

COMPOSITE REGIONAL CENTRE, NELLORE



COMPOSITE REGIONAL CENTRE FOR SKILL DEVELOPMENT, REHABILITATION & EMPOWERMENT OF PERSONS WITH DISABILITIES, NELLORE, A.P

NATIONAL INSTITUTE FOR THE EMPOWERMENT OF PERSONS WITH INTELLECTUAL DISABILITIES (DIVYANGJAN)

(Department of Empowerment of Persons With Disabilities (Divyangjan)

Ministry of Social Justice & Empowerment, Govt.of India)

Kanupur Bit-II, Chavatapalem (P), Venkatachalam Mandal, SPSR, Nellore – 524320

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Diploma in Education-Special Education (Hearing Impairment)

D.Ed.Spl.Ed. (HI)

ADMISSION

PROSPECTUS

ACADEMIC SESSION : 2024-2025

REHABILITATION COUNCIL OF INDIA

(Statutory Body of the Ministry of Social Justice & Empowerment)

Department of Empowerment of Persons with Disabilities (Divyangjan)

Government of India

B-22, Qutub Institutional area

New Delhi – 110 016

www.rehabcouncil.nic.in

Introduction

The fundamental aim of education is to generate learners who are motivated, effective and are increasingly responsible and contributory citizens. The 21st century additionally requires that the learners also match the global requirements by being creative, communicative, critical thinkers and collaborative. While the obligation of developing these abilities in learners rests on all stakeholders, the teachers' invariably form the pivot. So teacher preparation and development has a significant role in the national and global development.

The 21st century learning has also seen a change in the perspectives towards the learners. It is increasingly recognized that they are diverse and diversity is valuable. The United Nations Convention of rights of persons with disabilities (UNCRPD) 2006, to which India is a signatory notably views 'disability has a human diversity'. So the educational Acts and policies in India such as Right to free and compulsory education (RTE) 2009 amended in 2012, The Rights of persons with disabilities (RPWD) 2016 and the National Education Policy (NEP) 2020 have provided special attention and made provisions for education of students with disabilities and has stressed the need to standardise and promote Indian Sign Language (ISL). The changing perspective endorses inclusive education for which early identification, interventions of children with disabilities and school readiness becomes vital for higher education.

The Rehabilitation Council of India (RCI) mandated for the professional development of training programmes in all aspects of education and rehabilitation of persons with disabilities is a pivot for facilitating rehabilitative services. RCI's role in standardization of curricula and its timely up gradation has helped to provide a uniformed support for children with disabilities especially both for special and inclusive education along with other aspects of rehabilitative services.

The present Diploma in Special Education (Hearing Impairment) is formulated to prepare special teachers to work with children with disabilities in general with a special focus on those with deaf and hard of hearing (DHH) and speech disabilities. The programme is designed in way that would help the teachers to work in varying set ups such as early intervention centres, preschools and elementary schools enrolling children with disabilities. These centres or schools could be in special and inclusive set ups. The programme will also prepare the teachers that they could provide home training or if the need arises undertake blended form of teaching.

A special provision has been made in the syllabus to facilitate DHH individuals becomes teachers. Towards this two alternate courses as annexed in Annexure I & II have been designed if the DHH student-teachers wish to opt them in place of Course II and Course V

Nomenclature of the programme: Diploma in Education-Special Education
(Hearing Impairment) i.e. D.Ed.Spl.Ed.(HI)

Objectives of Programme:

The Programme of Diploma in Special Education (Hearing & Speech disabilities) is developed with following objectives:

- To develop an understanding of varying disabilities and their implications.
- To have knowledge of typical growth and development of learners and realize the psychological aspects influencing learning and education.
- To be aware of the underlying philosophies, evolutionary practices and the policy provisions facilitating education of children with disabilities.
- To undertake assessments or use assessment outcomes for planning educational and other related interventions.
- To undertake need based curricular adaptations and strategies.
- To apply various pedagogical approaches for teaching at elementary level.
- To develop an understanding about the concept, construct and facilitators of inclusive education.
- To realize the importance and role of family and community as a catalyst in the education of children with disabilities.

Scope of the programme:

The D.Ed. Special Education (Hearing Impairment) programme will especially help the student trainees develop following competencies:

Knowledge based competencies:

- Child growth, development and deviations.
- Various disabilities and their associated conditions.
- Educational needs of children with disabilities.
- Differential needs of learners with Hearing and Speech disabilities.
- Legislative provisions & policy guidelines for education and other rehabilitations aspects.

