Unit 5: Issues, Concerns and Trends in Assessment and Evaluation
   a) Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests
   b) Management of assessment and examinations, Use of question bank
   c) Issues and Problems: Marking v/s Grading, Non-detention policy, Objectivity v/s Subjectivity, Impact of entrance test and public examination on teaching and learning – the menace of coaching
   d) Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations

Sessional Work
Assignment (Any two of the following)

1. Planning of an achievement test
2. Planning of other assessment tools
3. School visits followed by presentation on evaluation practices in schools
4. Data processing and interpretation of any achievement test of school students
5. Presentation of papers on issues and concerns / trends in assessment and evaluation

Suggested Readings:

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school.* Washington, DC: National Academy Press.
- Burke, K. (2005). *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA:
- Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. &Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning.* Thousand Oaks, CA. Corwin.
- NatrajanV.andKulshreshtaS.P.(1983). *Assessing non-Scholastic Aspects-Learners Behaviour*, New Dlehi: Association of Indian Universities.
- NCERT(1985). *Curriculum and Evaluation*, New Delhi:NCERT
- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality.* San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students* (3rd Ed.). Upper Saddle River, NJ: Prentice Hall.

Course 10: Creating an Inclusive School

Course Objectives:
The learners will be able to
   1. Demonstrate knowledge of different perspectives in the area of education of children with disabilities
   2. Reformulate attitudes towards children with special needs
   3. Identify needs of children with diversities
   4. Plan need-based programmes for all children with varied abilities in the classroom
   5. Use human and material resources in the classroom
   6. Use specific strategies involving skills in teaching special needs children in inclusive classrooms

7. Modify appropriate learner-friendly evaluation procedures
8. Incorporate innovative practices to respond to education of children with special needs

Unit 1: Paradigms in Education of Children with Special Needs
a) Historical perspectives and contemporary trends
b) Concept and philosophy of special education, integrated education and inclusive education
c) Legal and Policy Perspectives - The Rehabilitation Council of India Act 1992, Constitutional Provisions: Persons with Disability Act 1995, Right to Education Act, 2009, National Policy-Education of Students with disabilities in the National Policy on Education, 1968, 1986, POA (1992), Education in the National Policy on Disability, 2006.
d) Special role of institutions for education of children with disabilities-Rehabilitation Council of India, National Institute of Different Disabilities- Composite Regional Centres (CRC), District Disability Rehabilitation Centres (DDRCs), BRCs and CRCs under SSA, NGOs.

Unit 2: Defining Special Needs
a) Understanding diversities- concepts, characteristics, classification of children with diversities (Visual impairment, Hearing impairment, Specific learning difficulties- locomotor and neuromuscular disorders, Mental retardation, Autism, Leprosy cured persons, Mental illness and Multiple disabilities)
b) Special needs in term of the curriculum in the context of different disabilities and their learning styles
c) Concept of an Inclusive Education- infrastructure and accessibility, human resources, attitudes to disability, whole school approach
d) Community based education

Unit 3: Inclusive Practices in Classroom for All
a) School's readiness for addressing learning difficulties, making learner's profile
b) Making learning meaningful- responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM
c) Pedagogical strategies to respond to individual needs of learners- Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multisensory teaching
d) Supportive services required for meeting special needs in the classroom- special teacher, speech therapist, physiotherapist, occupational therapist, counsellors
e) Development and application of learner-friendly evaluation procedures; Different provisions for examination by CBSE and State Boards; Documentation, Record keeping and maintenance

Sessional Work
- **Assignment** (Any two of the following)(Concerned teacher can devise assignment as per requirement of the course)

  1. Identification of children with Special Needs
  2. Teaching one child with special needs
  3. Adaptation of curriculum and methods to teach one child with special needs
  4. Visit to one institution dealing with disabled children and writing its' report
  5. Establish the cell to identify children with special needs

Suggested Readings:
- Bhalerao, Usha: *Madhya Pradesh Ke Shikshit Darishti Hin Ka Samajik Adhyan*. Delhi: Gourav Publishing House, 1985.
- Derek, B. & Keith B.: *Making the Special Schools Ordinary*. New York: The Falmer Press, 1990.
- Hassen, U. (Ed.): *Normal and Handicapped Children: A Comparative Approach*. New Delhi: Ashish Publishing House, 1995.