



STELLA MATUTINA COLLEGE OF EDUCATION (AUTONOMOUS)

Re-Accredited (4th Cycle) by NAAC at 'A' Grade

Ashok Nagar, Chennai – 600 083

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6. Assistive Devices and Adaptive Structure (for the Divangajan)

Reports on Honouring Students Diversities

At our institution, we have introduced initiatives to promote inclusivity and raise awareness about special education needs at various academic levels. For B.Ed. students, we have established a "Creating an Inclusive School" paper, which serves as a platform to discuss and spotlight issues related to diversity, inclusivity and special education. Through this initiative, B.Ed. students explore relevant topics, share personal experiences and advocate for inclusive practices within the educational community.

For M.Ed. students, we offer specialized courses focused on special and inclusive education. These programs equip them with knowledge about assistive devices, adaptive strategies and evidence-based approaches for supporting children with special needs. Through practical experiences and applied learning, M.Ed. students gain the skills necessary to create inclusive classrooms and meet the diverse needs of learners with disabilities.

By embedding these initiatives into our academic framework, we cultivate a culture of inclusivity, empathy and social responsibility, empowering our students to be champions of equity and accessibility in education.

Catherine
Principal
Stella Matutina College
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Ashok Nagar,
Chennai - 600 083

Relevant Document Highlighting the Activities to Address the Student Diversities

Syllabus for B.Ed & M.Ed. on Assistive Technology

CREATING AN INCLUSIVE SCHOOL

B224CCIS

Marks: 100

Credits: 4

Course Objectives

At the end of the course, the student teacher will be able to

- i) analyze concepts of special education, Integrated and Inclusive Education
- ii) gain awareness of the policies, schemes, and facilities made available for the children with diverse needs.
- iii) Implement the intervention strategies and assistive technology in the classroom settings
- iv) appraise the role of teachers in giving guidance and counselling
- v) select the appropriate assessment and evaluation methods in inclusive setup.

UNIT I: Introduction to Inclusive Education

[11 hrs]

Concept, Need and Importance of Inclusive Education - History of Inclusion - A Paradigm Shift from Segregation to Inclusion - Difference between Special Education, Integrated Education and Inclusive Education - Benefits of Inclusive Education - Beneficiaries of Inclusive Education: Socially Disadvantaged Children, Socio-cultural Diversity, Caste, Tribe, Educationally Backward, Transgender, Juvenile Delinquent, Leprosy cured, HIV /Aids Children and Differently-abled Children - Challenges and Opportunities of Inclusive Education - Teacher Preparation for Inclusive Education.

UNIT II: Identification of Children with Diverse Needs

[13 hrs]

Concept of Diverse needs – Identification and Classification of Children with Visual Impairment, Hearing Impairment, Intellectual Disability, Learning Disability, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder, Loco motor Disability, Cerebral Palsy and Epilepsy - Importance of Early Identification and Intervention.

UNIT III: Curricular Adaptations and Strategies

[13 hrs]

Concept and Types of Curricular Adaptation - Educational Programmes for Special Children - Environmental Modification - Classroom Intervention Strategies: Activity based learning, Peer tutoring, Cooperative and Collaborative learning - Individualized Educational Plan - Assistive technology: Role of assistive technology for Visual, Hearing, Learning and Orthopedically disabled students - Flexibility in Assessment and Evaluation in inclusive classroom.

UNIT IV: Role of Teacher in an Inclusive School**[10 hrs]**

Counseling: Counselling to Parents, Peers, and Children with Special needs - Maintenance of records - Maintenance of resource room - Networking and Liaising with Parents, Teachers, Heads of the institutions, NGOs and Community.

UNIT V: Educational Policies on Inclusion**[13 hrs]**

National Policies: National Curricular Framework (2005), National Policy for Persons with Disabilities (2006) - New Education Policy on Inclusion (2020) - National Commission for Education of SC, ST - National Acts: The Persons with Disabilities Act (PWD Act, 1995), National Trust Act (1999), Rehabilitation Council of India Act (1992), Right of Children to Free and Compulsory Education (RTE Act 2009) - Role of Sarva Shiksha Abhiyan (SSA) - Features of United Nations Convention on the Rights of Person with Disabilities (UNCRPD)- Government Schemes, Facilities, Educational Concessions and Allowances for Differently - Abled Children.

