



# NETAJI SUBHAS OPEN UNIVERSITY

Accredited by NAAC with grade 'A'

SCHOOL OF EDUCATION

CE-162, Sector-1, Salt Lake, Kolkata-64

Phone Number: 03340047570, Email: [schooledu@wbnsou.ac.in](mailto:schooledu@wbnsou.ac.in)

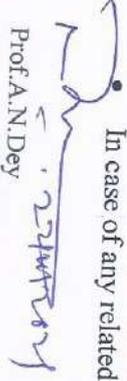
Memo No. SoE/260/2021

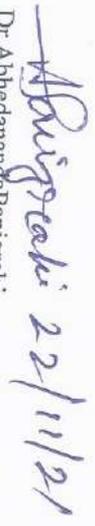
Date: 22.11.2021

**PCP& Workshop SCHEDULE for B.Ed, Spl.Ed.(MR/ HI/ VD)- ODL,  
5<sup>th</sup> Semester, Session 2019-2021 & 3<sup>rd</sup> Semester 2020-2022 Kalyani-SEMIR-02**

Date & Day	Specialization	Semester	Paper Code	Time	Recess	Time
27.11.2021 (Saturday) & 28.11.2021 (Sunday)	ID	5 <sup>th</sup>	E-1(B), F-2 & F-3	10:30 AM -1:30PM	RECESS	14:00PM-17:00PM
	HI					
	ID	3 <sup>rd</sup>	F2(B)	WORKSHOP ON PRACTICALS	RECESS	WORKSHOP ON PRACTICALS
	HI					
<b>PCP SCHEDULE</b>						
12.12.2021 (Sunday)	ID/HI	5 <sup>th</sup>	B-11(E)	Unit-1&2	RECESS	B-11(E)Unit-3
				Smt. Rituparna Sarkar		Smt. Rituparna Sarkar
	3 <sup>rd</sup>	A-5(Part -IV) Bengali	Unit- 1&-2	RECESS	Unit-3,4&5	
			Smt. Swapna Deb		Smt. Swapna Deb	
18.12.2021 (Saturday)	ID	3 <sup>rd</sup>	C-13	Unit-1,2 &3	RECESS	Unit-4&5
				Smt. Rituparna Sarkar		Smt. Rituparna Sarkar
	HI	A-5(Part -V) English	Unit- 1&2	RECESS	Unit-3&5	
			Smt. Ananya Gayen		Smt. Ananya Gayen	
19.12.2021 (Sunday)	ID	3 <sup>rd</sup>	C-14	Unit-1,2,3	RECESS	Unit-4&5
				Smt. Mandira Chakraborty		Smt. Mandira Chakraborty
	HI	D-19	Unit 1,2,3	RECESS	Unit-4&5	
			Mr. Saikat Das		Shri. Prabir Naskar	
ID/HI	5 <sup>th</sup>	D-19	Unit-1 & 2	RECESS	Unit-3	
			Dr. Parimal Sarkar		Prof. Sanath Kumar Ghosh	

- The detailed program will be communicated to the concerned PCP venue and also put up on the official website. Students are advised to check the relevant details before the commencement of Counselling sessions.
  - Coordinators of the respective Study Centres are specially requested to communicate the aforementioned schedule to students concerned, so that maximum attendance may be ensured.
- In case of any related queries, please feel free to mail to [nsoubedsede@gmail.com](mailto:nsoubedsede@gmail.com)

  
Prof. A.N. Dey  
Director, SoE, NSOU.

