All India Institute of Speech and Hearing
(An autonomous Institute under the
Ministry of Health and Family Welfare, Govt. of India)
Center of Excellence - Assessed & accredited by NAAC with 'A' Grade
ISO 9001: 2015 Implemented Institute
Manasagangothri, Mysuru - 570 006

ಅಖಿಲ ಭಾರತ ವಾಕ್ ಶ್ರವಣ ಸಂಸ್ಥೆ
ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು – 570 006

अखिल भारतीय वाक् श्रवण संस्थान
मानसगंगोत्री, मैसूरु – 570 006

SH/ACA/UOM.BOS(Sp. Ed.)/2022-23 08.02.2023

The Registrar
University of Mysore
Crawford Hall
Mysore 570 005

Sub: Proceedings of Board of Studies in Special Education - (Combined Board) meeting – reg.

Sir,

With reference to the above, please find enclosed hard copy the proceedings of the Board of Studies in Special Education (Combined Board).

Kindly acknowledge the receipt.

Thanking you,

Sincerely yours,

M. Pushpavathi

Dr. M Pushpavathi
Chairperson - BOS in Special Education (Combined Board)

Encl: As above.

Phone : 0821-2502000 / 2502100 Toll Free No. 18004255218 Fax : 0821-2510515,
e-mail : director@aiishmysore.in / @aiishmysuruofficial, @aiishmysuru.
website : www.aiishmysore.in

MINUTES OF THE BOARD OF STUDIES IN SPECIAL EDUCATION (PG) MEETING

Agenda 01: **Approval of Panel of Examiners**

As per the University of Mysore requirement, the Panel of Examiners for 2023-24 of B.Ed.Spl.Ed. (HI) was prepared and placed before the BOS through circulation for approval (Annexure - I).

BOS approved the Panel of Examiners.

Agenda 02: **Modification of Syllabus of B.Ed.Spl.Ed. (HI) program**

Modification of syllabus of B.Ed.Spl.Ed. (HI) program is proposed and placed before the BOS for approval (Annexure - II).

BOS approved the same.

M. Pushpavathi

Dr. M Pushpavathi
Chairperson, BOS Special Education (CB)

MEMBERS:

Dr. M Sandeep .....

Dr. Alok Kumar Upadhyay .....

Dr. Prithi Venkatesh .....

Mr. N Manohar .....

AGENDA FOR BOARD OF STUDIES FOR B.ED.SPL.ED. (HI) PROGRAMME

The following commissions, omissions and modifications in the existing syllabus for the two-year B.Ed.Spl.Ed. (HI) Programme are being recommended:

I. Commissions

- Inclusion of contemporary development such as RPWD Act 2016 and National Education Policy 2020 (Unit 4) in Contemporary India and Education.

II. Omissions

- Remove Education Commition 1964 & PWD Act 1995 (Unit 4)in the courses on Contemporary India and Education.

II. Modifications

- Detailed modifications suggested for the following courses in the B.S.Ed (HI) I Semester and III Semester
- Assessment and Identification of Needs(I Semester)
- Application of ICT in Classroom teaching(I Semester)
- Communication Options: Manual (Indian Sign Language)-III Semester
- Technology and Disability-III Semester

ALL INDIA INSTITUTE OF SPEECH AND HEARING: MYSURU 570 006

B.Ed.Spl.Ed. (HI): Semester III

COMMUNICATION OPTIONS: MANUAL (INDIAN SIGN LANGUAGE)

(Skill Based Optional Course in Disability Specialization – Hearing Impairment)

