

SPECIALISATION: THEMATIC COURSE
SEMESTER – IV
STC 4 – EDUCATION FOR DIFFERENTLY ABLED LEARNERS

Credits: 4

Internal: 40 Marks

Hours/Week: 4 Hrs

External: 60 Marks

Course Learning Outcomes:

At the end of the course, the prospective teacher-educators will be able to

- discuss introductory concepts of Inclusive Education;
- categorize the educational approaches and measures to meet the diverse needs of differently-abled learners;
- design curriculum, learning resources and co-curricular activities for Inclusive learners;
- familiarize with the curricular adaptations and evaluation for children with diverse needs;
- utilize the skills of teachers and teacher educators at the Secondary level in Inclusive settings; and
- expound strategies for collaborative working and stakeholders support in implementing Inclusive Education.

Unit I: Introduction to Inclusive Education

Difference between Special Education, Integrated Education and Inclusive Education - Advantages of Inclusive Education for the individual and society - Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations - National and International initiatives for Inclusive Education - Current laws and policy perspectives supporting Inclusive Education for children with diverse needs.

Unit II: Preparation for Inclusive Education

Concept and meaning of diverse needs - Educational approaches and measures for meeting the diverse needs- Concept of Remedial Education, Special Education, Integrated Education and Inclusive Education - Brief account of existing Special, Integrated and Inclusive Education services in India -

Building inclusive learning friendly classrooms, overcoming barriers for inclusion - Creating and sustaining inclusive practices - Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit III: Children with Diverse Needs and Utilization of Resources

Definition and characteristics of children with Sensory (Visual, Hearing, and Deaf Blindness), Intellectual (Gifted, Talented and Children with Intellectual Disability), Developmental Disabilities (Autism, Cerebral Palsy, Learning 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 - Role of teachers working in inclusive settings and the role of resource teachers in developing and enriching academic skills for higher learning - Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from Sensory Disability, Intellectual , Learning disabled, linguistic and other minority groups - Identifying the required resources for children with varied special needs.

Unit IV: Curricular Adaptations and Evaluation for Children with Diverse Needs

Concept, meaning and need for curricular adaptations for Children with Sensory (Visual, Hearing, and Deaf Blindness), Intellectual (Gifted, Talented and Children with Intellectual Disability), Developmental Disabilities (Autism, Cerebral Palsy, Learning 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 - Guidelines for adaptation of teaching / practicing Science, Mathematics, Social Studies, Languages, Physical Education, Yoga, Heritage Arts, Theatre, Drama etc. in inclusive settings - Utilization of records / case profiles for identification, assessment and intervention for inclusive classrooms - Techniques and methods used for adaptation of content, laboratory skills and play material.

Unit V: Teacher Preparation for Inclusive Education

Skills and Competencies of Teachers and Teacher Educators for Secondary Education in Inclusive settings - Roles, Responsibilities and Professional Ethics of Inclusive Education in Teacher and Teacher Educators - Evaluation and follow up programmes for modifying teacher preparation programmes in inclusive educational programmes - Role of different National and International Agencies (institutions, universities) in promoting Inclusive Education.

Unit VI: Supports and Collaborations for Inclusive Education

Stakeholders of Inclusive Education and their responsibilities - Advocacy and Leadership for Inclusion in Education - Family Support and Involvement for Inclusion - Community Involvement for Inclusion - Resource mobilization for Inclusive Education.

Suggested References :

- Dessent, T. (1987). *Making Ordinary School Special*, Jessica Kingsley Publishers.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*, California: Singular Publications.
- Lewis, R. B., and Doorlag, D. (1995). *Teaching Special Students in the Mainstream. 4th Edition*, New Jersey: Pearson.
- Ryandak, D. L. and Alper, S. (1996). *Curriculum Content for Students with Moderate and Severe Disabilities in Inclusive Setting*, Boston: Allyn and Bacon.
- Gartner, A., and Lipsky, D.D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers.
- Choate, J. S. (1997). *Successful Inclusive Teaching*, Allyn and Bacon.
- Daniels, H. (1999). *Inclusive Education*, London: Kogan.

- McCormick, S. (1999). *Instructing Students who have Literacy Problems. 3rd Edition*, New Jersey: Pearson.
- Hegarty, S., and Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press: Sage Publishers.
- Karant, P., and Rozario, J. (2003). *Learning Disabilities in India*, Sage Publishers.
- Bartlett, L.D., and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leader*, New Jersey: Prentice Hall.
- Gore, M.C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Corwin Press: Sage Publishers.
- Mohapatra, Damodar. (2006). *Impact of family environment on early childhood education*, Hyderabad: Neelkamal Publishers.
- Giuliani, G.A. and Pierangelo, R. (2007). *Understanding, Developing and Writing IEPs*, Corwin Press: Sage Publishers.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*, Corwin Press: Sage Publishers.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publishers.
- Rao, Alla Appa. (2010). *Learning Disabilities*, Hyderabad : Neelkamal Publishers.
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- Rana, Nishta. (2013). *Children with special needs*, Hyderabad: Neelkamal Publishers.
- Manivannan, M. (2013). *Perspectives on special education*, Hyderabad: Neelkamal Publishers.
- Naomi, G.V. (2014). *Optical devices for low vision reading*, Hyderabad: Neelkamal Publishers.
- Renuka, P. (2014). *Children with Disabilities*, Hyderabad: Neelkamal Publishers.
