

**SUMMARY**

The Constitution of India states that everyone has the right to equality of education and of opportunity. Also the different education commissions and committees at national and international levels have highlighted the pressing need for education of children with different disabilities in the general education system. National Policy of Education (NPE, 1986) also focuses on the need for equality in educational opportunities to children with disabilities. In this regard, the Government has also taken significant initiatives for the educational development of children with disabilities.

In this lesson, you learnt about the need and importance of inclusive education and its implications for classroom practice.

**INCLUSIVE EDUCATION**

Inclusive education is a process through which the participation of all children, including those with special needs, increases in the school. It reaffirms inclusion, which implies providing all children equitable and effective education that responds to their needs as learners in the existing regular school system regardless of race, class, ethnicity, religious belief, being from disadvantaged and marginalized groups, being from remote and nomadic population, language, gender, geographical location, culture and disabilities.

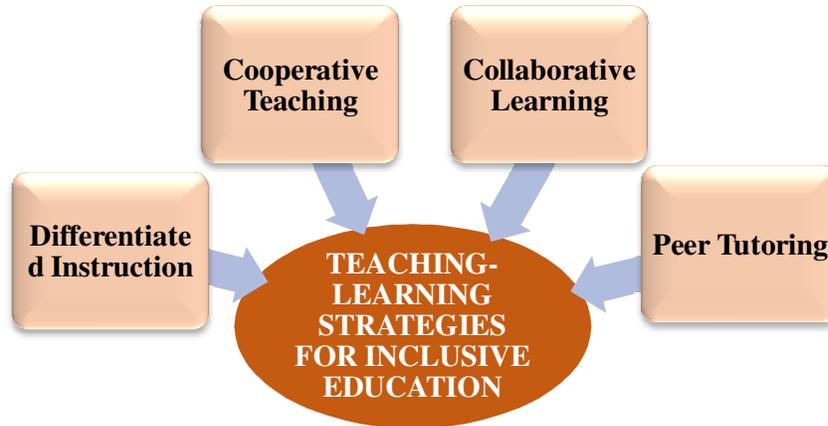
**SIGNIFICANCE OF INCLUSIVE EDUCATION**

- Inclusive education ensures that children with special needs are taught in regular schools with their age and grade peers with support services provided within the school system.
- It reflects the objective of providing quality education to all children by accommodating their needs and learning styles into the general curriculum.
- Inclusion involves a shift of focus from disabilities to the abilities of children and modifies the education system to suit the needs of all learners.
- Inclusive education ensures holistic development of each child by promoting diversity in teaching and adapting the teaching approaches to support.

**BENEFITS OF INCLUSIVE EDUCATION**

- Ensure the children right to equal educational opportunities in regular schools
- Maximize educational potential of each child
- Involves children actively in their own learning
- Provide a wide range of learning and teaching programmes that encourage all children to participate
- Sensitize children and teachers to ensure that there is no discrimination
- Set the goals for children in the classroom according to their ability and interests
- Children with special needs are valued
- Ensure the mobilization and involvement of all stakeholders like parents, community and voluntary groups to implement inclusion

## TEACHING-LEARNING STRATEGIES FOR INCLUSIVE EDUCATION



### DIFFERENTIATED INSTRUCTION

- Concept associated with individualized planning and teaching strategies for young children.
- Providing different types of experiences and environment as per the individual needs of each child
- In differentiated instructions, the teacher learns to identify what works with each child and ensures that the teaching methodology contains activities and content for each child in the group to “connect with” and benefit from.

### COOPERATIVE TEACHING

- Involves more than one child working together to achieve a shared learning goal or task.
- It is a means of grouping children in small mixed-ability learning teams.
- Children in the group then work among themselves, help one another to complete the task and receive a group performance score
- The **role of a teacher** is to promote cooperative interdependence among children

### COOPERATIVE TEACHING

- It is a teaching method in which children work together on an assignment.
- In this method, children can produce a small part of a larger assignment individually and then assemble the final work together, as a team.
- Each child is free to work as per individual learning style.

