

Central University of Jammu
Department of Educational Studies
M.Ed. Programme
Semester - III (Session 2016-18)

Teaching Plan
Course: Inclusive Education
(Course Code: PGEDU3C002T)

Name of the Faculty Member who is submitting: **Dr. Kiran**

Up to Mid-Semester

Unit	Time Load (Hour)	Content	Transaction Mode	Intended Learning Outcomes (ILOs)	Evaluation Strategies
I st	4 hrs	• Meaning concept and nature of inclusion	Lecture cum Discussion	On completion of this topic the students will be able to explain: (i) Meaning of inclusion (ii) Concept and nature of inclusion	• Assignment • Quiz
	4 hrs	• Dimensions of inclusion, inclusive education and its relevance	Lecture, experience sharing and group work	On completion of this topic the students will be able to: • Different dimensions of inclusion • Dimensions of inclusive education • Relevance of inclusive education	Brain Storming Session
	4 hrs	• Journey of Inclusive education: from Segregation to Inclusion	Lecture/Group Presentations/ Group Discussion	On completion of this topic the students will be able to: • Enumerate and explain the historical journey of inclusion as philosophy • Cite related examples	Case Studies
	7 hrs	• Inclusive education: a myth or reality	Seminar	On completion of this topic the students will be able to: • Clearly establish the strength and limitations of inclusive education	

After Mid-Semester till End-Semester

Unit	Time Load (Hour)	Content	Transaction Mode	Intended Learning Outcomes (ILOs)	Evaluation Strategies
Unit III	10 hrs	Diversities in Abilities	Seminar presentation	On completion of this topic the students will be able to understand the differences in abilities as base of inclusive education	• Assignment • Oral Quiz
	5 hrs	Diversities in background	Lecture/group work	On completion of this topic the students will be able to understand the differences in background as base of inclusive education	• Brain Storming Sessions
	5 hrs	Utilization of case profile and records for suitable	Lecture/Group Discussion/practical	On completion of this topic the students will be able to plan and prepare for suitable interventions	• Written Test

		interventions			
Unit IV	6 hrs	<ul style="list-style-type: none"> Curriculum adaptations 	<ul style="list-style-type: none"> Lecture cum discussion 	On completion of this topic the students will be: a. Get acquainted with need and principles of curriculum adaptation to accommodate diverse needs	<ul style="list-style-type: none"> Oral Test
	10 hrs	Inclusive Strategies	<ul style="list-style-type: none"> Lecture cum discussion/Practical/Seminar/Demonstration 	On completion of this topic the students will be able to: a. Explain the key concept related to inclusive strategies, b. Conduct suitable simulations	<ul style="list-style-type: none"> Group presentation and guided peer evaluation
	5 hrs	Remedial interventions for universalization through inclusion	<ul style="list-style-type: none"> Lecture cum discussion 	On completion of this topic the students will be able to: a. Identify and undertake suitable interventions for universalization of elementary education	<ul style="list-style-type: none"> Individual Presentations Class Test

Suggested Reading List (for all the three Units):

- Allen, K.E. & Cowdery G.E. (2012). *The Exceptional Child: Inclusion in Early Childhood Education*. Andover: Cengage.
- 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*, New Delhi.
- Brownell, M.T. & Smith S.J. (2012). *Inclusive Instruction: Evidence Based Practices for Teaching Students with Disabilities*. New York: Guilford Press.
- Denhem, S.M. (2015). *Teaching Children and Young People with Special Educational Needs and Disabilities*. London: Sage Publication.
- Farrell, M. (2012). *Educating Special Children (2nd Edition)*. New York: Routledge Publication.
- Inclusive Education Across Cultures: Crossing Boundaries, Sharing Ideas (2009)*. Mithu Alur & Vianne Timmons (eds.). New Delhi: Sage Publications India Pvt. Ltd.
- Jangira N.K. and Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjmandi, Academic Press.
- Jensen, A.R. (2012). *Educational Differences*. London: Routledge Publication.
- Jha. M.(2002). *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Menon, L. (2014). *Inclusive and Integrated Approaches to Special Education*. New Delhi: Kanishka Publication.
- Passey, D. (2014). *Inclusive Technology Enhanced Learning: Overcoming Cognitive, Physical, Emotionally and Geographical Challenges*. New York: Routledge Publication.
- 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.
- Sharma Y.K. & Sharma, M. (2014). *Inclusive Education: Conceptual Framework, Approaches and Facilities*. New Delhi: Kanishka Publication.
- Sharma Y.K. & Sharma, M. (2014). *Inclusive Education: Special Educational Needs (SEN) od Learners*. New Delhi: Kanishka Publication.
- Asmita.H, Rekha .M, Prabha. G, Varsha.G, (2006). *Language and Communication*. New Delhi: Kanishka Publishers.
- Gathoo. V., (Ed.) (2006). *Curricular strategies and Adaptations for Children with Hearing Impairment*. New Delhi: Kanishka Publishers.
- Narayanansamy. S., Kansara. J., Rangasayee. R., (2006). *Family, Community and the Hearing child*. New Delhi: Kanishka Publishers.
- Rangasayee. R., (2007). *Fundamentals of Hearing, Hearing Impairment and Audiological Management*. Jaipur : Advance Books.
- The RoutledgeFalmer Reader in Inclusive Education (2005)
- Cox P. R., Dykes M.K. (2001). *Effective Classroom Adaptations for Students with Visual Impairment*. 18th International Seating Symposium, March 7-9, 2001, Vancouver.