

PAPER-IV (B): INCLUSIVE EDUCATION

Time: 1.30 Hours

Max. Marks: 40

NOTE FOR PAPER SETTERS:

- i) Paper setters will set 5 questions in all, out of which students will be required to attempt 3 questions.
- ii) Q. No. 1 will be compulsory and carries 08 marks. It will be comprised of 2 short answer-type notes of 4 marks each to be selected from the entire syllabus.
- iii) Two long-answer type questions will be set from each of the two units, out of which the students will be required to attempt one question from each unit. Long-answer type questions will carry 16 marks each.

OBJECTIVES:

Pupil-teachers would be able to:-

- (i) Develop an understanding of the concept, principles and models of inclusive education in the context of education for all.
- (ii) Identify and address diverse needs of all learners.
- (iii) familiarize with the trends and issues in inclusive education
- (iv) Develop an attitude to foster inclusive education
- (v) Develop an understanding of the role of facilitators in inclusive education.

COURSE CONTENTS

UNIT-I

- 1) Introduction to Inclusive Education
 - Concept, Meaning and Need
 - Transition from segregation to inclusion
 - Principles
 - Models
 - National Policy for Person with Disabilities 2006 with reference to inclusive education.
 - Sarva Shiksha Abhiyaan-2002 with reference to inclusive education.
- 2) Special Educational Needs (SEN) of learners in inclusive school
 - Identification of diverse needs of SEN learners and Referrals
 - Disabilities in Children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopedic Impairment, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities
 - Types and Use of Assistive Devices for Learners with SEN
 - Barriers in Inclusive Education: Attitudinal, Social and Educational
 - Educational Concessions and Facilities.

UNIT-II

- 3) Planning and managing inclusive curriculum in schools
 - School Readiness and School transition
 - Individualized Educational Plan (IEP): Development & Implementation.
 - Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole class Teaching, Collaborative Teaching, Activity-Based Learning, Peer-Tutoring and Co-operative learning.
 - Curricular and Instructional accommodations

- 4) Facilitators for inclusive education
 - Need for Multidisciplinary Approach
 - Role and Responsibilities: General, Special and Resource Teachers
 - Role and Responsibilities: Family and Community
 - Parent- Professional Partnership: Need and Relevance

Practical session:

Marks: 10

Students will prepare one assignment related to the syllabus

SUGGESTED READINGS

- Adrian A., John E. (1998). Educating children with Special needs, New Delhi: Prentice Hall
- Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Publishing
- Bartlett, L. D., Weisentein, G.R. (2003). Successful inclusion for educational leaders. New Jersey: Prentice Hall
- Chaote J. S. (1991). Successful mainstreaming, New York: Allyn & Bacon
- Daniels, H. (1999). Inclusive Education, London: Kogan
- Deiner, P.L. (2000). Resource for Teaching children with diverse abilities, Florida: Harcourt Brace & Company
- Dessent, T. (1987). Making ordinary school special, Jessica Kingsley Publishing
- Gargiulo, R.M. (1997). Special education in contemporary society: An Introduction to Exceptionality. Belmont: Wadsworth publications
- Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment. New Delhi: Kanishka Publishing
- Giuliani, G. A. & A., M. (2002). Education of children with special needs: From segregation to inclusion, New Delhi: Sage Publications

Hollahan, D. P. & Kauffman, J. M. (2000). *Exceptional Learners: Introduction to special education*, Boston: Allyn and Bacon.

Joyce S. Shoate (1997). *Successful inclusive teaching*, Boston: Allyn & Bacon

Karant, P. & R. , J. (2003). *Learning Disabilities in India*, New Delhi: Sage Publication

Mohapatra, C. S. (ed.) (2004). *Disability management in India: Challenges and Commitments*. New Delhi: Indian Institute of Public Administration

Mani, M. N. G. (2004). *Successful Inclusion strategies for secondary and middle school teachers*, New Delhi: Sage Publishing House

Jha, M. M. (2002). *School without walls: inclusive education for all*. Oxford: Heinemann.

Mathew, S. (2004). *Education of children with hearing impairment*, RCI, New Delhi: Kanishka Publications

Panda, K. C. (1997). *Education of exceptional children*, New Delhi: Vikas Publications

Sedlak, Ribert, A. & Schloss P. (1986). *Instructional methods for students with learning and behavior problems*, New York: Allyn & Bacon

Yesseldyke, J. S. & Algozzine, B. (1998). *Special Education: A Practical approach to teachers*. New Delhi: Kanishka Publishers, Distributers.