

## MODULE 4

### INCLUSIVE EDUCATION

- 4.1 Education of Children With Special Needs (CWSN) - Special Education and Integrated Education
- 4.2 Definition, Concept and Significance of Inclusive Education, Significance of Inclusive Education for the Education of all Children in the context of Right To Education
- 4.3 Issues and Problems in Inclusive Education
- 4.4 Teacher Preparation for Inclusive Education – Developing Attitudes and Competencies for Inclusion.



“The aim of education is to develop the sense of unity in this world and promote the growth of a balanced and well intenerated personality of the child”

(Rabindranath Tagore)



The goal of education for children with or without special needs is to prepare them for a happy, productive and useful civil life. All school going children, whether they are disabled or not, **have the right to education** as they are the future citizens of the country. Some children with special needs may not benefit from regular classroom education due to various reasons including disability. Education is a process which helps a person to attain physical as well as mental maturity which enables him to offer his productive potentialities at its optimum level for the betterment of the society.

We live in the world of diversities and individual differences. There are expectations and as such many of the children deviate too much from the expected range of the normal or average possession of the one or the other traits of their personality. So much that they are in need of some special care, attention and measures for the adequate adjustment, welfare and progress in their life. According to M.K.Gandhi, “Education is all round drawing out of the best in the child and man- body, mind and spirit.” Education is the complete development of

the individuality of the child so that he can make an original contribution to human life according to the best of his capacity.

Inclusive in education is an approach. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs; instead, the school is restructured so that all students learn together. Inclusive education differs from *integration* and *mainstreaming*, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream.

#### **4.1 EDUCATION OF CHILDREN WITH SPECIAL NEEDS (CWSN) - SPECIAL EDUCATION AND INTEGRATED EDUCATION**

An exceptional child is who deviates physically, intellectually, emotionally and socially so markedly from normal growth and development. He/She cannot be benefited from a regular classroom programme and need special treatment in school. The disabled, disadvantaged, disturbed and the gifted children are exceptional children. **Recently such children are called Children with Special Needs (CWSN).**

##### *Classification of Exceptional Children*

Exceptional children are of the following kinds:

<b>Intellectually Exceptional</b>	<b>Physically Exceptional</b>	<b>Emotionally Exceptional</b>	<b>Socially Exceptional</b>	<b>Multi Exceptional</b>
a. The Gifted b. The Backward c. The Mentally Retarded d. The Creative e. The Underachiever f. The learning Disabled	a. The deaf and dumb b. The blind & near blind c. Orthopedically handicapped d. Children with speech defect	a. Delinquents	a. Underprivileged Children	a. Children with more than One Defect

## A. GIFTED CHILD



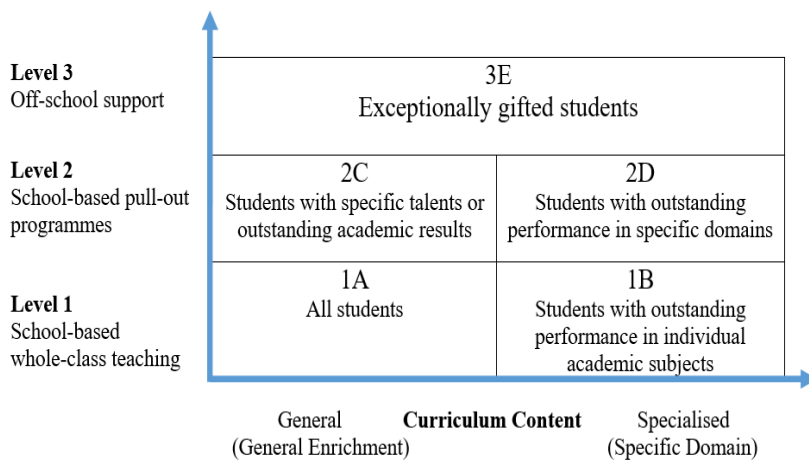
There is no broadly accepted definition. It is based on the situation. Schools generally look at ability and intelligence test, but do not all use the same standard.

According to **Witty**, the terms gifted or talented stand for those whose performance is consistently remarkable in some potential valuable activity. Persons with IQ higher than 140 can be accepted as especially gifted.

Talented, which includes all areas of a child's life: academic, artistic, athletic, and social. Gifted children often mean that they develop asynchronously, which means that their minds grow ahead of their physical growth, and this explains why they are in an advanced progress than children of their own age.

### Model for Education of Gifted Children

#### The Three-tier Implementation Model for Gifted Education





### Education of Gifted Children

Following are the different administrative provisions for the education of gifted children.

- a. Separate school
- b. Ability grouping
- c. Acceleration or double promotion
- d. Enrichment programme
- e. Triple track plan
- f. Summer schools

Source. <https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.edb.gov>

## B. THE BACKWARD CHILD

<p><b>Kinds of Backwardness</b></p> <ol style="list-style-type: none"> <li>1. General Backwardness</li> <li>2. Specific Backwardness</li> </ol> 	
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According to **Burt**, a slow learner is a child who is unable to cope with the work normally expected of his age group. The main characteristics of Backward children are:(1) Mental age is smaller than chronological age,(2) low educational attainment than what he is capable of,(3) unable to do the work of the class next below,(4) Cannot keep pace with the class even in one subject or in all subjects. According to **Berton Hart** “the backward Child is one who is unable to do the work of the causes where there educational attainment are lower than what they are capable of.”

<b>Identification of Backward Children</b>	<b>Following are some of the Remedial Steps</b>
<ol style="list-style-type: none"> <li>1. <b>Observation method</b></li> <li>2. <b>Mental test</b></li> <li>3. <b>Achievement test</b></li> <li>4. <b>Personality inventory and case study</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Regular Medical checkups and remedial and necessary treatment.</li> <li>2. Readjustment in the home and school</li> <li>3. Provision of special schools or special classes.</li> <li>4. Provision of special curriculum</li> <li>5. Special coaching and proper individual attention</li> <li>6. Provision of co-curricular activities</li> <li>7. Rendering guidance service</li> <li>8. Controlling negative environmental factors</li> </ol>

Source: <https://www.google.com>  
[www.edb.gov](http://www.edb.gov).

## C. MENTALLY RETARDED CHILD



**Mental retardation** is a developmental disability that first appears in children under the age of 18. It is defined as an intellectual functioning level (as measured by standard tests for intelligence quotient) that is well below average and significant limitations in daily living skills (adaptive functioning).

**Adaptive functioning skills** are the skills needed for daily life. Such skills include the ability to produce and understand language (communication); home-living skills; use of community resources; health, safety, leisure, self-care, and social skills; self-direction; functional academic skills (reading, writing, and arithmetic); and work skills.

Low IQ scores and limitations in adaptive skills are the hallmarks of mental retardation.

**Intellectual disability (ID)**, also known as **general learning disability** and **mental retardation (MR)**, is a generalized neurodevelopmental disorder characterized by significantly impaired intellectual and adaptive functioning. It is defined by an IQ under 70, in addition to deficits in two or more adaptive behaviors that affect every day, general living.

- **At least 2-3 percent of Indian Population is mentally handicapped in any one form.**
- About 6 to 7.5 million mentally retarded individuals live in the United States alone.
- Mental retardation begins in childhood or adolescence before the age of 18.
- Intellectual functioning level is defined by standardized tests that measure the ability to reason in terms of mental age (intelligence quotient or IQ). Mental retardation is defined as IQ score below 70 to 75.
- In general, mentally retarded children reach developmental milestones such as walking and talking much later than the general population.
- Symptoms of mental retardation may appear at birth or later in childhood.
- Children who have a neurological disorder or illness such as encephalitis or meningitis may suddenly show signs of cognitive impairment and adaptive difficulties.
- Mental retardation varies in severity. There are four different degrees of mental retardation: mild, moderate, severe, and profound. These categories are based on the functioning level of the individual.

**Mild Mental Retardation:** Approximately 85 percent of the mentally retarded population



is in the mildly retarded category. Their IQ score ranges from 50 to 75, and they can often acquire academic skills up to the sixth grade level. They can become fairly self-sufficient and in some cases live independently, with community and social support.

**Moderate Mental Retardation:** About 10 percent of the mentally retarded population is considered moderately retarded. Moderately retarded individuals have IQ scores ranging from 35 to 55. They can carry out work and self-care tasks with moderate supervision. They typically acquire communication skills in childhood and are able to live and function successfully within the community in a supervised environment such as a group home.

**Severe Mental Retardation:** About 3 to 4 percent of the mentally retarded population is severely retarded. Severely retarded individuals have IQ scores of 20 to 40. They may master very basic self-care skills and some communication skills. Many severely retarded individuals are able to live in a group home.

**Profound Mental Retardation:** Only 1 to 2 percent of the mentally retarded population is classified as profoundly retarded. Profoundly retarded individuals have IQ scores under 20 to 25. They may be able to develop basic self-care and communication skills with appropriate support and training. Their retardation is often caused by an accompanying neurological disorder. The profoundly retarded need a high level of structure and supervision.

TABLE 1.

