



Course Title: Inclusive Education- II

Credit Units: 2

Course Code:

Level: UG

L	T	P/ S	SW/F W	TOTAL CREDIT UNITS
2	-	-	-	2

Course Objectives:

After completing this course the pupil-trainees will be able to

- Explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- Explicate the national & key international policies & frameworks facilitating inclusive education.
- Enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- Describe the inclusive pedagogical practices & its relation to good teaching.
- Expound strategies for collaborative working and stakeholders support in implementing inclusive education.

Student Learning Outcome

Pupil trainee will able to develop an understanding of the concept and philosophy of inclusive education in the context of education for all.

Pupil trainee will able to acquire knowledge about policies and frameworks facilitating Inclusive Education.

Pupil trainee will able to develop skills to identify and address diverse needs of all learners and familiarize with the trends and issues in Inclusive Education.

Pupil trainee will able to develop an attitude to foster Inclusive Education and enumerate skills in adapting instructional strategies for teaching in mainstream classrooms.

Pupil trainee will able to develop an understanding of the role of facilitators and expound strategies for collaborative working in the field of Inclusive Education.

Course Contents/Syllabus:

	Weightage (%)
MODULE I : Introduction to Inclusive Education	20
Descriptors/Topics <ul style="list-style-type: none"> • Marginalisation vs. Inclusion: Meaning & Definitions • Changing Practices in Education of Children with Disabilities: Segregation, Integration & Inclusion • Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity • Principles of Inclusive Education: Access, Equity, Relevance, Participation & Empowerment 	



<ul style="list-style-type: none"> • Barriers to Inclusive Education: Attitudinal, Physical & Instructional 	
MODULE II : Polices & Frameworks Facilitating Inclusive Education	20
<p>Descriptors/Topics</p> <ul style="list-style-type: none"> • International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) • International Conventions: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) • International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002) • National Commissions & Policies: Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), Revised National Policy of Education (1992), National Curricular Framework (2005), National Policy For Persons With Disabilities (2006) • National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2006), RMSA (2009), IEDSS (2013) 	
MODULE III : Adaptations Accommodations and Modifications	20
<p>Descriptors/Topics</p> <ul style="list-style-type: none"> • Meaning, Difference, Need & Steps • Specifics for Children with Sensory Disabilities • Specifics for Children with Neuro-Developmental Disabilities • Specifics for Children with Loco Motor & Multiple Disabilities • Engaging Gifted Children 	
MODULE IV : Inclusive Academic Instructions	20
<p>Descriptors/Topics</p> <ul style="list-style-type: none"> • Universal Design for Learning: Multiple Means of Access, Expression, Engagement & Assessment • Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching, Alternate Teaching & Team Teaching • Differentiated Instructions: Content, Process & Product • Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies • ICT for Instructions 	
MODULE V : Supports and Collaborations for Inclusive Education	20
<p>Descriptors/Topics</p> <ul style="list-style-type: none"> • Stakeholders of Inclusive Education & Their Responsibilities • Advocacy & Leadership for Inclusion in Education • Family Support & Involvement for Inclusion • Community Involvement for Inclusion • Resource Mobilisation for Inclusive Education 	



Pedagogy for Course Delivery:

- Lecture
- Tutorials
- Presentation and Discussions
- Demonstrations
- Seminar
- Workshop
- Visits

Lab/ Practicals details, if applicable:

Practical & Field Engagement

- Visit Special Schools of any two Disabilities & an Inclusive school & write observation report highlighting pedagogy
- Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
- Design a Poster on Inclusive Education
- Prepare a Lesson Plan on any one School subject of your choice using any one
- Inclusive Academic Instructional Strategy

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
20	N.A	80

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment				End Term Examination
Components (Drop down)	Class Test	Project	Attendance	End Term Examination
Weightage (%)	10	5	5	80

Lab/ Practical/ Studio Assessment:

	Continuous Assessment/Internal Assessment				End Term Examination		
Components (Drop down)							



Weightage (%)							
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Text & References:

Suggested Readings

- Bartlett, L. D., & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Chaote, J. S. (1991). *Successful Mainstreaming*. Allyn and Bacon.
- Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- Dessent, T. (1987). *Making Ordinary School Special*. Jessica Kingsley Pub.
- Gargiulo, R.M. *Special Education in Contemporary Society: An Introduction to Exceptionality*. Belmont: Wadsworth.
- Gartner, A., & Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Giuliani, G.A. & Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*. Corwin press: Sage Publishers.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press, Sage Publications.
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press, Sage Publishers.
- Karant, P., & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Edcuation*. California: Singular Publications.
- Lewis, R. B., & Doorlag, D. (1995). *Teaching Special Students in the Mainstream*. 4th Ed. New Jersey: Pearson.
- McCormick, S. (1999). *Instructing Students who Have Literacy Problems*. 3rd Ed. New Jersey, Pearson.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon.
- Sedlak, R. A., & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London: Unwin Hyman.
- Turnbull, A., Turnbull, R., Turnbull, M., & Shank, D.L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey: Prentice-Hall.Inc
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An Ethnographic Sstudy*. Philadelphia: Open University Press.
- Westwood, P. (2006). *Commonsense Methods for Children with Special Educational Needs - Strategies for the Regular Classroom*. 4th Edition, London Routledge Falmer: Taylor & Francis Group.



Any other Study Material:

- Power Point Presentations
- Resource material collected and compiled from reference books