

Appendix No.24

COURSE OUTLINE OF TEACHER EDUCATION CENTRE - II

D.Ed. (DEAF)

PAPER - I

TEACHER, EDUCATION, AND EDUCATION OF THE HEARING IMPAIRED :-

1. Definition, History, Development, Philosophy & Aims of Education.
2. Objectives of education with specific reference to the deaf.
3. History of the education of the deaf, with special reference to India.
4. Different types of programmes available in the country. National Education policy :--
 - i) Integrated
 - ii) Segregated (Special schools, units in regular schools)
5. Problems faced by educators in teaching the deaf.
 - a) Multilingualism.
 - b) Socio-economic conditions
6. Organisation and management of schools for the hearing handicapped.
7. Formulation of Time-Table.
8. Orientation to the basic concept of multiple handicapped and arranging learning environment to suit individual differences.
 - a. The deaf blind child,
 - b. The deaf retarded child,
 - c. The aphasic child,
 - d. The deaf autistic child
 - e. The characteristics of learning disabled child.
 - f. The deaf C.P. Child.
9. Organisation of study circles, seminars and public awareness programme.
10. Definition and principles of Curriculum development.
11. Study of curriculum for ordinary schools. At montessori and other pre-school training methods.
12. Adapting curriculum for the hearing impaired children at different levels.

P A P E R -- II

CURRICULUM OF TEACHING LANGUAGE AND OTHER SUBJECTS.

COMMUNICATION

- a. Definition scope and nature of communication.
- b. Mode or system of communication used by and with the deaf, and approaches to teaching language.

- c. 1. Oral - Aural 2. Acoupedic (Aural)
3. Manual system (finger spelling, sign language/
sign lanugages & signing system/
cued speech.)
4. Total communication

CURRICULUM :-

1. Principles of teaching language to the deaf.
2. Approaches to teaching.
 - Natural
 - Structured.
 - Other methods (maternal reflective, Conversational)
3. Methods of Teaching Language at primary and upper primary level. (through activity, story telling, news, visits etc.)
4. Development
 - i) Reading skill
 - ii) Writing skills
 - a) Handwriting
 - b) Expressive writing skills.
5. Teaching language textbooks and grammar at
 - a) Primary, b) Upper primary level.
6. Methods of assessment of language attainments in Deaf children.

P A P E R -- III

AUDIOLOGY AND AURAL REHABILITATION.

1. Introduction to physics of sound, production and preparation and measurement of sound, frequency and intensity.
2. Anatomy and physiology of the Ear.
3. Hearing Loss-nature, causes and classification.
4. Identification of Hearing impairment.
5. Hearing testing -- use of audiometer and other instruments in testing children. Informal screening calibrated noise makers, speech-human voice.
6. Hearing aids, its proper use, description of types of hearing aids and other amplification devices used in the classroom. Introduction of audiogram, Its' educational implications.
7. Design of school and classroom for hearing impaired children. Importance of room acoustics and auditory management.
6. Ear mould. Its importance and custom ear mould making of amplification devices.
9. Maintenance and care of hearing aids, fault finding and minor repairs.
10. Introduction of Aural Rehabilitation -- Auditory Training and its importance in development of listening skills. Speech reading -- Methods used in a classroom.

11. Role of teachers in guiding parents, in optimum use of hearing aids and their maintenance.
Practical 39 hours. ** 52 periods
 ** Hearing
 ** Hearing aids, their use etc.
 ** Auditory Training & guiding parents on use of hearing aids.

P A P E R -- IV

LANGUAGE AND COMMUNICATION

- a) Definition, nature of language.
- b) Definition, scope and nature of communication.
- c) Social, educational & communicative functions of language.
- d) Biological and psychological foundations of language.
- f) Importance of critical period in language development in the first five years in hearing and hearing impaired children.

Speech

- * Definition
- * Role of speech
- * Definition of speech
- * Concept of normal speech
- * Different parameters of speech
- * Characteristics of normal speech.
- * Characteristics of good speech

Human Speech Apparatus :-

- * Description of speech organs
- * Active and passive articulation
- * Co-articulation
- * Respiratory system
- * Articulatory system
- * Phonatory system

Acquisition of Speech in Normal Children :-

- * Stage of normal speech development
- * Factors influencing normal speech
- * Importance of early years
- * Concept of critical period
- * Early identification

Speech Development in Hearing Impaired. :-

- * Factors influencing speech development in deaf children.
- * Stages of development - vocabulary development, syntactic, semantic phonological development in deaf children.

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*      Vowels vs consonants
*      Place of articulation
*      Manner of articulation
*      IPA
*      Speech sound systems of Telugu language
*      Suprasegmental features, intonation, rhythm, stress.
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CHILD DEVELOPMENT AND EDUCATIONAL PSYCHOLOGY.

- [illegible]

Scheme of Examination for Course in Diploma in Education (Deaf)

Internal Assessment and Final Examination.

The Internal Assessment will carry a maximum of 20 marks in each subject for the theory papers. This would include :--

a)	Mid term examination	-----	10 marks
b)	One assignment	-----	5 marks
c)	Two Class tests	-----	5 marks

Total			20 marks

The internal assessment for each subject will be added to the final theory examination of the respective subjects.

FINAL EXAMINATION

Paper	Subjects Theory / Practical	Theory marks		Practice/ Teaching Clinical (Annual work)	Final Practical Exam.	
		I.A. Final	Total			
1.	Teacher Education & Education of the hearing im- paired/Practice Te- aching.	20	80	100	----	100
II.	Curriculum & Methds of Teach- ing language and other subjects	20	80	100	200	----
III.	Audiology & Aural Rehabilitation/ Audiology.	20	80	100	50	50
IV.	Speech & Teaching of Speech to the Hearing impaired/ Speech Pathology	20	80	100	50	50
V.	Child development and psychology of Education.	20	80	100	----	----
		Total		500	300	200

Total of theory + practical === 1000 marks.