***Developmental Characteristics Related to Level of Mental Retardation  
(DSM-IV Criteria)***

<b><i>MILD RETARDATION</i></b>	<b><i>MODERATE RETARDATION</i></b>	<b><i>SEVERE RETARDATION</i></b>	<b><i>PROFOUND RETARDATION</i></b>
75% to 90% of all cases of retardation	~10% to 25% of all cases of retardation	~10% to 25% of all cases of retardation	~10% to 25% of all cases of retardation
Function at one half to two thirds of CA (IQ: 50 to 70)	Function at one third to one half of CA (IQ: 35 to 49)	Function at one fifth to one third of CA (IQ: 20 to 34)	Function at < one fifth of CA (IQ: < 20)
Slow in all areas	Noticeable delays, especially in speech	Marked and obvious delays; may walk late	Marked delays in all areas
May have no unusual physical signs	May have some unusual physical signs	Little or no communication skills but may have some	Congenital abnormalities often present

understanding  
of speech and  
show some  
response

Can acquire  
practical skills

Can learn  
simple  
communication

May be taught  
daily routines  
and repetitive  
activities

Need close  
supervision

Useful reading  
and math  
skills up to  
grades 3 to 6  
level

Can learn  
elementary  
health and  
safety habits

May be trained  
in simple self-  
care

Often need  
attendant care

Can conform  
socially

Can participate  
in simple  
activities and  
self-care

Need direction  
and  
supervision

May respond  
to regular  
physical  
activity and  
social  
stimulation

Can acquire  
vocational  
skills for self-  
maintenance

Can perform  
tasks in  
sheltered  
conditions

—

Not capable of  
self-care

Integrated into  
general  
society

Can travel  
alone to  
familiar places

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NOTE: *Additional problems with vision, hearing or speech, congenital abnormalities, seizures, emotional problems or cerebral palsy may be present.*

*DSM IV = Diagnostic and Statistical Manual of Mental Disorders, 4th ed.; CA = chronological age; IQ = intelligence quotient.*

*Adapted with permission from Pelegano JP, Healy A. Mental retardation. Part II. Seeing the child within. Fam Pract Recertification 1992;14:63.*

### **Causes and Symptoms:**

The severity of the symptoms and the age at which they first appear depend on the cause. Children who are mentally retarded reach developmental milestones significantly later than expected, if at all. If retardation is caused by chromosomal or other genetic disorders, it is often apparent from infancy. If retardation is caused by childhood illnesses or injuries, learning and adaptive skills that were once easy may suddenly become difficult or impossible to master. In about 35 percent of cases, the cause of mental retardation cannot be found. Biological and environmental factors that can cause mental retardation include genetics, prenatal illnesses and issues, childhood illnesses and injuries, and environmental factors.

**Genetics:** About 5 percent of mental retardation is caused by hereditary factors. Mental retardation may be caused by an inherited abnormality of the genes, such as fragile X syndrome. Fragile X, a defect in the chromosome that determines sex, is the most common inherited cause of mental retardation. Single gene defects such as phenylketonuria (PKU) and other inborn errors of metabolism may also cause mental retardation if they are not found and treated early. An accident or mutation in genetic development may also cause retardation. Examples of such accidents are development of an extra chromosome 18 and Down syndrome. Down syndrome is caused by an abnormality in the development of chromosome 21. It is the most common genetic cause of mental retardation.

Prenatal illnesses and issues	<ul style="list-style-type: none"> <li>● Fetal alcohol syndrome affects one in 600 children in the United States.</li> <li>● It is caused by excessive alcohol intake in the first twelve weeks(trimester) of pregnancy.</li> <li>● Some studies have shown that even moderate alcohol use during pregnancy may cause learning disabilities in children.</li> <li>● Drug abuse and cigarette smoking during pregnancy have also been linked to mental retardation.</li> </ul>
Maternal infections and illnesses	<ul style="list-style-type: none"> <li>❖ Maternal infections and illnesses such as glandular disorders, rubella toxoplasmosis , and cytomegalovirus infection may cause mental retardation.</li> <li>❖ When the mother has high blood pressure ( hypertension ) or blood poisoning (toxemia), the flow of oxygen to the fetus may be reduced, causing brain damage and mental retardation.</li> </ul>
Birth defects	<ul style="list-style-type: none"> <li>➤ Birth defects that cause physical deformities of the head, brain, and central nervous system frequently cause mental retardation.</li> <li>➤ Neural tube defect, for example, is a birth defect in which the neural tube that forms the spinal cord does not close completely. This defect may cause children to develop an accumulation of cerebrospinal fluid on the brain (hydrocephalus ).</li> <li>➤ By putting pressure on the brain hydrocephalus can cause learning impairment.</li> </ul>
Childhood illnesses and injuries	<ul style="list-style-type: none"> <li>✓ Hyperthyroidism, whooping cough, chickenpox, measles , and Hib disease (a bacterial infection) may cause mental retardation if they are not treated adequately.</li> <li>✓ An infection of the membrane covering the brain (meningitis) or an inflammation of the brain itself (encephalitis) because swelling</li> </ul>



	<p>that in turn may cause brain damage and mental retardation.</p> <p>✓ Traumatic brain injury caused by a blow or a violent shake to the head may also cause brain damage and mental retardation in children.</p>
Environmental	<ul style="list-style-type: none"> <li>✚ Ignored or neglected infants who are not provided the mental and physical stimulation required for normal development may suffer irreversible learning impairments.</li> <li>✚ Children who live in poverty and suffer from malnutrition, unhealthy living conditions, and improper or inadequate medical care are at a higher risk. Exposure to lead can also cause mental retardation.</li> <li>✚ Many children develop lead poisoning by eating the flaking lead-based paint often found in older buildings.</li> </ul>

The symptoms of mental retardation are usually evident by a child's first or second year. In the case of Down syndrome, which involves distinctive physical characteristics, a diagnosis can usually be made shortly after birth. Mentally retarded children lag behind their peers in developmental milestones such as smiling, sitting up, walking, and talking. They often demonstrate lower than normal levels of interest in their environment and responsiveness to others, and they are slower than other children in reacting to visual or auditory stimulation. By the time a child reaches the age of two or three, retardation can be determined using physical and psychological tests. Testing is important at this age if a child shows signs of possible retardation because alternate causes, such as impaired hearing, may be found and treated.

According to **Page** mental deficiency is a condition of sub-normal mental development. The following points should be taken into consideration for planning the educational programmes for mentally retarded children:

- a. The special schools should provide the environment essential for maximum development of abilities and capacities of all mental retardants.
- b. Curriculum, methods of teaching and tools for evaluation should be adjusted according to their individual needs.
- c. In special schools, greater emphasis should be placed on their emotional and social adjustment, imbibing moral virtues and desirable personal habits.
- d. The learning task should be brief and uncomplicated. They should be sequentially presented so that learner proceeds in a sequence of small steps, each one built up on previously learned tasks.
- e. Learning task should be applied to objects, problems and situations in the learner's life environment.
- f. Over learning must be built into the lessons.

## D. THE CREATIVE CHILD



- Creativity is one of the foremost essential skills required to succeed in the 21<sup>st</sup> Century.
- Teachers must implement creativity for innovative schooling that inspires young people and helps them become more rounded individuals.
- Creativity is a skill deemed to be fundamental to progress on all levels, which means it is imperative that no child is discouraged from embracing their creative abilities.



**Creative learners** are intrinsically motivated and independent; when they are interested in a task or creation, they will see it through with very little assistance needed from adults. They also think deeply about whatever they're working on and will come up with new levels of depth in traditional topics According to **Skinner**, a creative thinker is one who explores new ideas and makes new observation, new predictions and inferences.



**Highly Creative Students May:**

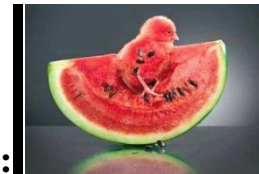


- ❖ Have the ability to make unusual associations or connections between seemingly unrelated or remote ideas.
- ❖ Have the ability to rearrange elements of thought to create new ideas or products.
- ❖ Have a large number of ideas or solutions to problems.
- ❖ Display intellectual playfulness, fantasize, imagine, and daydream.
- ❖ Are often concerned with adapting, improving, or modifying existing ideas, thoughts or products or the ideas or products of others.
- ❖ Have a keen or unusual sense of humor and see humor others do not see.
- ❖ Do not fear being different, but may still be emotionally hurt by non-acceptance. Often the importance of an idea outweighs that of peer acceptance.
- ❖ Ask many questions at an early age – this trend generally continues past early childhood into adulthood. These are the kids that surprise others with their wonderings.
- ❖ Frequently challenge teachers, textbook authors, and those in authority or “experts”.

- ❖ Sometimes come up with unexpected, futuristic, bizarre, even “silly” answers or solutions.
- ❖ Are sometimes resented by peers because of crazy or unusual ideas and their forcefulness and passion in presenting them or for pushing their ideas on others. In the context of cooperative efforts or groupings, highly creative students may get along or work better with younger or older students, or with adults.
- ❖ When completing special or unusual projects or assignments, often show a rare capacity for originality, intense concentration, commitment to completion, and persistence. In essence may be perceived as working hard to achieve personal goals.
- ❖ Become obsessed with completing varied projects, or exhibit unusual persistence in completing tasks. It is this obsessive need to complete a task that is so important in differentiating folks with good ideas from those who are truly creative.




### Some Special Techniques for Fostering Creativity:



- a. **Elaboration:** The individual is provided with skeleton outline of a problem and by using his imagination he completes the problem. This helps to develop his reasoning, thinking and problem solving abilities that are important ingredients of his creativity.
- b. **Brainstorming:** It is a popular method of group thinking. He group is allowed to explore ideas without judgments of censure.
- c. **Synectics:** It is a creative problem solving technique which uses analogy, metaphors and fantasies to trigger idea generation. Synectics is summarised as “making the strange familiar, and the familiar strange.

Teachers must be creative to cater for the individual learning requirements of each of their students. Creative and innovative practice may incorporate many different learning methods in one single activity; visual, auditory and physical. This gives more learners more chances to fulfil their potential. Furthermore, rather than imposing complete directional control, instead teachers can take a step back to facilitate students’ self-direction, giving them the space and freedom to be creative themselves. These students will then develop into thinkers who ask questions rather than recite answers, and with the learners leading the way, teachers have the time to provide support where it is most needed.