	Existing		Proposed	
Sl. No.	**Units**		**Units**	
1.	**Unit 1: Understanding Deafness and Manual Option in Indian Scenario**	1.1Basic Awareness of Paradigms of D/Deafness; Communicative challenges / concerns; Deafness with reference to culture, language, identity, minority status, deaf gain, literacy and inclusion 1.2 Difference between Indian Sign Language (ISL) and Indian Sign System (ISS); Myths and facts 1.3 Importance of neural plasticity and early language opportunities 1.4 Use of simultaneous communication (Simcom), educational bilingualism in Indian schools: Current scenario, challenges, prerequisites and fulfilling prerequisites 1.5 Monitoring and measuring development of ISL/ISS in students:Receptive and expressive mode 1.6 Training and guidance for families/teachers for tuning home and mainstream school environments: Current scenario and strategies 1.7 Manual communication: Do's and don'ts	**Unit 1: Understanding deafness and manual options**	1.1Basic Awareness of Paradigms of D/Deafness; Communicative challenges / concerns; Deafness with reference to culture, language, identity, minority status, deaf gain, literacy and inclusion 1.2 Difference between Indian Sign Language (ISL) and Indian Sign System (ISS); Myths and facts 1.3 Importance of neural plasticity and early language opportunities 1.4 Use of simultaneous communication (Simcom), educational bilingualism in Indian schools: Current scenario, challenges, prerequisites and fulfilling prerequisites 1.5 Parameters of sign language 1.6 Training and guidance for families/teachers for tuning home and mainstream school environments: Current scenario and strategies 1.7 Manual communication: Do's and don'ts
2.	**Unit 2: ISL Skill Development – Middle Order**	2.1 Practicing 'Motherese' (tuning language to suit young children) and age appropriate discourse with children with appropriate language, turn taking and eye contact	**Unit 2: Sign language skill development**	2.1 Practicing 'Motherese' (tuning language to suit young children) and age appropriate discourse with children with appropriate language, turn taking and eye contact

	Receptive and Expressive Skills	2.2 Practicing natural signing in short common conversations 2.3 Practicing natural signing in stories/poems/narrations/jokes 2.4 Practicing natural signing in discussing emotions, expansion of ideas and current affairs 2.5 Practicing group dynamics		**2.2** Developing natural signing among children with hearing impairment to communicate. 2.3 Origins of signs: Physical & Cultural dimension of sign language. 2.4 Basic rules of signing 2.5 Steps in signing a short story through deaf way
3.	**Unit 3: ISL Skill Development – Towards Higher Order Receptive and Expressive Skills**	3.1 Learning to express gender, number, person, tense, aspect 3.2 Practicing sentence types: Affirmative, interjections, imperative and interrogative and negativization 3.3 Practicing sentence types: Simple, complex, compound 3.4 Observing using ISL in classrooms: Social Science 3.5 Observing using ISL in classrooms: Science/ Mathematics	**Unit 3: Sign language skill development at school subject level**	3.1 Importance of grammar in Sign language 3.2 Different types of sentences: affirmative, interjections, imperative and interrogative and negativisation and strategies for signing these sentences. 3.3 Different types of sentence: Simple, Complex & Compound and stages for signing these sentence 3.4 Observation & teaching concepts in social science using sign language 3.5 Observation & teaching concepts in Mathematics & General science using sign language
4.	**Unit 4: ISS/ ISL Skill Development and Course Conclusions**	4.1 Practicing markers (local language) 4.2 Practicing syntax in conversations and discussions 4.3 Observing using ISS/ISL in classrooms for school subjects 4.4 Resource mobilization for skill development training (organized charity sources, CSR, fund raising events, web based fund raising) 4.5 Reflections on the course: From theory to practice to initiating change	**Unite 4: Use of sign language of classroom Institutional level**	4.1 Institutional Strategiesfor students who are deaf or hard hearing 4.2 Benefit of using sign language inclusive set-up (elementary & High school level) 4.3 Benefitsof using sign language in classroom for children with hearing impairment. 4.4 Resource mobilization for skill development training (organized charity sources, CSR, fund raising events, web based fund raising) 4.5 Reflections on the course: From theory to practice to initiating change

