

M.ED
ELECTIVE COURSE – I
INCLUSIVE EDUCATION
FIRST YEAR /FIRST SEMESTER

Objectives

On completion of this course the students will be able to

- understand concept of Inclusive Education.
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
- familiarize with the basic concepts of the learning child.
- child during three stages viz Pre-School, during-School and after School.
- know the factors influencing learning.
- understand learning disabilities of students and adopt suitable strategies to help them.
- understand constructivist approach to learning.
- develop awareness of learner towards inclusive education and its practices.

Unit I: Introduction to Inclusive Education

Definition- concept and importance of inclusive education – Benefits and Principles of Inclusive Education - Historical perspectives on education of children with diverse needs - Difference between special education, integrated education and inclusive education - Advantages of inclusive education.

Unit II: Essence of Inclusive Education

- i. International policies and declarations supporting inclusive education
- ii. National committees supporting inclusive education
- iii. Possible determinant of the Inclusive education
- iv. School related factors of inclusive education
- v. Teacher ,pupil related of inclusive education
- vi. Socio –cultural ,economic of inclusive education
- vii. Educational and social implications of inclusive education

Unit III: Techniques and Perspective of Inclusive Education

Techniques :Team work – Peer strategies –Innovative instructional practices – Collaboration .

Perspective of Inclusive Education :Historical perspective – Interactive perspective – Conflict perspective – Critical perspective.

Unit IV: Teachers Role in Inclusive Classroom

Qualities of an Inclusive Teacher - Teachers role in shaping the Inclusive Classroom - Inclusive Teacher educators in facilitating Inclusive education. (Inclusive Teachers preparation) - Guidance and Counseling for Inclusive Teachers, Students and Principals - Training Programmes for Inclusive Teachers.

Unit V: Children with Diverse Needs

Definition and characteristics of children with sensory, developmental disabilities, social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups. Importance of early detection, Functional assessment for development of compensatory skills - adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups -role of technology for meeting diverse needs of learners.

References

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