## E. THE UNDER ACHIEVER

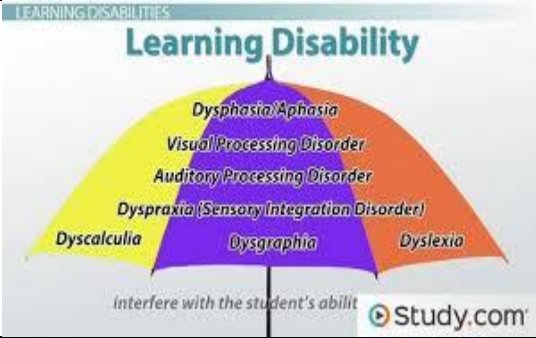
	<ul style="list-style-type: none"> <li>➤ An underachiever is a person who fails to achieve his or her potential or does not do as well as expected.</li> <li>➤ a student who performs less well in school than would be expected on the basis of abilities indicated by intelligence and aptitude tests, etc.</li> <li>➤ a person or thing that performs below expectations.</li> </ul>
<b>Characteristics of Underachievers</b>	
<ul style="list-style-type: none"> <li>❖ Low Self-Esteem, Self-Concept and Self-Efficacy</li> <li>❖ Alienated or Withdrawn</li> <li>❖ Distrustful or Pessemistic</li> <li>❖ Aggressive, Hostile, Resentful, Touchy</li> <li>❖ Depressed.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Passive-Aggressive Trait Disturbance</li> <li>❖ More Socially Than Academically Orientated.</li> <li>❖ Dependent, Less Resilient Than High Achievers</li> <li>❖ Socially Immature.</li> </ul>

**James** defined under achievers as those subjects who achieved academically at a level below what would be expected for the individual's ability level. **Underachievement** may stem from emotional **causes**, such as pressure to conform, fear of failure, and low self-esteem. Environmental **causes** include cultural influences, lack of a supportive academic environment, and an unsupportive family structure, including living a transient lifestyle.

### Remedial Measures for Underachievers

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|--|--|
| <ul style="list-style-type: none"> <li>a. Early identification and counseling</li> <li>b. Special Classroom</li> <li>c. Adjusting school activities</li> </ul> | <ul style="list-style-type: none"> <li>d. Home-School interaction</li> <li>e. Unlearning of Under Achievement</li> </ul> |
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## F. THE LEARNING DISABLED (LD) CHILDREN

	
<p>The term Learning Disability refers to a missed group of disorders manifested by significant difficulties in the acquisition and the use of listening, speaking, writing, reasoning or mathematical abilities.</p>	<p>A learning disability is a neurological disorder. In simple terms, a learning disability results from a difference in the way a person's brain is "wired." <u>Children with learning disabilities are as smart or smarter than their peers. But they may have difficulty reading, writing, spelling, reasoning, recalling and/or organizing information .</u></p>
<p>✓ A learning disability can't be cured or fixed; it is a lifelong issue.</p>	<p>Did you know...</p> <ul style="list-style-type: none"> <li>❖ Albert Einstein couldn't read until he was</li> </ul>

<ul style="list-style-type: none"> <li>✓ With the right support and intervention, however, children with learning disabilities can succeed in school and go on to successful, often distinguished careers later in life.</li> <li>✓ Parents can help children with learning disabilities achieve such success by encouraging their strengths, knowing their weaknesses, understanding the educational system, working with professionals and learning about strategies for dealing with specific difficulties.</li> </ul>	<p>nine?</p> <ul style="list-style-type: none"> <li>❖ Difficulty with basic reading and language skills are the most common learning disabilities. As many as 80% of students with learning disabilities have reading problems.</li> <li>❖ Learning disabilities should not be confused with other disabilities such as autism, intellectual disability, deafness, blindness, and behavioral disorders. None of these conditions are learning disabilities.</li> <li>❖ Attention disorders, such as Attention Deficit/Hyperactivity Disorder (ADHD) and learning disabilities often occur at the same time, but the two disorders are not the same.</li> </ul>
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## Types of Learning Disabilities

**Arithmetic Disorder:** Arithmetic Disorder (Dyscalculia) is generally characterized by difficulty in learning or comprehending mathematics. It affects a person's ability to understand and manipulate numbers or understand numbers themselves.

**Writing Disorder:** Writing Disorder (Dysgraphia) is generally characterized by distorted writing in spite of thorough instruction. A student with writing disorder might experience inconsistent and sometimes illegible writing; e.g., mixing print and cursive, upper and lower case, irregular sizes, shapes or slant of letters.

**Reading Disorder:** Reading Disorder (Dyslexia) is generally characterized by difficulties with the alphabet, word recognition, decoding, spelling, and comprehension.

**Spelling Disorder:** Spelling disorder (Dysorthographia) is generally characterized by difficulties with spelling. They stem from weak awareness or memory of language structures and letters in words. A student with a spelling disorder might present some of the difficulties, often in conjunction with poor skills in reading and/or arithmetic.

**Auditory Processing Disorder:** Auditory processing disorder describes a variety of disorders that affect the way the brain processes or interprets what it hears even though the student might have adequate hearing.

**Visual Processing Disorder:** A visual perception disorder involves difficulty making sense of what is seen, even though vision is intact.

**Sensory Integration (or Processing) Disorder:** Sensory Integration Disorder is associated with the ability to integrate information from the body's sensory systems (visual input, auditory input, olfactory input, taste, tactile input, vestibular input i.e. balance/movement, and proprioceptive input i.e. position). Information from the senses is not interpreted in ways that it can be used efficiently by the brain.

**Organizational Learning Disorder:** An organizational learning disorder is a type of learning disability related to challenges with executive functions and frequently accompanies other learning disabilities. Organizational learning disorder might include difficulties in handling too much stimuli or information at one time, thinking in an orderly and logical way, distinguishing direction, or organizing materials and time.



**Social Cue Disorder:** Individuals with social cue disorder have difficulty behaving in an automatic way. Picking up on spoken and unspoken cues is a complex process. Information must be detected, processed, have meaning extracted; then a response must be formulated.

**SIGNS AND SYMPTOMS OF LEARNING DISABILITIES AND DISORDERS:**

It’s not always easy to identify learning disabilities. Because of the wide variations, there is no single symptom or profile that you can look to as proof of a problem. However, some warning signs are more common than others at different ages. If you’re aware of what they are, you’ll be able to catch a learning disorder early and quickly take steps to get your child help.

<p><b>Ages 5-9</b></p>	<ul style="list-style-type: none"> <li>• Trouble learning the connection between letters and sounds</li> <li>• Unable to blend sounds to make words</li> <li>• Confuses basic words when reading</li> <li>• Consistently misspells words and makes frequent reading errors</li> <li>• Trouble learning basic math concepts</li> <li>• Difficulty telling time and remembering sequences</li> <li>• Slow to learn new skills</li> </ul>
<p><b>Ages 10-13</b></p>	<ul style="list-style-type: none"> <li>• Difficulty with reading comprehension or math skills</li> <li>• Trouble with open-ended test questions and word problems</li> <li>• Dislikes reading and writing; avoids reading aloud</li> <li>• Spells the same word differently in a single document</li> <li>• Poor organizational skills (bedroom, homework, desk is messy and disorganized)</li> <li>• Trouble following classroom discussions and expressing thoughts aloud</li> <li>• Poor handwriting</li> </ul>

**General Provision for Education of LD children**

- a. Provision for special schools or classes
- b. Provision for special remedial educational programmes
- c. Structuring and improving the existing environmental set up
- d. Specialized approaches and techniques

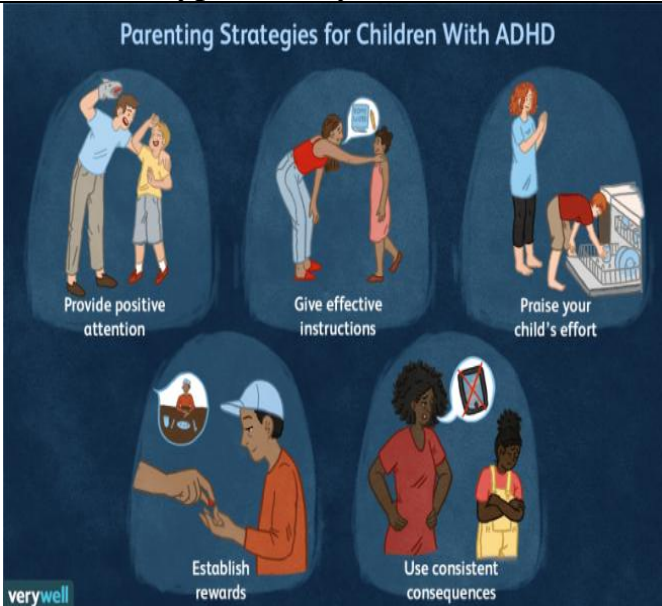
Learning disabilities can interfere with a student meeting his or her intellectual and life potential. Learning disabilities result in unexpected academic underachievement. Learning disabilities may impact the acquisition, organization, understanding, retention and use of information. Learning disabilities are complex and go beyond the stereotypical perceptions of the disorder as simply reading difficulties, or letter reversals. They vary considerably, both in terms of the functions they impact and the severity of the impact experienced. The appropriate accommodations depend upon the individual’s strengths as well as his/her specific difficulties. Frequently, learning disabilities are not detected before children start school. Many students with learning disabilities display no signs of difficulty, except when they attempt the specific academic tasks that challenge their particular area of cognitive processing difficulty.

**G. Children with Attention Deficit Hyper Activity Disorder (ADHD)**



- ❖ ADHD stands for attention deficit hyperactivity disorder.
- ❖ It is a medical condition.
- ❖ A person with ADHD has differences in brain development and brain activity that affect attention, the ability to sit still, and self-control.
- ❖ ADHD can affect a child at school, at home, and in friendships.

- A chronic condition including attention difficulty, hyperactivity and impulsiveness.
- ADHD often begins in childhood and can persist into adulthood.
- It may contribute to low self-esteem, troubled relationships and difficulty at school or work.
- Symptoms include limited attention and hyperactivity.



- ★ In India, a study had found that the prevalence of ADHD among primary school children was 11.32%.
- ★ Prevalence was found to be higher among the males (66.7%) as compared to that of females (33.3%).
- ★ The prevalence among lower socio-economic group was found to be 16.33% and that among middle socio-economic group was 6.84%.
- ★ As the child grows, the hyperactivity comes down but attention problems and impulsivity persist.
- ★ Adults have difficulties in concentrating at work or engaging in worthwhile conversations.
- ★ A teenager suffering from ADHD in some instances displays signs of conduct disorder that are either asocial or illegal.
- ★ The adolescent seeks instant gratification through fast-paced video games or drugs and tends to lie, cheat and steal.

