

Semester	III
Paper Number	
No.of credits	5 + 1

Paper Title	CC-11:InclusiveEducation
Theory/Composite	Composite
No. of periods assigned per week	5 Theoryand1Practicum
Course descriptive/ objective	<p>The students will be able to:</p> <ul style="list-style-type: none"> • <i>Understand the concept of exceptional children and their need.</i> • <i>Developmental characteristics of children with special needs- visually and hearing impaired, slow learners, mentally retarded & gifted children, learning disabled, autistic children & children with cerebral palsy.</i> • <i>Educational management for inclusive setting.</i> • <i>Develop understanding of the rationale behind Inclusion/ why of Inclusion</i> • <i>Understand the concept and significance of inclusion</i> • <i>Acquire understanding of who need to be included</i> • <i>Understand the role of various policies and planning for Inclusion</i> • <i>Understand the importance of the role of Education for Inclusion</i>

<p>Syllabus</p>	<p>Module1:(30 marks)</p> <p>Unit-I:ConceptandNeedforInclusion</p> <ul style="list-style-type: none"> • Differencebetweenspecialeducation,integratededucation and inclusive education. • Philosophical, Sociological, Economical and Humanitariandimensionsofinclusiveeducation • Advantagesofinclusiveeducationfortheindividualand society. • Recommendations of Education Commissions and Committeesonrestructuringpoliciesandpracticesto respond to diversity in educational situations • NationalandInternationalinitiativesforinclusive education with reference to policy and law. • Inclusion,sustainabilityandqualityenhancement • InclusionandGlobalization <p>UnitII:KeyElementsofInclusion</p> <ul style="list-style-type: none"> • AttitudesandvaluesaffectingInclusion • Understandingtheprocessofinclusion • Roleofaccessibleandflexiblecurriculafor Inclusion • Roleof Education forInclusion • PsychologyforSpecialNeeds <p>UnitIII:StrategicPlanningandPolicyReforms</p>
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	<ul style="list-style-type: none"> • Various International policies reflecting Inclusive Education: An overview • Role of Educational Planners and Policymakers for Inclusion • Strategies and Steps towards Inclusion • Strategic Planning for Inclusion • Legal and policy perspectives- Important international declarations / conventions / proclamations- BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006). • National initiatives for inclusive education – National Policy on Education (1968, 1986), POA 1992, Education in the National Policy on Disability (2006), RTE Act (2009). RPWD act 2016 • Special role of institutions for the education of children with disabilities- RCI, National Institute of Different Disabilities <p>Unit-IV: Preparation for Inclusive Education</p> <ul style="list-style-type: none"> • Concept and meaning of diverse needs • Building inclusive learning friendly classrooms: overcoming barriers for inclusion, concept of LRE • Role of teachers, resource teachers, family and other community members for supporting inclusion of children with diverse needs • Problems in inclusion in the real classroom situations; ways for overcoming the problems in inclusions • Skills and competencies of teachers and teacher educators for secondary education in inclusive settings • Teacher preparation for inclusive education in the light of NCF, 2005 • Role of different national and international agencies (institutions, universities) in promoting inclusive education <p>Module 2: (30 marks)</p> <p>Unit-V: Exceptional children & their needs</p> <ul style="list-style-type: none"> • Definition, concept and types of exceptionality • Causes of exceptionality • Concept of impairment, disability and handicap • Needs and problem of exceptional children <p>Unit VI: Visually and Hearing-Impaired Children</p> <ul style="list-style-type: none"> • Causes and characteristics of sensory impairment – visual & auditory • Identification of visually and hearing impaired children • Educational provisions for visually and hearing-impaired children
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	<p>UnitVII:Slowlearners,Mentallyretarded&GiftedChildren</p> <ul style="list-style-type: none"> • Slowlearners-Meaning,causes,characteristics&education of slow learner children • Mentally retarded- Meaning, types and causes of Mental retardation. Identification, characteristics, and education of mentally retarded children • Gifted- Meaning, causes, characteristics and education of gifted children <p>UnitVIII:LearningDisabled,Autistic&CerebralPalsy Children</p> <ul style="list-style-type: none"> • Learningdisabled-Meaning,typesandcausesofLearning Disability, Reading and Spelling difficulty • CharacteristicsandMeasurementofLearningDisability • Education of Learning Disabilit • Autistic - Meaning, causes, characteristics & education of autistic children, Autism Research and Practice • CerebralPalsy-Meaning,causes,characteristics& education of children with Cerebral Palsy
Mode of Transaction	Lecture,Discussion,CaseStudy,Experiments,Problem solving,FilmShow,Report
Practicum	Reportonavisittoaschoolpracticinginclusionandidentifying and studying the Educational programme for the specific individual or group of learning-disabledstudents
Readings	<ul style="list-style-type: none"> • EducatingExceptionalChildren –S.K.Mangal • InclusiveEducation –Loreman,Deppeler&Harvey • InclusiveEducationforchildrenwithspecialneeds –Neena Dash • ByatikromiSishu–BishnupadaNanda&SarawataJama
Evaluation	Practicum:20Marks Continuous Internal Assessment: 20 marks End-SemesterTheoryExamination:60marks
PaperStructurefor End Semester	<p>FullMarks:60 Time:3Hours</p> <p>CommonInstructions:</p> <ul style="list-style-type: none"> • Answersshouldbebasedoncriticalreflection(knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidatesarerequiredtogivetheiranswersintheirown words as far as practicable <p style="text-align: center;">GroupA(FromModule1)</p> <p>I. CriticalEssay:Answeranytwoquestionsoutoffour questions (2 x 10 = 20)</p> <p>II. CriticalShortNotes:Answeranytwoquestionsoutof four questions (2 x 5 =10)</p> <p style="text-align: center;">GroupB(FromModule2)</p> <p>III. CriticalEssay:Answeranytwoquestionsoutoffour questions (2 x 10 = 20)</p>

	IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)
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