  
Dr. Abhedananda Panigrahi  
Co-ordinator, B.Ed., NSOU



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Memo No: SoE/260(2)/2021 Date: 22.11.2021

**BACHELOR OF EDUCATION in SPECIAL EDUCATION NDL- MODE**  
**WORKSHOP on PRACTICAL WORK**

TOTAL 300 MARKS

E1(B) (100 MARKS) + F2 (100 MARKS) + F3 (100 MARKS)

**WORKSHOP on PRACTICAL SCHEDULE for B.Ed.Spl.Ed (MR/HV VI)- ODL, 5<sup>th</sup> Semester, Session 2019- 21, SEMR-02(Kalyani Campus)**

**5<sup>th</sup> SEMESTER**

- ❖ *Workshop for PRACTICAL WORK will continue for two days at a stretch. Attendance in the workshop is compulsory.*
- ❖ *No students will be considered to appear in the term and examination without completion of all the workshop sessions.*

DAY	Specialization	TIME		TIME	TIME	TIME	TIME
		TIME	TIME				
27.11.2021 Saturday	ID	10:30-11:00	Inauguration	11:00-12:30	12:30-1:30	1:30-14:00	
	HI		Lesson Plan Activity in Inclusive School and Group Discussion				Discussion & Orientation on Teacher Made Test Cumulative Record Card Prof. Santath Kumar Ghosh
28.11.2021 Sunday	ID		Interaction with the learner about the previous day activity	Session-2020-22 Attach			
	HI		Disabilities Other than ID Lesson Plan Mr. Saikat Das	Discussion & Orientation on Disabilities Other than HI Lesson Plan Dr. Abhedananda Panigrahi 3 <sup>rd</sup> Semester(HI) Session Session-2020-21 Attach			Discussion & Orientation on TCM(Teacher Council Meeting) P.T.A.(Parents Teacher Association Meeting) Time Table Dr. Abhedananda Panigrahi

Prof. A.N. Dey  
Director, SoE, NSOU.

Dr. Abhedananda Panigrahi  
Co-ordinator, B.Ed., NSOU



**Reduce Syllabus**

### 3<sup>RD</sup> SEMESTER

Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA-A A5	Pedagogy of Teaching (Special Reference to Disability)	20	80	50	100	4
Core Course	PART IV: Bengali PART V: English					
AREA-C (Disability Specialisation Courses)	C13	20	80	50	100	4
	Curriculum Designing, Adaptation and Evaluation (H.I.)					
	Curriculum Designing, Adaptation and Evaluation (I.D.)					
	Curriculum Adaptation and Strategies for Teaching Expanded Curriculum (V.I.)					
	C14	20	80	50	100	4
	Intervention and Teaching Strategies (H.I.)					
	Intervention and Teaching Strategies (I.D.)					
	Intervention and Teaching Strategies (V.I.)					
AREA-E (Practical Related to Disability)	E2	40	60	50	100	4
	Disability Specialization					
<b>Total Marks and Credits of 3<sup>rd</sup> Term End Examination :</b>		<b>100</b>	<b>300</b>	<b>200</b>	<b>400</b>	<b>16</b>

# PEDAGOGY OF TEACHING BENGALI

শিক্ষাবিজ্ঞানের আলোকে বাংলা ভাষা ও সাহিত্য শিক্ষণ

Course Code: A 5 (Part V)

Marks: 100

- ১.১ (১) নির্দেশিত পদার্থের প্রকৃতি, বৈশিষ্ট্য, গুণাবলি ও ব্যবহার নির্ণয় করুন। [১০] ১০
- ১.২ (২) নির্দেশিত পদার্থের প্রকৃতি, বৈশিষ্ট্য, গুণাবলি ও ব্যবহার নির্ণয় করুন। [১০] ১০
- ১.৩ (৩) নির্দেশিত পদার্থের প্রকৃতি, বৈশিষ্ট্য, গুণাবলি ও ব্যবহার নির্ণয় করুন। [১০] ১০
- ১.৪ (৪) নির্দেশিত পদার্থের প্রকৃতি, বৈশিষ্ট্য, গুণাবলি ও ব্যবহার নির্ণয় করুন। [১০] ১০
- ১.৫ (৫) নির্দেশিত পদার্থের প্রকৃতি, বৈশিষ্ট্য, গুণাবলি ও ব্যবহার নির্ণয় করুন। [১০] ১০
- ১.৬ (৬) নির্দেশিত পদার্থের প্রকৃতি, বৈশিষ্ট্য, গুণাবলি ও ব্যবহার নির্ণয় করুন। [১০] ১০
- ১.৭ (৭) নির্দেশিত পদার্থের প্রকৃতি, বৈশিষ্ট্য, গুণাবলি ও ব্যবহার নির্ণয় করুন। [১০] ১০
- ১.৮ (৮) নির্দেশিত পদার্থের প্রকৃতি, বৈশিষ্ট্য, গুণাবলি ও ব্যবহার নির্ণয় করুন। [১০] ১০
- ১.৯ (৯) নির্দেশিত পদার্থের প্রকৃতি, বৈশিষ্ট্য, গুণাবলি ও ব্যবহার নির্ণয় করুন। [১০] ১০
- ১.১০ (১০) নির্দেশিত পদার্থের প্রকৃতি, বৈশিষ্ট্য, গুণাবলি ও ব্যবহার নির্ণয় করুন। [১০] ১০