Source: Indian Council of Medical Research

Attention Deficit Hyperactivity Disorder (ADHD) is highly prevalent in children worldwide and its prevalence in adults is increasingly recognized. ADHD is a developmental disorder that affects a person's ability to pay attention. ADHD is a Neuron biological

disability. Any child may experience many of the individual symptoms of ADHD. So, to make a diagnosis, your child’s doctor will need to evaluate your child using several criteria. ADHD is generally diagnosed in children by the time they’re teenagers, with the average age for moderate ADHD diagnosis being 7 years old Trusted Source. Older children exhibiting symptoms may have ADHD, but they’ve often exhibited rather elaborate symptoms early in life.

14 Signs of Attention Deficit Hyperactivity Disorder (ADHD)	
1. Self-focused behavior	8. Lack of focus
2. Interrupting	9. Avoidance of tasks
3. Problems with patience	10. Mistakes
4. Emotional turmoil	11. Daydreaming
5. Fidgeting	12. Trouble getting organized
6. Problems playing quietly	13. Forgetfulness
7. Unfinished tasks	14. Symptoms in multiple settings

**1. Self-focused behavior**

A common sign of ADHD is what looks like an inability to recognize other people’s needs and desires.

**2. Interrupting**

Self-focused behavior may cause a child with ADHD to interrupt others while they’re talking or butt into conversations or games they’re not part of.

**3. Trouble waiting their turn**

Kids with ADHD may have trouble waiting their turn during classroom activities or when playing games with other children.

**4. Emotional turmoil**

A child with ADHD may have trouble keeping their emotions in check. They may have outbursts of anger at inappropriate times. Younger children may have temper tantrums.

**5. Fidgeting**

Children with ADHD often can’t sit still. They may try to get up and run around, fidget, or squirm in their chair when forced to sit.

**6. Problems playing quietly**

Fidgetiness can make it difficult for kids with ADHD to play quietly or engage calmly in leisure activities.

**7. Unfinished tasks**

A child with ADHD may show interest in lots of different things, but they may have problems finishing them. For example, they may start projects, chores, or homework, but move on to the next thing that catches their interest before finishing.

**8. Lack of focus**

A child with ADHD may have trouble paying attention — even when someone is speaking directly to them. They’ll say they heard you, but they won’t be able to repeat back what you just said.

## 9. Avoidance of tasks needing extended mental effort

This same lack of focus can cause a child to avoid activities that require a sustained mental effort, such as paying attention in class or doing homework.

## 10. Mistakes

Children with ADHD may have trouble following instructions that require planning or executing a plan. This can then lead to careless mistakes — but it doesn't indicate laziness or a lack of intelligence.

## 11. Daydreaming

Children with ADHD aren't always rambunctious and loud. Another sign of ADHD is being quieter and less involved than other kids. A child with ADHD may stare into space, daydream, and ignore what's going on around them.

## 12. Trouble getting organized

A child with ADHD may have trouble keeping track of tasks and activities. This can cause problems at school, as they can find it hard to prioritize homework, school projects, and other assignments.

## 13. Forgetfulness

Kids with ADHD may be forgetful in daily activities. They may forget to do chores or their homework. They may also lose things often, such as toys.

## 14. Symptoms in multiple settings

A child with ADHD will show symptoms of the condition in more than one setting. For instance, they may show lack of focus both in school and at home.

### Symptoms as children get older

As children with ADHD get older, they'll oftentimes not have as much self-control as other children their own age. This can make kids and adolescents with ADHD seem immature compared to their peers. Some daily tasks that adolescents with ADHD may have trouble with include:

- Focusing on schoolwork and assignments
- Reading social cues
- Compromising with peers
- Maintaining personal hygiene
- Helping out with chores at home
- Time management
- Driving safely

### Educational Provisions



- a. Provide special classroom seating arrangement
- b. Make lessons brief
- c. While giving assignments to ADHD children, give one at a time.
- d. Use direct instruction, programmed learning etc.
- e. Eliminate or reduce frequency of timed tests.



- f. Supplement verbal instructions with visual instruction.
- g. Provide the ADHD child extended time for exams.
- h. A class that has a low pupil-teacher ratio will be more beneficial
- i. Reduce the length of the student's workload.
- j. Connect learning to real-life experience



**Simple classroom adjustments** make it easier for a teacher to work with the strengths and weaknesses of a child with ADHD. It may be helpful for teachers to:



- a) Pair written instructions with oral instructions.
- b) Give clear, concise instructions.
- c) Ask a volunteer in the class to repeat the directions.
- d) Use a timer to help with transitions and organizations.
- e) Speak when the child is paying attention.
- f) Set up clear rules of behavior and consequences for breaking these rules.
- g) Set up a program that rewards appropriate behavior.
- h) Seat the child near a good role model or near the teacher and away from distractions.
- i) Establish a nonverbal cue to get the child's attention.
- j) Establish a routine so the child knows what to expect (this may be a daily agenda or checklist that can be posted visibly in the classroom).
- k) Set up times to check in with the child and with the child's parents because kids with ADHD may be reluctant to ask for help.

Attention deficit hyperactivity disorder (ADHD) is considered the most common neuro developmental disorder of childhood and can continue through adolescence and adulthood. Global impairment in children with ADHD increases with increasing number of concurrent disorders. The presence of ADHD in childhood increases the likelihood of additional difficulties in academic performance, social interactions, and low self-esteem developing into adolescents and young adults.

### **H. PHYSICALLY HANDICAPPED**

“Physically Handicapped Person” means a person who, on account of injury, disease or congenital deformity, is substantially handicapped in obtaining or keeping employment or in



undertaking work on his own account of a kind, which apart from the injury, disease or deformity, would be suited to his age, experience and qualifications. As per "the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act 1995 following handicaps are covered:-

- Blindness or low vision;
- Hearing impairment;
- Locomotor disability or Cerebral palsy.

<b>BLINDNESS OR LOW VISION</b>	<b>EducationalProvisions</b>
<p>“Blindness” refers to a condition where a person suffers from any of the following conditions, namely:-</p> <ul style="list-style-type: none"> <li>❖ Total absence of sight: Visual acuity not exceeding 6/60 or 20/200 (snellen) in the better eye with correcting lenses. Limitation of the field of vision subtending an angle of 20 degree or worse.</li> <li>❖ “Person with low vision” means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device.</li> </ul>	<ol style="list-style-type: none"> <li>1. Residential blind school</li> <li>2. Special Equipments</li> <li>3. Physical and art education</li> <li>4. Vocational training</li> </ol>
<b>HEARING IMPAIRMENT</b>	<b>EducationalProvisions</b>
<p>“Hearing impairment” means loss of sixty decibels or more in the better ear in the conversational range of frequencies. Orally handicapped children are those who have difficulty in hearing are generally known as Dumb.</p>	<ul style="list-style-type: none"> <li>✓ Use of hearing air</li> <li>✓ Speech reading</li> <li>✓ Vocational training</li> <li>✓ Classroom arrangement</li> </ul>
<b>LOCOMOTOR DISABILITY</b>	<b>Educational Provisions</b>
<p>“Locomotor disability” means disability of the bones, joints or muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy. An orthopedically handicapped child is one who suffers from a defect that is accompanies by one or another type of deformity that inhibits the normal exercise of his muscle, joints or bones.</p>	<ol style="list-style-type: none"> <li>a. Vocational Training</li> <li>b. Adjust School equipments</li> <li>c. Access to school facilities</li> <li>d. Health Programmes.</li> </ol>
<b>CHILDREN WITH SPEECH DEFECT</b>	<b>Remedial Measures</b>

A speech handicapped child is one whose speech deviates so far from the speech of other people, and causes discomfort to the speaker or listener.

- a. Identify children with speech defects and direct them to language therapists.
- b. Speech training
- c. Extra Curricular activities.

### I. THE DELINQUENT CHILD

➤ According to **Newmeyer**, a Delinquent is a person under age who is guilty of anti-social and whose misconduct is an infraction of law.



- ❖ A juvenile delinquent, often shortened as delinquent is a young person (under 18) who fails to do that which is required by law.
- ❖ **Juvenile delinquency**, also known "**juvenile offending**", is the act of participating in unlawful behavior as a minor or individual younger than the statutory age of majority.

- ★ Most of influencing factors for juvenile delinquency tend to be caused by a mix of both genetic and environmental factors.
- ★ According to Laurence Steinberg's book *Adolescence*, the two largest predictors of juvenile delinquency are parenting style and peer group association.
- ★ Additional factors that may lead a teenager into juvenile delinquency include poor or low socioeconomic status, poor school readiness/performance and/or failure and peer rejection.
- ★ Delinquent activity, especially the involvement in youth gangs, may also be caused by a desire for protection against violence or financial hardship.



### പത്തനംതിട്ട കൊടുമണ്ണിൽ പതിനാറുകാരെ ഹരിഞ്ഞുവീഴ്ത്തി വെട്ടിക്കൊലപ്പെടുത്തി

സമാഹാരം  
തൊഴിലില്ലായ്മ കമ്മ്യൂണിറ്റി

പത്തനംതിട്ട: കൊടുമണ്ണിൽ സ്വപ്രയത്നങ്ങൾ തമ്മിലുള്ള തർക്കത്തെത്തുടർന്ന് 16 വയസ്സുകാരൻ അന്തിക്കുളത്തിൽ കൊല്ലപ്പെട്ടു. സംഭവം കേരളത്തിലെ ഏറ്റവും കടുത്ത കൊലപാതകമായി അന്തിക്കുളത്തിൽ വെട്ടിക്കൊലപ്പെട്ടു. സംഭവം കേരളത്തിലെ ഏറ്റവും കടുത്ത കൊലപാതകമായി അന്തിക്കുളത്തിൽ വെട്ടിക്കൊലപ്പെട്ടു. സംഭവം കേരളത്തിലെ ഏറ്റവും കടുത്ത കൊലപാതകമായി അന്തിക്കുളത്തിൽ വെട്ടിക്കൊലപ്പെട്ടു.

