

**SARDAR PATEL UNIVERSITY**  
**Programme: Master of Education**  
**Semester: IV**  
**Syllabus with effect from: December 2016**

<b>Paper Code: PE04EMD2A1</b>	<b>Total Credits: 4</b>
<b>Title Of Paper: (P-1) Inclusive Strategies And Education For Children With Diverse Needs</b>	

Unit	Description in detail
	<p><b>OBJECTIVES:</b></p> <p>The student teacher educator will be able to</p> <ul style="list-style-type: none"> <li>• Develop an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,</li> <li>• Appreciate the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,</li> <li>• Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners,</li> <li>• Prepare a conducive teaching learning environment in varied school settings,</li> <li>• Develop the ability to conduct and supervise action research activities,</li> <li>• Identify and utilize existing support services for promoting inclusive practice,</li> <li>• Seek parental and community support for utilizing available resources for education in inclusive settings.</li> </ul>
1	<p><b>Meeting the needs of diverse learners</b></p> <ul style="list-style-type: none"> <li>➤ Social and academic inclusion of learners with diverse needs in mainstream classrooms.</li> <li>➤ Facts and myths of inclusive education with reference to Indian context.</li> <li>➤ Inclusive educational strategies and their implications for universalization of elementary and secondary education.</li> <li>➤ Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.</li> </ul>
2	<p><b>Curriculum adaptations and evaluation for children with diverse needs</b></p> <ul style="list-style-type: none"> <li>➤ Concept, meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and 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.</li> <li>➤ Guidelines for adaptation for teaching/practicing science, mathematics, social studies, languages, physical education, yoga, heritage arts theatre, drama etc in inclusive settings.</li> <li>➤ Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.</li> <li>➤ Techniques and methods used for adaptation of content , laboratory skills and play material</li> </ul>
3	<p><b>Teacher preparation for Inclusive Education</b></p> <ul style="list-style-type: none"> <li>➤ Review existing educational programmes offered in secondary school (general, special</li> </ul>



	<p>education).</p> <ul style="list-style-type: none"> <li>➤ Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.</li> <li>➤ N.C.F 2005 and curriculum for teacher preparation and transaction modes.</li> <li>➤ Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.</li> </ul>
<b>4</b>	<p><b>Planning and conducting research activities</b></p> <ul style="list-style-type: none"> <li>➤ Concept and importance of educational research.</li> <li>➤ Selecting appropriate areas of research.</li> <li>➤ Types of research needed for enhancement of learning.</li> <li>➤ Recent trends in research - national and international level</li> </ul>

**Basic Text & Reference Books:**

- ❖ 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.

