**DEPARTMENT OF EDUCATION**

**Shyama Prasad Mukherji College**

**Teaching Plan (July- December, 2022)**

**Course and Year: B.Ed II year**

**Paper: F.6: The Inclusive School**

**Faculty: Dr. Pushpa Kumari**

**No. of Classes** (per week)**: 02**

**Course Objective:**

This course encompasses the nature and needs of children with diverse needs in an inclusive educational set up - social, academic and emotional; and the role of teachers in addressing these needs. But, the thrust of the course is on the needs of children with disabilities as the socially, linguistically and economically marginalised children and their needs are covered in the other core papers of the programme.

|  |  |
| --- | --- |
| **Teaching Plan** | |
| **MONTH: JULY** | |
| **July: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **3rd Week** | General introduction to the paper.  Introduction to the concept of special needs and inclusion with reference to children with disability. |
| **4th Week** | Understanding diversities: concept & types.  Inclusion is the way forward. |
| **MONTH: AUGUST** | |
| **August: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **1st Week** | Appropriate terminology in disability.  Understanding the process of Inclusion. |
| **2nd Week** | Why Inclusion?  Government policies, Schemes & Acts, Rights and Entitlements. |
| **3rd Week** | Social construction of disability:  Medical aspects; Culture and disability.  Disability as a social construct: the labelling approach revisited. |
| **4th and 5th Week** | The Social construction of the disability problem.  Disability and implications on learning.  Understanding disability as mandated by RPwDA 2016.  The sociology of disability: a case study. |
| **MONTH: SEPTEMBER** | |
| **September: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **1st Week** | Inclusive education for children with disabilities: preparing schools to meet the challenge.  Philosophy of Inclusion- problems and challenges. |
| **2nd Week** | Curriculum accommodations & adaptations. |
| **3rd Week** | Understanding curriculum.  Understanding NCF from inclusive perspective. |
| **4th Week** | Disability specific accommodations and adaptations. |
| **5th Week** | Alternative methods of evaluation.  Concept of CCE.  Techniques and tools of evaluation. |
| **MONTH: OCTOBER** | |
| **October: Week-wise Plan** | **TOPICS/ UNITS** (with details) |
| **1st Week** | Provisions and exemptions for educational evaluation. |
| **2nd Week** | **Mid-Semester Break** |
| **3rd Week** | The significance of the positioning of special schools and inclusive schools in the education of children with disabilities. |
| **4th Week** | Universal design for teaching learning process.  Classroom transaction (methods of teaching). |
| **5th Week** | Towards inclusion: paradigm and policy perspective with reference to children with disability.  Historical perspective and contemporary trends. |
| **MONTH: NOVEMBER** | |
| **1st Week** | Policy initiatives in breaking disability stereotype.  NPE and disability discourse.  Constitutional provisions related different types of disabilities. |
| **2nd Week** | Salamanca Statement (1994); UNCRPD (2006);  Role of RCI.  Role of different NGOs. |
| **3rd Week** | **Dispersal of classes** |
| **4th Week** | **University Semester Examination/ Internal Examination** |
| **MONTH: DECEMBER** | |
| **December: Week-wise Plan** |  |
| **1st – 2nd Week** | **University Semester Examination/ Internal Examination** |
| **3rd -4th Week** | **Winter Break** |

**Plan of assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **S no.** | **Topic of assessment task** | **Month of assessment task** | **Marks assigned** |
|  | **Case Study of a CWSN** | October-December | **10** |

**Readings:**

* Inclusive Education for Children With Special Needs By Neena Dash
* Julie Alan, 2010. The sociology of disability and the struggle for inclusive education. British Journal of Sociology of Education, Vol. 31, No. 5, THE SOCIOLOGY OF DISABILITY AND EDUCATION (September 2010), pp. 603-619
* Nidhi Singal. An ecosystemic approach for understanding inclusive education: An Indian case study. European Journal of Psychology of Education. Vol. 21, No. 3 (September 2006), pp. 239- 252
* SRIKALA NARAIAN. Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education. Curriculum Inquiry, Vol. 43, No. 3 (JUNE 2013), pp. 360-387

**E Resources:**

* <http://www.ncert.nic.in/pdf_files/SpecialNeeds.pdf>
* <https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%2011%20%20Inclusive%20Education%20%20(English%20Version)...pdf>
* <https://tripurauniv.ac.in/Content/pdf/Distance%20Education%20Notice/Inclusive%20Education%20_%20MA_Edu%20-%20905E_%20English_21072017.pdf>