മുൻകരുതലില്ലാതെ നടന്നിരുന്ന തർക്കം കൂടുതൽ വ്യക്തമാക്കിയിട്ടില്ല. ഇതാണ് കൊലപാതകത്തിന് കാരണമായി പരാമർശം ചെയ്യുന്നത്. ഇതാണ് കൊലപാതകത്തിന് കാരണമായി പരാമർശം ചെയ്യുന്നത്.

സംഭവസ്ഥലത്തെ വിജ്ഞാപനം പഠനത്തിൽ ഇരുവരും പാർട്ടിൻ അല്ലെങ്കിൽ അന്തിക്കുളത്തിൽ വെട്ടിക്കൊലപ്പെട്ടു. സംഭവം കേരളത്തിലെ ഏറ്റവും കടുത്ത കൊലപാതകമായി അന്തിക്കുളത്തിൽ വെട്ടിക്കൊലപ്പെട്ടു.

- ✓ **Authoritative child-rearing** style combines acceptance with discipline to render healthy development for the child.
- ✓ A lack of supervision is also connected to poor relationships between children and parents.
- ✓ Children who are often in conflict with their parents may be less willing to discuss their activities with them.
- ✓ Conflict between a child's parents is

	also much more closely linked to offending than being raised by a lone parent.
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1. **Delinquency and Family Environment** : Family factors that may have an influence on offending include: the level of parental supervision, the way parents discipline a child, parental conflict or separation, criminal activity by parents or siblings, parental abuse or neglect, and the quality of the parent-child relationship. As mentioned above, parenting style is one of the largest predictors of juvenile delinquency. There are four categories of parenting styles which describe the attitudes and behaviors that parents express while raising their children.

- **Authoritative parenting** is characterized by warmth and support in addition to discipline.
- **Indulgent parenting** is characterized by warmth and regard towards their children but lack structure and discipline.
- **Authoritarian parenting** is characterized by high discipline without the warmth thus leading to often hostile demeanor and harsh correction
- **Neglectful parenting** is both non responsive and non demanding. The child is not engaged either affectionately or disciplinary by the parent.

Children resulting from unintended pregnancies are more likely to exhibit delinquent behavior. They also have lower mother- child relationship quality.

## 2. Delinquency and Peer influence



Peer rejection in childhood is also a large predictor of juvenile delinquency. This rejection can affect the child's ability to be socialized properly and often leads them to gravitate towards anti-social peer groups. Association with anti-social groups often leads to the promotion of violent, aggressive and deviant behavior. Conformity plays a significant role in the vast impact that peer group influence has on an individual. A group could influence an individual's behavior. Once the adolescent becomes part of the group, they will be susceptible to groupthink.

### Preventive Measures

- a. Educate the parents to understand their children to provide a proper environment
- b. Save the child from bad company and anti social environment.
- c. Rectify the school education and school environment by making it health and congenial
- d. Guided group activities such as group play, group games, scouting, social services, group therapy.
- e. The imbedded and emotional impulses of children must be sublimated
- f. Provide moral and religious teaching in school

## J. SOCIALLY DISADVANTAGED CHILD

## (Culturally Deprived, Underprivileged, Socio- Cultural Handicapped Child)

**Socially disadvantaged** can be defined as those individuals who have been put to prejudice on racial or ethnic levels or any type of cultural bias and discrimination because of their identity as a member of a **group** without giving due recognition of their individual qualities. Educators categorise them somewhat arbitrarily into one or more of the following areas of deprivation: economic, racial, geographic, **social**, cultural, cognitive, and/or emotional..These **children** have some strength not only deficiencies.

- ❖ Not all children are born into secure family environment where they receive love, assurance, education, care and many supportive impulses from their parents.
- ❖ There are some children who live in the environment which does not enrich their development rather deforms it, marks the quality of their lives and so displaces them on the edge of society into social groups at school, outside on the street, in surrounding.



- ❖ The **culturally disadvantaged student** is defined as that **student** who does not have the environment advantages that the middle-class **student** enjoys.
- ❖ **Culturally disadvantaged children** are **children** who are brought up in inferior **cultural** conditions owing to the socio-economic inadequacies of their parents. The inferiority with regard to the **cultural** environment deprives them of the skills, attitudes and acceptable behaviours.



These children have some strength not only deficiencies. There is a need to develop qualities within this population such as physical orientation, hidden verbal ability, creative potential, group cohesiveness, informality and sense of humor.

The term 'Disadvantaged' mean children, who come from socio-economical backward section of the community who cannot profit from school because of deprivation of one sort or another, and children who are seen in interior tribal and rural areas of country where educational facilities have not reached in the way we find them in a metropolitan area.



In other words, the term disadvantaged would include, children who not only belong to the above criteria but children who are exposed to disadvantaged schools in the rural and slum areas. Hence, both the ecology of the family and the ecology of the institution contribute to educational deficits of the disadvantaged. The term culturally, says

Again, cultural deprivation refers to a complex set of conditions which create intellectual deficiency in a child. These conditions include unstimulated environment, lack of verbal interaction with adults, poor sensory experience and other deleterious environmental factors associated with poverty.

However, the term 'deprived' or 'disadvantaged' or 'culturally different' was used to indicate who are marked by the following three general characteristics during their school life:

1. Progressive decline in intellectual functioning,
2. Cumulative Academic Achievement Deficits, and
3. Premature School termination or higher drop-out rate.

## **CHARACTERISTICS OF SOCIALLY DISADVANTAGED CHILDREN**

**(1) Poor Academic Performance:** These children show poor academic performance of high drop-out rates, reading and other learning disabilities and have adjustment problems. Socio-economically backward children practically show every such index. They have lower grades, their health is poor, and they have deficiencies in the two most skills reading and language, necessary for success in school. They have minimal training in disciplined group behaviour and educationally they are less ambitious. Children for such environments are apt to have various linguistic disabilities. They also show incapacity in cognitive processes such as—the ability to observe and stating sequences of events, perceiving cause and effect relationship, classifying concrete objects, attributing responsibility to self and in general have poor self-concept. The combination of non-verbal orientation and an absence of conceptualisation very well account for their intellectual deficits and deficit in cognitive skills or in Piagetian terminology, formal logical thinking is absent in all such children or appear very late in the development.

**(2) Cognitive Deficiencies:** The cognitive deficiencies are again complicated by their pattern of motivation and attitudes. Psychologists explain that these children have a feeling of alienation induced by family climate and experience combined with a debilitatingly low self-concept. They intend to question their own worth to fear being challenged and to exhibit a desire to cling to the familiar. They have many feelings of guilt and shame. These children are wary and their trust in adults is limited. They make trigger like response and are hyperactive.

**(3) Apathetic, Unresponsive and Lack Initiative:** They are apathetic unresponsive and lack initiative. It is difficult for them to form meaningful relationships. Although these characteristics are rooted in early childhood family background and social class membership of the family etc. Yet the attitudes of the teacher and the curriculum in the school increase the alienation of these children. Very often there is a communication gap between the teacher



and the students, the objectives of instruction and the actual evaluation of instruction in terms of pupils performance as well as discontinuities in the meanings attached to verbal cues employed in teaching and curriculum materials and the meanings which these children have acquired in their out of school experiences.

**(4) Lower Achievement:** The lower achievement of disadvantaged children could be attributed to at least five causes: malnutrition, genetic, lack of stimulating early experience, social motivation and cultural values. In addition, the cognitive style or strategy adopted by a group may account for the lower performance of the disadvantaged children.

**(5) Basic Intelligence:** Many the results supported that with exception to basic intelligence where group difference did not occur between different castes groups, the low caste children did show deficits in personality information processing modes, and intellectual achievement. And the deficits also indicated progressive or cumulative retardation in most of the measures. Hence in our cultural background memberships in low caste and low income family do predispose children to an impoverished environment and the consequence of this deprivation are cumulative over time.

**(6) Socially Disadvantaged:** Children from low socio-economic status (SES) – Socially disadvantaged home drop out from schools. Wastage and stagnation is a characteristic of the socially disadvantaged group. Drop out is solely due to cultural disadvantaged characteristics of low cast and rural background. The facts suggest that everything else remaining same the greater drop-out rate is influenced by cultural disadvantage or deprivation. There are various causes of drop-outs but membership a low casts/low income group mostly makes on drop-out-prone in school. Similar trends are seen in all states in India.

**(7) Intellectual Performance:** Within the deprived community the girls appeared to be comparatively better than the boys in intellectual performance. There is a curvilinear relationship between sex and arithmetic reasoning and arithmetic fundamentals across grade levels. But in readings comprehension and reading vocabulary than boys across all grade levels children girls did better having physical/orthopaedic problems did not show consistent poor performance in the cognitive tasks. The research findings permit us a general statement i.e., all groups of disadvantaged rural students are characterised by poor cognitive competence and educational achievement. We essentially came to the same conclusion whether we analyzed the result in terms of organismic variable such as- sex race grade levels or by dichotomising the Ss on the basis of some basis of some behavioural characteristics social emotional physical. Differentiation on the basis of physical characteristics offered some meaningful about rural disadvantaged children especially of their educational retardation. Obviously sensory impairments and general malnutritional factors do inhibit school learning.

### **Educational Provisions for SD Children:**

Educational provisions have been making for the socially disadvantaged by the government. In the arena of intellectual and social competence, enrichment programmes were designed to develop and enlarge children's conceptual repertoire and communicative skills. Some measures are:

### **(1) Establishment of Residential Schools:**

Steps should be taken to establish residential schools and Ashram schools for disadvantaged children like SC and ST. Of course residential types of schools are made to suit the needs of Adivasis. Measures should be taken to make these institutions more homely. Recently, the government has taken the initiative to solve the economic problems existing in these types of Ashram schools. The charges for education, clothing, boarding and medical care are being met by the government. But a meticulous examination reveals that the existing numbers of residential schools are inadequate in this regard. So, recreational centres, guidance and counselling centres should be established to meet this immediate demand.