Text Books

Puri, Madhumita. Abraham, & George. (2004). Handbook of Inclusive Education for Educators, Administrators and Planners. Sage Publications.

Sharma, R. A. (2013). Fundamentals of Special Education (Integrated Teaching for mainstreaming). Vinay Rakheja.

Dash Neena. (2006) Inclusive Education for Children with Special Needs. Atlantic Publishers. ISBN:9788126906871, 8126906871.

References

Aslam, K. (2018). Creating an Inclusive School. Everest Publishers,

Barki, B.G., & Mukhopadhyay, B. (2008). Guidance and Counselling a Manual. Sterling Publishers.

Biggie, J., & Sirvis, B. (1986). Physical and Health Impairments. In N.G. Having Exceptional Children and Youth. OH Mernil.

Chauhan, S.S. (1996). Advanced Educational Psychology. Vikas Publishing House.

Evans, P., & Verma, V. (1990). Special Education: Past, Present and Future. The Falmer Press.

Govinda Rao, L. (2010). Perspectives on Special Education Volume-2, Neelkamal Publications.

Hunt, P., & Goetz, L. (1997). Research on Inclusive Educational Programs, practices, and outcomes for Students with Severe Disabilities. *The Journal of Special Education*, 31(1), 3-29.

Idol, L. (2006). Toward Inclusion of Special Education Students in General Education: A program Evaluation of Eight Schools. *Remedial and Special Education*, 27, 77-94.

Kumari, Meena. (2009). *Education for the Children with Special Needs*. Centrum press.

Lindsay Peer, & Govind Reid, (2012), *Special Educational Needs*. Sage Publications

Mani, M. N. G. (2000). *Inclusive Education in Indian Context*. A publication of Sri Ramakrishna Mission Vidyalaya International Resource Development Centre (IHRDC) for the disabled, Coimbatore.

Pankajam, G. (2009). *Care and Education of Differently Abled*. Concept Publishing Company.

Singh, Bharat. (2004). *Modern Special Education*. Anmol Publication.

Toby J. Karten, (2011). *Inclusive Practices*, Corwin USA.

Web Resources

Inclusive education | UNICEF

[https:// uni.cf/](https://uni.cf/)

Inclusive Education: Definition, Examples, and Classroom Strategies | Resilient Educator

<https://bit.ly/3zqfEed>

Samagra Shiksha

<https://bit.ly/3qJSOub>

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SEMESTER - IV
SPECIAL AND INCLUSIVE EDUCATION

M224CSIE

Marks: 100
Credits: 4

Course Objectives

At the end of the course, the prospective teacher educator will be able to;

- i) familiarize the need for promoting inclusive practices in education.
- ii) understand the trends and developments in inclusive education
- iii) develop critical understanding of the policies and legislations related to inclusive education.
- iv) develop an understanding of the educational approaches and measures to meet the diverse needs of students.
- v) identify the various aspects of teacher preparation and research priorities in inclusive education.

UNIT I: Introduction to Inclusive Education **[10 hrs]**

Concept, Need and Importance of Inclusive Education - History of Inclusion - A Paradigm Shift from Segregation to Inclusion - Difference between Special Education, Integrated Education and Inclusive Education - Benefits of Inclusive Education - Beneficiaries of Inclusive Education: Socially Disadvantaged Children, Socio-cultural Diversity, Caste, Tribe, Educationally Backward, Transgender, Juvenile Delinquent, Leprosy cured, HIV /Aids Children and Differently-abled Children – Challenges and Opportunities of Inclusive Education - Teacher Preparation for Inclusive Education.

UNIT II: Educational Policies on Inclusion **[13 hrs]**

New Education Policy on Inclusion (2020) - National Policy for Persons with Disabilities (2006) National Curriculum Framework (NCF2005) - National Commission for Education of SC, ST - National Acts: The Persons with Disabilities Act (PWD Act, 1995), Multiple Disability Act (1999), National Trust Act (1999), Rehabilitation Council of India Act (1992), Right of Children to free and compulsory Education (RTE Act 2009) - Role of Sarva Shiksha Abhiyan (SSA) - Features of United Nations Convention on the Rights of Person with Disabilities (UNCRPD) - Government schemes, facilities, educational concessions and allowances for differently - abled children.

