



NETAJI SUBHAS OPEN UNIVERSITY

Accredited by NAAC with grade 'A'

SCHOOL OF EDUCATION

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

Phone Number: 03340047570, Email: schooledu@wbnsou.ac.in

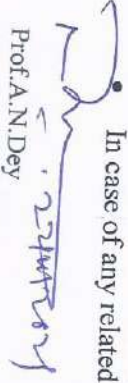
Memo No. SoE/260/2021

Date: 22.11.2021

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

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


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


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



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SCHOOL OF EDUCATION

CF- 162, Sector- I, Salt Lake, Kolkata- 700 064
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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. (MK/ HI/ VI)- ODL, 5th Semester, Session 2019- 21, SEMR-02(Kalyani Campus)

5th 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
27.11.2021 Saturday	ID	Inauguration	10:30-11:00	11:00-12:30	12:30-1:30	1:30-14:00
	HI	Lesson Plan Activity in Inclusive School and Group Discussion				
28.11.2021 Sunday	ID	Interaction with the learner about the previous day activity				
	HI	Disabilities Other than ID Lesson Plan Mr. Saikat Das Discussion & Orientation on Disabilities Other than HI Lesson Plan Dr. Abhedananda Panigrahi 3 rd Semester(HI) Session Session-2020-21 Attach				

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

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



Memo No: SoE/260(1)/2021 Date-22.11.2021

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WORKSHOP on PRACTICAL WORK-E-2(B) (100 MARKS) for B.Ed Spl.Ed. (ID/ HI/ VI)- ODL, 3rd Session 2020-2022, SEMR-02(Kalyani Campus)
3rd SEMESTER (2020-2022 Batch)

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

DATE & DAY	Specialization	TIME		TIME	TIME	TIME	TIME
		10:30-11:00	11:00-12:30				
27.11.2021 Saturday	ID		Lesson Plan Activity in Inclusive School and Group Discussion				
	HI	Inauguration	<ul style="list-style-type: none">Smt. Antara ChoudhurySmt. Swapna Deb *5thSemester(ID& HI Learner), Session-2019-21 Attach				
	ID		Teaching Strategies for children with ID Dr.AbhedanandaPanigrahi *5th Semester(HI) Session Session-2019-21 Attach				
28.11.2021 Sunday	HI	Interaction with the learner about the previous day activity	ISL Basic Vocabulary & Common Phrases Smt. Rajani Banerjee				

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

Reduce Syllabus

3RD SEMESTER

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

PEDAGOGY OF TEACHING BENGALI শিক্ষাবিজ্ঞানের আলোকে বাংলা ভাষা ও সাহিত্য শিক্ষণ

Course Code: A 5 (Part V)

Marks: 100

একক - ১ □ বাংলা ভাষা ও সাহিত্যের অর্থ

১.১ বাংলা সাহিত্যের ধর্ম ও মূল্য

১.২

১.৩

১.৪ বিশেষ শিক্ষণ—প্রাথমিক শিক্ষণের সাংগঠনিক ক্ষেত্রে বাংলা ভাষা শিক্ষণের উদ্দেশ্য ও নীতি

১.৫ বাংলা ভাষা ও সাহিত্য শিক্ষণের নীতি ও মূল্য

একক - ২ □ পাঠকর্ম ও পাঠিকারণ

২.১ বাংলা পাঠকর্মের মূল্য ও মূল্য

২.২ বিশেষ শিক্ষণ—প্রাথমিক শিক্ষণের সাংগঠনিক ক্ষেত্রে বাংলা ভাষা শিক্ষণের উদ্দেশ্য ও নীতি

২.৩

২.৪ পাঠকর্মের মূল্য ও মূল্য

২.৫ পাঠিকারণ : পাঠকর্মের মূল্য ও মূল্য (প্রাথমিক শিক্ষণের ক্ষেত্রে)

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 21st 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.
- 3.4Teaching 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

5TH SEMESTER

	Course Code	Title	Internal Assessment	Term End	Pass Marks	Full Marks	Credits
AREA - B Cross Disability And Inclusion	B11 (E)	Skill based Optional Course (Disability Specialization) Management of Learning Disability	10	40	25	50	2
AREA-D Enhancement of Professional 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

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