

# Foundation Course on Education of Children with Learning Disability

**FC LD (SE-DE)\***

**Effective from Academic Session, 2015**  
**Duration (Minimum Three Months &**  
**Maximum Nine Months)**

**INFORMATION BROCHURE**

**(SYLLABUS & COURSE CONTENT)**

A Collaborative programme of



**Madhya Pradesh Bhoj (Open) University**  
&



**Rehabilitation Council of India**

**MADHYA PRADESH BHOJ (OPEN) UNIVERSITY**

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# **INFORMATION BROCHURE**

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\*SE-DE Represent Programme being Run By Department of Special Education, MPBOU and Approved by RCI

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# **INTRODUCTION**

# 1 MADHYA PRADESH BHOJ (OPEN) UNIVERSITY

## 1.1 Introduction

Madhya Pradesh Bhoj (Open) University (MPBOU) was established by an Act of State Legislative Assembly in 1991 to achieve the following objectives:

- to advance and disseminate learning and knowledge by different means, including the use of any communication technology;
- to provide opportunities for higher education to a larger segment of the population and to promote the educational well being of the community in general;
- to encourage the open University and distance education systems.

The MPBOU has been recognized by the **Rehabilitation Council of India (RCI)**, a Statutory Body under the Ministry of Social Justice and Empowerment, Government of India, as the **National Resource Centre for Special Education and Rehabilitation Programmes through Distance Mode** under a Memorandum of Understanding (MoU) signed between MPBOU and RCI in January, 2000 and extended on 31<sup>st</sup> October 2014, has limited the programme to Madhya Pradesh. B.Ed. Special Education Programme through Distance Mode B.Ed.(SE-DE) is a joint venture of RCI and MPBOU offered through selected Study Centres in Institutions located in different parts of Madhya Pradesh.

## 1.2 Special Features

- Providing education to the doorsteps of the learner for easy accessibility.
- Flexibility in the system for wider coverage.
- Providing equitable access of quality education for different target group of learners irrespective of their age or status of employment.
- Freedom to the learners to study at his/her own pace and convenience.
- Opportunity to learner to study from his/her own chosen location.
- Omnipresent Education, using emerging advanced communication technologies.
- Sustainable intervention to *develop, upgrade and recycle* human resource for *areas critical to national development* including the *well being of the community*.
- Determination of standard and maintenance of quality in Distance Education in accordance with DEC norms.

The University mainly delivers training and education through distance mode in the form of flexible and open learning. In general, the system consists of a main campus activity in the form of curriculum development and renewal, generation and quality improvement of self instructional materials, preparation of guidelines for implementation and provision of student support services. The main office of the University which manages and operates the Distance Education Programmes is situated in Bhopal. The student will report for the following activities at the ***programme delivery points*** or ***Study Centres***.

- Matters pertaining to admission,
- Receiving of Self Instructional Material,
- Contact classes,
- Receiving assignments for internal (continuous) assessment,
- Submission of completed assignments and Project Reports,

- Practical Training, Tests for Internal Assessment and Term/Session-End Examinations. *(The Centre for the Term End (final) Examination can be clubbed with the Study Centres within the city limit, if the number of students appearing for examinations are very few),* and
- Any academic and administrative problem.

A list of Study Centres activated for B.Ed.(SE-DE) Programme is given in *Programme Guide*.

## 2 DEPARTMENT OF SPECIAL EDUCATION (DSE)

The main functions of the DSE are to undertake academic activities pertaining to:

- the various aspects of the practice of education as a profession,
- the various branches of special education as an academic discipline, and
- the development of multimedia packages for education and training programmes in the areas of special education.

The academic programmes being offered by the DSE are:

- B.Ed. Spl. Ed. (Disability & Inclusive Education): **B.Ed. Spl. Ed. (Disability Specialization & Inclusive Education) (HI/VI/MR/LD)**
- Foundation Course on Education of Children with Learning Disability: **FC-LD (SE-DE)**
- Foundation Course on Education of Children with Disabilities: **FC (SE-DE)**
- Post Graduate Diploma in Community Base Rehabilitation: **PGDCBR (SE-DE)**
- Diploma in Community Base Rehabilitation: **DCBR (SE-DE)**
- Post Graduate Professional Certificate in Special Education: **PGPC (SE-DE) (HI/VI/MR/LD)** and
- Post Graduate Professional Diploma in Special Education: **PGPD (SE-DE) (HI/VI/MR/LD)**.

