

## Bachelor of Education (B.Ed.)

**Title of the Course: Perspective Course PC 7 : The Inclusive School -I**

**(Semester: I)**

**Credits: 2**

**MM: 50 (External: 35 Internal: 15)**

**Contact Week 15**

### Introduction of the Course

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. This paper starts with contextualizing diversities in different contexts in the beginning of Semester I and gradually moves towards diversities due to disabilities. However, the thrust of this course is on the needs of learners with disabilities as the socially, linguistically and economically marginalised learners and their needs are covered in the other core papers of the programme.

### Learning Outcomes

After completion of the course, student will be able to:

1. explain diversity in the Indian context.
2. document concepts of intersectionality
3. describe the ideas related to inclusion
4. describe the processes of inclusion
5. critique the policies in India with reference to inclusion
6. demonstrate knowledge of different perspectives in the area of education of children with disabilities
7. develop sensitivity and positive attitudes towards children with special needs.
8. identify the needs of children with diversities
9. critique implementation of policies pertaining to education of learners with special needs/disabilities.
10. compare the historical perspectives of disability in India and abroad.


Number of Units: 2

Weeks 15 =30 hours

**UNIT I: Concept and Contextualisation of Inclusion**

**(Week 7= 14 hours)**

- Concept of Normalcy:
  - Understanding Diversity in the Indian Context.

  
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शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007

- Exclusion and marginalisation.
- Exploring the ideas Equity, Equality and Inclusion
- Intersectionality between diversities: caste, class, gender, religion, demography, race, language and dialect, socio-economic, disability, others.
- Process of inclusion: Segregation, Integration, Inclusion, Unification, Belongingness
- Advocacy and leadership for inclusive society through education
- Contextualization of inclusion for diverse learners
- Policies Perspective in India
  - Constitutional provisions
  - NEP 86
  - DPEP
  - SSA
  - RMSA
  - RTE (2009)
  - NEP2020

## UNIT 2: Inclusion and Disability

(Week 8= 16 hours)

- Understanding Disability
- Category of Disabilities (as per RPWD Act 2016)
- Concerns and issues across disabilities- Some debates: Disability and diversity; Segregated Education and Inclusive Education; Charity Model, Medical model, Social model and Right based Model.
- Stereotype and Myths,
- Opportunity, Employability and disability;
- Difference between Disability, Impairment and Handicap
- Historical Perspectives to understanding of disability: Ancient to Contemporary (Indian and Global)
- Policies Perspective in India and Abroad with special reference to disability
  - National Institutes of disabilities (Indian):
  - Salamanca Statement (1994)
  - National Trust Act (1999)
  - PwD Act (1995)
  - IEDSS (2000)
  - UNCRPD (2006)
  - NPE of Students with Disabilities (2006)
  - RPwD Act 2016
  - NEP 2020

### Practicum/ Suggested Projects / Assignments (Any Two)

1. 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 presented and submitted.

2. Develop a case study of a child with any of the disabilities discussed. Make a presentation in the class with focus upon characteristics, challenges, strategies utilised for inclusive and effective learning-teaching processes, possible accommodations that can be made.