Skills based competencies:

- Assessment and identification of learners with Hearing and Speech disabilities using multidisciplinary approach
- Interventional strategies of addressing learning styles and preferences.
- Curricular strategies of pedagogical approaches, adaptations and assessments.
- Methods and techniques of teaching of various school subjects in varying settings of special and inclusive schools and home learning programmes.

Values or Behaviour based competencies:

- Promoting school culture and ethos for inclusive educational practices
- Nurturing equity and quality in educational practices
- Fostering the belief that every child matters, matters equally and can learn.
- Empowering families for equal partnership and advocacy of children
- Involvement of community for resource mobilization and support

Employment opportunities

It is envisaged that such a programme would widen the horizon for teaching in special schools, regular inclusive schools at elementary level, work in early intervention and preschool set up or undertake home based teaching of children with disabilities in general and those with hearing and speech disabilities in particular. In all such set ups, the successfully passed trainee can practice both online and in blended teaching with confidence.

1.0 General frame work of the programme:

The programme is organized in such a manner that the content on the disabilities is spirally integrated in all courses as per requirement to prepare a cadre of special educators who develop competencies to meet the educational needs of children with different developmental disabilities. It comprises of theory, practice teaching and practical papers.

2.0 Duration of the programme:

The duration of the programme will be two years (four semesters). Each semester will have at least 225 hours of theory papers (75 hours /paper) and 375 hours of practicals. On completion

of four semesters, the total theory hours would be 900 hours and 1500 hours would be practicals. Details are given in a Table on course structure at 16.0.

3.0 Eligibility:

Students who have passed 10+2 or equivalent with 50% of marks in any stream are eligible for the course.

4.0 Medium of Instructions:

The medium of instruction will be English / Hindi / Regional language. Need based ISL if required for DHH trainee(s) .

5.0 Methodology

The transactional methodology of the programme includes lectures, demonstration, project work, and discussions, visits to different schools / rehabilitation projects, practice teaching, participation in community meetings, medical camps and community development programmes.

6.0 Intake capacity:

The intake for each year of the course will be 35 maximum.

7.0 Minimum Attendance:

Eighty per cent minimum attendance is required both in theory and practical to be eligible to appear in the semester end examination.

8.0 Examination Scheme

The programme shall follow the RCI's Scheme of Examination from time to time.

9.0 Certification as Registered Personnel

It is mandatory for every rehabilitation professional / personnel to obtain a "Registered Personnel/ Professional Certificate" from the Rehabilitation Council of India to work in the field of special education in India. As continuous professional growth is necessary for the renewal of the certificate, the rehabilitation professional / personnel should undergo in-service programme periodically to update their professional knowledge. Each registered professional/personnel will be required to get himself /herself re-registered periodically. The periodicity will be decided by the council from time to time. The activities for enrichment

training programmes in the form of Continuous Rehabilitation Education (CRE) is decided by the RCI.

Minimum Requirements for Practice Teaching Schools Infrastructure

- 1) Special school with a minimum of 75 students with hearing impairment varying in grades and age groups for exposure of student trainees for early intervention, preschool and elementary classes. In addition MOU could be signed with other special centres/schools and inclusive schools in nearby areas for practicals if the special school has fewer children.
- 2) Classroom with group amplification system/ children appropriately fitted with individual hearing aids.
- 3) Classrooms well equipped with appropriate furniture, teaching aids, black board, proper cupboards, shelves etc.
- 4) One sound treated audiometric assessment room with necessary equipments.
- 5) Noise-free room for speech therapy with necessary equipment, furniture and therapy material.
- 6) Adequate drinking water and disabled friendly toilets
- 7) Play ground with adequate indoor and outdoor play equipments
- 8) Multipurpose hall for celebrations, functions, parent meeting etc.
- 9) Trained teachers - D.Ed.Spl.Ed/B.Ed.Spl.Ed (HI) as per State govt. requirements
- 10) Arts and crafts teachers as per State govt. Requirements.

10.0 Calculation of total number of hours and marks per year:

10 academic months per year - 10 months X 4 weeks = 40 weeks/year

Hours per week = 30 hours. (Mon.-Fri.=6 hrs per day x 5=30 hrs)

Total academic hours: = 40 weeks X 30 hours/week

= 1200 hours per academic year

= 2400hours for 2 yrs.

Total marks for Theory & Practical: =

-Theory - 450 marks per academic year

- 900 marks for both the years

- Practical: 750 marks per academic year

- 1500 marks for both the years.