ALL INDIA INSTITUTE OF SPEECH AND HEARING: MYSURU 570 006

B.Ed.Spl.Ed. (HI): Semester I
ASSESSMENT AND IDENTIFICATION OF NEEDS

Current	Change required
Unit 2: Assessment of Language and Communication 2.1 Communication: Concepts and types (linguistic versus non linguistic) 2.2 Receptive and expressive language: concept, types (verbal and manual) and structure 2.3 Developmental milestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors 2.4 Assessing communication and language: Developmental checklists, scales, standardized tools and assessing language samples using parameters of measurement (productivity, complexity, correctness and communicativeness) 2.5 Identification of needs related to communication and language	2.1 Communication and language: Concepts and types (linguistic versus non linguistic); components of language 2.2 Receptive and expressive language: concept, types (verbal and non-verbal) and structure 2.3 Need of assessment of language skills and communication effectiveness in children with hearing impairment 2.4 Developmental languagemilestones in typically growing children; Impact of deafness on communication and language with reference to clinical (type, degree, onset) and environmental (parental participation, access to language early intervention services) factors 2.5 Assessing communication and language: Screening and diagnostic tools; informal and formal assessment of language; Different language samples; parameters of measurement (productivity, complexity, correctness and communicativeness)
Unit 3: Assessment of Speech 3.1 Milestones of speech development in typically developing children 3.2 Respiration and phonation: Pre-requisites, process, types and need for assessment 3.3Basics of articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation) 3.4 Suprasegmental aspects of speech and its assessment 3.5 Speech intelligibility: Concept, factors and assessment	3.1 Define speech; components of speech; Milestones of speech in typically developing children 3.2 Articulatory, respiratory, resonatory and phonatory systems: Pre-requisites, process, need for assessment 3.3Basics of articulation and phonology (active and passive articulators; classification of vowels and consonants; assessment of articulation);Speech intelligibility: Concept, factors and assessment 3.4 Basics of fluency, Suprasegmental aspects of speech; assessment of fluency 3.5 Basics of voice; pitch, loudness and quality; assessment of voice

TECHNOLOGY AND DISABILITY

Objectives

After completing the course, the student teachers will be able to:

- Enumerate various listening devices and describe ways of effective usage and maintenance.
- Create awareness and basic exposure to state-of-the-art technology for management of various aspects of speech.
- Narrate the range of technological applications that can be used for facilitating communication and language.
- Explain the present and future technologies facilitating the education of children with hearing impairment.
- Identify different resources (financial and human) to obtain technology.

UNIT	RCI SYLLABUS	UNIT	PROPOSED AIISH SYLLABUS
I	**Technology in Education and Instruction**	**I**	**Technology in Education and Instruction**
1.1	Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), Ling's six sound test and other outcome measures	1.1	Listening devices: Types (Individual & Group), functioning of Hearing aids, classification of hearing aids based on style (body level, ear level), technology (analog, programmable, digital), and configuration.
1.2	Ear moulds: Types, Importance, Care & maintenance	1.2	Overview of WCAG (Web Content Access Guidelines)
1.3	Classroom amplification devices: Individual, Speech Trainer & group, Hard wire, loop induction, infra-red & FM systems, their importance in educational management	1.3	Technology products for educational purposes: Listening (Induction loop/FM/IR), Visual (Speech to text/text to speech, Sign to text and Text to sign technology) Audio-Visual (computer based learning & self- learning packages, Multimedia)
1.4	Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, functioning & importance with special reference to ADIP 2014 scheme	1.4	Cochlear Implant, middle ear implant, BAHA & Auditory Brainstem implant: Candidacy, components, & functioning.
1.5	Comparison between individual hearing aids, group hearing aids & cochlear implant and their care & maintenance	1.5	.....
II	**Technology for Management for Speech, Language and communication**	**II**	**Technology for Management for Speech, Language and communication**
2.1	Computer based training aids/equipment for management of	2.1	Computer based training aids/equipment for management of

