

Bachelor of Education (B.Ed.)

Title of the Course: Perspective Course PC 8 : The Inclusive School -II

(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. demonstrate knowledge of different perspectives in the area of education of children with disabilities
2. develop sensitivity and positive attitudes towards children with special needs identify the needs of children with diversities
3. define the roles collaboration of different stakeholders
4. design and justify Inclusive Academic Instructions for regular inclusive classrooms.
5. explain the use of different ergonomics in furniture for relevant learner with disabilities
6. appreciate the significance of special schools and regular inclusive schools in the education of learners with disabilities
7. plan need-based programmes for all learners with varied abilities in the classroom
8. use human and material resources in the classroom
9. use specific strategies involving skills in teaching learners with special needs/disability in regular inclusive classrooms
10. modify appropriate learner-friendly evaluation procedures
11. incorporate innovative practices to respond to education of learners with special needs/disabilities.

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विद्यापीठ, मुंबई
University of Western India, Mumbai-40007

12. differentiate different types of adaptations
13. identify challenges to barrier free environment

Number of Units: 2

Week 15=30 hours


UNIT 3: Challenges and Issues in Educational Settings with reference to learners with disabilities. (Week 7= 14 hours)

- Challenges in identification and reason of diversity in the classroom
- Role and Networking of Special Education and Regular Teachers
- Collaborations among multidisciplinary team (General Teacher, Special education teacher, school psychologist, school administrator, occupational and physical therapist, speech and communication therapist, Anganwadi workers, healthcare workers, parents, the child, other Stakeholders)
- Ergonomic of the furniture
- Contextualising and using Inclusive Academic Instructions in mainstream inclusive classes with lesson plan
- Role of NGOs

UNIT 4: Pedagogical Strategies for Inclusive Schools with learners with disabilities.

- Individual Differences and uniqueness among all learners in a class
- Learner Centric Pedagogical Approaches.
- Reasonable accommodations in the curriculum
- Instructional Adaptations
 - Differentiation between adaptation, accommodation and modification
 - Universal Design for Learning (UDL)- an overview
 - Differentiated Learning
 - Flip classrooms
- School Readiness across different levels of schooling (infrastructural, technologies, attitudinal and pedagogical)
- Pedagogical Strategies in Regular Mainstream Inclusive Schools: peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach, and others.
- Role of Learning Centres/ Resource Room towards Inclusion in regular classrooms.
- Barrier Free Environment (Physical, Institutional, Attitude, Social)
- School building as Resource for inclusive pedagogy.
- Accommodations and modifications in assessment processes.

UNIT 5: Technological and Other Aspects for Mainstream Inclusive Schools reference to learners with disabilities (Week 8= 16 hours)


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 शिक्षण आयोग, दिल्ली
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 University of Delhi, Delhi, India

- Technology and Inclusive education: Addressing Access, Pedagogy and Assessment.
- Technology for different disabilities: (Assistive, Digital, Innovative Communication, Inclusive Education, Smart Assistive Devices, others).
- Strategies and Processes for using Technology for regular inclusive classrooms.
- Technological and other Resource Mobilization for regular inclusive education

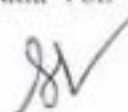
Practicum/ Suggested Projects / Assignments (Any Two)

1. Preparation of teaching 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 in (a) special education (individual) setup (b) mainstream inclusive classroom setup.
2. Taking any topic of your interest from the middle to senior secondary school curriculum, chalk out the process of teaching it along with instructional aids, in a mainstream inclusive classroom. The inclusive classroom should have at least 2 students with disabilities.

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
- Asthana , N. (2023). Creating an Inclusive School.PHILearning Pvt.Ltd.
- 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



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[...]
University of Delhi, Delhi-110007

- 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:

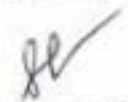
The Rights of Persons with Disabilities (RPwD) Act, 2016: <https://depwd.gov.in/acts/>

Creation of Barrier Free Environment for Persons with Disabilities: <https://cdnbbsr.s3waas.gov.in/s3e58aea67b01fa747687f038dfdc066f6/uploads/2023/10/202310301651703633.pdf>

NEP2020:

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

CBSE-Handbook of Inclusive Education


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

https://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf

Guidelines for the Development of e-Content for Children with Disabilities:

https://dsef.education.gov.in/sites/default/files/2021-06/CWSN_E-Content_guidelines.pdf

Training modules for educational Functionaries:

https://rehabcouncil.nic.in/sites/default/files/In-service-training-Module_2_English_Education_Module.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.

Key words: School, Inclusion, Pedagogy


Principal
Central Board of Secondary Education
New Delhi, India. Phone: 112607
University of Education, Phone: 110007