### **(2) Financial Help for Disadvantaged Children:**

Poverty is a pertinent factor which is found to be a barrier in the path of progress of the disadvantaged children. Of course, the government has been giving financial aid to these students long since. On the basis of poverty-cum-merit, other backward classes are also given assistance. Pre-matric and post-matric scholarships are also being given now by the government to provide financial help. In some universities and institutions, payments for admissions and tuition fees are also exempted.

### **(3) Appointment of Expert Teachers:**

A decision has been taken by the government to replace the untrained teachers by trained ones and to absorb the existing hands in suitable posts. In some cases, these untrained teachers were asked to have the requisite qualification within a short space of time. Again, there is a plan to give rewards to those teachers who specialize in braille, tribal dialect and hearing aid. Residential accommodation is being provided to teacher experts and administrators who work in hilly and tribal areas. It is true that incentives in terms of additional payment, accommodation etc., reduce the truancy of the teaching experts. Also steps are being taken by the government to hold in-service training programmes and refreshed courses. In some areas, teachers are also being trained in tribal dialect and tribal culture.

### **(4) Craft Education:**

Under government instructions, some useful crafts like carpentry, weaving and tailoring were introduced to suit the needs of SCs and STs which are a must for their economic development. But a proposal should be made to the government to introduce agriculture and spinning in boys' Ashram Schools and gardening in girls' Ashram Schools. Statistics reveal that the government has made craft education compulsory in some states and union territories.

### **(5) Incentives to Indigent Families:**

It is generally found that the percentage of dropouts for SC and ST students is high during the early school years. The reason is obvious. These students come from low SES strata. Their parents are needy and impoverished. According to the parents of these children, education is not a necessity, but a luxury. But recently, government has taken steps for more enrolment of these students. Priority is being given for the education of the weaker sections

of the people and children. Incentives are being provided to indigent families, so that they would be able to send their children regularly to school.

#### **(6) Compensatory Pre-School Education:**

Research works reveal that the mental development of children generally takes place between 3 and 7 years. During this period every child must be kept in a very healthy environment. Otherwise, he will face some anomalies in future. Keeping this in mind, special attention must be paid to pre-school education of every child. As a result, they will benefit from primary education in future. The disadvantaged children have poor vocabulary (which is a setback) to following the state language. Pre-school period is considered to be the formative period of a child's life. Through compensatory pre-school education, a child can improve his vocabulary and language difficulties can ultimately be surmounted. But provision should be made to supply free reading and writing materials.

#### **(7) Adjustment of School Hours and Vacations:**

Adjustment of School vacation and school hours becomes a necessity for these children to meet the socio-economic needs of the community. The percentage of dropouts and stagnation can be reduced to the minimum if school hours and vacations can be properly adjusted so that these children get ample opportunity to assist their parents. For example, in agricultural communities, the schools must have three hours duration for teaching and vacations can be adjusted keeping the sowing and harvesting periods of major crops in view. There must be holidays for local festivals and community functions.

#### **(8) Adult Education Programmes:**

Truly speaking, educated parent can get their children educated with little effort. So parents must be educated first to take care of the disadvantaged children. Reports say that in our country, a fairly good section of people belonging to SCs and STs are not educated. So measures are being taken to educate them through adult education programmes. Through this attempt, they will be able to understand the value of education and responsibility for the future generation. Of course the government has taken the initiative to open Anganwadis, non-formal and adult education centres to help SC and ST people.

#### **(i) Techniques of Evaluation:**

Steps may be taken to adopt new techniques of evaluation and continuous assessment of these types will be conducive. Due to the fallacious examination system and evaluation, most of the disadvantaged children fail in the promotional examinations. To bring out modern and sophisticated evaluation techniques, the teachers must be provided with item banks. Considering the stagnation and dropouts, continuous and meticulous evaluation must be introduced to help these children as far as practicable. Extra coaching after school hours may be encouraged to help the weak students.

#### **(ii) Follow-up Action:**

Students coming from Ashram schools or from residential type of schools generally go for higher education or take up any job to earn their livelihood. Government has a plan to

help these students by providing grants to settle down in life. But, sometimes correct statistics are not available. So, steps have to be taken to the names of these students from Ashram schools and adjust accordingly with authorities.

## **DIFFERENCE BETWEEN SPECIAL EDUCATION AND INTEGRATED EDUCATION**

**Special education** is that specifically planned and organized education that is imparted in a special way to all types of exceptional children irrespective of the nature of their exceptionality in proper tune with their well diagnosed special needs for helping them to develop their potentialities and adjust as well as progress in the life as effectively as possible. **Special education has paved the way to the new trends in the education of special children. Understanding the trends and issues in special education are significant in planning the programme for children with special needs.**

**Intergraded education** refers to education of the disabled children in common with the normal children in general schools with provision for extra help for the disabled. It refers to integrating the physically and mentally handicapped children with the non- disabled children in regular classroom and providing specialized services to meet their special needs. Four key processes are important in integrated education:

1. **Normalization** is the process of creating a learning and social environment as normal as possible for the exceptional child and adult.
  2. **Deinstitutionalization** is the process of releasing the exceptional children from the confinement of residential institutions into their local community.
  3. **Mainstreaming** is the process of bringing exceptional children into daily contact with non- exceptional children in an educational setting.
  4. **Inclusion** is the process of bringing exceptional children of whatever condition into the general class room for their education.
1. **Normalization:** The term normalization was unknown to most persons working in educational or rehabilitation setting before 1969. The first extensive overview of normalization was developed by Walf Wolfesberger. The term came from Denmark and refers “to making available to all patterns of life conditions of every day living which areas close as possible to the regular circumstances of society.”

Normalization does not imply that people with various handicaps should necessarily do what every one else does; it does, however suggest that our efforts should be directed towards education that results in acceptable behavior occurring with an acceptable range of what our society would expect. Normalization is the process of creating a learning and social environment as normal as possible for the exceptional child. It refers to a process or attempts for making the education and living environment of exceptional/ disabled as close to normal as possible. Normalization, a philosophy gave birth to the concept of least restrictive environment and mainstreaming.

### **2. Deinstitutionalization**

As a term it means removing the disabled persons from the institutions and places them in other environments (alternative placements).It is the process of releasing as many



disabled children as possible from the confinement of residential institutions into their local community. Deinstitutionalization includes three processes.

- 1) Revising institutionalization by finding alternative placement.
- 2) Returning to the community all residents who have developed the skills necessary for successful transition.
- 3) Establishing residential environments that protect rights and lead to a rapid transition to the community.

Education of the disabled children in common with non- disabled children in general schools have been found to be an economical system in terms of expensive and coverage. Integrated education is not an alternative to special education but complementary to special education. It provides the disabled with equal opportunities to prepare for independent living.

### 3. Mainstreaming

Mainstreaming is a belief which involves an educational placement procedure and process for exceptional children, based on the conviction that such child should be educated in the least restrictive environment in which his educational and relational needs can be satisfactorily provided. This concept recognizes that exceptional children have a wide range of spiritual educational needs, varying greatly in intensity and duration. The PRIME (Programmed Re- entry Into Mainstreaming Education) states that; Mainstreaming refers to the temporal, instructional, and special integration of eligible exceptional children with normal peers based on an ongoing, individually determined, educational planning and programming process and requires clarification of responsibility among regular and special education administrative, instructional and supportive personnel. According to this definition, there are three components to mainstreaming:

- Integration
- Educational planning and programming
- Clarification of responsibilities

**Integration:** it is the opinion of many that temporal integration- placing the exceptional child in a regular class for a period of time- is not sufficient. There should be social and instructional integration is probably the most critical element for mainstreaming.

**Educational Planning and Programming:** The educational programs of the mainstreamed child needs to be planned carefully; simply placing him or her in a regular classroom with the curriculum goals of the regular class children is not enough. Special effort must be make to plan and program for the unique needs of exceptional children so they can achieve the maximum benefits of participation in the regular classroom. For this to occur, supportive personal and services should be provided both to the child and the regular class teacher.

**Clarification of responsibilities:** although in some mainstreaming situations the regular teacher must assume total responsibility for the exceptional child, ideally, additional special education personnel may be also involved.

Mainstreaming, in the context of education, is the practice of educating students with special needs in regular classes during specific time periods based on their skills. This means regular education classes are combined with special education classes.

### **Advantages of Mainstreaming**

- 1. Higher academic achievement:** Mainstreaming here shown to be more academically effective than exclusion practices. Access to a resource room for direct instruction has to be effective in increasing student's academic skills and thus increasing the abilities applied by students in a general setting.
- 2. Higher Self Esteem:** By being included in a regular paced education setting, students with disabilities have shown to be more confident and display qualities of raised self efficiency.
- 3. Better Social Skills:** Any level of inclusion practice, including mainstreaming, allows students with disabilities to learn social skills through observation, gain a better understanding of the world around them, and become a part of the regular community.

### **Disadvantages of Mainstreaming**

- 1) Tradeoff with non-disabled students academic education:** One important disadvantage to mainstreaming is that a mainstreamed student may require much more attention from the teacher than non-disabled students in a general class. Time and attention may thus be taken away from the rest of the class to meet the needs of a single student with special needs.
- 2) Harm to students with disabilities academic evolution:** Parents fear that general education teachers do not have the training and skills to accommodate special needs students in a general education classroom setting
- 3) Social issues:** Compared to fully included students with disabilities those who are mainstreamed for only certain classes or certain times may feel conspicuous or socially rejected by their classmates. They may become targets for bullying.
- 4) Costs:** Schools are required to provide special education services but may not be given additional finance resources. The per- student cost of special education is high.

## 4.2. DEFINITION, CONCEPT AND SIGNIFICANCE OF INCLUSIVE EDUCATION

Inclusive education means welcoming all children, without discrimination, into regular or ordinary schools. Indeed, it is a focus on creating environments responsive to the differing developmental capacities, needs, and potentials of all children. Inclusion means a shift in services from simply trying to fit the child into 'normal settings'; it is a supplemental support for their disabilities and special needs and promoting the child's overall development in an optimal setting. It calls for a respect of difference.

