 1.2 Deno's Cascade Model of special educational service continuum
- 1.3 Types of mainstreaming – integration and inclusion
- 1.4 Principles of inclusive education – its merits and demerits
- 1.5 National and international legislations, policies and programmes relative to inclusive education (brief overview of relevant aspects)
 - 1.5.1 Salamanca Framework of Action, 1994
 - 1.5.2 United Nations Convention of Rights of Persons with Disabilities 2007
 - 1.5.3 National Policy of Education, 1986 and Programme of Action 1992
 - 1.5.4 Persons with Disabilities Act 1995, National Policy for Persons with Disabilities 2005
 - 1.5.5 Integrated Education for Disabled Children (IEDC), District Primary Education Programme (DPEP) & Sarva Shiksha Abhiyan (SSA)

Unit 2: Implementation of Inclusive Education (16 hours)

- 2.1 Pre-requisite assessment of student needs and referrals
- 2.2 Preparations to be made in the classroom and school environment in terms of physical arrangements and manpower

- 2.3 Principles in adaptation of instructional process in terms of teaching–learning content, method, materials and evaluation procedures
- 2.4 Coordinating facilitative supports like Individualised Educational Programme (IEP) and other curricular support services, collaborative teaching and special educational consultancy
- 2.5 Contributory Role of Caregivers and Community

REFERENCES

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Choice Based Credit System
M.S.Ed (H.I)
II SEMESTER

HARD CORE PAPER **EDHC 2: ADVANCED EDUCATION PSYCHOLOGY – II**

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

After completing this course the student will be able to:

- Critically examine the role of adjustment in the maintenance of mental health
- Analyze the process involved in social cognition
- Examine the relevance of different information processing models for teaching – learning.
- Analyze the cognitive processes involved on information processing.
- Compare different interpretations of motivation
- Explain concept and principles of Humanistic psychology.

COURSE CONTENT

Unit 1: Social Cognition (16 hours)

- 1.1 Social Cognition – meaning and importance, Perception of other’s body language, prejudice, self perception, attribution theory.
- 1.2 Inter personal attraction, Social influence — persuasion, obedience to authority,
- 1.3 Social Cognitive Theory, Bandura’s Theory of Modelling.

Unit 2: Information Processing (16 hours)

- 2.1 Meaning of Information processing Information processing view of learning, Atkinson – Shiffrin Model of Information Processing, cognitive processes in information processing: Implications for teaching – learning.

Unit 3: Motivation (16 hours)

- 3.1 Meaning, concept of Arousal: Types of Motivation – Intrinsic – Extrinsic: Biological, social and cognitive Motives: Importance for Education.
- 3.2 Different interpretations of Motivation
- 3.3 Behavioral interpretation of motivation (Watson and Skinner)
- 3.4 Cognitive interpretation of motivation – Atkinson’s theory of Achievement Motivation: Attribution Theory (Rotter).

- 3.5 Humanistic Interpretation – Maslow’s Hierarchy of Needs.
- 3.6 Enhancing motivation for learning – Richard Suchman’s Intrinsic Motivation.

Unit 4: Humanistic Psychology

(16 hours)

- 4.1 Meaning and emphasis of Humanistic Psychology Roger’s Self Theory: Maslow’s concept of Self-actualization: characteristics of Self-actualized person: Concept of Stithapragna (Bhagvad Gita): Higher States of Consciousness; Role of Yoga and Meditation.

PRACTICAL ACTIVITIES

- Conducts social cognition tests, and analyzes and interprets the results.
- Illustrates of different Information theories by taking any two lessons from the subjects of their choice.
- To prepare an instructional strategy based on Bandura’s observational learning
- To identify the needs of adolescents & adults & suggest programs to satisfy these needs.

REFERENCES

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Choice Based Credit System
M.S.Ed (H.I)
II SEMESTER

HARD CORE PAPER

EDHC 4: EDUCATION – SYSTEM, POLICIES AND PROGRAMMES

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

After completing this course the student will be able to:

- Analyse and understand the implementation of some determinants of education for present educational programme.
- Develop innovative ways to solve problems related and challenges of present educational system.
- Become aware about privatization
- Become familiar with the latest an innovative practices in the field of education

COURSE CONTENT

Unit 1:An Overview of the Development of Education System in India (16 hours)

- 1.1 Education in Pre-independence India
- 1.2 Evolution Indian system of education in post-independence; Nature and focus of education after independence – different commissions.
- 1.3 National policy of Education (1986), programme of action (1992); Report of the committee for review of NPE (Ram Murthy)
- 1.4 Constitutional provisions and directive principles related to education and their implementation, Right to education, Right to information act.