# PEDAGOGY OF TEACHING ENGLISH

Course Code: A 5 (Part V)

Marks : 100

## Unit I : Nature of English Language & literature

1.1-Principles of Language Teaching

1.2-Language Proficiency: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

1.3-English Language in the school context: An Evolutionary Perspective

~~1.4-Current Trends in Modern English literature in Indian context~~

1.5- Teaching as second language in Indian context.

## Unit II: Instructional Planning

2.1- Aims and objectives of Teaching English at different stages of schooling

2.2- Instructional Planning: Need and Importance

2.3- Unit and lesson plan: Need and Importance

2.4- Procedure of Unit and Lesson Planning

2.5 Planning and adapting units and lessons for children with disabilities

## Unit III: Approaches and methods of teaching English

3.1- Difference between an approach and a method.

3.2- Task based approach, co-operative learning, and language across curriculum, communicative language teaching, Bilingual, Eclectic and Constructive approach

3.3-Method Teaching of Prose, Poetry, Drama, Grammar and Vocabulary- i) Translation method.

ii) Structural - Situational method. iii) Direct method.

3.4- Development of four basic language skills: Listening, Speaking, Reading and Writing.

3.5- Accommodation in approaches and techniques in teaching children with disabilities

## Unit IV: Instructional Materials

~~4.1-Importance of instructional material and their effective use.~~

~~4.2-The use of the instructional aides for effective teaching of English: Smart Boards, Chalk Board, Flannel Board, Pictures/ Picture-cut-outs, Charts, Tape records, Radio, Television, Films & Filmstrips, Overhead Projector, Language Laboratory, Language games, reading cards, Worksheets, Handouts and Power Point Presentation.~~

~~4.3- Construction of a teacher made test for English proficiency~~

~~4.4 Teaching portfolio~~

~~4.5- Adaptations of teaching material for children with disabilities~~

## Unit V: Evaluation

5.1- Evaluation - concept and need..

5.2- Testing language skills and language elements (vocabulary, grammar and phonology)

5.3- Adaptation of evaluation tools for children with disabilities

5.4- Individualized assessment for children with disabilities

5.5-Error analysis, diagnostic tests and enrichment measures.

**Disability Specialization  
Hearing Impairment  
C-13**

**CURRICULUM DESIGNING, ADAPTATION AND EVALUATION**

**Course Code : C 13**

**Marks : 100**

Unit:-1 Curriculum and Its' Designing

- 1.1- Curriculum-Concept, Types and Models;
- 1.2- Approaches and Steps for Curriculum Designing;
- 1.3- Curricular Needs of children with hearing impairment in Scholastic Areas
- 1.4- Curricular Needs of children with hearing impairment in Non-scholastic Areas
- 1.5- Curricular Framework for 21<sup>st</sup>Century.

Unit 2: Developing Literacy Skills: Reading

- 2.1-Pre-requisites for Reading and Emergent Reading Skills;
- 2.2-Assessment of Reading Skills at Different Levels;
- 2.3-Approaches and strategies to Develop reading Skills and Independent Reading;
- 2.4-Types and Models of Developing Reading Skills;
- 2.5-Challenges and Remedial Strategies.

Unit 3: Developing Literacy Skills: Writing

- 3.1-Pre-requisites for Writing and Emergent Writing Skills;
- 3.2-Assessment of Written Language at Different Levels;
- 3.3-Components and Types of Writing;
- 3.4-Steps and Strategies in Developing Writing
- 3.5. Challenges and Remedial Strategies.