### What is inclusive education?

Inclusive Education is a concept of providing a barrier free, need based education for all children irrespective of any specific criteria. **'Be included'** in an educational venture can be considered as one of the fundamental right of each budding citizen. Ability, disability, caste, creed, race, colour etc should never be a stumbling block for them to achieve the essence of education.

Inclusive education focuses on **creating a dream classroom** where windows and doors are open for all students and offers a need based education suitable for their interests and capabilities. The concept of inclusive education resembles a mind glowing scenery in which disabled as well as non disabled students sitting in well equipped classroom where a qualified educator delivering information which is digestible to each and every subjects in the classroom. It is concerned with removing all barriers to learning and with the participation of all learners vulnerable to exclusion and marginalization. **It is a strategic approach**, designed to facilitate learning success for all children. It addresses the common goals of decreasing and overcoming all exclusion from the human right to education and enhancing access, participation in learning. The **ultimate concern of inclusive education** is to enable all children to come up to the mainstream of the society. According to UNESCO, Inclusive education is an attempt which moving towards the convergence of equity and quality as complementary axes and promoting the mindset and holistic transformation of educational systems from vision to practice.

### What is NOT Inclusive Education?

Inclusive education is **not** dumping kids with disabilities into general classrooms without supports and services they need to be successful. It is an attempt of cutting back special education services as a 'tradeoff' for being in the general education classroom. It is not sacrificing the education without disabilities so kids with disabilities can be included.

### Why Inclusive Education?

Reason behind Inclusive Education is that every child needs to be achieving the essence of education irrespective of their ability or disabilities. Education of the children with special needs is evolved from sin theory to the present modern concept of Inclusive theory which is based on the attitudinal change of the entire society due to the scientific and technological developments and innovations. As the society is developed in all aspects, so it is need of the hour echoing the same in the educational sector also. Hence in order to be a

cultured and developed society it should include all of its members in its all affairs. Hence the word of terms such as inclusive growth, inclusive economy and inclusive Education.

### **Integrated education and Inclusive education**

Inclusive Education refers to the education of children with special needs along with other children irrespective of ability or disability, gender difference, caste and colour of ability; or disability, gender differences, caste and colour differences etc. The general educator is supposed to handle all students there will not be any assistance of special educator.

Integrated education refers to the education of Children with special along with the nondisabled children provided there will supportive services in the form of resource room and special educator. However in the existing practice, the terms inclusive education and integrator education are used interchangeably.

### **Principles of Inclusion**

The following principles should have to be strictly observed for the smooth and successful functioning of Inclusive education.

- ★ 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.

### **Characteristics of inclusive education**

Without having proper understanding about the characteristics of inclusive education, nobody can make it a success. Hence the characteristics of Inclusive education have to be taken into consideration for the successful implementation of Inclusive education.

- General educator will deal all students
- No separate classroom for disabled
- No specialized instruction for disabled.
- Disabled and non disabled will be in same classroom.
- Equal treatment for all students

### **Advantages of inclusive education**

- Provides opportunities for non disabled students to mingle with disabled peers
- Enhances the self esteem of students having disability.
- Improves the teaching competency of general educators.
- Diminishing social stigma



## Current Practice of Inclusive Education

When every child is welcomed and valued regardless of ability or disability we can say that, the idea behind inclusion has been actualized. At present from our experience there is wide discrepancy in between thought and practice of inclusive education. Our educational platform has not been equipped enough to implement the inclusive educational system. We don't have any preparatory efforts to accept the inclusive education, but we received huge amount of fund in the name of inclusive education. Fortunately or Unfortunately actual beneficiaries ie, children with various special needs are still not included in the general classroom where their normal peers are achieving the essence of education. Hence sincere and fruitful efforts from the part of government and non governmental agencies, professionals, activists, researchers and students engaged in the field of special education are highly required. In this situation we should have to look into the fundamentals of good practices for successful Inclusive Education such as specific knowledge, Understanding and skill, instructional strategies and compensatory support devices , Least restricted environment, Principles of Inclusion and its practices and competencies of the teacher. Inclusive education can make true only if the above mentioned criteria has been met.

## Specific Knowledge and Skills Required for Teachers

A teacher of Inclusive education should equipped with certain specific knowledge apart from his subject knowledge and Knowledge of teaching strategies. Inclusive screening procedures, procedures to facilitate peer- acceptance, behaviour management techniques and skill to carry out behaviour modification appropriately are some of the areas of specific knowledge. Functional knowledge and understanding of specific language skills and techniques such as Braille, Sign language etc also are important areas required for teachers for effective communication .

Understanding of **Complexities of inclusive classroom teaching:** The legal issues involved in education of children with special needs, Different types of disabilities and their characteristics, The problems of children with disabilities and their characteristics, Educational strategies and psychological aspects of disability and the Techniques and methods to enhance their learning such as peer tutoring, grouping are the fundamental components of a successful teacher in Inclusive Education . **No teacher shall be employed in Inclusive schools without the proper knowledge and Understanding the various aspects of children with special needs.**

The teacher of inclusive education should **develop Skills and abilities to Assess the needs** of students and to set the goals, to **Collaborate** for meeting the needs of all children within the normal regular classroom, Chaining, Programmed Learning etc and ways to make them more effective to fulfill the needs of an inclusive class situation. Evaluating the learning of children with disabilities, Managing the learning environment, Teaching the fundamental and social skills (particularly for primary level teachers)and to carry out Individualized teaching are some of the skills to be developed by the teacher .Classroom management skills and Take initiative for technological adaptations and usage (like computers and other equipments) are also important factors to be practiced by a teacher of Inclusive Education.

## **Instructional Strategies and Compensatory Support Devices**

Instructional strategies and compensatory support devices is essential for successful inclusion. In the case of physically handicap, Adjustable furniture, Wheel chairs, Crutches, Removing structural barrier, Standing Frames are the important measure to be taken into consideration for successful inclusion of students with physically handicaps along with their peers.

For students with Visual Impairment, the major constraints to be addressed are their mobility and audio visual equipments for learning. Hence Braille, Mobility sticks, Yellow path, Audio aids and recording, Talking books and calculator, Concrete objects to teach shape, size, weight, thickness etc near to real experiences through touch, smell and hearing are essential. Teacher should be more verbal and should make them familiar with the directions and provide auditory cues in games and sports.

In the case of students with hearing impairment speech is also affected due to the inability of hearing and they are facing two different disabilities. A successful Inclusion is only possible in the case of students with hearing Impairment by ensuring the smooth communication. to mingle with their peers is problem in communication. In order to manage this situation, the certain measures such as Hearing aid, Action oriented situations like dramatization for teaching emotional concepts, Lip reading, Placing the child in the front row, etc have to be keep in mind while designing the framework of Inclusive education.

## **Inclusive Practices Related to Attitude and Acceptance**

The following inclusive practices related to attitude and acceptance are essential for promoting successful inclusion in schools.

### ***a) No denial – No Discrimination***

*Including the excluded is the basic principle of inclusive education.* Hence admission should not be denied to anyone on any ground. The Head and the teachers in the institute should not evince any discrimination on any ground. Inclusive practice should start from the teachers. Then only a smoother social integration can be developed among the students. Including the deprived, disabled and disadvantaged and enabling them to learn and live as others should be the criterion, not the result or the score. Any excluding practice will hamper human resource development in its own way affecting the educational considerations of the students belonging to the disabled, disadvantaged and marginalized categories. Admitting all without any denial or discrimination is the foremost inclusive practice required at present.

### ***b) Principle of Acceptance***

A good interpersonal relationship is very essential. Similarly, there should be a cordial relationship between the students and the teachers. A good relationship prevailing in the school can encourage the climate of support discussed above. Good relationships are always positively influential. There must be a sense of acceptance of differences among the students. This sense of acceptance manifests itself in a variety of forms. There should not be any discrimination on the grounds of caste, creed, and colour. In the inclusive education system, there are more

possibilities for acceptance of students with disabilities as being just part of the normal school community. This acceptance helps the children with disabilities cope a bit more. It is the duty of the teacher to ensure that a sense of acceptance prevails in his classroom besides his accepting all students alike.

## ***ii) Inclusive Practices Related to Physical Environment and Materials***

### ***a) Modifying Physical Environment***

Modifications of physical environment are to be made depending upon the requirements of impaired students. Ramp for smooth mobility and special toilets with easy access must be ensured for the use of physically challenged students.

The teacher can seat the hearing impaired students in the front of the room with their chairs or desks turned slightly so that they can see the faces of all other students. Positioning of speakers is also very important. Their faces must be illuminated even when the room is darkened for videotapes, and films. This will facilitate speech reading. Classroom for hearing impaired students must be located away from high traffic and noisy areas such as cafeterias and playgrounds.

Visually impaired students require orientation to the physical arrangement of the room, including the location of materials, desks, activity areas, and the teacher's desk, and exits. Whenever there are changes in and additions to the classroom or school arrangements, the visually impaired students must be informed of the same. The teacher may allow the students with low vision to change their seats whenever they need more or less light. This will eliminate many difficulties. They may be allowed to sit close to the chalkboard.

### ***b) Modifying Materials***

Although the students with low vision can read print, they also need adaptations of educational materials. Harley and Lawrence (1984) recommend the following modifications. Black ink must be used on white paper or soft lead pencils and fiber tipped, black ink pens on unglazed light and tinted paper, and good quality typewriter ribbons must be used to enhance the legibility of written materials. Only one side of the paper should be used. Dim areas of the materials must be outlined with the felt-tip pen. Materials with mungloss surfaces and high contrast should be used. The teacher should write clearly in large print when preparing printed materials or when writing on the chalkboard. Chalkboard must be kept clean and white chalk must be used to enhance the contrast.

While teaching hearing impaired students it is very important to modify written materials by using graphic pictorial forms such as diagrams, pictures, graphs and graphic outlines. Adapting materials in this way will reduce the language and reading demands. An effective instructional process for the hearing impaired students must be predominantly pictorial with some verbal information.

