



INCLUSIVE EDUCATION IN B.A.B.ED COURSE WITH REFERENCE TO SAVITRIBAI PHULE PUNE UNIVERSITY

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Abstract

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. B.A.B.Ed syllabus is focuses on inclusive education.



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Introduction-

Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Definition-

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.

Benefits of Inclusive Education

All children benefit from inclusive education. It allows them to:

- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.

- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Savitribai Phule University B.A.B.Ed syllabus 2014, views on inclusive education through its nature, scope and national policies, programs act with respect to the different needs of the children.

Inclusion in B.A.B.Ed syllabus-

B.A.B.Ed (Integrated) Course has consisted of

- i) First year B.A.B.Ed. (F.Y.B.Ed.)
- ii) Second Year B.A.B.Ed. (S.Y.B.Ed.)
- iii) Third Year B.A.B.Ed. (T.Y.B.Ed.)
- iv) Final Year B.A.B.Ed. (Final Year B.A.B.Ed.)

F.Y.B.A.B.Ed.

This course includes Micro Teaching Lessons and Integration Lessons

a) Micro Teaching Lessons : Student teachers give 12 microlessons. For these lessons, they select any six teaching skills from the list given below. They complete the cycle of two lessons i.e. teach and re-teach for each skill. Marks calculated out of 30 are to be given for the micro lessons.

1. Set induction. 2. Narration. 3. Questioning. 4. Illustration. 5. Stimulus Variation. 6. Demonstration. 7. Reinforcement. 8. Black Board writing. 9. Closure. 10. Reading. They complete the cycle of two lessons i.e. teach and re-teach for each skill.

b) Integration Lessons : After practicing six skills in micro teaching, student give four lessons of minimum 20 minutes, duration to integrate the skills which they practiced. Marks calculated out of 40 are to be given for the Integration lessons.

c) Simulation Lessons : Each student conduct one simulation Lesson in each area given below on peer group members.

1) Traditional Methods. 2. Models of teaching. 3. Team Teaching. 4. Technology based Lesson. Marks calculated out of 30 are to be given for simulation Lessons.

d) Lesson Observation (Eight Lesson : b + c)

S.Y.B.A.B.Ed

a. Practice Lessons : Each student give 20 class-room lessons as far as possible equally distributed in the two methods but not less than 6 lessons per method. These lessons are to be given in the secondary/ higher secondary school recognized as Practicing School by the university college give marks calculated out of 60 as internal marks for these Practice lessons.

b. Technology Based Lessons : Student teacher conduct at least two lessons using modern technology like audiovisual cassette, T.V. Program, Internet, Computerized program etc. Marks calculated out of 25 are to be given for the technology based Lessons. If because of some reasons it becomes impossible to conduct these lessons in the schools they may be conducted as simulation lessons.

c. Team teaching Lessons : Student teacher conduct at least two lessons based on concept of team teaching. Marks calculated out of 25 are to be given for lessons based on concept of team teaching. **d. Lessons observation** : Each student observe 10 lessons of other students in the every distributed manner through out the year. pdfMachine A pdf writer that produces quality PDF files

T.Y.B.A.B.Ed

a. Practice Lessons : Each student give 20 class room lessons as far as possible equally distributed in the two methods but not less than 6 lessons per method. These lessons are to be given in the secondary/ higher secondary school recognized as Practicing School by the university. College give the marks calculated out of 60 as internal marks for these Practice Lessons.

b. Team teaching Lessons : Student teacher conduct at least two lessons based on concept of team teaching. Marks calculated out of 25 are to be given for lessons based on concept of team teaching

c. Lessons based on value Educations/Environmental Education : Student Teacher conduct at least four lessons based on Value Educations/ Environmental Education. Marks calculate our of 25 are to be given for lessons based on concept of team teaching.

d. Lessons observation: Each students observe 12 lessons of other students in the evenly distributed manner through out the year.

Final Year B.A.B.Ed

Internship Programme : Objectives : To enable the student teacher

1. To get an opportunity to observe the teaching of experienced teachers
2. . 2. To teach under the guidance of experienced teachers.
3. 3. To have an experience of Continuous teaching.

4. 4. To participate in all other school activities.
5. 5. To have a feel of total experience of teachers in the school

Interaction Model in Internship Programme: In the Internship programme student teacher perform following activities. School Premises Head Master Students Teacher (10) Students Teacher (10) or More

a) Block teaching

In this programme, for one method student teacher select one unit from the subject with consultation of school teacher. He prepare the unit plan for that unit. He teach that unit for Three four periods under the guidance and observation of the school teacher or educator. At the end of the teaching he prepare and conduct a unit test. Same activity be repeated for other method. Marks calculated out of 80 are to be given for the block teaching.