Unit 4: Curricular Adaptation

- 4.1-Curricular Adaptation- Meaning and Principles;
- 4.2-Need Assessment and Decision Making for Adaptation;
- 4.3-Adapting Curriculum- Content, Teaching-Learning Material, and Instruction;
- 4.4-Types of Adaptation and Process;
- ~~4.5-Adaptation and Accommodations in Student's Evaluation and Examinations.~~

Unit 5: Curricular Evaluation

- 5.1-Concept, Need for Curricular Evaluation;
- 5.2.-Factors Associated with Curricular Evaluation (Learner, Content, Instructor and Resources);
- 5.3-Areas of Curricular Evaluation: Context, Input, Process and Product;
- 5.4-Methods and Tools for Curricular Evaluation;
- ~~5.5-Challenges in Curricular Evaluation~~

**Disability Specialization**  
**Mental Retardation / Intellectual Disability**  
**C-13**

**CURRICULUM DESIGNING, ADAPTATION & EVALUATION**

**Course Code: C 13**

**Marks: 100**

**Unit 1 : Curriculum Designing**

- 1.1- Meaning, Definition, Concept and Principles of Curriculum.
- 1.2- Types and Approaches of Curriculum Designing,
- 1.3 Curriculum Domains- Personal, Social, Academics, Recreational and Community living.
- 1.4- Steps in developing curriculum, challenges of developing curriculum for inclusion.
- 1.5- Curriculum evaluation, Implementation in inclusion.

**Unit 2: Curriculum at Pre-School and Primary School level**

- 2.1- Significance of Early Childhood Education and School Readiness.
- 2.2- Early Childhood Education Curricular domains -Enhancement of domain in Motor, Personal, Cognitive and Communication areas
- 2.3- Curriculum Domains for Early Childhood Education and Sensory Mechanism.
- ~~2.4- Sensitization of family, involvement in pre-school and primary level.~~
- 2.5- Implication of pre- school and primary levels for Intervention, documentation, record maintenance and report writing.

**Unit 3: Curriculum at Secondary, Pre-vocational and Vocational level**

- 3.1- Curriculum domains at Secondary level
- 3.2- Curriculum domains at Pre- vocational level
- 3.3- Curriculum domains at Vocational level
- 3.4- Rehabilitation of PwIDs under National Skill development Scheme (NSDS by MSJ&E)
- ~~3.5- Implications of placement for inclusion in Community, Documentation, Record Maintenance and Reporting.~~

**Unit 4: Curriculum Adaptations**

- 4.1- Need for Curricular Adaptation, Accommodation and Modification
- 4.2- Adaptation, Accommodation and Modification for Pre -academic Curriculum.
- 4.3- Adaptation, Accommodation and Modification for Academics Curriculum.
- 4.4- Adaptation, Accommodation and Modification for Co-Curriculum.
- ~~4.5- Adaptation, Accommodation and Modification for School Subjects~~

**Unit 5 : Curriculum Evaluation**

- 5.1- Concept, Meaning, Definition of Curriculum Evaluation
- 5.2- Types and Approaches of evaluation
- 5.3- Emerging trends in evaluation -CCE, Teacher Made Tests, Grading System
- 5.4- Differential evaluation of PwID in inclusive setup.
- ~~5.5- Implications of evaluation for inclusion~~

**Disability Specialization**  
**Visual Impairment**  
**C-13**

**CURRICULUM, ADAPTATION AND STRATEGIES FOR TEACHING EXPANDED CURRICULUM**

**Course Code: C 13**

**Marks : 100**

**Unit 1: Concept and Types of Curriculum**

- 1.1-Concept, Meaning and need for curriculum.
- 1.2- Curricular approaches in Special Education - developmental, functional, eclectic and universal design for learning approach
- 1.3-Types of Curriculum - need based, knowledge based, activity based, ad skill based and hidden curriculum
- 1.4- Curriculum Planning, Implementation and evaluation. Role of Special Teachers of the visually impaired.
- 1.5-Core Curriculum and expanded core curriculum- Meaning, Need and components

