New Syllabus as per NEP-2020 for 4 years Major and 3 years MDC Programme of University of Calcutta

INCLUSIVE EDUCATION

University of Calcutta • 1st/2nd/3rd Semester

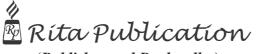
4 Years BA Major—Education EDC/H/IDC 3 Years BA MDC—Education EDC/MD/IDC

Prof. (Dr.) Mita Banerjee

MA (Education), BEd, PhD Former First Vice Chancellor, Kanyashree University, Nadia Former First Vice Chancellor, Murshidabad University (Add'l Charge) Former Pro-Vice Chancellor, Adamas University, Barasat, West Bengal Former Dean, School of Education and Professor Emeritus, Adamas University Former First Vice Chancellor, WBUTTEPA, West Bengal, India Former Professor, Department of Education, University of Calcutta

Prof. (Dr.) Jayanti Das

MA (Education), Mphil, BEd, PhD Professor, Depertment of Education, University of Calcutta



(Publisher and Book-seller)

25B, Beniatola Lane; Kolkata-700 009 Website: www.ritapublication.com

পাঠ্যক্রম (Syllabus)

University of Calcutta • 1st/2nd/3rd Semester

4 Years BA Major—Education EDC/H/IDC 3 Years BA MDC—Education EDC/MD/IDC

INCLUSIVE EDUCATION

Unit-1: Inclusive Education: Overview

- Meaning of Inclusion and Inclusive Education.
- Exclusion and Inclusion: Conceptual overview.
- Obstacles/barriers in Inclusive Education.
- Elements necessary for creating an inclusive school.

Unit-2: Differently Abled and Disadvantaged Children

- Differently abled children—Visual, Auditory, Learning Disability (Meaning, definition).
- Disadvantaged children: SC, ST, OBC and EWS.
- Problems of differently abled and socially disadvantaged children.
- Specific Educational Measures and role of school and society.

সূচিপত্র (Contents)

1. INCLUSIVE EDUCATION: OVERVIEW

1-122

- **1.1.** Meaning of Inclusion and Inclusive Education 1
- 1.1.1. Inclusion 2
- 1.1.2. Concept of Inclusive Education 3
- 1.1.2.1. Meaning of Inclusive Education 5
- 1.1.2.2. History of Inclusive Education 7
- 1.1.2.3. Definition of Inclusive Education 12
- 1.1.2.4. Objectives of Inclusive Education 15
- 1.1.2.5. Nature of Inclusive Education 16
- 1.1.2.6. Scope of Inclusive Education 18
- 1.1.2.7. Characteristics of Inclusive Education 20
- 1.1.2.8. Importance of Inclusive Education 21
- 1.1.2.9. Types of Inclusive Education 22
- 1.1.2.10. Principles of Inclusive Education 24
- 1.1.2.11. Challenges for implementing Inclusive Education 25
 - A. Effective Planning 25
 - B. Monitorial System 26
- 1.1.2.12. Inclusive Education in the context of Education For All (EFA) 27A. Models of Inclusive Education 28
 - B. Role of Parent, Community, Peers, Resource Person, Itinerant Teacher, Shadow Teacher, Head master and Teacher 29
 - 1. Role and Responsibilities of Parents 30
 - 2. Role and Responsibilities of Community 31
 - 3. Role and Responsibilities of Peers 32
 - 4. Role and Responsibilities of Resource Person/Resource Teacher 33
 - 5. Role and Responsibilities of Itinerant Teacher 33
 - 6. Role and Responsibilities of Shadow Teacher/Teaching Assistants 34
 - 7. Role and Responsibilities of Head Master 35
 - 8. Role and Responsibilities of Teacher 35
 - C. Sustainable Practices 36
- 1.1.2.13. Three Areas of Inclusive Education 37
- 1.1.2.14. Factors affecting Inclusive Education 38
- 1.1.2.15. Pedagogical Techniques for Successful Implementation of Inclusive Education 40
- 1.1.2.16. Differentiate among Special Education, Integrated Education and Inclusive Education 43
- 1.1.2.17. Advantages of Inclusive Education for the Individual and Society 43
 - A. Advantages of Inclusive Education for the Individual 45
 - B. Advantages of Inclusive Education for the Society 47

