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Notwithstanding the integrated nature of the one-year course spread over two semesters, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of each semester. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.



In light of the Right of Children to Free and Compulsory Education Act, 2009 (RTE Act, 2009), inclusive education becomes a social obligation and a mandate to ensure that every child of school going age has access to formal education irrespective of their gender, caste, ethnicity, social and economic status, culture or disability. In addition, RPWD Act 2016 was enacted to strengthen the legal position of persons with various types of disabilities. Our Acts and Policies endorse equal and equitable participation of all. Yet we are far from the effective

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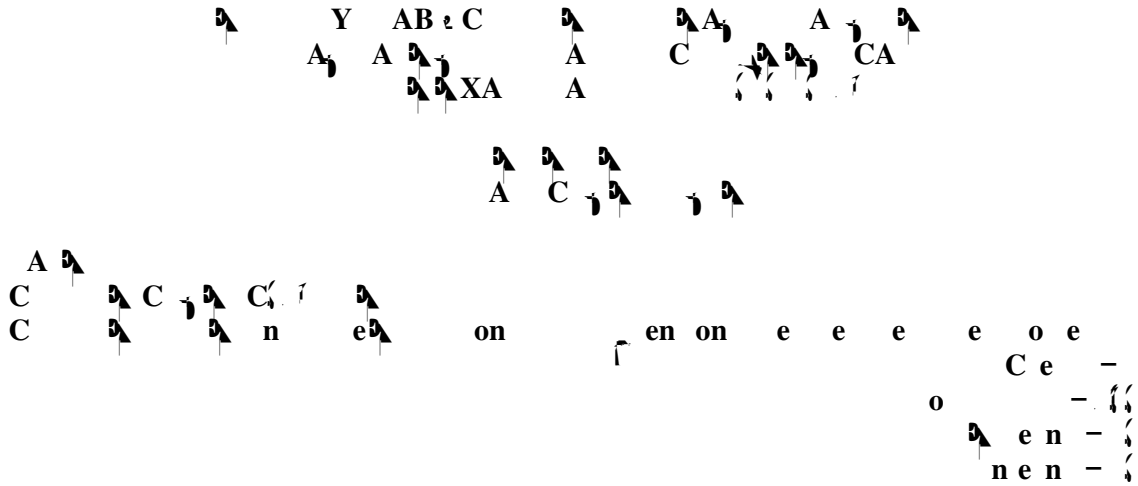
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e	Co e Co e	Co e e	C e	n e n	e n	o
e e e	C01- PGIE-I	Inclusive Education: Multidimensional Perspectives & Pedagogies	5	20	80	100
	II C02- PGRM-I	Research Methodology for Inclusive Education	5	20	80	100
	III C03- PGPW-I	Practical Work	5	60	40	100
	IV C04- PGSS-I	Self Study	5	100	---	100
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o e One Credit refers to one hour of workload per week

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At the end of the course students will be able to:

- develop an understanding of exclusion and inclusion
- appreciate role of national and international reformative initiatives for inclusive education
- identify types, barriers and facilitators of in65. tion
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3. Pedagogy for inclusive education: need, principles; Universal Design for Learning, Differentiated Instruction
4. Role of teacher/s, school administration, society, state/government in promoting/facilitating inclusive education



1. Innovative supportive technology for teaching; assistive devices for children with different needs/abilities
2. Alternative assessment & evaluation in inclusive settings: modifications, adaptations & concessions; ethical concerns
3. Unit planning and Lesson planning: incorporating aims and principles of inclusion
4. Advocacy and counselling to meet goals of inclusive education

Assessment

Based on terminal theory exam.

Examiner will set nine questions, two from each unit and one compulsory question covering the entire syllabus. All questions carry equal marks, i.e., 16 marks. The compulsory question will consist of four short answer type questions (4 X 4 marks = 16 marks). Students are required to attempt five questions in all, selecting one question from each unit and the compulsory question. Duration of external examination will be three hours.

Internal Assessment

Based on assignment, attendance, participation, unit test, snap test, etc.

- Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and Distributors
- Ahuja, A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning based Approach: National Publishing House Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Alur, M. & Timmons, V. (2009): Inclusive Education across Cultures-Crossing boundaries, Sharing Ideas. Sage.
- Berdine, W.H., Blackhurst, A.E. (eds.) (1980): An Introduction to Special Education. Boston: Little, Brown and Company.
- Collier, C. (2011): Seven Steps to Separating Difference from Disability, California: Corwin- A Sage Company.
- Corbett, Jenny (1998): Special Education needs in the Twentieth Country. A Cultural Analysis, Trowbridge, Wilts: Redwood Books.
- Encyclopaedia of Special Education (1987): Vol.1,2,3 ed's Cecil, R, Reynolds and Lester Mann, New York : John Wiley and Sons.
- Frank, M.H. & Steven, R.F. (1984): Education of Exceptional Learne

- Hans, I.J. (2000): Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.).
- Hegarty, S., & Alur, M. (2005): Education and Children with Special Needs-From Segregation to Inclusion. Sage.
- Jha, M. (2002) Inclusive Education for All: Schools Without Walls. Chennai: Heinemann Educational Publishers, Multivista Global Limited.
- Sengupta, Dr. Keya et. al. (2000): Human Disabilities Challenges for their Rehabilitation, New Delhi: Reliance Publishing House.
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1. Significance of parametric techniques (tests, questionnaire, scales, inventories) and non-parametric techniques (anecdotal records, cumulative records, observation, interview, case study) in context of research in inclusive education
2. Types, process, merits & limitations of case study, observation, interview
3. Graphical representation of data: frequency polygon, ogive, box-plot, pie diagram
4. Measures of central tendency (mean, median, mode) & variability (range, average deviation, quartile deviation, standard deviation)

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1. Concept of parametric and non-parametric tests
2. Normal Probability Curve: characteristics & applications
3. Test for significance of mean; test for significance of difference between means (t-test for cm ff)

- Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
- Hinton, P.R. (2014) : Statistics Explained. London: Routledge.
- Hustler, D., Cassidy, T. & Cuff, T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
- Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
- Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
- Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
- Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.
- Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications,.
- Panneerselvam, R. (2011): Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
- Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.
- Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.
- Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
- Wayne, K.H. & Curt, M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

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At the end of the course students will be able to:

- prepare a research proposal
- design, develop and standardise tool for carrying out research
- conduct observations and interviews to study settings and behaviours in context of inclusion and draw meaningful conclusions

▶ This course will comprise mainly of practical work, however, to develop understanding and training for the practical work to be undertaken, a minimum of 15 teaching and discussion hours will be compulsory. The assessment will be for tool, case study and reports as indicated in the course content.

Course Content

1. Research proposal: significance and details of each component (viz., identification of research problem, research questions, objectives, review of literature, rationale, methodology, etc.)
2. Research tool development: Concept, purpose, characteristics & steps
3. Norms: concept, types (age, gender, class) & (grades, percentiles, sten scores)
4. Report writing for observations/interview: Format & general guidelines

Assessment

- a. Research proposal (20 Internal + 20 External = 40 marks)
- b. Research tool development (20 Internal + 10 External = 30 marks)
Concept, purpose, characteristics & development will be discussed in class room.
- c. Report writing (20 Internal + 10 External = 30 marks)
Two reports on observations/interviews for behaviours among students that hamper their own and others' learning.



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- a. Best practices for inclusion – detail of a case(10 internal + 10 external = 20 marks)
- b. Review of research studies on inclusion/exclusion (one national & one international)
(10 internal + 10 external = 20 marks)
- c. Two case studies: (i) a child having any disability (as per RPWD Act 2016)(ii) any child from other under priviledge category or a school drop-out
(20 internal + 20 external = 40 marks)
- d. Designing/planning subject specific teaching aids suitable for inclusive settings (at least two different teaching aids)
(10 internal + 10 external = 20 marks)

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▶ This course will comprise mainly of self study, however, to orient students for the course components and train them for the practical work to be undertaken, a minimum of 10 teaching and discussion hours will be compulsory. The assessment will be for exhibited understanding and efficiency on the tasks as indicated in the course content.

Course Content

1. Protocols & general guidelines for organising/attending seminar/workshop/special lecture
2. E-newsletter: importance, committees/editorial board, selection of content, process of online publishing/release
3. Book reading: book reviews, guidelines for presentation & group discussion
4. Research reports & Policy papers/documents: meaning and significance



Assessment

- a. Organising and/or attending seminar/workshop/special lecture on theme/s relevant to the present course (10 internal + 10 external = 20 marks)
- b. Contributing to e-newsletter (10 internal + 10 external = 20 marks)
- c. Reading of books from the listed books (as given below):
 - i. Writing book reviews (two) (20 marks :- external)
 - ii.

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At the end of the course students will be able to:

- plan and conduct research project
- write research report

This course will comprise mainly of independent self study and field work, however, to orient students for carrying out research, a minimum of 10 teaching and discussion hours will be compulsory.

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Planning and carrying out research project related to any of the topic of this program. The last date for submission of research proposal is 31st January and last date for submission of research report is 15th May of the Academic session.

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The research work under the supervision of an approved & assigned supervisor/mentor will be carried out by the students. The supervisor will award marks out of 50 (internal). The viva-voce exam will be held after the submission of research report for which an external examiner will award marks out of 50 (external).

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