

Course Code	Course Name	Credits
26ED008	INCLUSIVE CLASSROOM AND UNIVERSAL DESIGN FOR LEARNING	04

Course Objectives

The course aims to,

- ✓ Develop an understanding of inclusive education and diverse learner needs
- ✓ Familiarize students with principles and frameworks of universal Design for Learning
- ✓ Equip learners with strategies to design inclusive classroom environments
- ✓ Promote skills for adapting curriculum, teaching and assessment for all learners
- ✓ Encourage reflective and ethical practices in inclusive education

Learning Outcomes

After the completion of the course, the Learner will be able to,

- ❖ Remember and understand concepts of inclusion, diversity and UDL principles
- ❖ Apply inclusive teaching strategies in classroom scenarios
- ❖ Analyze barriers to learning and participation in diverse classrooms
- ❖ Evaluate teaching practices and learning materials for inclusivity
- ❖ Create inclusive lesson plans using UDL guidelines

Unit 1 – Understanding Inclusive Education (12 hours)

Concept, Meaning and Definition of inclusive education - Need and Importance of inclusive education - Types of diversity in inclusive education; Disability, Socio-Economic, Linguistic & Cultural diversity.

Unit 2 – Exceptional children and Inclusive practices (12 hours)

Meaning and concept of Exceptional Children - Types of Exceptionalities; Intellectual disorder, Developmental Disorders, Learning disabilities, Physical and sensory disabilities, Giftedness and Talent.

Unit 3 – Introduction to Universal Design for Learning (UDL) (12 hours)

Meaning and Principles of UDL - Multiple means of engagement - Multiple means of representation - Multiple means of action and expression.

Unit 4 – Strategies for Inclusive Classroom (12 hours)

Adapting teaching methods for diverse learners - Classroom management in inclusive settings - Use of simple assistive technologies - Collaboration with parents and support staff.

Unit 5 – Designing Inclusive teaching (12 hours)

Planning inclusive lesson plan using UDL - Creating inclusive learning materials - Emerging trends in inclusive education.

Reference Books:

1. Tomlinson, C. A. – How to Differentiate Instruction in Academically Diverse Classrooms
2. Rose, D. H. & Meyer, A. – Teaching Every Student in the Digital Age: Universal Design for Learning
3. Booth, T. & Ainscow, M. – Index for Inclusion
4. Florian, L. – The SAGE Handbook of Special Education

Alignment with NEP – 2020

The course **Inclusive Classroom and Universal Design for learning (26ED008)** is designed in alignment with the transformative vision of the National Education Policy 2020.

1. Promotes inclusive education by addressing diverse learner needs and equitable access.
2. Develops a learner-centred approach through flexible teaching and learning methods.
3. Promotes holistic development by addressing cognitive, social, and emotional growth.
4. Develops flexibility in teaching and assessment using varied learning and evaluation strategies.
5. Promotes the use of technology to enhance accessibility and quality of education.
6. Strengthens teacher capacity through skills in inclusion and adaptive teaching practices.

COs and Bloom's Taxonomy Level (BTL) Mapping for 26ED008

Course Outcomes	On successful completion of the course, the students will be able to	BTL
CO1	Explain the concept of inclusive education, types of diversity, and the basic principles of Universal Design for Learning (UDL).	K1 & K 2
CO2	Identify diverse learning needs and apply appropriate strategies to support all learners in the classroom.	K 3
CO3	Use UDL principles (engagement, representation, and expression) to analyze and address barriers to learning.	K 4
CO4	Evaluate teaching practices and classroom environments for inclusivity and suggest improvements.	K 5
CO5	Design simple inclusive lesson plans and learning materials using UDL principles and assistive technologies.	K 6

Bloom's Taxonomy Level (BTL):- K1 and K2 – remembering and understanding, K3 - Applying, K4 – Analyse, K5 - Evaluate and K6- Create

Relationship Matrix

Course Outcomes	Programme Outcomes (POs)								Programme Specific Outcomes (PSOs)							Mean Score of COs
	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	
CO1	3	2	1	1	3	1	1	1	3	2	3	1	3	2	1	1.9
CO2	3	3	3	1	1	3	2	1	3	3	3	3	2	2	2	2.3
CO3	2	2	2	1	2	1	2	1	2	2	3	2	2	1	3	1.8
CO4	2	3	2	3	3	1	3	2	2	3	2	3	1	2	1	2.2
CO5	2	3	3	1	2	3	3	2	3	3	3	2	1	2	3	2.4
Total																2.1

Mean Score: 3- High, 2- Medium/Moderate, 1-Low