Unit 2:Education as Investment, Consumption, Service, Mankind (Soft Skills) System (16 hours)

- 2.1 Education for social justice, Education for manpower requirement
- 2.2 Concept of Quality and Total Quality management (TQM) Liberalization, Privatization, Globalization – concept and its impact on education.
- 2.3 GATS
- 2.4 Influence of World Bank and other donating agencies on Indian Education – DPEP, SSA and partnership in Education – Government, private.

Unit 3: Issues and Challenges in Indian Education

(16 hours)

- 3.1 Critical appraisal of current status of Universal Elementary Education (access, enrolment, retention, stagnation, dropout) w.r.t. equity principles across habitation, gender, caste and other differently challenged children, socially disadvantaged groups include first generation learners in immigration population – Need for Universalization of secondary Education.
- 3.2 Universal pattern of educational system, Language policy in educational system, Medium of instruction, concept, implication, present trends in education. Role of NGO in adorning
- 3.3 UEE – Mahila sanga, Azim premzi, Pratham contribution of NCTE and NAAC

Unit 4: Educational Improvement Programmes

(16 hours)

- 4.1 An overview of different programmes of Education
- 4.2 Minimum level of learning (MLL) – concepts, goals and practices.
- 4.3 District primary education programme (DPEP) – Goals and strategies in quantitative and qualitative improvement of education, different programmes in DPEP.
- 4.4 Sarva shikshana abhiyan and Madyamika shikshana abhiyana goals at national and state level to improve, access, enrolment, retention, participation and achievement.
- 4.5 Monitoring and evaluation of specific schemes like mid-day meals, providing transportation facilities and different incentives schemes.

TRANSACTION MODE

Lecture cum discussion; discussion and reflection in groups; assignments based on reference to resource-library and internet followed by presentation in seminars; field visit followed with report.

SESSION WORK

The students may undertake any one of the following activities:

- Each student is required to prepare a seminar on classroom process, access, enrolment, retention, participation and learning achievement. Present seminar on different schemes that comes under DPEP, SSA, and MSA.
- A study of committee and Committee report (document analysis)
- Critically analysis of the education data to assess the extent of achievement of UEE in
- Seminar presentation on identified topics under unit II
- Analysis of Initiative at elementary level regarding different programmes

REFERENCES

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5. Govrnment of India (1987) Programme of action , New Delhi, MHRD.
6. Government of India (1986) Report of the committee for review of National policy on Education, New Delhi, MHRD.
7. V.C. pandey – Education and Globalization.
8. U.K. Singh, K.N. Sudharshan – Quality in Education

Choice Based Credit System
M.S.Ed (H.I)
II SEMESTER

HARD CORE PAPER EDHC 6: RESEARCH METHODOLOGY AND DATA ANALYSIS -II

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

On completion of this course, the students will be able to:

- Select and explain the method appropriate for a research study
- Explain different methods of quantitative, qualitative and mixed research
- Select an appropriate experimental design for a research study
- Examine relationship between and among different types of variables of a research study
- Explain or predict values of a dependent variable based on the values of one or more independent variables
- Estimate the characteristics of populations based on their sample data
- Test specific hypotheses about populations based on their sample data
- Use appropriate procedures to analyse quantitative and qualitative data
- Demonstrate competence in the use of statistical packages for analysis of data

COURSE CONTENT

Unit 1: Quantitative Methods of Research in Education (16 hours)

- 1.1 Experimental Research
 - 1.1.1 Nature of experimental research, Variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables – internal and external validity of an experiment
 - 1.1.2 Experimental Research designs: Single-Group Pretest-Posttest Design, Pretest-Posttest Control-Group Design, Posttest only Control-Group Design, and Factorial Design – examples, merits and demerits
 - 1.1.3 Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design, Ex Post Facto Research
- 1.2 Non- Experimental Research
 - 1.2.1 Steps in Non- Experimental Research
 - 1.2.2 Survey Research: Meaning and types, methodology, merits and demerits.

