



ST. THOMAS' COLLEGE OF EDUCATION

CERTIFICATE PROGRAM IN INCLUSIVE EDUCATION (CPIE)

Objective of CPIE, designed for prospective teachers:

1. To develop a focused understanding of Concept of Inclusion in Classrooms.
2. To develop aptitude for early identification
3. To develop an awareness about provisions for CWSN under the RPWD Act 2016
4. To develop an understanding of strategies fostering inclusion in classroom.
5. To enable prospective teachers to develop a practical knowledge of fostering inclusion in classroom.
6. Bridging the gaps between Theory and Application of inclusive strategies in a classroom.

The programme will benefit: B.Ed students, Prospective and In-service Teachers

How will it be a Value Addition to B.Ed: This programme is a value addition to B.Ed as it is focused on the practical aspects in inclusion and emphasizes on interactive learning. It is also proposed that in the coming batches, in-service teachers from the regular classes can be invited for a panel discussion about challenges they face in including diverse learners.

The programme outline has been developed after reviewing the literature published by CBSE, NCERT, SCERT and UNICEF. The citation and retrieval links are given under references.

Duration of the Programme is 2 months. It will be delivered though Online Mode on Zoom platform, once a week for 2 hrs.

SESSION PLAN:

I. What is Inclusion

- Understanding Inclusion, integration, segregation
- Myths and facts regarding inclusion
- Benefits of inclusion
- Individual differences and diverse learners
- Q/A
- Assessment MCQ 1

2. Inclusion in School

- Making schools inclusive
- Sensitizing teachers and Parent collaboration.
- Attitude and Acceptance of Diverse learners by teachers
- Challenges faced by teachers and students in inclusion
- Q/A
- Assessment MCQ2

3. Understanding Milestones, Norms and deviation

- Developmental milestones and deviation
- Understanding disability, impairment, and handicap
- Early Identification and screening
- Teachers as counsellors
- Q/A
- Assessment MCQ3

4. Inclusion: A rights-based approach

- Understanding Inclusion as given in RPWD Act 2016
- Disabilities covered under RPWD Act
- Special provisions for persons with Benchmark disabilities
- Certification of Specified disabilities
- Q/A
- Assessment MCQ4

5. Teaching methodology

- Understanding Multiple Intelligences
- Integrating Multiple Intelligences in teaching
- Fostering Least Restrictive and learner friendly Environment

- Doable things in class environment and Teaching strategies
- Q/A
- Assessment MCQ5

6. Assistive technology

- Teaching Aids and Resources in Inclusive classroom
- Types of AT
- Uses of AT in inclusive classroom
- Challenges in using AT
- Q/A
- Assessment MCQ6

7. Case study discussion, Presentation (group/indv)

- What is your take back from the sessions,
- How ready are you to be in IE class
- Q/Ans

8. Review and Felicitation

- A review of All the topics covered.
- Discussion: What, Why and How of 'inclusion'
- Q/A
- Feedback and suggestions
- Felicitation ceremony

REFERENCES:

CBSE (2020), Handbook of inclusive education, CBSE academic unit, Delhi, retrieved from http://cbseacademic.nic.in/web_material/Manuals/handbook-inclusive-education.pdf

NCERT (2020), Inclusion in Education, NCERT, New Delhi, retrieved from https://ncert.nic.in/pdf/announcement/Inclusion_in_Education.pdf

UNICEF (2017), Inclusive Education, UNICEF, retrieved from https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_220917_brief.pdf

SCERT (2007) Gearing up for Inclusive Education, New Delhi, retrieved from <http://14.139.60.153/bitstream/123456789/4082/1/Gearing%20Up%20for%20Inclusive%20Education%20SCERT.pdf>

RPWD (2016) Ministry of Social Justice and Empowerment, New Delhi, retrieved from https://legislative.gov.in/sites/default/files/A2016-49_1.pdf

SUGGESTED READING:

1. Inclusive Education: The Indian Context (2003) Sanat. K. Ghosh
2. Learning from children what to teach them, Malavika Kapur
3. Inclusive Education in India: Concepts, Methods and Practice (IIT, Madras) edited by Milind Brahme, M Suresh Babu and Thomas Muller
4. The Inclusive Education Checklist: A Self-Assessment of Best Practices (2016) Richard Villa and Jacqueline Thousand
5. Creating Inclusive school, S K Mangal
6. On Educational Inclusion: edited by J.M. Kauffman
7. Inclusive Education: Perspectives on Pedagogy, Policy and Practice (2016) Zeta Brown
8. Essentials of Child Development and Personality (1980) Jerome Mussen, Paul Henry; Conger, John Janeway; Kagan
9. Child Growth and development (1978) E. B. Hurlock
10. The Role of Assistive Technology in Fostering Inclusive Education: Strategies and Tools to Support Change (Routledge Research in Special Educational Needs) by Evert-Jan Hoogerwerf, Katerina Mavrou, et al
11. Chapter 3, 6, 7 and 10 of RPWD Act (2016) MSJE, Government of India
12. Handbook of inclusive education (CBSE, 2020)
13. Inclusion in Education (NCERT, 2020)
14. Inclusive Education (UNICEF, 2017)
15. Gearing up for Inclusive Education (SCERT, 2007)

NEP 2020 aims to ensure equity and inclusion in and through education by addressing all forms of exclusion and marginalization, disparity, vulnerability and inequality in education access, participation, retention and completion and in learning outcomes. Gender equality and inclusion are vital in achieving these aims and leaving no one behind.