### Future Plans

The DSE plans to conduct

- Up-gradation of skills of personnel who are already working in the area of Special Education.
- Inter-disciplinary Research and Training Programmes for Rehabilitation and Empowerment of Differently Abled.

## 3 REHABILITATION COUNCIL OF INDIA

In 1992, Parliament passed the **Rehabilitation Council of India Act**, which was notified and became effective from June 1993. The Act casts the following important responsibilities on the Council.

- **Standardization of syllabi for all professionals** needed special education and rehabilitation of the disabled.

- **Recognition of Institutions offering courses for training of rehabilitation professionals.**
- **Maintenance of a Central Register** of all qualified persons in the field of rehabilitation.

The Act also prevents any person delivering services to people with disabilities without acquiring a recognized qualification and treats such an act as a cognizable offence. The **Rehabilitation Council of India** has done a tremendous work **in offering a better quality of life for the disabled** in the last few years.

#### **4 MOU BETWEEN MPBOU AND RCI**

*Need-based Special Education Programmes through Distance Education Mode are being implemented as Joint National Ventures by Madhya Pradesh Bhoj (Open) University (MPBOU) and Rehabilitation Council of India (RCI) within the framework of a Memorandum of Understanding (MoU) signed between the two in January 2000. This MoU was extended for another five years from January 31, 2004 with a new thrust and vision to the unique venture. Under the provision of the MoU the MPBOU acts as the main National Resource Centre for Special Education and Rehabilitation Programmes through distance mode. This is the first ever endeavor in the country to offer special education programmes through distance mode. The extension of MoU signed on 31<sup>st</sup> October 2014.*

The Special Education Programmes are being developed and implemented *within the framework of the National Goal of INDIA 2020 with a broad perspective of human development in twenty first century in the age of cybernetics and globalization.* The programmes are planned based on the following principles:

- *The national goal of each programme envisages meeting the emerging needs of the Age of Cybernetics and Globalization.*
- *The model of curricular transaction of the educational programme is judiciously structured so as to implement as a viable low-cost economical model without compromising quality.*
- *The educational programmes under implementation are planned as Transparent, Self-Financing and Self-Sustaining Schemes.*

#### **5 FOUNDATION COURSE ON EDUCATION OF CHILDREN WITH LEARNING DISABILITY - DISTANCE EDUCATION PROGRAMME FC LD (SE-DE)\***

##### **5.1 Goal, Perspective and Policy**

**The planetary goal of development in 21<sup>st</sup> century is sustainability of man and environment by promoting harmony between man and man and between man and environment locally, nationally and globally. India has set the national goal of becoming a developed country in the Cybernetic Age by 2020.**

The core of development is human development as man is the initiation, means and end of development.

*The International Commission of Education for the Twenty-First Century* has envisaged education as **‘one of the principal means available to foster a deeper and more harmonious form of human development and thereby reduce poverty, exclusion, ignorance, oppression and war’**. It has emphasized that one of the principal functions of education is **‘fitting humanity to take control of its own development. It must allow all people without exception to take their own destiny into their own hands so that they can contribute to the progress of the society to which they live, founding development upon the responsible participation of individuals and communities’**. The Commission proposes to attain the goal through **the Four Pillars of Education: learning to know, do, be and live together**. It has underlined **‘No talent hidden like buried treasures in any individual remains untapped’**. It is especially applicable to children with disabilities. The very title of the Report of the Commission to the UNESCO, ***Learning – the Treasure Within***, is a recognition of the truth which were proclaimed by the ancient Seers of Upanishads more than five thousands years ago

Individual progress and national and global development are alike dependent on environment. Thus environment becomes the single most important factors to be understood as an individual, national and global concern.

The teacher as an agent of change has a crucial role to play in realizing this goal.

The teacher education programme has to be relevant to the current as well as the emerging needs of the Indian society in the new millennium. As an agent of change, the teacher has to develop the role perception required to meet the challenges of the social, political, economic and environmental implications emerging from rapid scientific and technological changes. It is particularly essential in the age of information revolution and globalized market economy to maintain economic viability and freedom, cultural heritage and values as well as national sovereignty.