- 1.2.3 Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation
- 1.2.4 Techniques of control: matching, holding the extraneous variable constant and statistical control
- 1.2.5 Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives- Descriptive, Predictive and Exploratory

Unit 2: Qualitative Methods of Research in Education

(16 hours)

- 2.1 Qualitative Research: meaning, steps and characteristics
- 2.2 Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types (credibility, dependability, trustworthiness, triangulation, inquiry audit), projective and sociometric methods, data collection, analysis and report writing
- 2.3 Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- 2.4 Mixed Research-meaning, fundamental principles, strength and weaknesses, types and limitations – concept mapping, participatory approach (PR)
- 2.5 Similarities and differences between Quantitative and Qualitative research

Unit 3: Analysis of Data

(16 hours)

- 3.1 Inferential Analysis of Quantitative Data
 - 3.1.1 Estimation of a Parameter-Concept of parameter and statistic, sampling error, sampling distribution, Standard Error of Mean (large and small samples) – confidence levels, limits and intervals
 - 3.1.2 Testing of Hypotheses- Levels of Significance, tests of significance – directional (one sided) and non-directional (two sided); testing the Significance of difference between the following statistics for independent and correlated samples: Proportions, Means (large and small samples), Variances
 - 3.1.3 Analysis of Variance and Co- Variance (ANOVA and ANCOVA)-concept, assumptions and uses
 - 3.1.4 Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence, conditions for application; Contingency Coefficient and its uses
 - 3.1.5 Parametric and Non-parametric tests – meaning and uses; Non-Parametric statistics: assumptions and uses of sign test, rank test and median test
- 3.2 Data Analysis in Qualitative and Mixed Research
 - 3.2.1 Transcription of data, frequencies and percentages ; Memoing, Analysis of visual data, segmenting coding and developing category systems; Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results, content analysis, triangulation.

- 3.2.2 Use of Computer for Data Analysis and Hands on experience on use of Software for Statistical Analysis such as SPSS, EXCEL, N6 for Qualitative data.

Unit 4: Other Methods of Data Analysis, Interpretation and Reporting (16 hours)

- 4.1 Examining Relationships: Scatter plots and their interpretation Product Moment, Rank, Biserial, Point-biserial, Tetra-choric, Partial and Multiple correlations
- 4.2 Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction
- 4.3 Interpretation and generalization of results : Interpretation in terms of objectives,limitations of tools and data, earlier findings,unstudied factors, intervening variables, results obtained through different techniques of analysis; generalization in terms of bases, justifications; implications for researchers and practitioners.
- 4.4 Preparation, Evaluation and Publication of Research documents : General principles, format and style - Proposal, Report, Dissertation and aThesis, paper, abstract / synopsis of the thesis, monograph, project Report, research reviews, trend reports; References and Bibliography
- 4.5 Educational research in Indian context: Problems and issues, funding agencies – UGC, ERIC, ICSSR, UNICEF etc., (schemes and provisions)

TRANSACTION MODE

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, research exercises.

SESSIONAL WORK

The students may undertake any one of the following activities:

- Development of a Research Proposal on an identified research Problem
- Preparation, Try Out and finalization of a tool
- Identification of variables of a research study and classification of them in terms of functions and level of measurement
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study
- Preparation of a review article
- Use of Internet in Reviewing the Literature in the area of study
- Review of Research report

REFERENCES

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Choice Based Credit System
M.S.Ed (H.I)
II SEMESTER

SOFT CORE PAPER EDSC 1.8: MANAGEMENT OF COMMUNICATION SKILLS

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

After studying this paper the students are expected to:

- Understand the development of speech and language in normal children and children with hearing impairment
- Acquire skills in classroom based assessment and management of speech and language skills in children with HI in classroom context
- Acquire skills for making decision about choice of mode of communication and nature of educational set-up
- Acquire skills to promote reading and writing skills in children with Hearing impairment

COURSE CONTENT

Unit 1: Development of Speech and Language (16 hours)

- 1.1 Definition of speech and language
- 1.2 Components of speech and language
- 1.3 Stages of development of speech and language skills in normal children
- 1.4 Stages of development of speech and language skills in children with hearing impairment
- 1.5 Critical period for speech and language development

Unit 2: Classroom-based Assessment and Management of Speech and Language Skills of Children with Hearing Impairment (16 hours)

