



C. U. SHAH UNIVERSITY
Wadhwan City

Department Of Education (M.Ed.)

Semester: - III

Code: - MED03INE4

Name: Inclusive Education

Teaching & Evaluation Scheme: -

Subject Code	Name of the Subject	Teaching Scheme (Hours)				Credits	Evaluation Scheme							
		Th	Tu	Pr	Total		Theory				Practical (Marks)			Total
							Sessional Exam		University Exam		Internal		University	
							Marks	Hrs	Marks	Hrs	Pr/Viva	TW	Pr	
MED03INE4	Inclusive Education	4	0	0	4	4	30	1.5	70	3	---	-----	-----	100

Objectives:

To enable students understand

1. Understand the global and national commitments towards the education of children with diverse needs.
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
3. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
4. Analyze special education, integrated education, mainstream and inclusive education practices.
5. Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs.
6. Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners.

Inclusive Education

Unit. No.	Name of topic	Weight age
1	Introduction and Preparation for Inclusive Education	25%
	1.1 Difference between special education, integrated education and inclusive education. Advantages of inclusive education 1.2 Recommendations of Education Commissions and Committees on inclusive education 1.3 National and International initiatives for inclusive education 1.4 Current Laws and Policy Perspectives inclusive education .	
2	Children with Diverse Needs and Utilization of Recourses	25%
	2.1 Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities(autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups. 2.2 Importance of early detection, 2.3 Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning. 2.4 Curriculum activities and fundamental need for impaired (Gifted,Physical,Autism)	
3	Curriculum adaptations and evaluation for children with diverse needs	25%
	3.1 Role of government for Inclusive Education 3.2 Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings. 3.3 Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms. 3.4 Techniques and methods used for adaptation of content , laboratory skills and play material	
4	Teacher Preparation for Inclusive Education	25%
	4.1 Review existing educational programmes offered in secondary school (general, special education). 4.2 Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. 4.3 N.C.F 2005 and 2015 curriculum for teacher preparation and transaction modes. 4.4 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.	

Suggested Practical Work:

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi level teaching in the DMS (two classes).
3. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
4. Identify suitable research areas in inclusive education.
5. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

Reference Books:

1. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools* Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach* National Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped* Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls* Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.

5. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with specialneeds* N. C. E R T Publication.
6. Sharma P.L (2003): *Planning Inclusive Education in Small Schools* R .I E.Mysore