The teacher must be sensitive about the emerging tensions to be confronted/overcome in the twenty-first century as highlighted in the commission to guide the future generation. The tensions are between:

- the global and the local,
- the universal and the individual,
- tradition and modernity,
- long term and short term consideration,
- the need for competition and the concern for equality of opportunity,
- the extraordinary expansion of knowledge and human beings capacity to assimilate it, and
- the spiritual and the material.

Overcoming these tensions require development of higher values like purity, truth, goodness, beauty and love in every individual. The fount and source of these values lie neither in mental being nor in emotional or ethical being, but in the consciousness of the spirit. Only *Yoga* which is concerned with the higher knowledge of the cybernetics of man can inculcate these values.

The above dimensions have given rise to a new and broad perception of education for the



emerging planetary society in the ensuing Era of Information Technology Revolution. ***It seems the mankind is entering into a new creative phase of evolution.***

*The International Commission on Education for the Twenty-First Century* has visualized that “much will be expected and much demanded of teachers. Teachers have crucial role to play in preparing young people not only to face the future with confidence but also to build it with purpose and responsibility. The importance of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is more likely to become more crucial in the twenty first century. The need for change places enormous responsibility on teachers who participate in the molding of the characters and minds of the new generation”. In order to implement the four pillars of education viz. *learning to learn, learning to do, learning to live together and learning to be*, the teachers need new perspectives.

***Education Commission of India (1964-66) made national development, the chief concern of education***, which has further been emphasized in NPE 1986. “*The status of the teacher*”, according to the NPE 1986, “*reflects the socio-cultural ethos of a society – no people can rise above the level of its teachers. Teachers should have the freedom to develop appropriate methods of communication and activities relevant to the needs and capabilities of and the concern of the community. Teachers will continue to play a crucial role in the formulation and implementation of educational programme*”

A teacher should realize that ***teaching is not a profession but a mission***. A teacher’s ***Fundamental Role is to work in freedom for truth and universal well-being*** for which he has to create a calm and peaceful, harmonious and non-violent educational environment, external and internal, physical and mental, to justify the promise of the opening sentence of the Education Commission Report, “***The destiny of India is now being shaped in her classrooms***”.

## 5.2 Broad Objectives

***The Foundation Course on Education of Children with Learning Disabilities through Distance Mode ( FC LD-SEDE) is offered jointly by Madhya Pradesh Bhoj ( Open ) University (MPBOU) and Rehabilitation Council of India (RCI) which is the Statutory Authority in Special Education..The FC LD-SEDE Programme aims to develop basic competencies, knowledge, understanding, attitudes and skills, in teachers and enable them to cater to the specific educational needs of children with disabilities in regular classes.***

The 86th Constitutional Amendment made education a fundamental right for children between 6-14 years of age including children with disabilities. The National Policy on Education 1986 made provision for the mildly and moderately disabled children to be placed for education in common settings. Section 39 of the Persons with Disability Act 1995 made provision in every school to offer 3% seats to children with disability. Moreover, integrated and inclusive education are now being strongly advocated globally. The country has launched Sarva Shikshya Abhiyan (SSA 2010) to ensure entry, retention and education of children between 6-14 years of age including children with disabilities by 2010. The world has reset the goal to attain Education for All and Health for All by 2015 through its programmes of EFA 2015 and HFA 2015. India 2020 aims to become a developed country by 2020. Development in real sense means human development because man is the initiator, means and end of development. In this context

universalisation of elementary education (UEE) will lay the foundation of development in the country. It has, therefore, become essential to sensitize the regular classroom teachers of the elementary schools in the country, at least one from each school so that they can meet the specific educational needs of the children with disability who form a significant sector.

This sets a target to train around 6,00,000 teachers which can be achieved in time by the implementation of Foundation Course in Special Education through Distance Education mode. Therefore, FC LD-SEDE Programme has been launched jointly by RCI and MPBOU. For any aspirant interested to develop professional expertise in the field of special education this Foundation Course will serve as an Introductory Course. After this course he/she, if a graduate, can join the programme, B.Ed. Special Education through Distance Education mode (B.Ed.-SEDE), which is a 2-year programme including 400 hours of contact programme in four phases, 2 in each year, offered jointly by MPBOU and RCI through out M.P. Those who already possesses a B.Ed. degree certificate can join Post Graduate Professional Diploma in Special Education through Distance Education mode (PGPD-SEDE) which is a 12-month programme with 4 weeks of contact programme in two phases.