- 2.1 Need and importance of classroom-based assessment of speech and language
- 2.2 Characteristics of voice, articulation, fluency, language and prosody (suprasegmental features) and its assessment in classroom with emphasis on recent advances
- 2.3 Need for planning and management of speech and language skills of children with hearing impairment
- 2.4 Approaches: formal / informal / cognitive / linguistic / behavioural / instrumental / computer-based / augmentative and alternative modes and others

2.5 Documentation of reports related to assessment, planning and management

Unit 3: Nature of Communication set-up (16 hours)

- 3.1 Review of modes of communication (oral – aural, visual – graphic, visual – manual, speech reading, reading and writing)
- 3.2 Methods of communication: Oralism, Manualism, Total Communication, Bilingual Communication (oral & sign language)-Philosophy and need; Present status in India
- 3.3. Nature of educational set-up
 - 3.3.1 Concept of integrated and inclusive education
 - 3.3.2 Advantages of integrated and inclusive education
 - 3.3.3 Present status of integrated and inclusive education in India and ways to augment inclusive education in India
- 3.4 Evaluation for readiness of the child for integrated and inclusive education programmes
- 3.5 Evaluation and guidance for post-school education/career placement

Unit 4: Classroom Management of Reading and Writing Skills (as Secondary Communication Skills) (16 hours)

- 4.1 Overview of reading and writing skills
- 4.2 Prerequisites for acquisition of reading and writing skills
- 4.3 Development of reading and writing skills, types of reading (analytic and holistic), purpose of reading and writing (communicative, functional, recreational, etc.)
- 4.4 Classroom-based assessment of reading and writing skills – individual and group; checklists; and tests; qualitative and quantitative
- 4.5 Classroom Management of reading and writing skills – traditional and technology-based approaches, documentation of reports

SESSIONAL WORK

- Field observation and documentation of motor and linguistic development in children between 6mths & 1 year; 1 year & 1½ years; 1½ & 2 years; 2 & 2½ years; 2½ & 3 years.
- Observation of assessment procedures for 2 children with hearing impairment each in voice, articulation, fluency and language.
- Exposure to sign language.
- Observation of pre-academic skill training at preschool.
- Hands-on experience applying different approaches in management of speech and language skills in children with hearing impairment.
- Developing need-based, individualised materials for training children with hearing impairment in reading and writing skills.

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Choice Based Credit System
M.S.Ed (H.I)
II SEMESTER

SOFT CORE PAPER EDSC 1.8: MANUAL MODES OF COMMUNICATION

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

After studying this paper, the students are expected to:

- Meaning, scope, structure and functions of manual communication.
- Importance of sign language and finger spelling
- Developing skills in signing and finger spelling
- Understanding and developing the skills of different kinds of alternative modes of communication

Unit 1: Evolution and Use of Manual Modes of Communication for Persons with Hearing Impairment (16 hours)

- 1.1. History of deafness and sign language
- 1.2. Understanding deaf culture: Aspects of deaf people, culture and communication
- 1.3. Effective communication with deaf people: Becoming a good signer.
- 1.4. Deafness and society: Using sign language for inclusion in society
- 1.5. Characteristics of good interpreters

Unit 2: Sign Language and Finger Spelling (16 hours)

- 2.1 Principles of sign language and finger spelling
- 2.2 Sign Language (ISL, ASL, BSL, etc.)
- 2.3 Justification, Limitations & Programmes in India
- 2.4 Finger Spelling (One-handed and two handed finger spelling)
- 2.5 Characteristics of good interpreters

Unit 3: Sign Systems and other Systems Augmentative to Speech (16 hours)

- 3.1 Definition, meaning and scope of sign systems and other augmentative communication.
- 3.2 Indian Signing System i.e. Signed Hindi, Signed Marathi, Signed Tamil, etc., Signed English.
- 3.3 Justification, limitations and programmes in India

- 3.4 Types of augmentative communication used for children with hearing impairment.
- 3.5 Recent developments and use of technology in AAC

Unit 4: Bilingualism and Total Communication

(16 hours)

- 4.1 Definition, meaning and scope of bilingualism and total communication.
- 4.2 Principles of total communication and bilingualism.
- 4.3 Justification, limitations and programmes in India
- 4.4 Pre-requisites for successful total communication and bilingualism.
Problems faced by children using bilingualism and total communication

SESSIONAL WORK

- Developing basic sign language skills.
- Developing basic sign system skills
- List down the types of alternative and augmentative communication used for children with communication disorders.

