

**KHARAGPUR VISION ACADEMY
B.ED & D.EL.ED. COLLEGE**

**CREATING AN INCLUSIVE INCLUSIVE SCHOOL
(B.ED FOURTH SEMESTER
COURSE X-1.4.10)**



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**INCLUSION
IS A RIGHT,
NOT A
PRIVILEGE
FOR A
SELECTED
FEW**

MEANING

AROUND THE WORLD, CHILDREN ARE EXCLUDED FROM SCHOOLS WHERE THEY BELONG BECAUSE OF DISABILITY, RACE, LANGUAGE, RELIGION, GENDER AND POVERTY. BUT EVERY CHILD HAS THE RIGHT TO BE SUPPORTED BY THEIR PARENTS AND COMMUNITY TO GROW, LEARN AND DEVELOP IN THE EARLY YEARS, AND UPON REACHING SCHOOL AGE TO GO TO SCHOOL AND BE WELCOMED AND INCLUDED BY TEACHERS AND PEERS ALIKE. WHEN ALL CHILDREN, REGARDLESS OF THEIR DIFFERENCES, ARE EDUCATED TOGETHER, EVERY ONE BENEFITS. THIS IS THE CORNERSTONE OF INCLUSIVE EDUCATION.

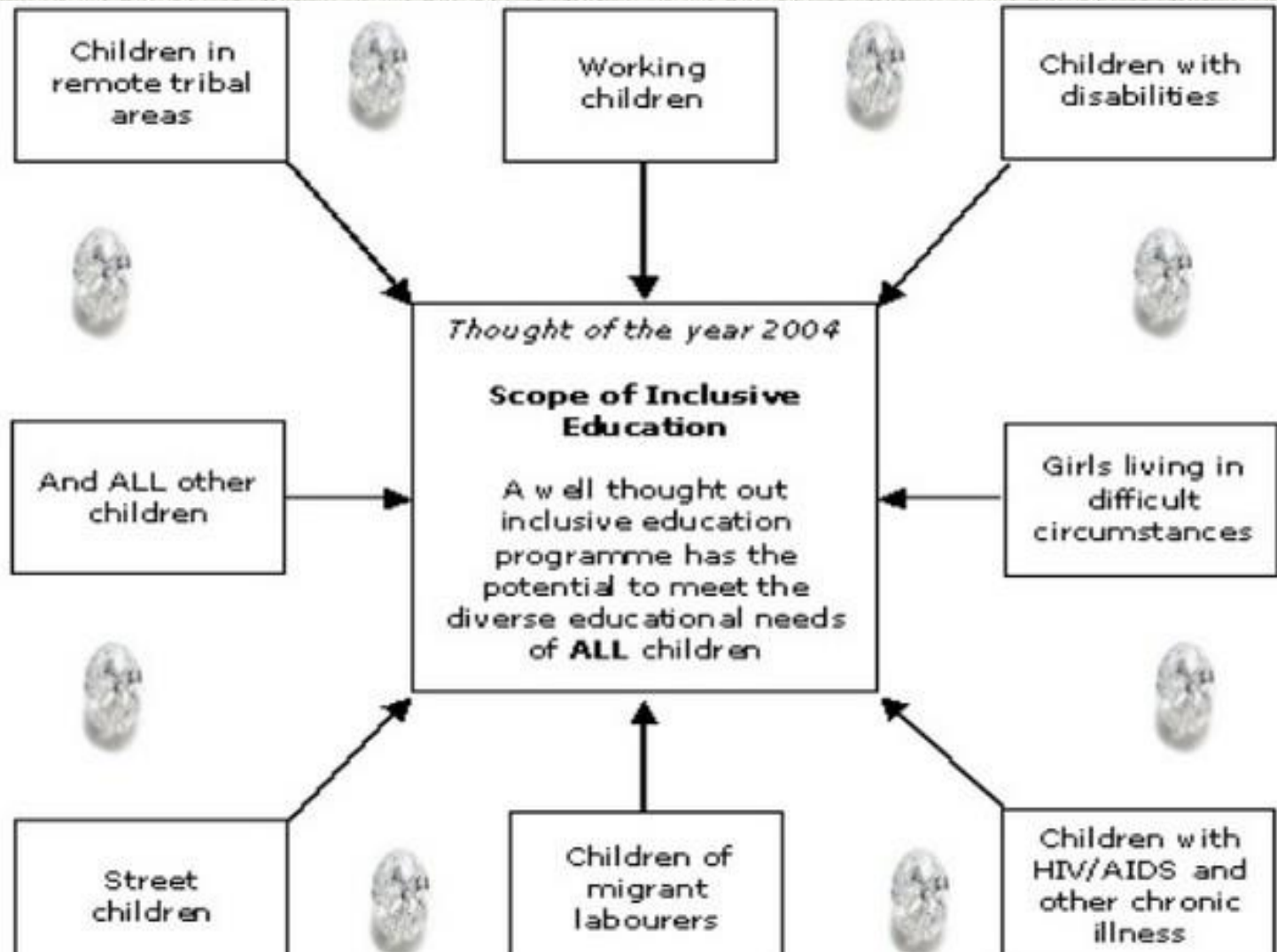
HISTORICAL DEVELOPMENT

- Separate education for disabled 1880's
- Teacher Training for VI in 1960
- The Integrated education for disabled children scheme in 1974.
- National Policy on education 1986.
- Project Integrated Education For disabled 1987.
- Rehabilitation Council India Act 1992.
- Programme of Action 1992.
- PWD ACT 1995.
- DPEP 1997.
- Nation Trust Act 1999.
- SSA 2000.
- Making all school disabled friendly by 2020 (2005) .

AIMS AND OBJECTIVES

- 1. Education for all**
- 2. Protection of Rights.**
- 3. Identification of skills.**
- 4. Development of social consciousness.**
- 5. Prepare for new challenges.**
- 6. Development of brotherhood.**
- 7. To improve the quality of education.**

WHO COMES UNDER INCLUSIVENESS



FACTORS AFFECTING INCLUSION :-

The following factors are affecting the inclusion in the class room.

EXPENSE:-Funding is a major constraint to the practice of inclusion. Teaching students with disabilities in general education classrooms takes specialties and additional staff to support students needs. Coordinating services and offering individual supports to children requires additional money that many schools districts do not have, particularly in a tight economy. Inadequate funding can hinder ongoing professional development that keeps both specialists and classroom teachers updated on the best practices of inclusion.

FACTORS AFFECTING INCLUSION.....

MIS-INFORMATION:- Some of the greatest factors associated with inclusion in education are negative attitudes. As with society in general, these attitudes and stereotypes are often caused by a lack of knowledge and understanding. The attitudes and abilities of general education teachers and paraeducators in particular can be a major limitation in inclusive education. Training teachers and paraeducators in order to understand and work with children with disabilities is often inadequate, or it may be fragmented and uncoordinated. If educators have negative attitudes toward students with special needs or have low expectations of them, children will unlikely receive a satisfactory, inclusive education.

