



**M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education
 Semester (II))**

Course Code	PE02CMES05	Title of the Course	INCLUSIVE EDUCATION
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> 1. Explain the philosophical, sociological and rights perspective of inclusive education. 2. Develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively. 3. Develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.
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Course Content		
Unit	Description	Weightage* (%)
1.	Perspectives in Inclusive Education 1.1 Historical perspective of Inclusive education globally and in India 1.2 Approaches to disability and service delivery models 1.3 Principles of inclusive education 1.4 Key debates in special and inclusive education 1.5 Research evidence on efficacy and best practices associated with inclusive education	15
2.	Covenants and Policies Promoting Inclusive Education- A Critique 2.1 International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) 2.2 International Conventions: Convention Against Discrimination (1960), United Nations Convention on Rights of a Child (1989), United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006), Incheon Strategy (2012) 2.3 International Frameworks: Salamanca Framework (1994) 2.4 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) 2.5 National Acts & Programs: IEDC (1974), RCI Act (1992), PWD Act (1995), National Trust Act (1999), SSA (2000), RTE (2009) and amendment 2012, RMSA (2009), IEDSS (2013)	20





3.	Building Inclusive Schools 3.1 Identifying barriers to Inclusion- Attitudinal, Systemic and Structural 3.2 Ensuring Physical, Academic and Social Access 3.3 Leadership and Teachers as Change Agents 3.4 Assistive Technology 3.5 Whole School Development	15
4.	Building Inclusive Learning Environments 4.1 Classroom Management 4.2 Effective Communication 4.3 Promoting Positive Behaviour 4.4 Reflective Teaching 4.5 Peer mediated instruction: Peer tutoring, Co-operative learning	15
5.	Planning for Including Diverse Learning Needs 5.1 Universal design of learning 5.2 Adaptations and accommodations for sensory impairments 5.3 Adaptations and accommodations for children with multiple disabilities 5.4 Adaptations and accommodations for children with neuro-developmental disabilities 5.5 Adaptations and accommodations for children with intellectual impairment 5.6 Adaptations and accommodations for gifted children	15
6.	Collaborations 6.1 Models of collaboration 6.2 Working with Parents 6.3 Managing Conflict 6.4 Co-teaching 6.5 Mentoring and Coaching	20

Teaching-Learning Methodology	Interactive course with discussion as well as field work to get first-hand experience of co-teaching mainstream classrooms with children with disability
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Sr. No.	<i>Course Work/ Practical/ Field Engagement</i>
1.	Study the impact of UNCRPD on RTE"s provisions for children with disabilities
2.	Review of research in any one area in inclusive education and highlight its implications for the practitioner
3.	Develop a differentiated lesson with content, process, and products adapted to suit a specific learner





4.	Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal
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Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	The learners will be able to develop insights into models, evolution, current issues and strategies for developing inclusive learning environments.
2.	The learners will develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings, leadership and working in teams to promote inclusion.
3.	This course will promote collaborative skills in the trainees in order to address special learning needs in the classroom.

Essential & Suggested References:

S. No.	References
1.	Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
2.	Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
3.	Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
4.	Jorgensen, C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCe, University of New Hampshire





5.	Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
6.	Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersey.
7.	Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
8.	Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.
9.	Wade, S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersey.
10.	Berry, B., Daughtrey, A., & Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC.
11.	Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.
12.	Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students' social lives and learning. Paul H. Brookes, Baltimore.
13.	Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.
14.	Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersey.
15.	Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler, L. K., McEvoy, C. A., & Favazza, P. C. (1993). Play time/social time: Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.
16.	UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.

On-line resources to be used if available as reference material

On-line Resources





SARDAR PATEL UNIVERSITY
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