

**CENTRAL UNIVERSITY OF HARYANA**  
**School of Education**

**Teaching Plan**

Programme: B.Ed.

Year: II

Course Code- SOE020449C3014

Credit: 04

Name of Teacher: Dr Rubul Kalita and Dr Amit Singh

Session: 2018-20

Semester-IV

Course Title: Creating an Inclusive School

Maximum Marks: 100

**1. Teaching and Examination Scheme:**

Teaching Scheme (Unit wise Division of Teaching hours)				Examination Scheme		
				CIA	TEE	Total Marks
Unit No.	L	T/P	(L+T+P)	<b>30 Marks</b>	<b>70 Marks</b>	<b>100 Marks</b>
<b>I</b>	<b>10</b>	<b>4</b>	<b>14</b>			
<b>II</b>	<b>14</b>	<b>4</b>	<b>18</b>			
<b>III</b>	<b>12</b>	<b>4</b>	<b>16</b>			
<b>IV</b>	<b>12</b>	<b>4</b>	<b>16</b>			
<b>TOTAL</b>	<b>48</b>	<b>16</b>	<b>64</b>			
Legends: L- Lecture, T-Tutorial/Teacher Guided Student Activity, P- Practicum/Practical. CIA-Continuous Internal Assessment and TEE- Term End Examination						

**2. Unit-wise Teaching Plan:**

Unit/Topic	Approximate Hours (Lecture/ Tutorial/ Practicum/ Practical)	Content Outlines/Teaching Points	Teaching Strategies	Learning Outcomes	Evaluation Strategies	Suggested Learning Resources
<b>Unit-I</b> <b>Exceptionality &amp; Exceptional Children</b> (i)Concept of Exceptionality, Positive, Negative & Multiple Deviation  (ii)Concept of Disability,	<b>12 Hours</b>	1.1 Concept of Exceptionality 1.1.1 Concept of Positive, Negative & Multiple Deviation 2.1 Concept of Disability, Impairment and Handicapped 3.1.Continuum of Special Education Services 4.1 Concept of Special Need	Lecture cum Discussion	<b>On completion of this unit the students will be able to:</b> (i) define exceptionality (ii) comprehend the concept of positive, negative and multiple deviation (iii) illustrate the continuum of special education services (iv) identify the various types of special	Students' will prepare assignment and present their views/ideas through Power Point Presentation and Group Discussion	Frederickson, N., & Cline, T. (2009). <i>Special educational needs, inclusion and diversity</i> (2nd edition). New York: McGraw Hill Education Open University Press.  Gargiulo, R.M. (2015). <i>Special education in contemporary society: An Introduction to Exceptionality</i> . Canada: Sage Publications.  Hallahan, D.P., Kauffman, J.M., & Pullen,

<p>Impairment and Handicapped</p> <p>(iii) Continuum of Special Education Services</p> <p>(iv) Special Need Children – Types, Characteristics and Educational Programme</p>		<p>Children</p> <p>4.1.1 Types of Special Need Children</p> <p>4.1.2 Characteristics of Special Need Children</p> <p>4.1.3 Educational Programme for Special Need Children</p>		<p>need children</p> <p>(v) design educational programme for special need children</p>		<p>P.C. (2012). <i>Exceptional learners: An introduction to special education</i>. (12<sup>th</sup>ed.). New Jersey: Pearson Education</p> <p>Panda. K.C. (1997). <i>Education of exceptional children</i>. New Delhi: Viikas Publishing House.</p> <p><b>Web source:</b></p> <p><a href="https://www.youtube.com/watch?v=HdpF5cHRS4Y">https://www.youtube.com/watch?v=HdpF5cHRS4Y</a></p> <p><a href="http://www.academia.edu/7724891/Concept_and_Nature_of_Special_Education">www.academia.edu/7724891/Concept_and_Nature_of_Special_Education</a></p> <p><a href="https://study.com/academy/lesson/special-education-definition-types-philosophy.html">https://study.com/academy/lesson/special-education-definition-types-philosophy.html</a></p> <p><a href="http://psycnet.apa.org/books/14660/011.pdf">psycnet.apa.org/books/14660/011.pdf</a></p> <p><a href="http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf">http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf</a></p> <p><a href="https://www.special-education-degree.net/14-programs-for-children-with-special-needs/">https://www.special-education-degree.net/14-programs-for-children-with-special-needs/</a></p>
<p><b>Unit-II</b></p> <p><b>Conceptual understanding of Inclusive Education (IE)</b></p> <p>(i) Inclusive Education: Concept, Meaning and Characteristics</p> <p>(ii) Bases of Inclusive education</p> <p>- Philosophical</p> <p>- Sociological</p> <p>(iii) Difference between Special Education, Integrated Education and Inclusive Education</p> <p>(iv) Benefits of inclusive education for Children with and without special needs</p>	<p><b>12 Hours</b></p>	<p>2.1 Meaning of IE</p> <p>2.1.1 Characteristics of IE</p> <p>2.2 Philosophical bases of IE</p> <p>2.2.1 Sociological bases of IE</p> <p>2.3 Differences among the practices of Special Education, Integrated Education and Inclusive Education</p> <p>2.4 Benefits of inclusion for children with special needs</p> <p>2.4.1 Benefits of inclusion for children without special needs</p>		<p><b>On completion of this unit the students will be able to:</b></p> <p>(i) clarify and state the meaning of IE</p> <p>(ii) describe the characteristics of IE</p> <p>(iii) comprehend the bases of IE</p> <p>(iv) differentiate among the provision of Special Education, Integrated Education and Inclusive Education</p> <p>(v) realize the potential benefits of inclusive education for children with and without special needs</p>	<p>Students' will prepare assignment, present their views/ideas through Power Point Presentation and Group Discussion and prepare a case study</p>	<p>1. Hallahan, D.P., &amp; Kauffman, J.K. (1988). <i>Exceptional children: Introduction to special Education</i>. N.J.: Englewood Cliffs 2.</p> <p>2. Hallahan, D.P., Kauffman, J.M., &amp; Pullen, P.C. (2012). <i>Exceptional learners: An introduction to special education</i>. (12<sup>th</sup>ed.). New Jersey: Pearson Education</p> <p>3. NCERT (2006). <i>Position paper: National focus group on education of children with special needs</i>. NCERT: New Delhi.</p> <p><b>Web source:</b></p> <ul style="list-style-type: none"> <li>● Video on A World for Inclusion (2007) by UNESCO, directed by David Atrakchi, 20 minutes, <a href="http://www.unesco.org/archives/multimedia/index.php?s=films_details&amp;pg=33&amp;id=213">http://www.unesco.org/archives/multimedia/index.php?s=films_details&amp;pg=33&amp;id=213</a></li> <li>● Children with Disabilities (2012), by UNESCO, 23 minutes, <a href="http://www.unesco.org/archives/multimedia/index.php?s=films_details&amp;pg=33&amp;id=2758">http://www.unesco.org/archives/multimedia/index.php?s=films_details&amp;pg=33&amp;id=2758</a></li> <li>● <a href="https://www.teachervision.com/teaching-">https://www.teachervision.com/teaching-</a></li> </ul>