	speech (Dr. Speech; Vaghmi; Speech viewer)		speech (Dr. Speech; Vaghmi; Speech viewer)
2.2	Use of computer based speech equipment for management of voice in children with hearing impairment	2.2	Use of computer based speech equipment for management of voice in children with hearing impairment
2.3	Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment	2.3	Use of computer based speech equipment for management of suprasegmental features of speech in children with hearing impairment
2.4	Basic infrastructure required for using computer based speech training aids/equipment	2.4	Basic infrastructure required for using computer based speech training aids/equipment, Tele Speech Therapy
2.5	Tele Speech Therapy	2.5	Ear moulds: Types, Importance, Care & maintenance
III	**Technology Facilitating Education**	**III**	**Principles and practice of Assistive technology**
3.1	Technology and its impact on education: Changing trends in teaching and learning	3.1	Range of Assistive technology: High tech low tech, mixed tech, Universal design-meaning and scope
3.2	Technology products for educational purposes: Listening (induction loop/ FM/ IR), Visual (speech to text/ text to speech), Audio-Visual (computer based learning and self- learning packages, multimedia)	3.2	Basic concepts of Augmentative and Alternative communication for children with communication disorders.
3.3	Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning	3.3	Technology Based Educational Services: Online learning, Web based learning, Computer assisted Learning, Video remote interpreting, C-Print technology, Open, Close and Real time Captioning
3.4	ICT and education of children with Hearing Impairment: Planning, Implementation & Evaluation of teaching-learning Future technologies: Universal Design: Meaning & Scope	3.4	Assistive Technology and its impact on persons with Disabilities. Technology options for individuals with disabilities.
3.5		3.5	
IV	**Resource Mobilization and future Technology**	**IV**	**Resource Mobilisation and future Technology**
4.1	Agencies for Aids & Appliances: Government and non-government	4.1	Agencies for Aids & Appliances: Government and non-government
4.2	Eligibility criteria for availing funding under Government schemes and	4.2	Eligibility criteria for availing funding under Government schemes and
4.3	Procedure for availing funding from different agents	4.3	Procedure for availing funding from different agents
4.4	Challenges encountered with cost involved in maintenance of devices	4.4	Challenges encountered with cost involved in maintenance of devices

	after availing funding and ways to overcome		after availing funding and ways to overcome
4.5	Agencies/Strategies to locate required human resources for various services and referral	4.5	Agencies/Strategies to locate required human resources for various services and referral

Essential Readings

- Albert M cook, Janice M Polgar Assistive Technologies: Principle and practice.
- Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.
- Andersson, C. (2014).Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub
- Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.
- Bess, F.H., & Humes, L.E. (1990). Audiology: The fundamentals. London: Williams & Wilkins
- Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. New York: Theime-Stratton.
- Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins
- Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers .Amazon Pub.
- Lynas, Wendy (1994). Communication Options in the Education of Deaf Children. London: Whurr Publishers Ltd.
- Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr Publishers.
- Mathew, S.M. (2012).Technology for persons with hearing impairment. Status of Disability in India-2012.NewDelhi: RC
- Moores, Donald, F (1997). Educating the deaf, Houghton Nifflin Compan
- Rapp, W.H. (YNK). Universal design for learning in action. Baltimore MD: Brooks
- Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri
- Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon
- Stewart, D.A. & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students: Content, Strategies & Curriculum. London: Allyn & Baccon
- Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.
- Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.

Course work/ Practical/ / Field Engagement

1. Draw a neat labelled block diagram of hearing aid. Prepare a list of tips for minor trouble shooting 2. Prepare a list of agencies for procuring equipment and software for teaching speech

3. Make a story using web based content, pictures, images and video clips

4. Compile different educational apps

5. Compile a list of government and non-government funding agencies for aids & appliances.

Transaction & Evaluation

Lecture cum Demonstration, Self-study, Assignments, Seminar, Debate, Quiz

Essential Readings

• Allum, D.J. (Ed). (1996). Cochlear Implant Rehabilitation in Children and Adults. England, London; Whurr Publishers.

• Andersson, C. (2014).Assistive Technology for the Hearing-impaired, Deaf and Deafblind. Amazon Pub.

• Berg, F. (2008). Speech Development Guide for Children With Hearing Loss. San Diego: Plural Publishing.

• Bess, F.H., & Humes, L.E. (1990). Audiology: The fundamentals. London: Williams & Wilkins.

