



INCLUSIVE EDUCATION AND ITS MANAGEMENT

Subhash Singh, Ph. D.

Associate Professor, Department of Education, Ranvir Rananjay Snatakottar Mahavidyalay,
Amethi

{ 'A' Grade Institution Accredited by NAAC & Centre with Potential for Excellence }

Abstract

Integrated Education follows the principle of providing equal opportunities to an integrated group of able bodied and differently abled children studying together. Inclusive Education makes provision for learning of all children in the classroom. The regular teacher becomes the acilitator. The general school adapts to the needs of every child in the classroom.

Keywords: Persons With Disabilities (PWDs), Sarva Shikshya Abhiyan (SSA), Multi grade schools (MGS), Criterion Referenced Data (CRD), Curriculum-based Criterion Referenced Data (CCRD).



Scholarly Research Journal's is licensed Based on a work at www.srjis.com

Introduction:

WHO Education For All policy decision (1991) requires member nations to take steps to provide *equal access to education to every category of disabled persons as an integral part of the educational system.* The UN Standard Rules of the Equalization of Opportunities for persons with Disabilities (1993) states '*Countries should recognize the principle of equal ...educational opportunities for children, youth and adults with disabilities, in integral setting. They should ensure the education of all children with disabilities to be the norm.*' Every School has to become an Inclusive/Integrated School to meet Legal Provision. The Salamanca Statement states that every child has a fundamental right to education and that the education systems should be designed and educational programs implemented to take into account the wide diversities of interests, abilities, and learning needs. Further it states that children with special educational needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs. Thus, the Salamanca Statement clearly laid down the principles for Inclusive education in 1994.

The UN General Assembly passed a resolution constituting an Ad-hoc ommittee in the year 2001 to develop a Comprehensive and Integral International on the Protection and Promotion of the Rights and Dignity of Persons with Disabilities. After several negotiations, the UN General Assembly then adopted the finally agreed text of the Convention, on the 13th

December 2006. India signed the Convention on 30th March, 2007, on the very first day of its opening for signature. The purpose of the convention is to promote, protect and ensure the full and equal enjoyment of all Human Rights and fundamental freedoms by all Persons With Disabilities (PWDs). This is to be achieved by promotion of respect for the inherent dignity of a PWD. The Convention marks a paradigm shift in attitudes towards disabled persons. Persons with disabilities are not viewed as "objects" of charity, medical treatment and social protection; rather as "subjects" with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society. UNCRPD states that-

'Persons with disabilities are not excluded from the general education system on the basis of disability. They can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live. Reasonable Accommodation of the individual's requirements is provided PWDs receive the support required, within the general education system, to facilitate their effective education. Effective individualized support measures are provided in environments that maximize academic and social development.'

The directive principle of Indian constitution, the National Policy of Education (1986, 1992), and the Sarva Shikshya Abhiyan (SSA- 2010) Project, as well as the international goal of EFA 2015 and HFA 2015 empowers the implementing agencies especially MHRD and SSA Authorities of States to ensure admission, retention and education of all children of the age group of 6 to 14 years including children with special needs in the country. No regular school in the country can deny admission to a child with special needs. In this context all schools are now inclusive/integrated schools. It has, therefore become obligatory for at least one teacher from every elementary school to be trained in FCSEDE Programme to enable him/her to meet the specific educational requirement of the children with special needs in the class. Clear understanding of the principles of inclusive education is necessary to manage inclusive classrooms. In a classroom of 40-60 children (sometimes even more) we see children with diverse needs. Every child is *unique* and they learn at their *own pace*. Their abilities are also quite *diverse*. We are sure, you agree that diversity is so common in a classroom and uniformity in terms of abilities, aptitudes is rare.

Added to the above challenge we also find a majority of schools in India are multi grade schools (MGS). MGS have one teacher to help children in different grades .We also see schools in which single teacher teaching different subjects. So how do we really develop a classroom in which content, methodology, materials and evaluation is friendly and address the needs of all children including children with special needs? The principle of inclusive education states that the regular teacher should be the facilitator for learning of ALL children in the classroom. This responsibility does not limit only to the classroom but goes much beyond it. Inclusive education also envisages that the regular school would adapt to the needs of every child in the classroom. The UNESCO Resource Pack was the first step in developing classroom strategies, which will benefit all children. Globally there is tremendous awareness about the importance of developing inclusive learning environments. We know that ‘those who learn together learn to live together.’

