

CROSS DISABILITY AND INCLUSION (B)**SEMESTER – IV****B2 - INCLUSIVE EDUCATION AND ORIENTATION & MOBILITY****Credits:2****Internal: 20 marks****Hours/Week: Theory-2hrs& Practical- 1hr****External: 30 marks****Total: 50 marks****Introduction:**

The course is designed to develop an understanding about inclusive education, addressing diversity in the mainstream classroom. It is also formulated in a way that the learners will know the pedagogical practices and recognizes ways in which different stakeholders can collaborate for the success of inclusive education. Movement with independence in the environment has been stated to be one of the major challenges of vision loss. In order to facilitate their meaningful empowerment, therefore, it is necessary to provide students with visual impairment skills and techniques which enable them to cope with these challenges. It would also enable them to get insights into basic skills and components essential for meaningful orientation and easy and graceful movement for the visually impaired.

Course Learning Outcomes:**At the end of the course, the student-teachers will be able to**

- explain the construct of Inclusive Education;
- explicate the national and international policies and frameworks facilitating Inclusive Education;
- enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms and strategies for collaborative working and stakeholders support in implementing Inclusive Education;
- predict the nature and scope of orientation and mobility;
- point out the Orientation & Mobility related responsibilities of the special teacher; and
- train the visually impaired with the basic knowledge of human guide techniques to enable independent living.

Unit I: Introduction to Inclusive Education

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 - Barriers to Inclusive Education: Attitudinal, Physical & Instructional.

Unit II: Policies & Frameworks Facilitating Inclusive Education

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).

Unit III: Inclusive Academic Instructions Supports and Collaborations for Inclusive Education

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- Peer Mediated Instructions: Class Wide Peer Tutoring, Peer Assisted Learning Strategies - ICT for Instructions - 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.

Unit IV: Introduction to Orientation and Mobility

Orientation and Mobility -- Definition, Importance and Scope - Basic Terminologies Associated with O&M: Trailing, Landmarks, Clues, Cues, Shoreline, Squaring Off, Clockwise Direction, Sound Masking, Sound Shadow - Roles of Other Senses in O&M Training -Special Responsibilities of Special Teacher/Educator with reference to O&M Training - Blindfold -- Rationale and Uses for the Teacher.

Unit V: Human/ Sighted Guide Technique, Pre-Cane Skills, Cane Travel Techniques & Devices and Training in Independent Living Skills

Grip – Stance - Hand Position - Speed Control - Negotiating: Narrow Spaces, Seating Arrangements, Staircases, Muddy paths- Upper and Lower Body protection - Room Familiarization - Using Oral Description for Orientation - Search Patterns - Building Map Reading Skills. Canes - Types, Parts, Six Considerations and importance - Cane Travel Techniques: Touch Technique, Touch and Drag Technique, Diagonal Cane Technique - Use of Public Transport - Electronic Devices, Tactile and Auditory Maps - Description and Uses - Self Care, Gait and Posture -Personal Grooming - Eating Skills and Etiquette - Identification of Coins and Currency Notes - Basics of Signature Writing.

Course Work/Practical/ Field Engagement:**(Any two of the following)**

- Prepare a Checklist for Accessibility in Mainstream Schools for Children with Disabilities
- Prepare a Lesson Plan on any one School subject of your choice using any one Inclusive Academic Instructional Strategy
- Prepare a list of canes and other devices available with various sources along with prices& Make a short PowerPoint/ oral presentation for about 5 minutes on the importance of O&M for the visually impaired.
- Draw up a list of important clues/cues/landmarks which the visually impaired student can use in the school & Undergo an experience of moving under a blind fold for a few minutes and describe it (about 200 words).

Suggested Readings

Dodds, A. (1986). Mobility Training for Visually Handicapped People. Croom Helm, London.

Hill, E., & Ponder, P. (1976). Orientation and Mobility Techniques. AFB Press, New York.

Jacobson, W.H. (1993). The Art and Science of Teaching Orientation and Mobility to

Persons with Visual Impairments. AFB Press, New York.

Singh, J.P. (2003). Technology for the Blind. Kanishka Publication. New Delhi.