### **5.3 Programme Objectives**

- To enhance the level of awareness of LD among in-service teachers;
- To facilitate the in-service teachers in identification of children with Learning Disabilities;
- To develop appropriate management strategies in inclusive settings;
- To demonstrate effective use of teaching strategies in inclusive classroom;
- To enable the in-service teachers to apply the acquired skills in managements of CWLD in inclusive setup.

### **6. DURATION :**

The programme will be of 3 months (90 days) duration including 3 weeks of Face to face contact programme in two phases. There will be a Term End Examination after second contact programme. Each enrolled candidate will get a maximum of three chances to clear the examination after which he will be eligible to get the Certificate. If even after three chances a candidate can not clear the course then he/she will have to enroll afresh.

In a calendar Year three programmes will be offered: 1st during February –March-April, 2<sup>nd</sup> during June - July-August and 3<sup>rd</sup> during October-November - December.

<b>DATES &amp; DURATION OF FC LD (SE-DE)* PROGRAMMES IN A CALENDER YEAR</b>					
Programmes	Duration 3 months /90 days	1st Contact 2 weeks/8 hours	Project work & Practice Teaching	2nd Contact 1- week/40 hours	Term End Theory Examination
First	Feb - Apr	February	March	April	April-30
Second	Jun - Aug	June	July	August	August-31
Third	Oct - Dec	October	November	December	December-31
Note : The application forms along with programme Fee should reach University Office through the Study Centre at least 15 days before the programme starts					

7. MEDIUM OF INSTRUCTION AND EXAMINATION

- **Self Instructional Materials will be available in Hindi & English.**
- Curricular transaction may be in English/Hindi Language.
- Assignments, Practical Records, Internal Assessment Tests, and Project Work Report may be written by the candidate in English/Hindi.  
**Term End Examination will be held in English/Hindi**

8. ELIGIBILITY

12<sup>th</sup> Pass & Any in service teacher at any level.

**9. PROGRAMME FEE**

- The Programme Fee of the course is Rs. 2000/- plus Rs.150/- as application fee payable at the time of submission of application for admission.

**PROGRAMME STRUCTURE  
&  
SCHEME OF EVALUATION**

## 10. PROGRAMME STRUCTURE

The programme of the **Foundation Course on Education of Children with Learning Disabilities FC LD (SE-DE)** will consist of 5 Blocks with 4 blocks of Theory and 1 Blocks of Practical components as detailed below.

BLOCK I: INTRODUCTION TO LEARNING DISABILITIES

BLOCK II: IDENTIFICATION AND SCREENING

BLOCK III: MANAGEMENT OF LEARNING DISABILITIES

BLOCK IV: TEACHING STRATEGIES

BLOCK V: PRACTICUM TRAINING

## 11. SCHEME OF EVALUATION

The Scheme of Evaluation will consist of two main components:

- Internal Assessment
- External Assessment

Practical Components	For Practical Recording as recorded in the Practical Record. (Maximum Marks allotted)	Viva Voice and Interview of the candidate during Second Contact Programme (M. Marks Allotted)
Block V : PRACTICUM TRAINING	(6)	(6)
• Teaching Practice & TLM	3	3
• Project Work (Community Contact Programme)*	3	3

## 12. INSTRUCTIONAL HOURS AND ALLOCATION OF MARKS

The total instructional hours for the **Foundation Course on Education of Children with Learning Disabilities FC LD (SE-DE)** will be 180 hours including face to face instruction of 120 hours. The programme has been assigned a total of 200 marks, which includes 100 marks for Theory and 100 marks for the Practical Components. In the programme, emphasis is given to the development of practical skills especially in the mentioned area.

