



Annexure 'AAB-CD-01

Course Title: Inclusive Strategies Education
Course Code: Credit Units: 02

Level: PG

L	T	P/S	SW/FW	TOTAL CREDIT UNITS
1	1	0	0	2

Course Objectives: The course aims to provide students an understanding of the concept of inclusive education, analyze the status of education of the socially disadvantaged children in the country, develop knowledge and skill to address issues like social group inequality in schools and, society, gain awareness of the schemes and programmes for education of socially disadvantaged groups, understand the concept and importance of gender justice and equality and analyze the status of education of girls in schools: access, enrolment, achievement develop an insight into policy, perspectives, issues and concerns of girl's education in India and reflect on various schemes programmes for girls' education identify research gaps in the area of girls' education

Prerequisites: Graduation in Education

1	Module I Introduction to Inclusive Education	Weightage
	Definition, concept and importance of inclusive education. Difference between special education, integrated education and inclusive education. Philosophy elements, aim of inclusion Features of inclusive school Types of inclusion Resources needed for an inclusive education programme Benefits, concerns and barriers to inclusive education	20%
2	Module II Education for Socially Disadvantaged Group	
	Meaning, distribution and enrollment status: Scheduled Castes, Scheduled Tribes Problems of SC students: Education among the SC students, schemes for promotion of education, problems and challenges due to educational backwardness, steps undertaken for educational development. Problems of ST students: Education among the ST students, schemes for promotion of education, problems and challenges due to educational backwardness, steps undertaken for educational development. Constitutional safeguards provided to SC and ST	20%
3	Module III Education for differently abled	
	Meaning, types and historical perspectives of differently abled children National Policy for persons with disabilities, 2006 Schemes, concession and facilities for individuals with special needs in India Role of teachers, parents and other community members for supporting inclusion of differently abled children SSA with special reference to inclusive education	20%
4	Module IV : Education for Girls'/women in India	
	Status of Women /Girls education in India Problems and Challenges of women/girls in modern India	20%

	Gender bias in text books, and the hidden curriculum (expectation of teacher, teacher-student interaction). Empowerment of women/girls Recommendation for women/girls education : committee on women education(1957-59),committee for girls education and public cooperation (1963-65),committee on the status of women (1971-74) MahilaSamakshyaKashurba Gandhi BalikaVidyalays, NPEGL ,Girl’s education in SSA	
5	Module V : Research priorities in the area of inclusive education	
	Identification of priority areas of research on girls’ education. Identification of priority areas of research on socially disadvantaged section in India-the scheduled castes, scheduled tribes, and slum children. Identification of priority areas of research for differently abledchildren . Case studies on innovative institutional practices	20%

Student Learning Outcomes:

On completion of the course the student will be able to

- Define the meaning of Socially disadvantaged Children
- Differentiate between special education, integrated education and inclusive education.
- Explain the concept of Socially deprived students
- Provide recommendations for girls education

Identify the research priorities in the area of inclusive education

Pedagogy for Course Delivery:

- Lecture
- Case Studies
- Project Method
- Problem-Solving Method

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)
100	N/A

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down)	CT	Seminar	Project	Attendance	
Weightage (%)	10	5	10	5	70

Lab/ Practical/ Studio Assessment:

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down)					

Weightage (%)					
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Text & References:

- Chudhary, B. (1992): *Tribal Transformation in India*. Vol.-V, New Delhi
- Jain, S.C. (2005): *Education and socio-economic development*. Concept publishing house, New Delhi.
- Kagan, T.S. (2000): *Worldwide Diversity and Human Rights*. Orient Longman Pvt Ltd., New Delhi.
- Ogbu, J.U. (1978): *Minorities, education and caste*. Academic Press, New York.
- Reissman, F. (1962): *The Culturally deprived child*. Harper and Row Publishers, New Delhi.
- Sadavinich, A.R. (2007): *Sociology of Education*. Routledge, New York.
- Bank, B.J. (2007): *Gender and Education: An Encyclopedia*.
- Praeger, Westport, London. Bhatt, B.D. & Sharma, S.R.(1992): *Women's' education and social Development*. Delhi
- Kanishka. Mehrotra, S. (2006): *Child Malnutrition and Gender Discrimination in South Asia*. Economics and Political Weekly,
- Ramchandran, V. (1998): *Girls and women Education: Policies and implementation Mechanism*. Case study: India, Bangkok, UNESCO.
- Sharma, M.C. & Sharma, A.K. (2003): *Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators*. NCTE & NHRC.
- Subramanyam, R. (2003): *Gender Equality in Education: Definitions and Measurements*. *International Journal of Educational Development*, July.