

B.Ed. Two Year Programme

F.6: The Inclusive School

Maximum Marks: 50

This course encompasses the nature and needs of children with diverse needs in an inclusive educational set up - social, academic and emotional; and the role of teachers in addressing these needs. But, the thrust of the course is on the needs of children with disabilities as the socially, linguistically and economically marginalised children and their needs are covered in the other core papers of the programme.

Aim of the Course

This course is designed to enable the students to:

- demonstrate knowledge of different perspectives in the area of education of children with disabilities
- develop sensitivity and positive attitudes towards children with special needs identify the needs of children with diversities
- appreciate the significance of special schools and regular schools in the education of children with disabilities
- plan need-based programmes for all children with varied abilities in the classroom
- use human and material resources in the classroom
- use specific strategies involving skills in teaching special needs children in inclusive classrooms
- modify appropriate learner-friendly evaluation procedures
- incorporate innovative practices to respond to education of children with special needs
- critique policies and contribute to the formulation of policy
- critique implementation of policies and contribute to implementation of laws pertaining to education of children with special needs.

UNIT I: Concept of special needs and inclusion with reference to children with disabilities

1. Understanding diversities: concept, types (disability as a dimension of diversity)
2. Disability as a social construct, classification of disability and its educational implications:
 - a. Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind)
 - b. Cognitive Disabilities: (Autism Spectrum Disorder, Intellectual Disability and Specific Learning Disability)
 - c. Physical Disabilities: (cerebral palsy and loco motor)
3. Philosophy of inclusion with special reference to children with disabilities

(Discussion on Inclusive education as the best alternative across all levels and categories of disabilities)

The significance of the positioning of special schools and inclusive schools in the education of children with disabilities

The language of inclusion- putting people first rather than the disability a person may have)

4. Process of inclusion: Concerns and issues across disabilities
5. Contextualization of inclusion for diverse learners
6. Modification of curriculum including assessment
7. Universal design for teaching learning process
8. Reasonable accommodations
9. Instructional adaptations

UNIT II: Towards inclusion: Paradigm and policy perspective with reference to children with disabilities

1. Historical perspective and contemporary trends:
2. Journey from charity , medical, social towards human rights based model
3. Succession from segregation, integration and inclusion
4. Constitutional provisions: PwD Act (1995), RTE (2006), NPE of Students with Disabilities (1986), and NPE (2006)
5. Salamanca Statement (1994) and UNCRPD (2006), IEDSS (2000),
6. Special role of institutions for education of Children with Disabilities: RCI (2002),
7. National Institutes of disabilities (Indian), National Trust (1999) and NGO's

UNIT III: Inclusive practices in classrooms: Position of teacher, support structures and networks

1. School readiness (infrastructural including technologies, pedagogical and attitudinal) for addressing the diverse needs of children with disabilities
2. Role of Teachers (both regular and special)
3. Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach
4. Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other outsourced experts, family, multi disciplinary team (along with child in the decision making process)
5. Collaboration between teacher and special educator, parents, outsourced experts, students and others as a continuous process

Practicum

- Visits to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visits to be submitted and presented.
- Preparation of individualised learning materials to meet the needs of a child with any of the disabilities discussed with a report on how it/they can be effectively used.
- Carry out case study of a child with any of the disabilities discussed, with a presentation in the class.
- Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. The inclusive classroom should have at least 2 students with disability.

Suggested Reading List

Julie Alan, 2010 The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education*, Vol. 31, No. 5, THE SOCIOLOGY OF DISABILITY AND EDUCATION (September 2010), pp. 603-619

Nidhi Singal. An ecosystemic approach for understanding inclusive education: An Indian case study. *European Journal of Psychology of Education*. Vol. 21, No. 3 (September 2006), pp. 239-252

SRIKALA NARAIAN. Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education. *Curriculum Inquiry*, Vol. 43, No. 3 (JUNE 2013), pp. 360-387

Rebecca Bond and Elizabeth Castagnera. Peer Supports and Inclusive Education: An Underutilized Resource. *Theory into Practice*. Vol. 45, No. 3, Inclusive Schooling Practices: From Why to How (Summer, 2006), pp. 224-229

Roger Slee .Inclusive Education? This Must Signify 'New Times' in Educational Research
British Journal of Educational Studies Vol. 46, No. 4 (Dec., 1998), pp. 440-454

Leslie C. Soodak. Classroom Management in Inclusive Settings. *Theory into Practice* Vol. 42, No. 4, Classroom Management in a Diverse Society (Autumn, 2003), pp. 327-333

A. K. Mishra and Ruchika Gupta. Disability Index: A Measure of Deprivation among Disabled. *Economic and Political Weekly*. Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4026-4029

Dianna L. Stone and Adrienne Colella. A Model of Factors Affecting the Treatment of Disabled Individuals in Organizations. *The Academy of Management Review* Vol. 21, No. 2 (Apr., 1996), pp. 352-401

Katherine Corbett, Susan Shurberg Klein and Jennifer Luna Bregante. The Role of Sexuality and Sex Equity in the Education of Disabled Women. *Peabody Journal of Education*. Vol. 64, No. 4, Sex Equity and Sexuality in Education (Summer, 1987), pp. 198-212

Anita Ghai. Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia* Vol. 17, No. 3, Feminism and Disability, Part 2 (Summer, 2002), pp. 49-66

Todd Lekan. Disabilities and Educational Opportunity: A Deweyan Approach Transactions of the Charles S. Peirce Society. Vol. 45, No. 2 (Spring 2009) (pp. 214-230)

Sheila Riddell, Teresa Tinklin and Alastair Wilson. New Labour, Social Justice and Disabled Students in Higher Education. *British Educational Research Journal* Vol. 31, No. 5, Education Policy and Social Justice (Oct., 2005), pp. 623-643

India Moves Towards Equal Rights For Disabled People. *BMJ: British Medical Journal* Vol. 310, No. 6994 (Jun. 17, 1995), p. 1556