First semester: **Theory**, 3 Courses, - 225 marks; **Practical** - 375 marks
 Second semester: **Theory**, 3Courses - 225 marks; **Practical** - 375 marks
 Third semester: **Theory**, 3Courses - 225 marks; **Practical** - 375 marks
 Fourth semester: **Theory**, 3 Courses - 225 marks; **Practical** - 375marks

11.0 Scheme of courses (Theory and Practical) for both the years:

Courses	Title	Hours & credits	Marks
Core courses			
1	Introduction to Disabilities	75 (05)	75
2	Child development and Learning	75(05)	75
3	Education in the emerging Indian society and school administration	75(05)	75
4	Inclusive Education	75 (05)	75
5	Family, Community and the child Deaf & Hard of Hearing	75 (05)	75
Disability Specific courses			
5	Education of children with hearing and speech disability	75 (05)	75
6	Language and communication	75 (05)	75
7	Fundamentals of Hearing, Deafness and Audio-logical Management	75 (05)	75
8	Fundamentals of Speech and Speech Teaching	75 (05)	75
9	Curricular Strategies & Adaptations of lessons for children with hearing impairment	75 (05)	75
School Subjects (Content Cum Methodology)			
11	Content and methodology of teaching Science & Mathematics	75 (05)	75
12	Content and methodology of teaching Social Science	75 (05)	75

Note: Cost of prospectus and application form charged by any institute can be maximum Rs.200/- only. However, PwD candidates having UDID card with benchmark disability (40%) are exempted from application fee.

DD: Director, CRC Nellore

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Kanupur Bit –II, Chavatapalem Panchayat, Venkatachalam Mandal, SPSR Nellore district, Andhra Pradesh-524320

Form no---

Photograph of the applicant 3Sx4S mm
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Application form for admission to (name of the course): _____

1	Student's Name								
2	Father's Name								
3	Mother's Name								
4	Date of Birth	(DD /MM /YYYY)							
5	Gender	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	Transgender	<input type="checkbox"/>		
6	Nationality								
7	Aadhar Number								
8	Category	Gen	<input type="checkbox"/>	OBC	<input type="checkbox"/>	SC	<input type="checkbox"/>	ST	<input type="checkbox"/>
9	PwD	Yes	<input type="checkbox"/>	NO					
10	If yes, mention UDID number or UDID enrolment number								
11	Do you belongs to EWS Category	Yes	<input type="checkbox"/>	NO					
12	Permanent address			Correspondence address					
	Address								
	Village /City								
	District								
	State								
	Pin Code								
13	Mobile Number :				E-mail ID:				

14. Educational Qualification:

Name of the Examination passed	Board / University	Year of passing	Total Marks	Marks obtained	obtained	Subject(s)
10th						
12th						
Any other						

Declaration

I hereby declare that all the information and documents furnished by me is true and correct to the best of my knowledge and belief . In the event of any information being found incorrect or misleading, my candidature shall be liable for cancellation for admission by the NBER,RCI or concerned training institute at any stage.

(Name and Signature of the Applicant)

Note: Selfattested copy of caste, educational qualification and UDID (PwD) certificate (If applicable), any other relevant documents to be enclosed along with the application form.

Acknowledgement Slip

Form no-----

Name of the Training Institute with complete postal address, phone number, Email ID and Website

Received Application from -----S/o,D/o,W/o----- for

admission tofor the academic session -----2024-2025

Date:

Place:

Name and signature of the

Course Coordinator/HoD

S. No.	Descriptions	Dates
1.	Commencement of admission process	15/05/2024
2.	Admission of students by the institute and verification of academic credentials (class 10 th and 12 th marksheets and certificates, SC, SC, ST, PWD etc., if any) of candidates by the respective training institutes	15/05/2024 to 14/06/2024
3.	Online submission of final data of admitted candidates in the prescribed portal to NBER, RCI by the respective training institute	15/06/2024 to 20/06/2024
4.	Verification of data of admitted students by using Mobile and email OTP	21/06/2024 to 27/06/2024
5.	Vetting of data by the respective examining bodies	28/06/2024 to 03/07/2024
6.	Declaration of course-wise and institute wise list of admitted candidates on RCI website	08/07/2024
7.	Generation of PNR number to all admitted candidates by the NBER, RCI	09/07/2024 to 11/07/2024
8.	Commencement of classes at all training institutes	12/07/2024