FACTORS AFFECTING INCLUSION.....

Accessibility:- Obviously, a student with a disability cannot learn in an inclusive classroom if they cannot enter the room, let alone the school building. Some schools are still inaccessible to students in wheelchairs or to those other mobility aides and need elevators, ramps, paved pathways and lifts to get in and around buildings.

Accessibility can go beyond passageways, stairs, and ramps to recreational areas, paved pathways, and door handles.

FACTORS AFFECTING INCLUSION.....

Educational Modification:- Just as the environment must be accessible to students with disabilities, the curriculums must facilitate inclusive education , too. General educators must willing to work with inclusion specialists to make modification and accommodations in both teaching methods and classroom and homework assignments. Teachers should be flexible in how students learn and demonstrate knowledge and understanding. Written work, for example, should be limited if a student cannot write and can accomplish the same or similar learning objective through a different method.

Cooperation:- One of the final factors associated with inclusion education is a lack of communication among administrators, teachers, specialists, staff, parents and student. Open communication and coordinated planning between general education teachers and special education staff are essential for inclusion to work.

INCLUSION IN OPERATION

For decades special schools have been the center of learning for the children with special needs. In these schools all the available expertise has been concentrated in an attempt to educate pupils with special needs in the best possible way. However, this view of special education gradually changed. Knowledge, expertise and facilities are still of importance to the education of pupils with special needs, but the segregation of these pupils is now perceived as unacceptable.

PARAMETERS OF INCLUSIVE EDUCATION:-

A critical aspect of inclusive education for a special need child is having the acceptance and friendship of classmates. This kind of support also aids in the progress of special children and helps them gain confidence within the school environment.

The following are parameters of a properly planned and fully implemented inclusive education:-

Appropriate age and grade placements.

No special classes or school.