- 1.1.3. Inclusive Society 48
- 1.1.3.1. Meaning of Inclusive Society 48
- 1.1.3.2. Principles and Characteristics of Inclusive Society 50
- 1.1.3.3. Importance of Inclusive Society 51
- 1.1.3.4. Elements Necessary for Creating Inclusive Society 53
 - 1.1.4. Theories of Inclusive Society 56
 - 1.1.5. Development of Attitude, Positive Behaviour and Social Skill for Inclusion 58
- 1.1.5.1. Development of Attitude for Inclusion 58
- 1.1.5.2. Development of Positive Behaviour for Inclusion 60
- 1.1.5.3. Development of Social Skill for Inclusion 62
 - **1.2. Exclusion and Inclusion: Conceptual Overview 65**
 - 1.2.1. Inclusion 65
- 1.2.1.1. Meaning of Inclusion 65
- 1.2.1.2. Types of Inclusion 67
- 1.2.1.3. Key Principles for Promoting Inclusive Practice 68
- 1.2.1.4. Advantages of Inclusion 72
 - 1.2.2. Exclusion 73
- 1.2.2.1. Meaning of Exclusion 73
- 1.2.2.2. Types of Exclusion 74
- 1.2.2.3. Exclusion in Education System 74
 - **1.3.** Obstacles/Barriers in Inclusive Education 75
 - 1.3.1. School-related Factors Influencing Inclusion 77
 - 1.3.2. Teacher, Pupil-related Factors Influencing Inclusion 81
 - 1.3.3. Socio-cultural related factors influencing Inclusion 82
 - 1.4. Elements Necessary for Creating an Inclusive School 85
 - 1.4.1. Concept of Inclusive School 89
 - 1.4.2. Characteristics of Inclusive School 91
 - 1.4.3. Inclusive School: Theory to Practical 93
 - 1.4.4. Elements for Creating Inclusive School 95
 - 1.4.5. Teacher's Role in Inclusive School 97
 - EXERCISE 100

2. DIFFERENTLY ABLED AND DISADVANTAGED CHILDREN

- 2.1. Differently abled Children 123
- 2.1.1. Concept of Impairment, Disability and Handicap 123
- 2.1.2. Visual Impairment 127
- 2.1.2.1. Concept of Visual Impairment 127
- 2.1.2.2. Definition of Visual Impairment 127
- 2.1.2.3. Characteristics of Visually Impaired Children 129
- 2.1.2.4. Classification of Visual Impairment 130
- 2.1.2.5. Causes of Visual Impairment 131
- 2.1.2.6. Preventive Measure of Visual Impairment 133

123-264

- 2.1.2.7. Strategies for Visual Impaired Children 134
- 2.1.2.8. Role of Teachers in Educating Visual Impaired Children 137
- 2.1.3. Auditory or Hearing Impairment (HI) 138
- 2.1.3.1. Concept of Hearing Impairment 138
- 2.1.3.2. Definition of Hearing Impairment 139
- 2.1.3.3. Terms related to Hearing Impairment 139
- 2.1.3.4. Characteristics of Hearing Impaired Children 140
- 2.1.3.5. Classification of Hearing Impairment 141
- 2.1.3.6. Causes of Hearing Impairment 143
- 2.1.3.7. Preventive Measure of Hearing Impairment: 144
- 2.1.3.8. Strategies for Hearing Impaired Children 145
- 2.1.3.9. Role of Teachers in Educating Hearing Impaired Children 1472.1.4. Learning Disability 148
- 2.1.4.1. Concept of Learning Disability 148
- 2.1.4.2. Definition of Learning Disability 150
- 2.1.4.3. Characteristics of Learning Disabled Children 151
- 2.1.4.4. Classification of Learning Disability 152
 A. Dyslexia 152
 B. Dysgraphia 153
 C. Dyscalculia 154
- 2.1.4.5. Causes of Learning Disability 156
- 2.1.4.6. Preventive Measure of Learning Disability 157
- 2.1.4.7. Strategies for Learning Disabled Children 158
- 2.1.4.8. Role of Teachers in Educational Programmes for Learning Disabled Children 159
 - 2.1.5. Mental Retardation 160
- 2.1.5.1. Concept of Mental Retardation 160
- 2.1.5.2. Definition of Mental Retardation 161
- 2.1.5.3. Characteristics of Mental Retardated Children 162
- 2.1.5.4. Classification of Mental Retardation 163
 - A. Classification based on Medical or Clinical Dimension 163
 - B. Classification based on Psychological Dimension 165
 - C. Classification based on Educational Dimension 166
- 2.1.5.5. Causes of Mental Retardation 167
- 2.1.5.6. Preventive Measure of Mental Retardation 169
- 2.1.5.7. Strategies for Children with Mental Retardation 171
 - A. Education of Educable Mentally Retarded 171
 - B. Education of Trainable Mentally Retarded 173
 - C. Education of Severely and Profoundly Retarded Children: 174
- 2.1.5.8. Role of Teachers in Educational Programmes for Mental Retarded Children 176