• Finitzo-Hieber, T. (1981). Classroom Acoustics. In R. J. Roeser & M. P. Downs (Eds.) Auditory disorders in school children. New York: Theime-Stratton.

• Katz, J. (1978, 1985, 1994). Handbook of Clinical Audiology. (2nd, 3rd & 4th eds.). Baltimore: Williams and Wilkins.

• Kumar, K. L. (2009).Educational Technology: A Practical Textbook for Students, Teachers, Professionals and Trainers .Amazon Pub.

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• Maltby, M.T. (1994). Principles of Hearing Aid Audiology. London: Whurr Publishers.

• Mathew, S.M. (2012).Technology for persons with hearing impairment. Status of Disability in India-2012.NewDelhi: RCI

• Moores, Donald, F (1997). Educating the deaf, Houghton Nifflin Compan

• Rapp, W.H. (YNK). Universal design for learning in action. Baltimore MD: Brooks

• Riekehof, Lottie L. (1978), The joy of learning signs, Gospel publishing House, Missouri

• Schirmer, Barbara R (2001). Psychological, Social and Educational Dimensions of Deafness. Boston: Allyn and Bacon

• Stewart, D.A. & Kluwin, T.N. (2001). Teaching Deaf & Hard of Hearing Students : Content , Strategies & Curriculum. London : Allyn & Baccon

• Taylor, Brian M., H. Gustav (2011). Fitting and Dispensing Hearing Aids. San Diego: Plural Publishing.

• Tweedie, J. (1987). Children's Hearing Problems, Their Significance, Detection and Management. Bristol: The Bath Press.

• Waldman, D., & Roush, J. (2010). Your child's Hearing Loss; A Guide for Parents. San Diego: Plural Publishing.

Suggested Readings

• Dillon, Harvey (2001). Hearing aids. New York: Thieme Medical Publications.

• Krumenacker, S. (2014). Hearing Aid Dispensing Training Manual. San Diego: Plural Publishing.

• Sanders, D. A. (1993). Management of hearing handicap: Infants to elderly (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

APPLICATION OF ICT IN CLASSROOM

Objectives

After completing the course, the student teacher will be able to:

- Gauge the varying dimensions in respect of ICT and Applications in Special Education.
- Delineate the special roles of ICT Applications.
- Acquire Familiarity with Different Modes of Computer-Based Learning

APPLICATION OF ICT IN CLASSROOM

UNIT	RCI SYLLABUS	PROPOSED AIISH SYLLABUS	
I	**Unit 1: Information Communication Technology (ICT) and Special Education**	**I**	**Unit 1: Information Communication Technology (ICT) and Special Education**
1.1	Meaning and scope of ICT and its role in construction of knowledge	1.1	Meaning and scope of ICT and its role in construction of knowledge- Introduction to computers, History, block diagram, Computer hardware and software. Three 'A's of ICT Application: Access, Availability and Affordability Integrating ICT in special education with reference to Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy
1.2	Possible uses of audio-visual media and computers (radio, television, computers)	1.2	Types of computing systems- Desktop, workstation, server, Laptop, Tablet
1.3	Integrating ICT in special education with reference to Articles 4 and 9 of UNCRPD and Goal 3 of Incheon Strategy	1.3	Internet Basic structure and functioning World wide web Different types of internet connectivity Basic structure and functioning of e-mail
1.4	Three 'A's of ICT Application: Access, Availability and Affordability	1.4	Computer Software Role of Operating System Types of Operating System Comparison of Operating Systems Role of Application Software Compiler software
1.5	Overview of WCAG (Web Content Access Guidelines)	1.5	Trouble shooting- Solving problems while working with ICT tools. Getting assistance on solving the issues from web.
II	**Unit 2: Using Media and Computers**	**II**	**Unit 2: Using Media and Computers**