					<p>strategies/special-needs</p> <ul style="list-style-type: none"> <li>• <a href="https://www.researchgate.net/publication/282774571_Preparing_Teachers_for_Inclusive_Education_in_Botswana_The_Role_of_Professional_Development">https://www.researchgate.net/publication/282774571_Preparing_Teachers_for_Inclusive_Education_in_Botswana_The_Role_of_Professional_Development</a></li> <li>•</li> <li>• <a href="https://nbacl.nb.ca/module-pages/inclusive-education-and-its-benefits">https://nbacl.nb.ca/module-pages/inclusive-education-and-its-benefits</a></li> <li>• <a href="http://enrol.greenspringschool.com/the-importance-of-inclusive-education-in-the-classroom">http://enrol.greenspringschool.com/the-importance-of-inclusive-education-in-the-classroom</a> www.ijstm.com/images/short_pdf/1471851064_151ijstm.pdf</li> </ul>	
<p><b>Unit-III</b> <b>Policies and Programmes for Inclusive Education</b> (i) International Policies &amp; Programmes: - Salamanca Statement (1994) - UN Convention on Rights of the Person with Disability UNESCO-2006 - Policies guidelines on Inclusive Education, UNESCO- 2009 (ii) National Policies &amp; Programmes : - RCI Act 1992 - PwD Act (1995) - National Policy on Disability (2005) - The Right of Persons with Disabilities Act, 2016.</p>	<p><b>12 Hours</b></p>	<p>3.1 International Policies &amp; Programmes 3.1.1 Salamanca Statement (1994) 3.1.2 UN Convention on Rights of the Person with Disability UNESCO-2006 3.1.3 Policies guidelines on Inclusive Education, UNESCO-2009 3.1.4 Policies guidelines on Inclusive Education, UNESCO-2009 3.2 National Policies &amp; Programmes 3.2.1 Rehabilitation Council of India Act 1992. 3.2.2 PwD Act (1995) 3.2.3 National Policy on Disability (2005) 3.2.3 The Right of Persons with Disabilities Act, 2016</p>	<ul style="list-style-type: none"> <li>• Lecture-cum-Discussion,</li> <li>• Group discussion on various policies and programmes</li> </ul>	<p>On completion of this unit the students will be able to:</p> <ul style="list-style-type: none"> <li>• (i) examine the status of Inclusive Education in India and abroad critically</li> <li>• (ii) describe national and international Policies &amp; Programmes of Inclusive Education</li> <li>• (iii) compare and contrast the National &amp; International Policies &amp; Programmes with respect to the children with special needs</li> </ul>	<p>Students' will prepare assignment, present their views/ideas through Power Point Presentation and Group Discussion and prepare a case study</p>	<p>UNESCO (1994) Salamanca Statement and Framework for Action. Paris: UNESCO Ministry of Welfare(1995) Handbook on Disability Rehabilitation. New Delhi: GOI.</p> <p><b>Web source:</b> The SALAMANCA statement and framework for action on special needs education. Available online <a href="http://www.unesco.org/education/pdf/SALAMA_EP_DF">www.unesco.org/education/pdf/SALAMA_EP_DF</a> IBE-UNESCO (2016). Training Tools for Curriculum Development - Reaching Out To All Learners: a resource pack for supporting Inclusive Education, <a href="mailto:ibe.training@unesco.org">ibe.training@unesco.org</a>, <a href="http://www.ibe.unesco">http://www.ibe.unesco</a> UN Convention on Rights of the Person with Disability, UNESCO-2006 <a href="http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf">http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf</a> Policies guidelines on Inclusive Education, UNESCO- 2009 <a href="https://file.scirp.org/pdf/CE_2014042811540527.pdf">https://file.scirp.org/pdf/CE_2014042811540527.pdf</a> <a href="http://www.ibe.unesco.org/sites/default/files/Guidelines_for_Inclusion_UNESCO_2006.pdf">http://www.ibe.unesco.org/sites/default/files/Guidelines_for_Inclusion_UNESCO_2006.pdf</a> Government of India, Rehabilitation Council of India Act 1992. <a href="http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf">http://www.rehabcouncil.nic.in/writereaddata/RCI_Amendments_ACT.pdf</a></p>