(b)Lessons Based on Models of Teaching Student teacher conduct at least four lessons based on any two models of teaching suitable to his methods. Marks calculated out of 40 are to be given for lessons based on models of teaching.

(d)Other Activities The student has to perform minimum four projects suggested under "Course

Final Year B.A.B.Ed. :

1. **a. Practical work related to course I section I** (Details are given at the end of the syllabus of that course). College give marks calculated out 20 as internal marks for practical work related to the course
- b. Practical work related to course I section II** (Details are given at the end of the syllabus of that course). College give marks calculated out of 20 as internal marks for practical work related to course
- c. T.B.T. Practical** : College give marks calculated out of 20 as internal marks for T.B.T. practical.
- d. C.C.M. work shop** : College give marks calculated out of 20 as internal marks for C.C.M. work shop. Course 10 (Course 9 for Final Year) :

Other Activities :

a. Health Education : The main purpose of this course is to keep the physical fitness of the student. To serve this purpose some physical exercises, suryanamaskar, yoga or games be practiced under the guidance of physical director regularly. Some selected students may prepare themselves as competent players for special game. College give marks calculated out of 10 as internal marks for Health Education.

b. N.S.S. This programme be compulsory for all the students and be carried out as per the guide lines received in this connection from the university time to time. College give marks calculated out of 10 as internal marks for N.S.S.

Part IV : Course 9 (Course 8 For Final Year)

: Course related Practical work

. F.Y.B.A.B.Ed. :

a. T.B.T. Practical : College give marks calculated out of 20 as internal marks for T.B.T. Practical.

b. Practical work related to course I section II (Details are given at the end of the syllabys of that course). College give marks calculated out of 20 as internal marks for Practical Work related to the course

S.Y.B.A.B.Ed. :

a. **Psychological Experiments** : Students perform experiments given at the end of the end of the syllabus of Psychology of development and learning. College give marks calculated out of 30 as internal marks for the psychology experiments.

b. **Practical work related to course I Section I.** (Details are given at the end of the syllabus of the course). College give marks calculated out of 10 as internal marks for practical work related to the course.

c. **T.B.T. Practical** : College give marks calculated out of 20 as internal marks for T.B.T. Practical. d. C.C.M. Work Shop :- College give marks calculated out of 20 as internal marks for C.C.M. Work Shop.

T.Y.B.A.B.Ed. :

a. **Practical work related to course I Section I** (Details are given at the end of the syllabus of the course) College give marks calculated out of 20 as internal marks for Practical work related to the course

b. **Practical work related to course I Section II** (Details are given at the end of the syllabus of that course). College give marks calculated out of 20 as internal marks for Practical work related to the course.

c. **T.B.T. Practical** : College give marks Calculated out of 20 as internal marks for T.B.T. Practical. d. C.C.M. Work Shop: College give marks calculated out of 20 as internal marks for C.C.M. work Shop.

The aim of syllabus is to develop perspective about education among the student. Here in the view of inclusive education we can consider the objective of this course give student teacher to get an opportunity to observe the teaching of experience school teachers, how do they

make the inclusion. The course intended to develop lesson plan under the guidance of school teachers. It creates a sense on inclusion. The course included the observation of the co-curricular and extra-curricular activities organised in the school. By getting involved in such activity student teacher can develop his/her attitude or can understand..How to make inclusion of children with different needs. In this course student teacher complete the activities to develop lesson plans to fulfil diverse needs of students under the guidance of school teacher. To complete the internship program student teacher should complete activities in which he or she assisted to school teacher.

The activities such as-observation of peers, study of records maintained by the school, Plan of evolution, may also be directed towards children with different needs. Orientation and activities based on children with different needs, in this course teacher educator may provide texts like news, newspapers, policy document, research articles, project reports, autobiography, biography, reference books based on inclusive education so student teacher has to do the activities for writing the prediction, notes, questioning and answering. The story and dialogs, monologs, drama or play and prepare the concept of maps, mind maps, flow charts etc. There is wide scope for inclusion to the student teacher to get an opportunity to deal with the action research.

Language and literature help the student teacher to understand inclusive education and real eyes it as a form of expression for enhancing creativity towards inclusion education through script writing, street plays, interviews with experts etc.

Conclusion-

As we have seen that B.A.B.Ed syllabus is part of inclusion itself .As a teacher teacher should used opportunities to understand and make proper sense of effective inclusive education through this training programme. B.AB.Ed syllabus focuses on inclusive education.