Definition of Inclusive Education :

Inclusion means *“providing to all students, including those with significant disabilities equitable opportunities to receive effective educational services, with needed supplementary aids and support services, in age-appropriate classes in their neighbourhood schools, in order to prepare students for productive lives as full members of society”*. (National Centre on Educational Restructuring and Inclusion) According to UNESCO, *‘Inclusive education is a process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education.’*

Salamanca statement states that *“... schools should accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or cultural minorities and children from other disadvantaged or marginalized areas and groups.”*

Factors Affecting Inclusive Classrooms :

All classrooms have children with different abilities/aptitudes. It is important to recognize this diversity in classrooms. Each one of us have experienced some special need during our school/college years. A special need is nothing but the need for additional help in

order to understand a concept or perform an activity. No one is perfect. Any problem either social, intellectual, sensory, motor, or illness will manifest itself as a difficulty in learning.

Special Needs :

Special needs could be for :

1. Short term duration
2. Long term duration

✓ **Examples for short term special needs :**

Thejus is studying in class 4. In the middle of the year he got typhoid fever. He could not attend school for two months. When he returned to the school he could not understand a word in mathematics and science. He had missed so many lessons. Other children in the class were using the applications taught during his illness. His parents requested the teacher to spare half an hour every day in the morning before school hours to help him learn the concepts, which he had missed. With the help of the teacher and his friends, Thejus has no difficulties now.

✓ **Example for long term special needs :**

Deepthi is studying in class 3. She cannot see a word written on the black board. She makes many mistakes while copying from the board. She also has a difficulty in reading the textbook. The teacher asked her to pay more attention. But her problem was that she was unable to see anything written on the board. Her parents got her vision tested. She has low vision. Parents requested the teacher to use anti-glare board and give large print books and notes to Deepthi. The teacher got a different board which is not too smooth and therefore does not reflect the light, on the other wall in the classroom. They also used jute bags to curtain the windows to ensure that direct sunlight did not fall on the board. Now Deepthi has no problem in learning.

Pace of learning:

It is very important to recognize the fact that every child is unique and follows its own pace of learning. In a class of 40 we find each child following its own pace. So whose pace should the teacher follow? In teacher centered classroom the teacher tries to follow the pace of children but after a while she realizes every child has their own pace. Then she sets her own pace which may not match the individual child. This kind of teaching is frustrating both to the teacher as well as the child. Therefore the best option is to create a child centered environment. Of course it needs some reforms in the classroom organization. The usual

phrases that are used by the teachers such as ‘covering portions’ ‘finishing the syllabus’ ‘taking class’ need to be replaced with child centered phrases such as ‘current learning levels of the child’, ‘achievements of the child in comparison to the baseline information’, ‘facilitating learning’ rather than teaching or taking the class. As a facilitator a teacher is required to uncover the syllabus!

Different factors that affect learning :

We need to stop seeing the child as a problem for the educational failure or difficulties in learning. As long as we see child as the problem we will not be able to solve the problems that exists within the classroom practices, which is actually the main cause for the educational failures. Therefore we need to understand the problems in the educational system and remove these learning barriers to ensure every child learns.

‘Any child may experience a special need during school years’

We all have experienced a special need in our school years. Do you remember how you felt when a friend sitting next to you solved a mathematical problem in seconds and you stretched your brains to do the same? There is no individual on this earth who hasn’t experienced such difficulty during school years. None of us are perfect. Difficulties in Learning arise because of several factors. If a child has a disability such as difficulty in hearing, moving, communicating, learning, seeing, it does not mean that such a child will have special needs across the entire curriculum in all subjects. In reality there is very little awareness on the needs of people with disabilities. One gentleman who had difficulty in seeing traveled by airplane. To his amusement he saw a wheel chair waiting for him at the arrival gate!! When he asked why a wheel chair has been arranged the Air plane crew replied that they had information that a person with disability was traveling which means that he needs a wheel chair!! All classrooms are heterogeneous. They have children with different abilities, socio-cultural backgrounds. Every child is unique and special. There are no two children who are the same. Therefore if the uniqueness is ‘normal order’ why label children with disabilities as ‘not normal’? In a class of 40-50 children we find every child is unique. Unless the teacher respects and recognizes this uniqueness, no learning can take place.

