

INCLUSIVE EDUCATION

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INTRODUCTION

Every child has the right to education according to the limits of his capacity, whether that capacity be small or great.

EXCEPTIONAL CHILDREN

Children with special needs are termed as Exceptional children.

TYPES OF EXCEPTIONAL CHILDREN

- ★ Mentally Retarded
- ★ Visually Impaired
- ★ Hearing Impaired
- ★ Gifted Children
- ★ Physically Handicapped
- ★ Learning Disabled

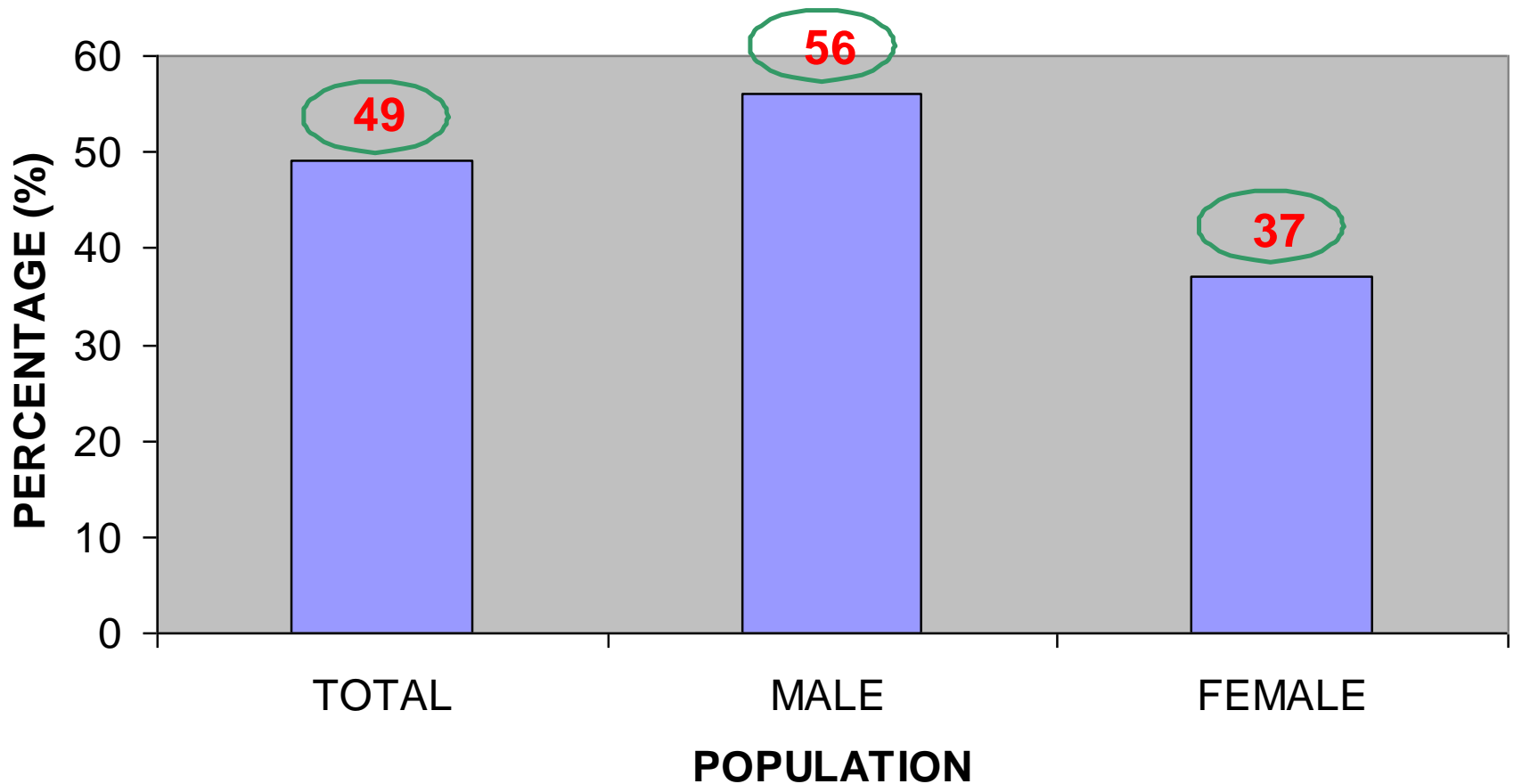
MEANING OF INCLUSIVE EDUCATION

- ★ Inclusive education implies all young learners, young people-with or without disabilities being able to learn together through access to common pre-schools and schools with an appropriate network of support services.

