



## INFORMATION BROCHURE



### **2 DAYS WEBINAR/CONTINUING REHABILITATION EDUCATION (CRE)**

[Approved by Rehabilitation Council of India, New Delhi]

***“Oralism as the option in early intervention &  
development of receptive & expressive language  
for children with Hearing Impairment”***

**(DATE 24-25, NOVEMBER 2020)**

**ORGANIZED BY  
DEPARTMENT OF SPECIAL EDUCATION  
NEHRU GRAM BHARATI (DEEMED UNIVERSITY)  
PRAYAGRAJ, (UP)**

**“Oralism as the option in early intervention & development of receptive and expressive language”**

**Programme Schedule ( 24<sup>th</sup> to 25<sup>th</sup> Nov ,2020)**

<b>Date/venue</b>	<b>Time</b>	<b>Topics/ Participations</b>	<b>Resource Person/Faculty</b>
<b>24/11/2020</b>	10.30. to 11.30 am	<b>Inaugural session</b>	
	11.30 to 12.30	<b>Technical Session -1</b> Options in linguistic communication for CWHI (Oralism, Educational Bilingualism & Total Communication).	
	12.30 to 12.45 pm	<b>Evaluation of participants</b>	
	12.45 to 1.45 pm	<b>Technical Session -2</b> Development of receptive and expressive language skills in children having normal hearing & children with auditory challenged.	
	1.45 to 2.00 p.m	<b>Evaluation of participants</b>	
	2.00 to 3.00pm	<b>Technical Session -3</b> Biological & Psychological bases of language with emphasis on Importance of Critical period and its role in the development of listening and linguistic skills for CWHI.	
	3.00.to 3.15pm	<b>Evaluation of participants</b>	
	3.15 to 4.15 pm	<b>Technical Session -4</b> Oralism as communication option for facilitating language skills in CWHI.	
	4.15 to 4.30 pm	<b>Evaluation of participants</b>	
<b>25/11/2020</b>	10.30 to 11.30 am	<b>Technical Session 5</b> Introduction to Auditory Verbal Therapy (AVT) and its application for CWHI.	
	11.30 to 11.45 am	<b>Evaluation of participants</b>	
	11.45 to 12.45 pm	<b>Technical Session 6</b> Oral/Aural training for facilitating speech & language skills for CWHI Individual/Group H/a & auditory training)	
	12.45 to 1.00 pm	<b>Evaluation of participants</b>	
	1.00 to 2.00 p.m	<b>Technical Session 7</b> Changing Role of Teacher Educators as language facilitators: Present scenario.	
	2.00 to 2.15 pm	<b>Evaluation of participants</b>	
	2.15.to 3.15 pm	<b>Technical Session 8</b> Best classroom practices in Inclusive set up for enhancing language skills for CWHI.	
	3.15 to 4.00 pm	<b>Valedictory Session &amp; Feedback</b>	

## **2 Days Webinar (24<sup>th</sup> – 25<sup>th</sup> Nov, 2020) CRE on “Oralism as the option in Early Intervention & development of Receptive & Expressive language in children with Hearing Impairment.”**

### **CONCEPT NOTE**

#### **Background & Rationale:**

*Hearing Impairment, if sufficiently severe has numerous primary and secondary effects on the human beings. Its primary effect is the restriction it can impose on acquisition & use of language in communication. Its secondary effects are more widespread (particularly because of inappropriate measures of habilitation) can include impoverished communication that restricts experience, hinder personal/social development and prevent optimal educational attainment. The third level of adverse effect is found when the child is due to leave school. Poor educational attainments will restrict employment options, limit income and circumscribe the leisure activities. These restrains can in turn substantially reduce the quality of a person's life in a myriad of ways. As we are already aware that the effects of hearing impairment are not only limited to the affected individual rather such effects are also extended to the family of the person and to the society at large.*

*The ability to communicate with teacher & peers is the major component of academic success for students with hearing loss. Teacher – student communication and student - student communication are primary means of learning in the classroom. Students who have difficulty communicating in the classroom may choose not to participate in the classroom activities, which may in turn effect their learning and ultimately hinder their academic success. The variations in communication skills are more complex than simply classifying students as proficient in spoken communication or in sign communication because various combinations of the two have implications in terms of how the deaf students will interact with hearing peers as well as with deaf ones. Deaf and hard of hearing students communicate differently depending on the situation. In communicating with hearing peers, some students prefer using spoken communication only, others may use both spoken communication and sign, while still others may use sign communication only. Deaf & hard of hearing students may use a variety of styles and strategies for communication, depending on who is doing the communication with whom and the setting. As we are aware that India is a signatory to the United Nations Convention on Rights of the People with Disabilities (UNCRPD) which strongly promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities and to promote respect for their inherent dignity. In its Article 24 it also ensures state parties to facilitate the learning of sign language and for the promotion of the linguistic identity of the deaf community.*