2.2. Disadvantaged Children 177

- 2.2.1. Scheduled Castes
- 2.2.1.1. Concept of Scheduled Castes 177
- 2.2.1.2. Constitutional Provisions for Scheduled Castes 178
- 2.2.1.3. Suggestions for the inclusion of SC Children in School 180 2.2.2. Scheduled Tribes 181

- 2.2.2.1. Concept of Scheduled Tribes 181
- 2.2.2.2. Constitutional Provisions for Scheduled Tribes 184
- 2.2.3. Other Backward Class 186
- 2.2.3.1. Concept of Other Backward Classes 186
- 2.2.3.2. Constitutional Provisions for Other Backward Classes 188
- 2.2.4. Economically Weaker Section 189
- 2.2.4.1. Concept of Economically Weaker Section 189
- 2.2.4.2. Constitutional Provisions for Economically Weaker Section 190
 - 2.3. Problems of Differently Abled and Socially Disadvantaged Children 192
 - 2.3.1. Problems related to Education of Disadvantaged Community 192
 - 2.3.2. Problems related to Edu. of Children with Visual Impairment 194
 - 2.3.3. Problems related to Education of Children with Hearing Impairment 195
 - 2.3.4. Problems related to Education of Mental Retarded Children 197
 - 2.3.5. Problems related to Education of Scheduled Caste 199
 - 2.3.6. Problems related to Education of Scheduled Tribe 202
 - 2.3.7. Problems related to Education of Other Backward Classes 205
 - 2.4. Specific Educational Measures for Differently Abled and Socially Disadvantaged Children 207
 - 2.4.1. Specific Educational Measures for Disadvantaged Community 207
 - 2.4.2. Specific Educational Measures for Children with Visual Impairment 209
 - 2.4.3. Specific Educational Measures for Children with Hearing Impairment 210
 - 2.4.4. Specific Educational Measures for Mental Retarded Children 212
 - 2.4.5. Specific Educational Measures for Scheduled Caste 213
 - 2.4.6. Specific Educational Measures for Scheduled Tribe 218
 - 2.5. Role of School and Society in Creating a Barrier Free Environment 222
 - 2.5.1. Identification of Barriers for Educational and Social Inclusion 223
 - 2.5.2. Overcoming Barriers for Educational and Social Inclusion 226
 - 2.5.3. Role of School in creating Barrier Free Environment 230
 - 1. Strategies for Children with Moving Difficulties and Cerebral Palsy 232
 - 2. Strategies for Children with Intellectual Difficulties / Mental Retardation 233
 - 3. Strategies for Children with Hearing Difficulties 234
 - 4. Strategies for Children with Visual Difficulties 234
 - 5. Strategies for Children with Multiple Disabilities 234
 - 2.5.4. Role of Society in creating Barrier Free Environment 235
 - 1. Adaptations in the Playground 235
 - 2. Adaptations in the Public Transport 236
 - 3. Adaptations in the Roads and Pathways 236
 - EXERCISE 238