Cooperative learning practiced.

Special education support given to regular education

Collaborative efforts needed to provide service to all who need them.

The common features of school where inclusive education is reported to be thriving. These features are:-

- # Collaborative teamwork.
- # A shared framework.
- # Family Involvement.
- # General educator ownership.
- # clear role relationships among professionals.
- # Effective use of support staff.

The common features of school where inclusive education is reported to be thriving. These features are.....

Meaningful individual education plans (IEPs)

Procedures for evaluating effectiveness.

Inclusive schools have to be well-equipped in all aspects to cater and deliver quality education for all children. This includes a balanced curriculum that is appropriate for all categories of children, teachers who have the ability to handle the individual needs within the classroom and thereby promote an environment where personal development, social skills and student participation are strongly encouraged.

PROBLEMS FACED BY STUDENTS

- **Inferiority complex**
- **Lack of understanding**
- **Adjustment problem.**
- **Isolated and segregated.**
- **Lag behind .**
- **Feeling of extra burden.**
- **Insecurity.**
- **Lack of expression.**
- **Introvert nature.**
- **Negative approach.**
- **shyness**

ROLE OF TEACHER

- Usage of variety of instructional strategies.
- Addresses problems of the learner.
- To develop self confidence .
- Provision of special facilities meeting the personal needs
- Interaction with family
- Recognition of hidden talents.
- Inculcate positive attitudes.
- Adaptation of authentic assessment.

Role and responsibilities of Resource person/

Resource teacher:-

In some schools certain teaching staff provide valuable support to the classroom teacher. These teachers aren't usually responsible for a classroom of students. They're often referred to as "non-enrolling teachers." They most common support teachers are the learning assistance teacher and resource teacher. They may have distinct roles, or their roles may vary as they share the workload in the school. Support teachers and resource teachers usually have some specialized training or experience that enables them to provide teacher and student support. Their duties include the following.....

Suggesting strategies to school and family to support student learning.

Providing service to students with special needs in a particular area of their education.

Providing ongoing curriculum adaptation and/or intervention for physical or behavioral needs.

Coordinating release time for staff involved in planning.

Coordinating the individual Education plans (IEP)

The beliefs and skill of the teachers who support students in these classrooms shape the success of an inclusive program.

Teaching Method and procedures:-

Methods are means of conveying ideas and skill to impart and acquire a certain subject matter in more concerted and comprehensive way . Methods describe conceptually the instructional process, that is not only how information gets from the teacher to the learner but also how the learner, use it interact with it, receives guidance and is given feedback. No learning can occur if the students passively sit. The student must actively respond; must participate. Because education is a human experience acquired in the process of man's interaction with his physical, and social environment. Basically, method in teaching concerns the way teachers organize and use techniques of teaching, subject-matter, teaching tools, and teaching materials to meet teaching objectives.

TEACHING STRATEGIES FOR INCLUSIVE EDUCATION

1.CO-OPERATIVE LEARNING.



2.PEER TUTOR



MULTISENSORY TEACHING



CURRICULUM ADAPTION

- It is an ongoing dynamic process that modifies , adapt prescribed programme of study to meet learning requirement of child.

REFORMS IN CURRICULUM

- **CONTENT**
- **LANGUAGE**
- **MATERIAL**
- **EVALUATION**
- **ENVIRONMENT**



CLASSROOM ADAPTATION

- **Classroom size.**
- **Teaching aids.**
- **Arrangement of light,**
- **Attention to physical needs.**
- **Seating arrangement.**
- **Position of the teacher in class.**
- **Student teacher ratio.**



BARRIERS IN INCLUSIVE EDUCATION

- Negative approach
- Lack of physical facility
- Lack of fund
- Lack of trained teachers
- policy makers
- Poor organisation of education system
- curriculum



GOVERNMENTAL MEASURES

- ❖ **Integrated Education for Disabled Children (IEDC).**
- ❖ **Project Integrated Education for Disabled (PIED)**
- ❖ **District Primary Education Programme(DPEP)**
- ❖ **PWD Act 1995.**
- ❖ **Sarva Shiksha Abhiyan(SSA).**
- ❖ **Supportive services.**

NEED AND IMPORTANCE OF INCLUSIVE EDUCATION

- **To fulfil constitutional responsibility.**
- **For achieving universalisation of education.**
- **Development of healthy citizenship**
- **For social equality**
- **Self reliant.**





THANK YOU!!!