**Unit 2: Teaching functional academics skills**

**2.1- Learning Media assessment**

- 2.2- Braille reading readiness
- 2.3- Techniques of teaching Braille
- 2.4- Techniques of Teaching print to children with low vision
- 2.5- Braille aids and devices, optical devices for print reading and writing

**Unit 3: Teaching of Independent Living Skills**

- 3.1- Independent living skills - meaning, imp., components
- 3.2- Orientation and Mobility - need and importance, techniques of teaching mobility, sighted guide and pre-cane, cane techniques and mobility aids
- 3.3- Daily living skills - assessment of needs and techniques of teaching age appropriate daily living skills
- 3.4- Sensory efficiency - importance and procedures for training auditory, tactile, olfactory, gustatory, kinesthetic senses and residual vision
- ~~3.5- Techniques of teaching social interaction skills; leisure and recreation skills and self-determination.~~

**Unit 4: Curricular Adaptation**

- 4.1- Curricular adaptation - Need, importance and process
- ~~4.2- Reasonable accommodation - Need and planning~~
- 4.3- Planning of lessons for teaching Expanded Core Curriculum - Individualized Education Program writing
- 4.4- Pedagogical strategic - Cooperative, learning, Peer tutoring, reflective teaching, multisensory teaching
- ~~4.5- Preparation of teaching learning material for ECC - Reading Readiness kit, Flash cards, Sensory Kits, and Mobility Maps~~

**Unit 5: Curricular activities**

- 5.1- Curricular activities - meaning and need for adaptation.
- 5.2- Adaptation of physical education activities and yoga
- 5.3- Adaptation of games and sports- both indoors and out door
- 5.4-Creative Arts for the children with visual impairment
- ~~5.5- Agencies/ Organizations promoting sports, culture and recreation activities for the visually impaired in India - Indian Blind Sports Association, Chess Federation of India, Paralympic Committee of India, Abilympics, World Blind Cricket~~

**Disability Specialization**  
**HEARING IMPAIRMENT**  
**C-14**

**INTERVENTION AND TEACHING STRATEGIES**

Course code : C 14

Marks: 100

**Unit I Need & strategies for early intervention of hearing loss**

- 1.1- Parent-infant programmes for children with HI: Overview, need, requirements and plan of action.
- 1.2- Pre-school training programmes: Overview, need, requirements and plan of action.
- 1.3- Individual Speech-Language Therapy Programmes: Overview, need, requirements and plan of action.

~~1.4 Impact of early intervention on school outcomes~~

- 1.5- Intervention of late identified children with hearing impairment: Challenges & Strategies.

**Unit 2 - Auditory Learning (AVT & Auditory Training) & Speech Reading**

- 2.1- Concept of 'Auditory. Listening': Unisensory & Multisensory approaches
- 2.2- Auditory training: Importance, types (Individual & Group) and Stages
- 2.3- Auditory Verbal Therapy: Principle, importance and role of teacher
- 2.4- Auditory Training and AVT: Pre-requisites, challenges, similarities & differences
- 2.4- Speech Reading: Concept, importance, Pre-requisites, challenges and Role of teacher

**Unit 3- Speech Intervention Strategies**

- 3.1- Approaches to teaching speech: Auditory Global Approach; Multi-sensory Syllable unit approach; Ling's Approach
- 3.2- Formulation of Lesson plan: Long term goals; Short term goals; Activities for teaching correct production of various vowels and consonants
- 3.3- Orientation to acoustics of speech
- 3.4- Strategies for production of speech: Modelling & Shaping through Auditory, Visual, Tactile modalities
- 3.5- Individual and Group speech teaching: Strengths and challenges

**Unit 4- Communication and Language teaching strategies**

- 4.1- Methods of teaching language: Natural, Structural and Combined
- 4.2- Principles and Techniques of developing language
- 4.3- Communication Options: Compare and contrast
- ~~4.4- Communication Options: justification and challenges~~
- ~~4.5- Tuning the environment (Home & School) for facilitating language & Communication~~