2.1	Media: Radio and audio media: Script writing, storytelling, songs, etc., Television and video in education, Importance of newspaper in education	2.1	Various mobile apps and games for teaching specific subject. Creating e-resources for specific subjects. Building personal libraries of content resources
2.2	Computers: Functional knowledge of operating computers – On/ off, word processing, use of PowerPoint, Excel, ICT applications for access to print	2.2	ICT in the classroom - Possible uses of audio-visual media and computers (radio, television, computers), trends in teaching learning methods in classrooms. Future technologies in class room teaching
2.3	Computer as a learning tool: Effective browsing of the internet for discerning and selecting relevant information, survey of educational sites and downloading relevant material; cross collating knowledge from varied sources	2.3	Internet as a learning resources- Exploring the internet, appropriate resources for personal enrichment, professional learning, teaching.
2.4	Computer-aided learning: Application of multimedia in teaching and learning,	2.4	Developing PPT Slide show for classroom use, organizing teleconferencing and video-conferencing
2.5	E-Classroom: Concept, organizing e-classroom and required adaptations for students with disabilities	2.5	Social, ethical and legal aspects of ICT & cyber safety
III	**Visualising Technology-Supported Learning Situations**	**III**	**E-Learning Technologies**
3.1	Preparation of learning schemes and planning interactive use of audio-visual programme	3.1	E-Learning: Concept, Types & Characteristics
3.2	Developing PPT Slide show for classroom use and using of available software or CDs with LCD projection for subject learning interactions	3.2	E-Content Development: Tools and techniques
3.3	Generating subject-related demonstrations using computer software and enabling students to plan and execute projects	3.3	Learning Management System: Proprietary & Open-Source Technologies
3.4	Interactive use of ICT: Participation in social groups on internet, creation of 'blogs', organizing teleconferencing and video-conferencing	3.4	Massive Open Online Courses (MOOCs): Design and Development
3.5	Identifying and applying software for managing disability specific problems	3.5	E-learning Initiatives in India: Organizations and Projects
IV	**Technology Facilitating Education**	**IV**	**Technology Facilitating Education**
4.1	Teaching Language subjects using Computers	4.1	Teaching Language subjects using Computers
4.2	Teaching art-subjects using computers	4.2	Teaching art-subjects using computers

4.3	Teaching science subjects using computers	4.3	Teaching science subjects using computers
4.4	Teaching maths subjects using computers	4.4	Teaching maths subjects using computers
4.5	Teaching social-sciences using computers	4.5	Teaching social-sciences using computers

Essential Readings

- Abbot, C. (2001). *ICT: Changing Education*. Routledge Falmer.
- Florian, L., & Hegarty J. (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.
- AGI Training Team (2011). *Microsoft Office 2010 digital classroom: A complete training package*. Indianapolis, IN: Wiley Publishing Inc.
- Mills, W. R. (2009). *Microsoft Office Excel 2007: A beginner's guide*. Bloomington, IN: Author House.
- Hunt, M. (2011). *Microsoft Office 2010: Second course*. Boston, MA: Course Technology.
- Wagner, R. L. (1996). *The McGraw-Hill internet-training manual*. New York, NY: McGraw-Hill.

References

1) Badrul H. Khan & Mohamed Ally (2015). International Handbook of E-Learning Volume 1: Theoretical Perspectives and Research, Volume 1. Routledge

2) Badrul H. Khan & Mohamed Ally (2015). International Handbook of E-Learning Volume 1: Theoretical Perspectives and Research, Volume 2. Routledge

3) Madhuri Dubey (2011) Effective E-Learning: Design, Devt.& Delivery. Universities Press

4) Ravi Inder Singh &Pooja Sikka(2023) Virtual Learning: Insights and Perspectives. Routldge

5) India Report- Digital Education (2021). Department of School Education and Literacy, Ministry of Education, Government of India, New Delhi.

6) Ministry of Electronics and Information Technology, Government of India. (n.d.) E-learning. Retrieved January 31, 2023, from https://www.meity.gov.in/content/e-learning#:~:text=E%2DLearning%20is%20one%20of,e%2Dlearning%20in%20the%20country.