					<a href="http://www.rehabcouncil.nic.in/writereaddata/rciact.pdf">http://www.rehabcouncil.nic.in/writereaddata/rciact.pdf</a> PwD Act(1995) <a href="http://www.swavalamban.info/tifac/disabilities-act1995.pdf">http://www.swavalamban.info/tifac/disabilities-act1995.pdf</a> National Policy on Disability (2005) <a href="http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/nppdh.pdf">http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/nppdh.pdf</a> The Right of Persons with Disabilities Act, 2016. <a href="http://disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf">http://disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf</a>
<b>Unit-IV Preparing Schools for Inclusion</b>  (i) School readiness for addressing the diverse needs of children with special needs : - Infrastructural - Technological - Pedagogical - Attitudinal needs (ii) Strengthening support services-collaboration of different specialists : - Special Education Teacher - Speech Therapist - Physiotherapist - Counsellor	<b>12 Hours</b>	4.1 School readiness for addressing the diverse needs of children with special needs 4.1.1 Infrastructural 4.1.2 Technological 4.1.3 Pedagogical 4.1.4 Attitudinal needs 4.2 Strengthening support services-collaboration of different specialists 4.2.1 Special Education Teacher 4.2.2 Speech Therapist 4.2.3 Physiotherapist 4.2.4 Roll of Counsellor	Lecture-cum-Discussion, <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>	On completion of this unit the students will be able to: (i) .comprehend and apply the special techniques of teaching and evaluating the children with special needs. (ii) define the role of different specialists in the area of special education (iii) suggest and device the various inclusive practices to promote Inclusion in the classroom. Examine.	Students' will prepare assignment, present their views/ideas through Power Point Presentation and Group Discussion and prepare a case study  Dash, M. (2005) <i>Education of exceptional children</i> , New Delhi: Atlantic Publishers and Distributors Kothari, R.G., & Mistry, H.S. (2011). <i>Problems of students and teachers of the special schools – A study of Gujarat state</i> . Germany: VDM Publication. Mangal, S. K. (2009) <i>Educating exceptional children</i> , New Delhi: PHI learning private limited. Panda. K.C. (1997). <i>Education of exceptional children</i> . New Delhi: Viikas Publishing House. Pandey, V.C. (2007) <i>Child counselling</i> , Delhi: Isha books. <b>Web source:</b> <a href="https://www.teachervision.com/teaching-strategies/special-needs">https://www.teachervision.com/teaching-strategies/special-needs</a> <a href="https://www.researchgate.net/publication/282774571_Preparing_Teachers_for_Inclusive_Education_in_Botswana_The_Role_of_Professional_Development">https://www.researchgate.net/publication/282774571_Preparing_Teachers_for_Inclusive_Education_in_Botswana_The_Role_of_Professional_Development</a> <a href="http://www.rehabcouncil.nic.in/writereaddata/Block2accie.pdf">http://www.rehabcouncil.nic.in/writereaddata/Block2accie.pdf</a>

**Internal Assessment Strategies:**

The thirty marks have been allotted under Internal Assessment. The following activities will be executed under Internal Assessment:

<b>S. No.</b>	<b>Activity</b>	<b>Mode</b>	<b>Weightage of Marks</b>
1	Two Sessional tests will be conducted (Best one will be considered)	Written Test	10
2	Preparation of an assignment on various topics and it is followed by presentation in the classroom (Group activity) and any other activity under Practicum	Assignment & Presentation (PPT)	15
3	Percentage of attendance		05
	<b>Total Marks</b>		30