**Unit 5 Educational intervention strategies**

- 5.1- Educational Intervention: Concept, Need & Areas (curricular & co curricular) & Types of educational intervention (group, individual, developmental, remedial)
- 5.2- Principles and practices in early educational intervention: Family centred, contextualised (natural & inclusive environment) & integrated (collaborative) support and services
- 5.3- Maxims, Methods of teaching & Lesson planning (group, individual, developmental, and remedial)
- 5.4- Partnership of various professionals & agencies in educational intervention
- ~~5.5- Child & Family Outcomes of Early Educational Intervention~~

Disability Specialization  
C-14  
Mental Retardation/Intellectual Disability

## INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14

Marks : 100

### Unit 1: Intervention

- 1.1- Concept, Significance, Rationale, Scope, Advantages of Early Intervention.
- 1.2- Types of Early Intervention.
- 1.3- Intervention Techniques.
- ~~1.4- Record Maintenance and Documentation~~
- 1.5- Implication of Early Intervention for pre-school Inclusion.

### Unit 2 : Individualised Education Programme

- 2.1-Need, Importance and Historical Perspective of IEP
- 2.2- Steps and Components of IEP
- 2.3-Developing, Implementation and Evaluation of IEP for PwID and its associated conditions
- 2.4- IFSP-Planning and writing
- ~~2.5-Application of IEP for Inclusion~~

### Unit 3 : Teaching Strategies and TLM

- 3.1- Stages of Learning
- 3.2-Principles of Teaching
- 3.3-Multi- Sensory Approaches - Montessori Methods, VAKT Method, Orton- Gillingham Method, Augmentative and Alternative communication.
- 3.4 Teaching Strategies - Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and
- 3.5.Reinforcement, Role Play, Play way method Development and Use of TLM for ID

### Unit 4 : Intervention for Mal-adaptive Behaviour

- 4.1- Definition and types of Mal-adaptive behaviour.
- 4.2-Identification of mal-adaptive behaviour.
- 4.3-Functional Analysis and Behaviour Modification Techniques, Cognitive Behaviour Techniques (CBT)
- 4.4-Management of maladaptive behaviour at Home and School, Parental Counselling - Individual, Group and Community.
- ~~4.5- Ethical Issues in behaviour management and implications for Inclusion.~~

### Unit 5 : Therapeutic Intervention

- 5.1-Occupational Therapy - Definition, Objective, Scope, Modalities and Intervention
- 5.2-Physiotherapy - Definition, Objective, Scope, Modalities and Intervention
- 5.3Speech Therapy - Definition, Objective, Scope and Types of Speech, Language and Hearing Disorders and Intervention
- 5.4-Yoga and Play therapy - Definition, Objective, Scope and Intervention -
- ~~5.5- Therapeutic intervention: Visual and Performing Arts (eg: music, drama, dance movement, sports etc)~~

Disability Specialization  
HEARING IMPAIRMENT  
C-14  
Visual Impairment

## INTERVENTION AND TEACHING STRATEGIES

Course Code: C 14

Marks: 100

### Unit 1: Theoretical Perspectives

- 1.1- Difference among methods, approaches and strategies
- 1.2- Intervention - Concept, Scope and Importance
- ~~1.3- Intervention for lately blinded students- Role of special teachers/ educators~~
- 1.4- Mediated teaching-learning - Concept, need and procedure.
- 1.5- Enriched teaching for concept development: Converting visual concepts into accessible experiences

### Unit 2 : Mathematics

- 2.1- Coping with mathematics phobias
- 2.2- Conceptualization of Mathematical ideas-- processes and challenges for children with visual impairment
- 2.3- ~~Preparation and Use of tactile materials~~
- 2.4- Mental arithmetic abilities- Concept, Importance and application
- 2.5- Evaluation procedures with special reference to the needs of children with visual Impairment

