

## CONTENT

Unit 1. Understanding Children with diverse needs & their specific needs in relation to Disability, Inclusion & 3 TIER system of support

- 1.1 Identify children with diverse needs?
- 1.2 Recognize their strengths & challenges (within the child & due to environment)
- 1.3 Find the ways to help them

Unit 2. Understanding Education for Children with diverse needs in the context of RTE

- 2.1 Right to Education for Children (international & national policies & laws)
- 2.2 Conceptual understanding of Inclusive Education (human rights approach)
- 2.3 Barriers to Inclusion: Systemic barriers, societal barriers and Pedagogical barriers
- 2.4 Overcoming those barriers

Unit 3. Developing Inclusive practices at School level

- 3.1 Creating inclusive learning environment for all children by making it completely Accessible (attitude, physical, communication & academic)
- 1.2 Developing inclusive classrooms for children with diverse needs (by adapting **UDL strategies** in the classroom and also by using **differentiating instruction** in content area in order to provide access to the curriculum)
- 3.3 Preparing learning resources for each inclusive lesson plan
- 3.4 Use of technology - Assistive devices, ICT & other resource support
- 3.5 Mock teaching for inclusive classrooms

Unit 4. Mobilizing support for struggling learners through Collaboration with Family, within the Whole School (Teachers/HMs), Children & wider community

- 4.1 Developing partnership by teachers with family, colleagues & peer group
- 4.2 Collaborations at systemic level - School teachers & HMs, School Management Committee, CRCs, BRCs, BIERTs, State programme officer for IE;
- 4.3 Role of voluntary organisations, community, special school, health care professional & local bodies

Unit 5. Planning Inclusion for the School where participants involved

### **OVERVIEW OF THE VIRTUAL TRAINING MODULE** (for 6 weeks programme on IE)

Units	Contents	Methodology	Duration	Outcome
-------	----------	-------------	----------	---------

Unit 1- Understanding Children with diverse needs & their specific needs & understanding Disability, Inclusion & 3 TIER system of support. WEEK 1	Who are children with diverse needs; Identify their strengths & challenges (within the child & due to environment); Find the ways to help them Disability, Inclusion & 3 TIER System of Support	Case study approach, Reflections on Case studies, self learning disability identification checklists, Assignment and its Submission	Day 1 1 hour  Day 2 1 hour  Day 3 1 hour	Participants will be able to understand children with diverse needs, their specific needs & be able to find ways to help them. And also understand the concept of disability, inclusion & 3 Tier system of support
Unit 2- Understanding the importance of Education for Children with diverse needs in the context of RTE Act 2009, RPD Act 2016 & and now NEP 2020 WEEK 2	Right to Education for Children (international & national policies & laws); Conceptual understanding of Inclusive Education (human rights approach); Barriers to Inclusion: Systemic barriers, societal barriers and Pedagogical barriers; Overcoming those barriers UDL strategies, Differentiation Instruction	Presentation through ppt/video  Access to Self-learning pdf docs of laws & Policies  Assignment & its Submission	Day1 1 hr  Day 2 1 hr  Day 3 1 hr	Participants will be able to understand the importance of IE from rights perspective & make other stakeholders to understand the same. And also understand the significance of policies & laws in relation to IE.
Unit 3- Developing Inclusive practices at School level WEEK 3	Creating inclusive learning environment for all children by making it completely Accessible (attitude, physical, communication & academic); Developing inclusive classrooms for children with diverse needs by adapting <b>UDL strategies</b> in the classroom and also by using <b>differentiating instruction</b> in content area classes in order to provide access to the curriculum	Presentation through PPTs/Video, Self-learning material  Case studies depicting UDL strategies & differentiating instruction  Assignment & submission (provide two Case studies of two classes & ask them to identify which one is inclusive and justification for that)	Day 1 1 hr  Day 2 1 hr  Day3 1 hr	Participants with other stakeholders will be able to develop sensitivity towards children with diverse needs, to learn a few pathways to learning & to develop inclusive practices at School level
Unit 3 - Continues.... Developing Inclusive practices at School level WEEK 4	Behaviour Management Use of technology - Assistive devices, ICT & 3 Tier support system Exposure to inclusive lesson plans  Also planning resources for each inclusive lesson plan  Mock teaching for inclusive classrooms	Provide sample lesson plan & ask them to make a lesson plan on their own as an assignment & submission.  Provide link for inclusive learning resources Ask them to plan inclusive learning resources required for their lesson plan & its	Day 1 1 hr  Day 2 1 hr  Day 3 1 hr	Participants will be able to understand & apply 3 Tier support system, Behaviour management strategies and to develop inclusive practices at School level.

		Submission through recorded video		
Unit 4 - Collaboration with Family, within the Whole School (Teachers/HMs), Children & wider community  WEEK 5	Developing partnership with family and other teachers & peer group; Remedial teachings; IEPs; Co-teaching Collaborations at systemic level - School teachers & HMs, School Management Committee, CRCs, BRCs, DIERTs, State programme officer for IE; Mobilizing support for learners - role of voluntary organisations, community, special school, health care professional & local bodies	Presentations through PPTs/video Case studies Assignment on mapping the resources, & planning for how to utilize those resources for IE	Day 1 1 hr  Day 2 1 hr  Day 3 1 hr	Participants in collaboration with other stakeholders will be able to explore and provide resource support to struggling learners through remedial teaching, IEPs and Co-teaching.
UNIT 5 - Planning Inclusion for the School  Concluding 6 weeks program  WEEK 6	Planning inclusion for their Schools	Presentation through PPTs  Assignment & its submission  Evaluation	Day 1 1 hr  Day 2 1 hr	Participants will be able to plan for inclusion for their school