In order to be successful in the Programme the candidate has to fulfill the following conditions: the candidate has to secure

- (1) **Theory Course**, a minimum of 40% marks in each of the two components, i.e., (1) Continuous (Internal) Assessment, and, (2) Term End Examinations, separately;
- (2) **Practical Course**, a minimum of overall 50% marks in both (1) Continuous (Internal) Assessment, and, (2) Term End Examinations; and,
- (3) **Overall** 50% of marks in total aggregate. i.e. 100 Marks.

**Table – 1: PROGRAME STRUCTURE & EVALUATION SCHEME**

Course Structure <i>Courses</i>	Weight age		Evaluation Scheme				
	Hours	MM	CIA	TEE	Total	Pass Mark	
<i>Theory</i>						CIA	TEE
BLOCK I : INTRODUCTION TO LEARNING DISABILITIES	30	25	5	20	25	2	8
BLOCK II : IDENTIFICATION AND SCREENING.	30	25	5	20	25	2	8
BLOCK III : MANAGEMENT OF LEARNING DISABILITIES	30	25	5	20	25	2	8
BLOCK IV : TEACHING STRATEGIES.	30	25	5	20	25	2	8
<i>Practical</i>							
BLOCK V : PRACTICUM TRAINING	60	100	60	40	100	30	20
<b>Theory Total</b>	<b>120</b>	<b>100</b>	20	80	100	<b>8</b> 40%	<b>32</b> 40%
<b>Practical Total</b>	<b>60</b>	<b>100</b>	60	40	100	<b>50</b> 50%	
<b>Aggregate</b> : Minimum 75% of attendance in Contact Programme	<b>180</b>		<b>Aggregate Total</b>		<b>200</b>	<b>100</b> 50%	
	<b>135</b> (75%)						

Note: The MPBOU reserve the right to change the configuration, course material, content, fee structure, scheme of evaluation as per need.

### 13. CONTACT PROGRAMME

Contact Programmes will be organized at the Study Centre. (See Table: 2 for detail.) In all there will be two contact sessions during the Programme,

- First Contact Programme of 2 weeks (80 hours) just after registration for admission.
- Second Contact Programme of 1 week (40 hours) at the end of the Programme, i.e. during the end of 90 days of the Programme.

**Table 2: FRAME WORK OF THE CONTACT PROGRAMME**

Components	Total Hours	Contact Programme	
		I After Admission (2 weeks) 80 hours	II At the end of the Session (1 week) 40 hours
I. GENERAL EXAMINATION	4	3	1
II. INTRODUCTION OF 4 BLOCKS	69	42	27
<b>BLOCK V :</b> TEACHING PRACTICE IN LEARNING DISABILITY			
• Early Identification and Intervention	4	3	1
(a) Observation of teaching in Special School. 5 Lesson plan in Learning Disability. (Reading, Writing & Mathematics Total 5 Micro Setup) and Case Conferences and Discussion.	16	16	
(b) Observation of teaching in Integrated School (Total 4 Lessons) and Case Conferences and Discussion.	4	4	
• Core Teaching in teaching Practice	8	6	2
• Community Contact Programme	6	6	
<b>Examination :</b> Theory	3		3
Practical	6		6
<b>Total</b>	<b>120</b>	<b>80</b>	<b>40</b>

#### 14 SELF INSTRUCTIONAL PRINT MATERIAL

Self instructional print material covering the course contents in theory and practical structured into blocks and units as per programme structure will be provided to the candidate by the university.

## 15 AUDIO AND VIDEO PROGRAMMES

The audio and video Programmes are supplementary, meant for clarification and enhancement of understanding. These are used when every necessary during contact sessions.

## 16 ASSIGNMENTS AND PROJECT WORK REPORT

Specific Block - Wise assignments and project work have been indicated earlier. These are to be submitted at the study center after completion during the Second Contact Programme.

## 17. EXAMINATION

### 10.1 Eligibility for Examination

The eligibility to appear in the examination is subjected to the fulfillment of the following conditions.