### Unit 3: Science

- 3.1- Providing first-hand experience in the class and the school environment
- 3.2- Inclusive/collaborative learning for laboratory work
- 3.3- Science Teaching 'Learning Materials and Equipment: i) Preparation and use of TLM, ii) Locating and procuring Science equipment.
- 3.4- Problem solving and Learning by doing approach for visually impaired students
- 3.5- Evaluation procedures with particular reference to Practical's and adaptations in examination questions

### Unit 4: Social Science

- 4.1- Techniques of preparation and presentation of adapted Tactile maps, diagrams, and Globe
- 4.2- ~~Procuring, adapting and use of different types of models~~
- 4.3- Organizing field trips
- 4.4- Teaching Skills: Dramatization, narration, explanation, story-telling, and role play
- 4.5- Evaluation of concepts and skills in social Science with particular reference to Geography

### Unit 5: Teaching of children with low vision

- 5.1- Visual Stimulation: Concept and Procedure
- 5.2- Selection of an appropriate medium of reading and writing
- 5.3- Techniques and procedures for developing reading and writing skills
- 5.4- ~~Orientation and Mobility for low vision children~~
- 5.5- Classroom management- Seating arrangement, adjustable furniture, illumination, non- reflecting surfaces and colour contrast

## 5<sup>TH</sup> SEMESTER

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA - B Cross Disability And Indusion	B11  (E)	Skill based Optional Course (Disability Specialization) Management of Learning Disability	10	40	25	50	2
AREA-D Enhancement of Proffesional Capacities (EPC)	D19	Basic Research & Basic Statistics	10	40	25	50	2
AREA-E (Practical Related to Disability)	E1	Cross Disability and Inclusion	40	60	50	100	4
AREA-F (Field Engagement/ School Attachment/ Internship)	F2	Other Disability Special School (Related to Area-B)	40	60	50	100	4
	F3	Inclusive school (related to AREA B & C)	40	60	50	100	4
Total Marks and Credits of 5th Term End Examination			140	260	200	400	16
Grand Total in Two and Half Years Course			520	1480	1000	2000	80

## MANAGEMENT OF LEARNING DISABILITY

Course Code: B 11(E)

Marks :

50

### Unit 1: Learning Disabilities: Types

- 1.1- Verbal learning disabilities: Dyslexia, Dysgraphia, Dyscalculia.
- 1.2- Nonverbal learning disabilities

### ~~1.3- Language Disorders~~

- 1.4- Associated Conditions: ADHD & ADD

### ~~1.5- Emotional & Behavioral problems.~~

### Unit 2: Assessment of basic curricular skills

- 2.1- Assessment of Readiness skills
- 2.2- Assessment of Reading, Writing and Math skills
- 2.3- Teacher made test
- 2.4- Standardized Tests: Need, Types & Purpose
- 2.5- Interpretation of Test report

### Unit 3: Intervention strategies in Basic Skills of Learning

- 3.1- Language skills
- 3.2- Reading,
- 3.3- Writing
- 3.4- Maths Skills
- 3.5. Study skills

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## BASIC RESEARCH AND STATISTICS

Course Code: D19

Marks: 50

### Unit 1: Introduction to Research

- 1.1- Scientific Method
- 1.2- Research: Concept and Definition
- ~~1.3- Application of Scientific Method in Research~~
- 1.4- Purpose of Research
- 1.5- Research in Education and Special Education

### Unit 2 : Types and Process of Research

- 2.1- Types of Research
  - Basic/Fundamental
  - Applied
  - Action
- 2.2- Process of Research
  - Selection of Problem
  - Formulation of Hypothesis
  - Collection of Data
  - Analysis of Data & Conclusion
- 2.3- Tools of Research: Tests, Questionnaire, Checklist and Rating Scale
- 2.4- Action Research in Teaching Learning Environment

### ~~2.5- Professional Competencies for Research~~

### Unit 3: Measurement and Analysis of Data

- 3.1- Scale for measurement: Nominal, Ordinal, Interval and Ratio
- 3.2- Organization of data: Array, Grouped distribution
- 3.3- Measures of central tendency and Dispersion: Mean, Median and Mode, Standard deviation and Quartile deviation
- 3.4- Correlation: Product Moment  $r$  and Rank Order Correlation
- 3.5- Graphic representation of data