Difference between traditional and inclusive approaches :

Traditional teaching practices hardly benefit children in classrooms with poor teachers and student ratio. The traditional teaching methods adversely benefit children with disabilities

because they need child-centered approaches. The table shows the difference between child-centered inclusive approach and traditional approach.

Table-1

S. N.	Traditional Approach	Inclusive Approach
1.	Education for some	Education for all
2.	Static	Flexible
3.	Collective Teaching	Individualized teaching
4.	Learning in segregated settings	Learning in integrated settings
5.	Emphasis on teaching	Emphasis on learning
6.	Subject centered	Child centered
7.	Diagnostic/prescriptive	Holistic
8.	Opportunities limited by exclusion	Equalization of opportunities for all

Source: 1 Inclusive education by Ture Johnson. 2. UNESCO resource Pack.

A Curricular View– Child-Centered Pedagogy:

Each country has its own policy on curriculum development. In India we have a curriculum framework that is developed centrally by NCERT. Based on NCERT curriculum for wider use of the materials it is necessary to develop Criterion Referenced Data (CRD), which is used by different states. Of course states have responsibility to modify the curriculum to suit the individual state's needs. It is not sufficient to have such macro level modifications. Curriculum has to be further modified at classroom level. In inclusive education there is a tremendous focus on developing such curriculum, which is relevant to all children in the classroom.

Pedagogical issues in inclusion :

A curriculum for all means a curriculum that can be used by all children irrespective of their abilities. It is important to recognize the fact that every child is unique, which is manifested in terms of varying abilities. Every classroom has a group of children with different abilities. Different abilities come because of various contributing factors– home environment, difficulties in learning, seeing, communication, hearing, illness – all contribute to different ability levels. A curriculum needs to be designed in ideal conditions, for every child taking into account i.e., social, cultural, and individual factors. As we have already mentioned, curriculum comes from life. Therefore the relevance to the individual child's life settings, gives the expected relevance and application of knowledge and skills.

SOMA features- Now let us understand what kinds of modifications are required. Some of the important modifications that are required are as follows:

a. **S-** Specific (Precision teaching)

Copyright © 2017, Scholarly Research Journal for Interdisciplinary Studies

b. **O- Observable** (Learning is observable)

c. **M- Measurable** (Sequenced Learning outcomes are measurable in terms of numbers of competencies the child has achieved to perform with graded support)

d. **A- Achievable** (Each concept and sub concept is broken into small achievable steps. These allow teachers either to club the steps if the child finds it easy or further break into smaller steps if the child finds it difficult).

To develop Curriculum-based Criterion Referenced Data (CCRD) :

It is necessary to develop the general *Curriculum-based Criterion Referenced Data (CCRD)* which gives you a checklist of learning outcomes which has the SOMA features stated above.

Such a CCRD would give you the following information:

1. A list of concepts.
2. A list of corresponding sub concepts.
3. A list of corresponding sequential and graded learning outcomes.

The multipurpose uses of CCRD

CCRD is used for different purpose in a classroom. They are as follows:

1. To establish baselines to understand the current levels of learning (so that the child's learning moves forward)
2. To develop individual educational plans-annual, half yearly, quarterly, monthly, weekly, daily.
3. To monitor the progress individual child has achieved.
4. To apply ongoing built in evaluation of the child

Why we need to use the curricular view in inclusive schools? Because:

1. Children with different needs are enrolled into schools either by 'default' or by 'design'
2. Unless individual child's needs are taken into account many children feel stagnated and eventually drop out as the education fails to meet their needs.
3. The above issues are applicable to all schools irrespective of their geographic location and section of children who attend the school.
4. In inclusive schools teacher 'facilitates' learning rather 'regulating' learning.
5. Every child has its own pace-follow the child's pace (not the other way round!!)

