Creating an Inclusive School

(TamilNadu Teachers Education University)

B.Ed., Second Year

(Applicable for the Batch of Students Admitted During the Academic Year 2017 - 2018)

TEXT BOOK

Free Supplement for Q & A

THIRUVALLUVAR PUBLICATIONS
Kumbakonam
Creating an Inclusive School

(Text Book Prepared Based on Syllabus Prescribed by the TamilNadu Teachers Education University for Second Year B.Ed., Degree for the Academic Year 2017 - 2018).

(TEXT BOOK)

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M.R. Ramachandran M.A., B.L.,
(Founder of Thiruvalluvar Publications)
REQUEST

Please avoid making copy of this book by taking Xerox or by any other electronic devices. Since these activities may prevent publishing this kind of textbook in the future and we believe that it will affect the students welfare.
This book has been prepared, based on the syllabus of TamilNadu Teacher Education University (2017-18) for the B.Ed., Second Year Students. This book contains five units, the first unit discusses understanding disability, the second unit contains the discussion on understanding learning disability, in the third and the fourth unit we discussed models of disability and inclusive education respectively. Finally, we explained in detail the global policies, action plans along with India's policies on inclusive education and the programmes of action for it in the fifth unit.

This book has been prepared carefully and it caters to the needs of the second year 2017-18 B.Ed students. We wish the students all success in all their endeavours.

Thanks.

Publisher.
## Unit - 1

### Understanding the Disability

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★★★★★★
COURSE CODE : SPECS

Creating an Inclusive School

UNIT - I

Understanding the Disability


Suggested instructional approaches/methods:

i) Students read the autobiography /biography of disabled persons.

ii) Invited talk by a /some disabled person(s) to share his / her/their personal experiences and expectations from the community.

UNIT – II

Understanding the Learning Disabilities

Meaning and definition of learning disabilities - Kinds of learning disabilities: dyslexia, dyscalculia, dysgraphia, dyspraxia - Approaches to identifying children with disabilities: Cognitive approach, sensory approach, disability-based
approach, society-based approach - Role of teachers in managing students with learning disabilities.

**Suggested instructional approaches/methods:**

i). Invited talk by expert(s) /talk by teacher(s) on the different kinds of learning disabilities.

ii). Student seminar on the importance and means of identifying the learning disabilities of students.

**UNIT – III**

**Models of Disability**

Salient features of different models of disability: Individual model, social model, medical model, Nagi model, Quebec disability production process model, human rights model, professional model, transactional model, charity model, functional model and rehabilitation model.

**Suggested instructional approaches/methods:**

i). Student seminar on the merits and demerits of different models of disability.

ii). Invited talk by expert(s)/talk by teacher(s) on the issues in implementing the models of disability.

**UNIT - IV**

**Inclusive Education**

Meaning of inclusive education - UNESCO’s definition of inclusive education - Inclusive education and education for all - Barriers to inclusive education- Overcoming barriers in inclusive education - Promoting inclusive education- Mixed-
ability grouping and teaching - Differences between inclusive, integrated and special education - Teacher development initiatives for inclusive schooling.

**Suggested instructional approaches/methods:**

i). Teacher(s) talk on the issues related to inclusive classroom.

ii). Presentation of reports based on the observation of an inclusive classroom setting.

**UNIT - V**

**Policies and Programmes of Inclusive Education**

Global policies and programmes on inclusive education - Inclusive education policies and programmes in India.

**Suggested instructional approaches/methods:**

i). Student seminar/Teacher talk on the UNESCO’s initiatives for inclusive education..

ii). Presentation of report based on group discussion with respect to the Government of India and State Governments’ initiatives for inclusive education.