

# LESSON PLAN

**Class: B. Ed 4th Semester**

**Paper: C10**

**Subject: Creating an inclusive School**

**Unit – 1 (S.B.)**



## **Course Objectives:**

After the completion of the unit student – teacher will:

1. Understand the meaning, and characteristics of Inclusive Education.
2. Know about learning both as a process and a product.
3. Acquire knowledge about the principles and concept of theories of development.
4. Understand the educational implication of theories of development.

<b>Content</b>	<b>Time</b>	<b>Reading Materials</b>	<b>Mode of Assessment</b>	<b>Day of Assessment</b>
Meaning, nature & characteristics of Inclusive Education	3 Hours.	Inclusive Education, By - Hena Siddiqi, Agarwal Publication.	Question – Answer Session	1 <sup>st</sup> Day
Changing concept of ability and disability	2 Hours.	–Do–	–Do–	2 <sup>nd</sup> Day ...
Environment for inclusive school set – up.	3 Hours.	Creating School for Special Children, By – S.K. Mangal,. Tandon Publication	Group Activity	3 <sup>rd</sup> Day...
–Do–		–Do–	–Do–	4 <sup>th</sup> Day...
Recapitulation and Evaluation	2 Hours.		Class Test	5 <sup>th</sup> Day...
<b>Mode of Transaction of the content</b> – Lecture with discussion and ppt. Presentation				

## **Unit: 2**

### **Learning Objectives:**

The student-teachers will be able to:

1. Understand PWD Act
2. Understand RTE Act
3. Understand the social inclusion of CWSN
4. Understand the Policy guidelines on Inclusion in Education.

### **Course Content/Syllabus for presentation**

<b>Sl. No.</b>	<b>Content</b>	<b>Time</b>	<b>Reading Material</b>	<b>Assessment</b>	<b>Submission date</b>
1	PWD Act	2hours	Rita publications		

2	RTE Act	3hours			
3	Social Inclusion of CWSN	5hours		Diverse classroom (2)	3rd class
4.	Inclusion Education	2hours		Professional qualities of a teacher (2)	4th class
5.	Acts in Indian Society	3hours		Values of a learner (2)	5th class

**Evaluation:**

**1. Compare the different acts with reference to Indian Society**

**Mode of Transaction:** 1. Lectures, 2. Discussion, 3. Assignment 4. Power point presentation

Reference:

[righttoeducation.in/know-your-rte/about](http://righttoeducation.in/know-your-rte/about)

[unesdoc.unesco.org/images/0017/001778/177849e.pdf](http://unesdoc.unesco.org/images/0017/001778/177849e.pdf)

[www.right-to-education.org](http://www.right-to-education.org) > ... > Marginalised groups sub-pages (menu position rule)

Assignment; 13marks

**Unit – 3(S.B.)**

**Course Objectives:**

After the completion of the unit student – teacher will:

1. Understand the causes and symptoms of blindness.
2. Know about the Causes and symptoms of deaf and dumb.
3. Acquire knowledge about Causes and symptoms of multiple disability.
4. Know about the slow learners and orthopedically disabled.

Content	Time	Reading Materials	Mode of Assessment	Day of Assessment
Causes and symptoms of blindness	2 Hrs.	Essentials of Learning Disabilities and other Developmental Disorders. By - L.L. Ramanujan, Sage Publication	Question – Answer Session	<b>1<sup>st</sup> Day class of the unit</b>
Causes and symptoms of Deaf and dumb	2 Hrs.	–Do –	–Do –	<b>2<sup>nd</sup> Day ...</b>
Causes and symptoms of Multiple Disability	2 Hrs.	Educating Exceptional Children: An Introduction to Special Education, By – S.K. Mangal, Prentice Hall.	Group Discussion	<b>3<sup>rd</sup> Day...</b>
Causes and symptoms of orthopedically disabled	2 Hrs.	–Do –	–Do –	<b>4<sup>th</sup> Day...</b>

Recapitulation and Evaluation	2 Hrs.	–	Class Test	5 <sup>th</sup> Day...
<b>Mode of Transaction of the content</b> – Lecture with discussion and ppt. Presentation				

**Suggested Reading:**

1. Siddiqi, H. (2017). *Inclusive Education*, Agarwal Publication.
2. Singh, A. (2017). *Inclusive Education*, Agarwal Publication.
3. Ramanujan, L.L. (2016). *Essentials of Learning Disabilities and other Developmental Disorders*, Sage Publication.
4. Gupta, A. (2014). *Shisur Bikask o Shisu Shiksan*, Central Library, Kolkata.
5. Mangal, S.K. (2011). *Creating School for Special Children*, Tandon Publication
6. Das, N. (2011). *Inclusive Education for children with Special Needs*, Atlantic Publication.
7. Mangal, S.K. (2011). *Educating Exceptional Children: An Introduction to Special Education*, Prentice Hall Publication.

**Unit: 4**

**Learning Objectives:**

The student-teachers will be able to:

1. Understand the role of teacher, parents, community
2. Understand the creation of inclusive school
3. Understand the mainstreaming of CWSN
4. Understand the teacher preparation for inclusive school

**Course Content/Syllabus for presentation**

Sl. No.	Content	Time	Reading Material	Assessment	Submission date
1	Inclusive set up	2hours	By Dr. Piku Choudhury		
2	Barrier free environment	3hours	“		
3	Mainstreaming CWSN /RTE Act	5hours	“	Role of teachers and parents(2)	3rd class
4.	Teacher preparation	2hours	“	Creating inclusive set up(2)	4th class
5.	Inclusive education in your state	3hours	“	Teacher preparation(3)	5th class

**Evaluation:**

**1. Do you** feel that inclusive education is helping children to move forward or is there any other steps which need to be taken?

**2 What are the basic needs of the CWSN LEARNERS?**

**Mode of Transaction:** 1. Lectures, 2. Discussion, 3. Assignments, 4 Power point presentation

Reference: <https://www.opensocietyfoundations.org/explainers/value-inclusive-education>

Assignment:13 marks