**Note:** On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

### Essential/ Recommended Readings

- Alan, J. ( 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
- Bond, R. and Castagnera, E.. (1998). 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
- Chander, S, Kumar, R. and Bharti. (2018). *Teacher Education in the 21st Century*. SAGE text. New Delhi
- Chander, S. and Arora,C. (2020). *Integrating Technology into Classroom Learning*. *Indian Journal of Educational Technology*.CIET, NCERT. Volume 2. Issue 1.
- Corbett,K. Susan Shurberg Klein and Jennifer Luna Bregante.( 1987). 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* , pp. 198-212.
- Department of Psychiatry All India Institute of Medical Sciences, (AIIMS), New Delhi (2015). *Inclusive Education For Specific Learning Disorders: An Educator's Perspective*.
- Ghai, A. Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia* Vol. 17, No. 3, *Feminism and Disability*, Part 2 (Summer, 2002), pp. 49-66
- India Moves Towards Equal Rights For Disabled People. *BMJ: British Medical Journal* Vol. 310, No. 6994 (Jun. 17, 1995), p. 1556
- Maitra, K., & Saxena, V. (2008). *Inclusion: Issues and challenges*. Kanishka.
- Malaviya, R. (2007). *Creating a Learning School Environment: Child Development and Pedagogical Issues*. New Delhi. Academic Excellence. ISBN: 81-89901-03-6
- Malaviya, R. (2020). *Family- School: A Psycho-social analysis of the impact on the school going child*. New Delhi. Renova International Publishers. ISBN : 81-89901-03-6
- Malaviya,R.(2008). *Story telling: Reaching Out to the Child with Special Needs*. Writer and Illustrator: *Quarterly Journal of the Indian Section of IBBY (International Board on Books for Young People*. Vol 27, No 1-2. Special Issue: Oct-Dec 2007 & Jan-March 2008 (AWIC) Pp: 131-136. ISSN 2321-3191 & ISBN 978-93-84124-23-6
- Mishra, A.K. and Gupta, R.( 2006). Disability Index: A Measure of Deprivation among Disabled. *Economic and Political Weekly*. Vol. 41, No.38, pp. 4026-4029.
- Naraian , S. Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education. *Curriculum Inquiry*, Vol. 43, No. 3 (JUNE 2013), pp. 360-387
- Research. *British Journal of Educational Studies*. Vol 46, No.4, pp.440-454.

- Riddell,S., Tinklin,T. and Wilson, A. ( 2005). 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
- Roger Slee .Inclusive Education? This Must Signify 'New Times' in Educational
- Singal, N.. 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
- Soodak, L.C. (2003). Classroom Management in Inclusive Settings. Theory into Practice Vol. 42, No. 4, Classroom Management in a Diverse Society (Autumn, 2003), pp. 327-333
- Stone, D.L and Adrienne Colella.( 1996). 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
- Todd Lekan.( 2009). Disabilities and Educational Opportunity: A Deweyan Approach Transactions of the Charles S. Peirce Society. Vol. 45, No. 2 (pp. 214-230)

#### Policy Documents for Reference:

SARVA SHIKSHA ABHIYAN

(SSA): [https://dsel.education.gov.in/sites/default/files/2019-05/Manual\\_Planning\\_and\\_Appraisal.pdf](https://dsel.education.gov.in/sites/default/files/2019-05/Manual_Planning_and_Appraisal.pdf)

RASHTRIYA MADHYAMIK SHIKSHA ABHIYAN (RMSA):

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/JRN11.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/JRN11.pdf)

District Primary Education Programme:

[https://doccentre.net/docsweb/Education/Scanned\\_material/New-Folder/dpep\\_n21.r60.pdf](https://doccentre.net/docsweb/Education/Scanned_material/New-Folder/dpep_n21.r60.pdf)

RTE (2009)

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/rte.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf)

The Salamanca Statement and Framement and Framework for Action on Special Needs Education. <https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf>

The National Trust Act (1999): <https://thenationaltrust.gov.in/upload/uploadfiles/files/act-englsih.pdf>

UNCRPD (2006) <https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd>

Inclusive Education for Disabled at Secondary Stage (IEDSS):

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/document-reports/Annexure-14%20%28SE%29%20%28IEDSS%20%29.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/document-reports/Annexure-14%20%28SE%29%20%28IEDSS%20%29.pdf)

The Rights of Persons with Disabilities (RPwD) Act, 2016: <https://depwd.gov.in/acts/>

NEP2020:

[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)

**Teaching Learning Process**

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

**Assessment Method**

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Keywords: School, Education, Inclusion



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शिक्षा विभाग/Deptt. of Education  
दिल्ली विश्वविद्यालय, दिल्ली-110007  
University of Delhi, Delhi-110007