Bachelor of Education (Special Education) – Intellectual Disability / Visual Impairment

IINCLUSIVE EDUCATION

**Semester-I**

**Course Code: B 6 Credits: 02**

**Contact Week: 8 Maximum Marks: 50 (External -35 & Internal 15)**

**Introduction of Course**

The course is designed to develop an understanding about inclusive education and addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognises ways in which different stakeholders can collaborate for the success of inclusive education.

**Learning Outcomes**

After completing the course the student-teachers will be able to

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

**Unit 1: Introduction to Inclusive Education ( 7 Hours)**

* 1. Historical Perspectives education of CWSN & various models
  2. Marginalisation vs. Inclusion: Meaning & Definitions
  3. Changing Practices in Education of Children with Disabilities: Segregation,  
     Integration & Inclusion

1.4 Diversity in Classrooms: Learning Styles, Linguistic & Socio-Cultural Multiplicity

1.5 Principles of Inclusive Education: Access, Equity, Relevance, Participation &  
Empowerment

1.6 Barriers to Inclusive Education: Attitudinal, Physical & Instructional

**Unit 2: International and National Intiative Facilitating Inclusive Education (9 Hours)**

1. International Declarations: Universal Declaration of Human Rights (1948), World  
   Declaration for Education for All (1990)
2. International Conventions & Framework: Convention against Discrimination (1960), Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) & Salamanca Framework (1994)

2.3 Commission & Policies- Kothari Commission (1964), National Education Policy (1968), National Policy on Education (1986), National Policy on Education (2020), National Curricular Framework (2005), National Curricular Framework for School Education (2023)

2.4 National Acts & Programs: RCI Act (1992), PWD Act (1995), National Trust Act (1999), RPwD 2016, SDG-2030, Samagra Shiksha

2.5 National Institutes for the Empowerment of Disabilities

**Unit 3: Inclusive Instrucions & Practices (8 Hours)**

* 1. Adaptations Accommodations and Modifications- Meaning, Difference & Need
  2. Universal Design for Learning: Multiple Means of Access, Expression, Engagement  
     & Assessment
  3. Co-Teaching Methods: One Teach One Assist, Station-Teaching, Parallel Teaching,  
     Alternate Teaching & Team Teaching
  4. Differentiated Instructions: Content, Process & Product
  5. Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning  
     Strategies
  6. Engaging Gifted Children: Cooperative Teaching Models

**Unit 4: Supports and Collaborations for Inclusive Education (6 Hours)**

1. Stakeholders of Inclusive Education & Their Responsibilities
2. Advocacy & Leadership for Inclusion in Education
3. Family Support & Community Involvement for Inclusion
4. ICT for Instructions in inclusive classroom
5. Resource Mobilisation for Inclusive Education

**Practical & Field Engagement**

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

**Transactions**

Group discussions following videos and visits. Debate for Inclusion vs. Segregation & Self study for legislations and frameworks

**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.