The curriculum for "ALL" needs to be:

- 1. Child centred:** children with special needs need child-centred curriculum, which takes into account the individual needs of children. The curriculum needs to set specific, observable, measurable and achievable learning outcomes (SOMA).
- 2. Flexible:** A flexible, locally relevant curriculum, teaching and learning strategies are intrinsically important for children with special needs to participate in the educational process.
- 3. Participatory:** Children with special needs require a learning environment in which they can actively participate in learning in small groups learning settings.
- 4. Partnership with parents:** Partnership with parents is a key factor as children learn not only in the classrooms but also at home.

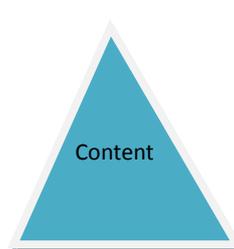
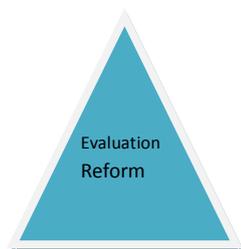
Establishing base line/current levels of learning :

We have already learnt that every child learns at its own pace. We also know that the child does not learn only in the school. This means that when the child comes to school, he/she must have some knowledge. This could have been acquired at home, or at play, or by social activities within the community. Therefore it is important to establish the base line of learning for each child. How is this done? The general curriculum checklist is used for establishing the baseline. The learning outcomes of each concept are taken and the child is made to PERFORM the activity. The baseline may be established in 3 ways:

- 1. Forward:** In this method, all the activities are performed in a sequential manner – that is from the first learning outcome onward.
- 2. Backward:** In this the child is made to perform the last activity of the particular class first and then the activities are performed backward.
- 3. Random:** In this the learning outcomes are randomly selected based on the class and the child is made to perform the relevant activity. The child may be able to perform the activities up to a certain level and after that he may not have been able to perform. In all the above methods, the child arrives at a stage wherein he/she is unable to perform about 5 activities. This establishes that the child has learnt a few concepts and therefore needs to learn the rest. This is called the base line.

Content

S.N.	Problems	Solutions
1.	Concepts too difficult or too easy.	The task needs to be broken into small steps.
2.	Pre requisites absent.	Prepare the child.
3.	Content not child friendly.	Substitute.
4.	Activities, learning & teaching material, seating arrangements not friendly to the needs of individual child.	Develop teaching materials with SOMA features and multi sensory environments which will benefit all children.
5.	Evaluation not child friendly.	Introduce continuous evaluation system following child's pace of learning.



Idiosyncratic Development :

The child may have gaps in development in all the subjects or in one particular subject. This could be due to socio-cultural factors, or could be due to the simple reason that those competencies were not taught in the school. The child may not have attended the school. The very fact that the child has accomplished the later competencies confirms that the child has the potential or capacity to learn. It is important to ensure that the child learns these activities first as any step or link missed out could lead to difficulties in learning at a later stage, because these steps become a pre-requisite to learning other competencies at a later stage.

Conclusion :

Every School has to become a Inclusive/Integrated School. Factors affecting inclusive classroom. Any child may experience a special need during school years. Difficulties in Learning arise because of several factors. If a child has a disability such as difficulty in hearing, moving, communicating, learning, seeing, it does not mean that such a child will have special needs across the entire curriculum in all subjects. All classrooms are heterogeneous. They have children with different abilities, socio cultural backgrounds. Every child is unique and special. Unless the teacher respects and recognizes this uniqueness, no learning can take place. A Curricular View: Child-Centered Pedagogy: Curriculum has to be

further modified at classroom level. In inclusive education there is a tremendous focus on developing such curriculum, which is relevant to all children in the classroom. A curriculum for all means a curriculum that can be used by all children irrespective of their abilities. It is important to recognize the fact that every child is unique. A curriculum needs to be designed in ideal conditions, for every child taking into account i.e., social, cultural, and individual factors. As we have already mentioned, curriculum comes from life. Therefore the relevance to the individual child's life settings, gives the expected relevance and application of knowledge and skills. Some of the important modifications that are required are known as SOMA features - **S**pecific, **O**bservable, **M**easurable, **A**chievable. It is necessary to develop the general **C**urriculum-based **C**riterion **R**eferenced **D**ata (CCRD) which gives you a checklist of learning outcomes which has the SOMA features.

