	• Philosophical, Sociological, Economical & Humanitarian dimensions of inclusive education • Advantages of inclusive education for the individual and society. • Factors affecting inclusion.	
Unit-II	**Legal and policy perspectives:** • Important international declarations/conventions/proclamations-BMF (1993-2012), recommendations of the Salamanca Statement and Framework of Action (1994), UNCRPD (2006). • National initiatives for inclusive education-National Policy on Education (1968, 1986), Education in the National Policy on Disability (2006), RTE Act(2009). • Special role of institutions for the education of children with disabilities-RCI, National Institute of Different Disabilities.	7 hrs.
Unit-III	**Defining learners with special needs:** • Understanding differently abled learners– concepts, definitions, characteristics, classification, causes and preventive measures of V.I, H.I, SLD, LI • Preparation for inclusive education– School's readiness for addressing learner with diverse needs • Assessment of children with diverse needs (MDPS, BASIC-MR, FACP, VSMS, DDST, UPANAYAN and related others) to know their profile and to develop individualized Education Programme (IEP/ITP) • Identification and overcoming barriers for educational and social inclusion	7 hrs.
Unit-IV	**Inclusion in operation:** • Class room management and organizations, curricular adaptations, learning designing and development of suitable TLM • Pedagogical strategies to respond to individual needs of students: Co-operative learning strategies in the class room, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching etc. • Technological Advancement and its applications-ICT, Adaptive and Assistive devices, equipment, aids and appliances	6 hrs.
Unit-V	**Teacher preparation for inclusive school:** • Problems in inclusion in the real class room situations; ways for overcoming the problems in inclusions.	6 hrs.

	• Review of existing educational programmes offered in secondary school (General and Special School). • Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. • Teacher preparation for inclusive education in the light of NCF, 2005 and NCFTE, 2009 • Characteristics of inclusive school.	

Engagement with the Field/ Practicum	**Any one of the following:**
	• Collection of data regarding children with special needs from Municipal records.
	• Visit to Inclusive Schools and to observe classroom transaction of any one of such school in West Bengal and make a report of the same.
	• Identifying one/ two pupils with special needs in the primary schools and preparing a profile of these pupils.
	• Preparation of teaching aids, toys, charts, flash cards for children having any one type of disability (Visit to Resource Room).
	• Preparation of learning design, instruction material for teaching students with disability in inclusive school.
	• Developing list of teaching activities of CWSN in the school.
	• Case Study of one main streamed (Inclusive) student w.r.to
	  (A) Role of a parent.
	  (B) Role of a teacher: Special School Teacher, General School Teacher
	  (C) Role of Counsellor.
	• Visits to different institutions dealing with different disabilities and their classroom observation.
		32 hrs.

Mode of Transaction	Lecture, Discussion, Case Study, Field Visits, Problem solving, Film Show	