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M.S.Ed (H.I)
II SEMESTER

**SOFT CORE PAPER EDSC 2.10: ORGANISATION OF PROGRAMMES FOR
INDIVIDUALS WITH HEARING IMPAIRMENT**

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

After studying this paper the students are expected to

- comprehend the scope of rehabilitation services for individuals with hearing impairment,
- be familiar with the important components of managing a rehabilitation program,
- be conversant with organization of various educational services for children with hearing impairment, and
- be aware of various governmental & non-governmental agencies, legislations, policies and welfare measures for children with hearing impairment.

COURSE CONTENT

Unit 1: Rehabilitation Services for Children with Hearing Impairment (16 hours)

- 1.1 Meaning, goals and needs of rehabilitation services
- 1.2 Nature of rehabilitation services – with respect to age and levels of integration
- 1.3 Service Delivery System for persons with disabilities (SDS) – History, volunteerism and disability
- 1.4 Human Resource Development in the field of rehabilitation services
- 1.5 National and international legislations and welfare measures relevant to educational rehabilitation of individuals with hearing impairment
 - 1.5.1 Rehabilitation Council of India Act 1992, Persons with Disabilities Act 1995, National Trust Act 1992 & Consumer Protection Act
 - 1.5.2 United Nations Convention of Rights of Persons with Disabilities 2007
 - 1.5.3 All India Institute of Speech & Hearing – Charter of Rights of Persons with Disabilities
 - 1.5.4 Relevant policies (National Policy on Education 1986, Programme of Action 1992, National Policy on Persons with Disabilities 2005)
 - 1.5.5 Programmes for disability rehabilitation in India

Unit 2: Administration of Rehabilitation Programmes for Persons with Hearing Impairment

(16 hours)

- 2.1 Planning and Decision-making & Implications of
 - 2.1.1 National Policy on Education
 - 2.1.2 National Curriculum Framework
 - 2.1.3 Principles of equal opportunities
- 2.2 Communication and delegation
- 2.3 Implementation and controlling
- 2.3 Programme auditing
 - 2.3.1 Financial auditing
 - 2.3.2 Performance auditing
 - 2.3.3 Access auditing
- 2.5 Role of governmental organisations
 - 2.5.1 Rehabilitation Council of India
 - 2.5.2 Ali Yavar Jung National Institute of Hearing Handicapped
 - 2.5.3 National Council for Education, Research & Training
 - 2.5.4 National University for Educational Planning and Administration
 - 2.5.5 National and apex institutions related to hearing impairment

Unit 3: Management of Rehabilitation Programmes at Different Levels of Education (primary to higher education)

(16 hours)

- 3.1 Personnel management (Human Resource Management)
- 3.2 Office management
- 3.3 Financial management
- 3.4 Space and material management
- 3.5 Classroom design and infrastructure

Unit 4: Organizing Educational Settings

(16 hours)

- 3.1 Special preparatory services for young children with hearing impairment (early stimulation and preschool services)
- 3.2 Inclusion in Integrated Child Development Services, Early Childhood Care and Education and other early intervention programs
- 3.3 Inclusion & Integration in mainstream schools.
- 3.4 Special day schools and residential settings
- 3.5 Home /Hospital-based intervention & other non-formal educational processes (open schooling)

SESSIONAL WORK

- Survey and report on service delivery systems adopted in 2 non-governmental agencies

- Critical reviews of any 1 national legislation or international convention related to persons with disabilities.
- Survey of awareness about national / international legislations and policies among special / mainstream educators.
- Survey of manpower training institutions in the field of special education and in-depth case study of any one organisation
- Case study of any educational institution for total quality management
- Institutional case study of status of manpower in any one special educational setting
- Preparing access audit report for a school, or any other public place
- Institutional case study on performance audit in any one special education setting
- Interview with administrative staff in any educational institution about the process of office / personnel / financial management procedures and reporting
- Preparation of proposal for staff and space requirements for organising any one selected educational setting

REFERENCES

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M.S.Ed (H.I)
II SEMESTER**

**SOFT CORE PAPER EDSC 2.10: TEACHER EDUCATION IN THE FIELD OF
SPECIAL EDUCATION**

| | | | |
|--------------------------------|----------------------------|-----------------------|-----|
| CREDITS: | 3 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | 3 hours | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Lectures: 2 + Tutorials: 2 | External: | 70 |