7) E.Balagurusamy , Fundamental of computers

8) Pradeep K Sinha, Priti Sihna. Computer fundamentals

PANEL OF EXAMINERS

Bachelor of Education Special Education (Hearing Impairment) [B.Ed.Spl.Edn (HI)]-2023-24 (Annexure I)

List of Internal Examiners

Sl.No.	Name, Designation and Contact details		
1	Dr.Prithi Venkatesh Associate Professor & Head Department of Special Education AIISH Mysuru-570006 e-mail id: prithivenkatesh@aiishmysore.in Ph.no: +91-9886012613	5	Dr. N Devi Associate Professor & Head Department of Audiology AIISH, Mysuru 94804 42139 deviaiish@aiishmysore.in
2	Dr. Alok Kumar Upadhyay Associate Professor in Special Education Department of Special Education AIISH Mysuru-570006 e-mail id: alokupadhyay@aiishmysore.in Ph.no: +91-8884047032	6	Mr. Manohar Reader in Electronics Department of Electronics AIISH Mysuru-570006 e-mail id: manohar@aiishmysore.in Ph.no: +91-9900206045
3	Dr. Sangeetha Mahesh Associate Professor Department of Clinical services AIISH, Mysuru 94481 66475 sangeethamahesh@aiishmysore.in	7	Dr. N M Mamatha Assistant Professor of Audiology AIISH, Manasagangothri, Mysuru 570 006 99866 30612 e-mail id:mamathanm@aiishmysore.in
4	Dr. M S Vasanthalakshmi Associate Professor in Biostatistics AIISH, Mysuru 9886252546 msvlakshmi@yahoo.co.in	8	Mr. Freddy Antony Assistant Professor & Head Dept. of Clinical Psychology AIISH, Mysuru 9342740735 e-mail id: frean77@aiishmysore.in
9	Dr. N Hema Assistant Professor in Speech Pathology AIISH, Mysuru 93431 20039 hema_chari2@yahoo.com	10	Dr. Irfana Assistant Professor in Speech Pathology AIISH, Mysuru 7907557293 e-mail id: irfana@aiishmysore.in
11	Dr. Anjana B Ram Assistant Professor in Speech Sciences AIISH, Mysuru 93421 16365 anjana1111@yahoo.com		

Panel of Experts in Discipline of Special Education for Evaluation of Ph.D Entrance and Course work Examination

Sl. No.	Name & Designation	Affiliation/ Address
1	Dr. Suni M. Mathew Head of Department Department of Education	Ali Yavar Jung National Institute of Speech and Hearing Disabilities (Divyangjan), Mumbai-400050 Mobile:9867030815 Email:sunimariammathew@gmail.com
2	Dr. Amitav Mishra Professor of Education(Special Education)	School of Education Indira Gandhi National Open University New Delhi-110011 Mobile:9868119954 Email: amitav@ignou.ac.in
3	Dr. Kalpana Venugopal Professor of Education	Regional Institute of Education NCERT,Mysuru-570006 Mobile:9449621343 Email:kalpanavp@rediffmail.com
4	Dr. Pushpa M. Professor & Chairperson Department of Education	University of Mysore Mansagangothri,Mysore-570006 Mobile-9448343528 Email:pushpamsri@gmail.com
5	Dr. Sheela G. Professor Department of Education	University of Mysore Mansagangothri,Mysore-570006 Mobile-9448241293 Email:sheeyash@rediffmail.com
6	Dr. Praveena K.B. Professor Department of Education	University of Mysore Mansagangothri,Mysore-570006 Mobile-9448706033 Email:friendlypraveen@gmail.com
7	Dr.Sujatha Malini Professor and Head	Department of Special Education and Rehabilitation Sciences Allagappa University Karaikuddi-630003 Tamil Nadu 9894960171, smalinij@alagappauniversity.ac.in
8	Dr.Sujatha Bhan Professor and Head	Dept. of Special Education SNDT Women's University Juhu Campus Mumbai-400049 Mb. +91 9820167470 Email Id: bhansujata@gmail.com
9	Dr.Asmita Huddar Principal	Hashu Advani College of Special Education Ph. no: 09819265464 email id: principal.hacse@gmail.com