### PEER TUTORING

- Peer tutoring implies children teaching children.
- A peer tutor is someone who is of a similar status as the person being tutored.
- A peer tutor is not involved in the assessment of any task

### BENEFITS OF

#### COOPERATIVE TEACHING

- Actively engage in classroom activities
- Children articulate their thoughts more freely
- Receive confirming and constructive feedback
- Enhanced interpersonal relationship with other children
- Develop self-esteem better
- Team approach to solve problems while maintaining individual accountability

- Understand and appreciates diversity
  - Enhance self-management skills
  - Observe and learn problem solving techniques from peers
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- COLLABORATIVE TEACHING**
- All children benefit from the expertise of all the members of the group.
  - Develops sense of leadership and responsibility.
  - Can learn from each other and solve problems together.
  - Active participation by all children.
  - Children are assessed based on the individual performance as well as performance of the group.
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- PEER TUTORING**
- The peer tutor can establish a rapport with the tutee in a way that a teacher cannot
  - Develops a bond of friendship between the tutor and the tutee.
  - Tutors themselves are benefited by teaching other children

### **ASSESSMENT**

- Assessment involves observing, collecting information and making decisions based on that.
- Assessments can be diagnostic as it provides information about the children area of strength and recognize the areas that require further attention.
- In an inclusive setup, the assessments and evaluative processes should be flexible and adapted as per the learning style of children.

### **ROLE OF GOVERNMENT- Significant Milestones in Legislation**

#### **Inclusion of Integrated Education for Disabled Children (IEDC, 1974)**

The scheme aimed at providing educational opportunities to learners with disabilities in regular schools, and to facilitate their achievement and retention.

#### **The National Policy on Education, (NPE) 1986 and its Plan of Action (POA), 1992**

- NPE 1986 states that children with mild disabilities should be included in mainstream classrooms, whereas children with moderate to severe disabilities should be placed in segregated schools.
- To reduce dropout rate, the POA suggests a pragmatic principle for children with disability who can be educated in a general school should be educated in a general school only and not in a special school.

#### **The RCI Act 1992**

The RCI (elaborate the full form of RCI) Act is solely concerned with manpower development for the rehabilitation of persons with disabilities.

#### **The National Trust Act, 1999**

National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability), 1999 is a landmark legislation which seeks to protect and promote the rights of persons who come within the disability sector, and have been even more marginalised than others.

#### **National Policy for Persons with Disabilities 2006**

- As per the policy, every child should have access to appropriate pre-school, primary and secondary level of education by 2020.
- The programme provides children with disabilities, “financial support for books, school uniforms, transportation, special equipment and aids,”
- It also emphasises early identification and necessary interventions be made urgently

## Right to Education (RTE) Act 2009

- The RTE Act safeguards the rights of the children belonging to the disadvantaged groups and the weaker sections, protecting them from any kind of discrimination.
- It is not disability-specific but is inclusive of all children with disabilities.

## The Rights of Persons with Disabilities Act, 2016

- The Act replaces the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995.
- The types of disabilities have been increased from existing 7 to 21 and the Central Government will have the power to add more types of disabilities.
- Every child with benchmark disability between the age group of 6 and 18 years shall have the right to free education.

## ROLE OF

### ECCE

### Teachers

- Early identification of the CWSN
- Being sensitive towards the needs of CWSN
- Having a positive and supportive attitude
- Planning and modifying the curriculum as per the needs of all children
- Spreading awareness and sensitising people about CWSN
- Counselling and sharing strategies on how to support CWSN
- Encouraging participation of CWSN in the activities as per the abilities of the child

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### Management

- Making the centre accessible to all children.
- Keeping the premises learner-friendly.
- Providing required material and support to prepare inclusive and need based teaching learning material.
- Arranging professional services like speech therapist, special educator, and psychologist.
- Organising identification and assessment camps.

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### Parents

- Providing support in enrolling CWSN especially girls.
- Sharing success stories of CWSN.
- Visit doctors or special education centres.
- Volunteering for caregiver training to support the school.
- Parents can establish - Family moral support group and Education support group.

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### Community

- Encouraging enrolment of CWSN especially girls.
  - Preventing their dropout by bringing awareness.
  - Organising identification camp and resource support-both human and non-human.
  - Sharing success stories of CWSN.
  - Having confidence in the abilities and talents of CWSN.
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## EVALUATE YOURSELF

**Q1.** Define 'Inclusive Education' in your own words. What is the need and importance of inclusive education?

**Q2.** Discuss role of teachers, management, parents and communities in promoting inclusive education.

## PRACTICE YOUR KNOWLEDGE

Explore and make a report on constitutional provisions for inclusive education. Also write Government initiatives such as plans and policies for inclusive education to realize meet the goals of 'right to equality of educational opportunities'.