OBJECTIVES

After studying this paper, the students are expected to

- Realise the roles and responsibilities of an educator
- Develop the characteristics and competencies of a teacher educator.
- Become aware of the current trends in the field of education for individuals with hearing impairment & their implications in practice
- Become aware of the policies, programmes and schemes of teacher education

COURSE CONTENT

Unit 1: Professionalization of Teacher Educator in the Field of Special Education

(16 hours)

- 1.1 Teacher education and professional development for practitioners
- 1.2 Characteristics of teachers and special educator as professionals
- 1.3 Special educational needs code of practice
- 1.4 Teacher accountability- meaning and present practices
- 1.5 Problems faced by teacher educators

Unit 2: Teacher Educator

(16 hours)

- 2.1 Domains of teacher knowledge- Self and Content.
- 2.2 Skills and competencies of a teacher, identification of skills and competencies for a special educator
- 2.3 National Curriculum Frame work for teacher education
- 2.4 Teacher stress and burnout
- 2.5 Recent trend in teacher education

Unit 3: Policies, Programmes and Schemes of Teacher Education (16 hours)

- 3.1 Agencies, institutions and programmes for teacher educators: UGC, NCERT, NUEPA, RCI
- 3.2 Special Needs Policy
- 3.3 Need for standards in special education
- 3.4 Total Quality Management in teacher education
- 3.5 Role of State and Central Governments in special education

Unit 4: Research and Development in Special Education (16 hours)

- 4.1 Teacher education as an area of research- trends
- 4.2 Areas in the field of special education
- 4.3 Advancement with the field of special education
- 4.4 Working with students' parents or guardians
- 4.5 Managing paraprofessionals and strategies useful with paraprofessionals

SESSIONAL WORK

- Micro-teaching sessions for developing teacher competencies
- Development of stress management techniques for teachers
- Listing the roles of paraprofessionals involved in the field of special education
- Developing a curriculum for teacher educators.
- Select any one current practice in teacher education and trace the background of its formulation as a policy
- Identify and list down the qualification, roles and responsibilities of teacher educators for different levels of school education.

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II SEMESTER**

PRACTICUM

**EDEI 2: EDUCATION PRACTICUM II: EVALUATION
& INTERVENTION**

| | | | |
|--------------------------------|---------------|-----------------------|-----|
| CREDITS: | 2 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | [Viva – Voce] | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Practicals: 4 | External: | 70 |

OBJECTIVES

After completing the practical work the students should be able to:

- Carry out appropriate evaluation and assessment procedures at the end of academic year for decision-making at important transitional stages in the education of children with hearing impairment
- Carry out effective educational intervention services for children with hearing impairment at different levels with focus on inclusive education
- Communicate in Indian Sign Language

ACTIVITIES

1. Assessment Services
 - a. School Readiness (at least 5 children with hearing impairment)
2. Educational Intervention
 - a. Individualised Educational Programme / Curricular Support Services for School Going Children with Hearing Impairment (at least 20 instructional sessions)
3. Training in Indian Sign Language (at least 40 hours)

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| PRACTICUM | EDTEP: | TEACHER EDUCATION PRACTICUM | |
|--------------------------------|---------------|------------------------------------|-----|
| CREDITS: | 2 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | [Viva – Voce] | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Practicals: 4 | External: | 70 |

OBJECTIVES

After completing the practical work the students should be able to

- Train / teach to students at diploma and under-graduate level

ACTIVITIES

1. Teacher Education
 - a. Diploma in Teaching Young Children with Hearing Impairment [DTYHI]
 - Lectures (at least 1 sub-unit)
 - Supervision of Practice Teaching in Preschool (at least 5 instructional sessions)
 - b. Bachelors in Special Education – Hearing Impairment [BSEd-HI]
 - Lectures (at least 1 sub-unit)
 - c. Mainstream B.Ed. Course
 - Orientation about management of children with hearing impairment in inclusive classrooms (at least 2 orientation programmes)

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| | | | |
|--------------------------------|---------------|-------------------------------------|-----|
| DISSERTATION | EDDR: | DISSERTATION REPORT AND VIVA | |
| CREDITS: | 4 | MAXIMUM MARKS: | 100 |
| EXAMINATION DURATION: | [Viva – Voce] | Internal: | 30 |
| CONTACT HOURS PER WEEK: | Practicals: 4 | External: | 70 |

1. Collection of data
2. Analysis of data
3. Writing of report