*Since several years the deaf education community has witnessed considerable discussion about the linguistic communication options available for deaf and hard of hearing students but still ‘Communication options’ is a sensitive and unique area specially for special educators dedicated for providing proper educational rehabilitation of deaf and hard of hearing children. It is extremely important and essential area to be explored to provide barrier free, inclusive, right based and disabled friendly environment to the so called differently able population.*

### **Need of the hour: Inclusive Education**

NEP (2020) advocates that learners with special needs should be educated with other learners in “Inclusive schools.” It further visualizes the creation of Inclusive schools wherein learning is child-centered, catering to the needs & requirements of each individual child.

Now, we see the child as a constructor of his/her own knowledge & move away from traditional teacher dominated “chalk-talk-text” based teaching towards child centered education that makes use of child centered pedagogy. It is worthwhile, to mention here, that Inclusion is a process & not a method or condition which ultimately leads to the empowerment of the learners with special needs, in an environment of **self- motivated, self – actualizing and self - monitored learning.**

### **Classroom Participation:**

The ability to communicate with teacher & peers is the major component of academic success for students with hearing loss. Teacher – student communication and student - student communication are primary means of learning in the classroom. Students who have difficulty communicating in the classroom may choose not to participate in the classroom activities, which may in turn effect their learning and ultimately hinder their academic success.

### **Acquisition of language skills:**

Oralism as the Communication option is a sensitive area specially for special educators, who are providing proper educational rehabilitation of deaf and hard of hearing children. Several aspects such as types, levels, parameters, modes, characteristics, etc. has been discussed but still there is a need to explore on few left out issues in depth in the near future. Some of these aspects deserve a brief consideration this is particularly because different strategies are being used by the schools which needs to be explored to provide barrier free, inclusive, right based and disabled friendly environment to the so called differently able population.

### **CRE:**

- Department of Special Education, Nehru Gram Bharati (Deemed University), Prayagraj, (UP) is organizing a two days Webinar programme under the auspices of RCI New Delhi to explore the various options available for developing language skills in deaf and hard of hearing children at early intervention level and to explore and enhance the various ways through which receptive & expressive linguistic skills could be facilitated among CWHI.

### **Objectives:**

- To upgrade the existing knowledge & skills of in service & practicing rehabilitation professionals and personal.
- To upgrade the professional knowledge of master trainers working in the related field.

### **Aims:**

- To acquire knowledge about different communication options available for developing language for deaf & hard of hearing children.
- To develop skills & competencies to cater the educational needs of deaf and hard of hearing children in general and special class settings.

**Participants:**

- *Thirty participants comprising teachers working in schools for the deaf and hard of hearing and inclusive schools shall be part of the programme. Preference shall be given to those directly dealing with the students having deafness.*

**Venue and Timing:**

- *Programme is being organized via Webinar mode. from 24 - 25 November, 2020 (10.30 am to 4.00 pm).*

**Chief Patron:**

- **Sri J N Misra, Hon'ble Chancellor, NGB(DU), Prayagraj**

**Patrons:**

- **Prof. R M Pathak, Vice Chancellor, NGB(DU), Prayagraj**
- **Dr S C Tiwari, Pro Vice Chancellor, NGB(DU), Prayagraj**
- **Sri R L Vishwakarma, Registrar, NGB(DU), Prayagraj**

**Convener :**

- **Sri S. S. Mishra, Director Spl. Education, NGB(DU)**

**Org. Committee:**

- **Dr Deepak Tripathi, Asst Professor, NGB(DU)**
- **Ms Rashmi Maurya, Asst Professor, NGB(DU)**
- **Sri Rakesh Kumar, Asst Professor, NGB(DU)**
- **Sri Avanish Mishra, Asst Professor, NGB(DU)**
- **Ms Aparjita Pandey, Sign Lang. Interpreter, NGB(DU)**

**Porg. Coordinator:**

- **Dr Sanjay Singh Asst Professor, NGB(DU),**

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