

INCLUSIVE STRATEGIES AND EDUCATION FOR CHILDREN WITH DIVERSE NEEDS

L	T	P/S	SW/F W	TOTAL CREDIT UNITS
3	1	-	-	4

Course Code: MED 112
Credit Units: 04

Course Objectives:

The objective of this course is to give students an outline of different inclusive strategies of children with diverse needs in a classroom so that they get acquainted with different skills and competencies required to deal CWSN in inclusive classroom effectively.

Pre-requisites:

Fundamental understanding and knowledge of inclusive strategies and CWSN

Student Learning Outcomes:

After the class the students are able to

- develop an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- appreciate the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
- develop a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- prepare a conducive teaching learning environment in varied school settings,
- develop the ability to conduct and supervise action research activities,
- identify and utilize existing support services for promoting inclusive practice,
- exploit parental and community support for utilizing available resources for education in inclusive settings.

Course Contents/Syllabus:

	Weightage (%)
Module I	15
Descriptors/Topics Social and academic inclusion of learners with diverse needs in mainstream classrooms. Facts and myths and of inclusive education with reference to Indian context. Inclusive educational strategies and their implications for universalization of elementary and secondary education. Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of	

constructivism.	
Module II	25
<p>Descriptors/Topics Concept meaning and need for curriculum adaptations for 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. Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings. Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms. Techniques and methods used for adaptation of content , laboratory skills and play material</p>	
Module III	20
<p>Descriptors/Topics Review existing educational programmes offered in secondary school (general, special education). Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. N.C.F 2005 and curriculum for teacher preparation and transaction modes. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators. Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes. Role of different national and international agencies {institutions, universities} in promoting inclusive education.</p>	
Module IV	20
<p>Descriptors/Topics Concept and importance of educational research. Selecting appropriate areas of research. Types of research needed for enhancement of learning. Steps involved in planning and supervising research activities. Recent trends in research - national and international level</p>	
Module V	20
<p>Descriptors/Topics Concept, importance and types of supportive services (medical rehabilitative and educational). Early identification and available referral services for support. Myths and facts of supportive services for inclusive learning. Role of teacher and teacher educators in utilizing support services for inclusion.</p>	

Pedagogy for Course Delivery:

The course pedagogy will include lectures, Question-Answer, Classroom

Presentation, Project Work, Portfolio Assessment and discussion on applications of the topics covered.

Lab/ Practicals details, if applicable:
NOT APPLICABLE

List of Experiments:

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Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
100%		70

Theory Assessment (L&T):

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

Lab/ Practical/ Studio Assessment:
NOT APPLICABLE

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

Text & References:

- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