- (i) Payment of all dues including the prescribed fees.
- (ii) The student has at last attended 75 percent of the prescribed contact classes organized at the Study Centre
- (iii) Carried all the requirements for the Programme:
  - Undergone practical training conducted during contact sessions.
  - Completed and submitted prescribed number of assignments.
  - Appeared in Theory and Practical Testes conducted during Contact Sessions.
  - Completed Project Work and submitted the report.
  - Completed prescribed number of Teaching Practice Lessons.
- (iv) Student has not caused any act of indiscipline at the study / Cluster Centre.
- (v) The University will be able to consider a student for granting permission to appear in the term-end examination, subject to the fulfillment of the above prescribed conditions by way of the Eligibility Certificate, Completion Certificate and no objection certificate received by the MPBOU from the coordinator of the Study Centre and a certification to the effect that the students fulfills all the conditions mentioned above and those which may be prescribed by the University from time to time.
- (vi) Admit Cards will be issued by the University through the Coordinator of the concerned Study Centre and it will be the responsibility of the students to collect them from there.

## 18 EXAMINATION

The Term End Examination (TEE) in Theory will be held after the Second Contact Programme. The Duration of the Examination will be One and Half Hours. The Date of Theory Examination will be same throughout the State. Normally the Term End Examination (TEE) in Theory will be held on the Last Date of each Programme. (3 in a Calendar Year i.e. APRIL 30, AUGUST 31 & DECEMBER 31) from 11 a.m. to 12:30 p.m.



The Term End Examination in Practical will be conducted also during the Second Contact Programme according to the suitability of the Study Centre. The date of examination may vary from centre to centre.

19. AWARD OF CERTIFICATE TO SUCCESSFUL CANDIDATE

- A successful candidate of the Programme will be issued a certificate.

20. PROVISIONS FOR UNSUCCESSFUL CANDIDATES

Unsuccessful candidates shall be permitted to appear at 2 subsequent examinations. After the expiry of this provision the candidate will have to seek fresh admission and no credit will be carried over.

Candidates eligible under the above provision and willing to appear in the subsequent examination (s) in any theory/ practical component or both shall have to submit application on prescribed form together with a copy of statement of marks obtained at the preceding examination through the Coordinator of the Study Centre so as to reach the Registrar by the date notified by him for subsequent examination (s).

A candidate will have to clear both theory and practical components in a maximum period of 12 **months after admission**.

# **COURSE OF STUDY**

## **COURSE CONTENT**

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### **Block 1: Introduction to Learning Disabilities.**

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- Unit 1: Learning Disabilities Concept. Definitions and causes.
- Unit 2: prevalence and Incidence.
- Unit 3: Changing perspective. International and national.
- Unit 5: Types and characteristics Dyslexia Dysgrapha. Dyscalculia and Dyspraxia.
- Unit 5: Associated Disorders (ADD/ADHD) and Cascade of Service.

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### **Block 2: Identification and Screening.**

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- Unit 1: Assessment – Need Scope and Definition.
  - Unit 2: Types of assessment Formal and Informal.
    - 2.1 Formal Tests\*
    - 2.2 Tools and methods (checklists questionnaire and rating scales).
  - Unit 3: Curricular Based assessment (CBA).
  - Unit 4: Assessment and academic skills (reading writing mathematics).
    - 4.1- Reading
    - 4.2- Writing
    - 4.3- Mathematics
  - Unit 5: Referrals and Interpretation of Reports.
- \*Only Awareness of the mentioned tests.

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### **Block 3: Management of Learning Disabilities.**

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- Unit 1: Inclusive Education – Meaning and Scope.
- Unit 2: Accommodations and provisions across Examination Boards.
- Unit 3: Individualised Education plan – Differentiation and Curricular adaptation (less plan to be given).
- Unit 4: Management of learning disabilities with associated disorders in a classroom. (behavior modification)
- Unit 5: Role of other professionals.

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**Block 4: Teaching Strategies.**

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Unit 1: Definition. Scope and Need for the intervention.

Unit 2: Strategies for Reading.

Unit 3: Strategies for writing

Unit 4: Strategies for mathematics

Unit 5: collaboration between parents and school.

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**Block 5: Practicum Training**

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Unit 1:Development and Implementation of Screening Check list.

Unit 2:Develop a screening tool based upon CBA curricular based- assessment in at least 2 Subjects.

Unit 3:Plan and implement 5 lesson plans according to the given format in a micro set up.

Unit 4:Demonstrate 5 teaching strategies in each academic skill reading writing and mathematics- in a micro set up.

Unit 5: Preparation of a behavior modification plan for a child with learning Disabilities.

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