STATISTICS OF THE DISABLED CHILDREN

- ★ Over 1.24 lakh children with disabilities have been integrated in about 20,000 schools
- ★ At the elementary level over 14 lakh children with disabilities have been enrolled.

LITERATE DISABLED POPULATION STATISTICS



- ★ The percentage of literacy level of the disabled population is only 49 %
- ★ Literacy rates of the female disabled population is only 37 %.
- ★ Literacy rates for the male disabled population is 56 %
- ★ According to NSO,2005, of the literate disabled population only 9%have completed secondary and above education.

PRINCIPLES FOR THE INCLUSION OF DISABLED CHILDREN IN SCHOOLS

- ★ Zero rejection
- ★ All the disabled children have the equal right to learn and benefit from education and co-curricular activities.
- ★ It is the school which has to adjust according to the needs and requirements of the disabled children.
- ★ To provide for the training of regular teachers.
- ★ To provide for vocational training suitable according to their abilities at higher and senior secondary level.
- ★ To promote awareness and realization in the community for the education of the disabled children.

PRACTICING INCLUSIVE EDUCATION

- ★ Understanding inclusion as a continuing process.
- ★ Encouraging the participation of all students, teachers and parents.
- ★ Making the curriculum flexible according to the needs of the disabled ,while keeping the objectives of education the same for all children.
- ★ Providing support for the teachers as well the students.

COMPETENCIES NEEDED FOR AN INCLUSIVE TEACHER

- ★ Should have the ability to solve problems.
- ★ Should know about the interest, aptitude and abilities of the disabled children and use them to develop various skills in them.
- ★ Have the ability to set high targets for disabled children.
- ★ Have the ability to provide success experiences to the disabled children.
- ★ Should have the knowledge of special instructional material and how to use them.
- ★ Should be highly patient, welcoming, polite and devoted.
- ★ Should work as team with parents and special educators.
- ★ Keep a record of the child's achievements and failures.

FEAR OF THE PARENTS

- ★ Parents think that their children with disability may not gain effectively in the inclusive setting.
- ★ Parents fear that their children will be teased or harmed in the inclusive setting.

CONTINUUM OF INCLUSIVE EDUCATION

- ★ Full time placement in regular classroom.
- ↓
- ★ Full time placement in the regular classroom with special education consultations.
- ↓
- ★ Full time placement in regular classroom with provision of itinerant educator.
- ↓
- ★ Full time placement in regular classroom with a resource room and resource teacher.
- ↓
- ★ Education in special class in general schools.

INSTRUCTIONAL STRATEGIES AND COMPENSATORY SUPPORT DEVICES

FOR PHYSICALLY HANDICAPPED

- ★ Adjustable furniture
- ★ Wheel chairs, Crutches
- ★ Removing structural barriers
- ★ Standing frames

FOR BLIND CHILDREN

- ★ Braille
- ★ Mobility sticks
- ★ Yellow path
- ★ Audio aids and recordings
- ★ Concrete objects to teach shape, size, weight, thickness etc. near to real experiences through touch, smell and hearing.
- ★ Teacher should be more verbal.
- ★ Talking books and calculator
- ★ Making them familiar with the directions
- ★ Providing for auditory cues in games and sports.

INSTRUCTIONAL STRATEGIES AND COMPENSATORY SUPPORT DEVICES

FOR HEARING IMPAIRED:

- ★ Hearing aid
- ★ Action oriented situations like dramatization for teaching emotional concepts.
- ★ Use of visual aids like transparencies, chalk board, flash cards, handouts of classroom instructions
- ★ Lip reading.
- ★ Placing the child in the front row.
- ★ Providing for speech trainer

FOR MENTALLY RETARDED (slow learners):

- ★ Concrete objects for teaching different concepts real life like situations
- ★ Making repetitions.
- ★ Activity based learning rather than seat based learning.
- ★ Limit the distractions as much as possible
- ★ Providing the content in easy language with a lot pictures.

INSTRUCTIONAL STRATEGIES AND COMPENSATORY SUPPORT DEVICES

FOR GIFTED CHILDREN

- ★ Skipping the classes at Primary Level.
- ★ Receiving some instructions at a Higher Level with another group of students.
- ★ At secondary level special courses can be organized like-foreign languages, college level course.
- ★ Modification of the content by increasing its complexity and by bringing novelty.