UNIT III: Children with Diverse Needs **[13 hrs]**

Concept of Diverse needs – Definition, Causes, Characteristics, Educational programs of Visual Impairment, Hearing Impairment, Loco motor disability, Intellectual Disability, Attention Deficit Hyperactivity Disorder, Learning Disability, Autism Spectrum disorder, Cerebral palsy and Epilepsy - Functional assessment for development of compensatory skills - Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.

UNIT IV: Curriculum planning, Teaching Methodology, Assessment [12 hrs]

Concept of curriculum planning - Teaching methodology: Universal Design for learning, Differentiated Instruction, Collaborative Teaching, Visual Arts, Music, Dramatics – Integrating Multiple intelligence in the teaching learning process – Accommodations and adaptations in the teaching learning process - Individualized educational plan - Role of assistive technology for children with special needs - Flexibility in Assessment and Evaluation.

UNIT V: Training and Research in Inclusive Education [12 hrs]

Skills and Competencies of teachers and teacher educators for inclusive settings - Roles, responsibilities and professional ethics of teachers in inclusive setting- Networking and Liaising with Parents, Teachers, Heads of the institutions, NGOs and Community - Research priorities in inclusive education : Girl's education, Teaching learning practices and social inclusion, Least Restrictive Environment, Community Based Rehabilitation.

Tasks and Assignments

- Visit a nearby inclusive school and make a report of the measures taken by the authority for inclusive education and comment.
- Prepare a summary of the National initiatives to cater to learners with diverse needs, demonstrating the evolution towards IE.
- Prepare a table and compare the various approaches to learners with diverse needs.
- Prepare an album on the various assistive technologies for inclusive setting
- Interview a parent or teacher of any one category of children with diverse needs and make a report on the perceived causes, difficulties developmental patterns and strategies for enabling the learner.

Text Books

Aslam, K. (2018). *Creating an Inclusive School*. Everest Publishers.

Dash Neena. (2006) *Inclusive Education for Children with Special Needs*. Atlantic Publishers. ISBN:9788126906871, 8126906871.

Govinda Rao, L. (2010). *Perspectives on Special Education* Volume-2, Neelkamal Publications.

[*Handbook for Teachers on inclusive Education*](#), First Edition 2020, Central board of secondary education, Delhi.

References

Barki, B.G., & Mukhopadhyay, B. (2008). *Guidance and Counselling a Manual*. Sterling Publishers.

Biggie, J., & Sirvis, B. (1986). *Physical and Health Impairments. in N.G. Having Exceptional Children And Youth*. OH Mernil.

- Chauhan, S.S. (1996). *Advanced Educational Psychology*. Vikas Publishing House.
- Evans, P., & Verma, V. (1990). *Special Education: Past, Present and Future*. The Falmer Press.
- Hockings, C. (2010) *Inclusive Learning and Teaching in Higher Education: A Synthesis of Research*. York: Higher Education Academy.
- Kumari, Meena. (2009). *Education for the Children with Special Needs*. Centrum Press.
- Lindsay Peer, & Govind Reid, (2012), *Special Educational Needs*. Sage Publications
- Mani, M. N. G. (2000). *Inclusive Education in Indian Context*. A Publication Of Sri Ramakrishna Mission Vidyalaya International Resource Development Centre (IHRDC) For The Disabled, Coimbatore.
- Pankajam, G. (2009). *Care and Education of Differently Abled*. Concept Publishing Company.
- Puri, Madhumita. Abraham, & George. (2004). *Handbook of Inclusive Education for Educators, Administrators and Planners*. Sage Publications.
- Sharma, R. A. (2013). *Fundamentals of Special Education (Integrated Teaching For Mainstreaming)*. Vinay Rakheja.
- Singh, Bharat. (2004). *Modern Special Education*. Anmol Publication.
- Stefani, L., & Blessinger, P. (Eds.). (2017). *Inclusive Leadership in Higher Education: International Perspectives and Approaches*. Routledge.
- Toby J. Karten, (2011). *Inclusive Practices*, Corwin USA.

Web Resources

What is the Difference Between Special Education Integrated Education and Inclusive Education?

<https://bit.ly/3zrlqwu>.

Teachers' Perceptions of Inclusion in a Pilot Inclusive Education Program: Implications for Instructional Leadership

<https://bit.ly/3pPvlsf>

Barriers and Benefits of Inclusive Education

<https://bit.ly/3JGGl3i>

Photographs with caption and date

Orientation on Sign language



Visit to St. Louis School for Deaf and blind - Embracing Diversity: A Journey into Inclusive Education – 10.10.2023



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