Inclusive methodology: Developing inclusive materials, physical environment and classroom management: Inclusive education means providing education to children with special needs in a regular school and class, together with non disabled children. This becomes possible when the regular school, and the regular teachers are equipped to meet the special needs of the child with disabilities. One of the main features of Inclusive education is the development of the capability of the regular education system to meet the educational needs of children with any kind of impairment. The child is not taken away to a separate room or a separate class, as happens in Integrated education. He is provided all support services within the regular classroom. By now you are familiar with the CCRD of the General Curriculum. You have also established the base line for children in your classroom. Since each child learns at his or her own pace, it is necessary to develop an individual educational plan (IEP). To plan this, the following steps need to be followed: Establish the base line in each subject. **Developing inclusive evaluation system:** In inclusive evaluation system, CRD is used and not NRD (Norm Referenced Data) system. In CRD system, even the illiterate parents can easily understand the progress of the child in each area which is indicated through colour code and the logos which represents the activity To manage inclusive school/classroom there is need to develop inclusive resource centres and accessible school environment.

References

- Ariel, A. (1992). *Education of Children and Adolescents with Learning Disabilities*, New York, Mcmillan Publishing Co.
- Chaturvedi, Shikha (2017). *Samaveshi Vidyalayon Ka Srijan*, Meerut, R.Lal l Book Depot.
- Cruschank, W. M. (1975). *Psychology of Exceptional Children and Youth*, Engelwood Cilffs. N.J.: Prentice Hall.
- Ghate, P. (Ed.) (2002) . *A Practical Manual on Special Education Practicals and Teaching Practice in Hearing Impairment*, B.Ed Special Education Self Instructional Material, (Bhopal) MPBOU.
- Guha, A. (Ed.)(2002.). *A Practical Manual on Special Education Practicals and Teaching Practice in Locomotor Impairment and Cerebral Palsy*, B.Ed Special Education Self Instructional Material, Bhopal ,MPBOU.
- Jouhari, Dipti (2017). *Shiksha Me Navachar*, Meerut , R.Lal l Book Depot.
- Ku. Bela (2016). *Samaveshi Shiksha*, Jalandhar, Amit Prakashan.
- Mangal, S.K. (2016). *Samekit Vidyalaya Ki Asthapna*, Ludhiyana, Tondon Publications.
- Mani, M.K.G. (Ed.) (2002). *A Practical Manual on Special Education Practicals and Teaching Practice in Visual Impairment*, B.Ed Special Education Self Instructional Material, Bhopal, MPBOU.
- Narayan, J. (Ed.) (2002). *A Practical Manual on Special Education Practicals and Teaching Practice in Mental Retardation*, B.Ed Special Education Self Instructional Material, Bhopal, MPBOU.
- Pal, H.R. (2010). *Vishishta Balak*, Madhya Pradesh Hindi Granth , Bhopal, Academy. Panda, K.C. (1997). *Education of Exceptional Children*, New Delhi. Vikas Publishing House.
- Shankar, U.(1991). *Exceptional Children*, New Delhi, Enkay Publisher.
- Sharma,Asha (2016). *Samaveshi Shiksha*, Jalandhar, Amit Prakashan.
- Sharma, Anita (2017). *Samaveshi Shiksha*, Meerut, R.Lal l Book Depot.
- Sharma, R.A. (2017). *Vishisht Shiksha Ka Prarup*, Meerut, R.Lall Book Depot.
- Sharma, Yogendra K. *Evang Sharma*, Madhulika(2001). *Samaveshi Shiksha*, New Delhi, Kanishka Publication.
- Singh,Madan (2017). *Samaveshi Shiksha*, Meerut, R.Lal l Book Depot.
- Singh, N. (1997). *Special Education*. New Delhi, Commonwealth Publishers.
- Stow & Selfe (1989). *Understanding Children with Special Needs*, London, Unwin Hyman Ltd.
- Thakur , Yatindra (2017). *Samaveshi Shiksha*, Agra, Agrawal Publications. Tyagi, Gurusharan Das (2016). *Samaveshi Shiksha*, Agara, Shree Vinod Pustak Mandir.
- Yesseldyke, E. James, Bob Algozzine (1999). *Special Education- A Practical Approach for Teachers*, New Delhi, Kanishka Publishers & Distributers.