## ***iii) Inclusive Practices Related to Teaching Learning Process***

### ***a) Formal Planning***

Formal planning is very important in inclusive education. The formal planning has two elements. First of all, there is the planning of the overall learning environment. This involves taking the programmes of the study outlined in the national curriculum. The second element is concerned with planning for individuals. This requires the creating of individual

curriculum plans for each child based upon the best available knowledge amongst the staff team working with the child.

*b) Overcoming Barriers to Learning*

Adult support to overcome problems of participation must be provided in lessons for students categorised as having 'special needs'. It must involve adapting or giving access to the curriculum for individual students. Teachers should have specialisation in 'literacy difficulties', severe learning difficulty, or visual disability. Teachers should make use of specially prepared materials and adapted materials related to the lesson content in teaching the special needs students. This has been effectively used with encouraging positive results at Richard Lovell Community High School in U.K.

*c) Devising Instructions so as to Reach out to all the Learners*

Devising instructions so as to reach out to all the learners is of much importance. The main criterion for distinguishing inclusive education is devising the instructional strategy so as to reach out to all the learners. Each category of the diversities in the classroom should derive optimum benefit from the instruction provided. This is the key note in inclusive education.

*d) Encouraging Students' Participation*

Teachers must be purposeful, enthusiastic and clear in their directions and instructions to promote greater participation of students. Since the excluded are included in the classroom, the teachers must make efforts to link lesson experience to the student's experience to enhance their understanding and participation. Deliberate use of group-work and collaborative learning strategies between students as they carry out their task will ensure better participation.

*e) Responding to Category*

A traditional category system divided the students into 'mainstream' and 'special'. They were labelled according to their perceived severity of 'need'. The categorisation of some students as having special instructional needs has a number of consequences, both educational and social. So means of engaging with and developing ordinary classroom to become responsive to diversity of all learners should be constructively contrived and carried out.

*f) Responding to Age*

Most schools cut down student diversity by grouping students by age. Age carries expectations of increasing attainment and maturity. In the English system, students are very rarely allowed to advance a year or to be retained for an extra year. But it is not so in many of the developing countries. So response to age becomes a factor to be reckoned with. Students can be grouped on the basis of age as junior, seniors and super seniors. Curriculum must be framed somewhat differently for each of these phases. Each of these three phases must have its own head, together with a team of teachers who can take some specific responsibility for the students in that phase. Appointment of Assistant Headmasters for each level in Indian Higher Secondary schools can be made functional in tune with this system.



### *g) Learner Centred Mode of Instruction*

A good lesson is when it is all set out on the board and the students get it done in their own time rather than the teacher telling them they have got ten minutes to get this done. Teachers should know the students first before they start teaching the lessons. Knowing the learner well is more important than knowing the lesson to be taught, well. Ample opportunities must be provided to the students to pursue individual projects in some detail over an extended period of time.

### *h) Promoting Positive Behaviour*

In U.K. in inclusive education schools they have adopted a system known as 'positive behaviour'. This system consists of a set of classroom rules placed prominently in every classroom. There are cumulative rewards and punishments called consequences for adhering to the rules and breaking them. Rewards consist of credits, certificates and prizes. These procedures have been found more effective in promoting positive behaviour which is very much required for optimum learning. To accomplish this, the following should be ensured

- Teachers should not vary their treatment from pupil to pupil.
- They should ensure that the bright students do not look down upon or ridicule the students with special needs.
- Teachers should be sympathetic with all the students in general and with students with special needs in particular. At the same time, they should be harsh when the situation demands.

### *i) Providing Help and Support*

Students willingly admit to their own areas of difficulty and need someone they can turn to for help. To serve this purpose, there must be a school council for providing the students with counselling and guidance. The students can take their grievances to this school council. The presence of additional adult helpers in some lessons will yield better results. It is likely that the presence of large team of support personnel to support students said to have special needs may also have a wider impact on feelings of being supported.

### *j) Accepting, Accommodating and Catering to Diversities*

A class-room in an inclusive setting is an integral whole of diversity. Such existing diversities should be basically accepted, radically accommodated and the educational programmes should be meticulously devised so as to cater to the existing diversities. When the school or educator fails to do so, such act will culminate in exclusion which is alien to inclusion.

### *k) Developing Skill in using Special Aids / Materials*

To teach visually impaired children in inclusive setting, teacher should have an adequate knowledge about Braille, magnifying glasses and aural methods including records and audiotapes. They should have an insight into the use of Braille atlases, moulded plastic relief maps, relief globes, Braille rulers, talking calculators and raised line checkboards. Teachers teaching hearing impaired students should know how to use hearing aid. They

should know how to tune, how to decrease or increase volume, how to reduce noise and how to rectify when the hearing aid develops some problem.

#### *l) Inclusive Education Teachers for each School*

Now we have a few inclusive education teachers in each Block under SSA scheme. They visit the schools in the Block and attend to the needs of the children with special needs. They monitor the learning and progress of each special child. This should be extended to schools. Two or three inclusive education teachers, popularly known as IED teachers, should be appointed in each school so that a better collaboration and cooperation can be ensured between the IED teachers and other teachers. By sharing information and responsibility, together they can strive to account for better education and all round development of special needs children in the general education classroom.

### **4.2.1 SIGNIFICANCE OF INCLUSIVE EDUCATION FOR THE EDUCATION OF ALL CHILDREN IN THE CONTEXT OF RIGHT TO EDUCATION**

“Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.”

**-Kofi Annan (Former UN Secretary General)**

The development of a nation depends on the nature and kinds of its human resource. All individuals, regardless of their assets and liabilities of personality and potentiality, can contribute towards national development. Exceptional children too cannot be excluded from this. Every child is precious and needs to be carefully and lovingly nurtured. Education is both a human right in itself and an important means of realizing other human rights. As an empowerment right, education helps to remove the social disparities and discrimination among people and works to ensure equality among people. It helps people to lift up themselves from their conditions that exclude them from the mainstreams of the society and to achieve their full potential to participate fully in their communities. Thus, ensuring education for all is a means to empower people regardless of their background and individual differences. Inclusion of all is the only solution for the realization of education for all.

The significance of inclusive education dates back to The Declaration of Human Rights (1948-Article 26) which emphasizes that everyone has the right to education. This emphasizes the need to provide access to education for traditionally marginalized groups, including girls and women, indigenous populations and remote rural groups, street children, migrants, and nomadic populations, people with disabilities and linguistic and cultural minorities.

The root of inclusive education lies in integration, mainstreaming schooling, normalization, equality, and equity. Basically inclusive education means educating learners with special educational needs in regular education settings. It is the process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all. Inclusion is thus seen as a process of addressing and responding to the diversity of needs of all children, through increasing participation in learning and reducing and eliminating exclusion within and from education

## Right to Education and Inclusive Education

All children have the right to learn. They should be provided with appropriate educational settings. All children are entitled to express their views and have them given their due weight. It requires that there should be a sharing of responsibility among the beneficiaries of education and the providers of education. While teachers bear responsibility for preparing lessons, teaching, evaluation, maintaining positive classroom discipline and creating opportunities for children to express views so children should carry responsibilities for undertaking their work, collaborate with their peers and keep the classroom in order. It is the reciprocal basis of right to education. Achieving the right to education for all is one of the major challenges of our times. The second International Developmental Goal addresses the challenge: universalizing primary education in all countries by 2015. This is also one of the main objectives set at the World Education Forum (April, 2000), where the right to education for all was reaffirmed as a fundamental human right.

A right based approach to education-ensuring education for all- is not merely a question of access. It is a holistic one, encompassing access to education, educational quality and the environment where education is provided. Right to education, just like any other human right is universal and inalienable. The following form the principles of right to education.

- *Universality and inalienability*: Human rights are universal and inalienable, the entitlement of all people in the world. An individual cannot voluntarily give them up. No one can take them away.
- *Indivisibility*: Human rights are indivisible. Whether civil, cultural, economic, political or social, they all are inherent to the dignity of every person.
- *Independence and interrelatedness*: The realization of one right often depends upon many rights. Thus, education as a civil right depends upon many factors.
- *Equality and non discrimination*: All individuals are equal as human beings. Safeguards need to be ensured to protect the rights and well being of marginalized group; in education sector, many people are being excluded because of their individual differences especially in the case of students with special needs and students who are differently able.
- *Participation and inclusion*: People are entitled to be active, free and meaningful participation in every productive and useful activity of the society through which human rights and fundamental freedom can be enjoyed.
- *Empowerment*: Empowerment is the process by which people's capabilities to demand and use their human rights to grow. Education as a human right aims to give people the power and capabilities to change their lives, improve their communities and influence their own destinies.
- *Accountability and respect for the rule of law*: Education as a right seeks to raise levels of accountability in the development process by identifying 'right holders' and corresponding duty bearers and to enhance the capacities of those duty bearers to meet their obligations.

Inclusive education thus promotes the concept of education as a human right. It includes the ways at which our schools, classrooms, programs and lessons are designed so

that all children can participate and learn. It is also about finding different ways of teaching and instructions that cater to the individual needs of each and every student, thus, addressing and promoting their individual differences and diversity. Inclusion as a means to promote universalization of education thus has the following features and benefits:

- Social cohesion, integration and stability.
- -Builds respect for peace and non violent conflict resolution.
- -Contributes to positive social transformation.
- -Cost effective and sustainable.
- -Helps to eliminate discrimination.
- -Contributes to the progressive realization of educational rights.
- -Contributes to the development of skills and competencies of individuals.
- -Produces better outcomes for economic development.
- -Builds capacity.
- -Promotes equity and equality.

Inclusion can be also viewed as a value and way of thinking. It is about people gaining 'social acceptance', having positive interactions with one's peers and being valued for who they are. As such, it must be 'internally motivated' and come from the belief that all people have value and the right to belong. Inclusion values diversity and allows for the real opportunity for people (with or without disabilities) to have meaningful relationships and lives.

Thus inclusive education provides a platform to the learning of students with much diversity side by side. Thus inclusion values and respects individual identity and individual differences by addressing the diversities among pupils. It provides a better quality education and act as an instrument in eliminating discriminatory attitudes. It does not simply mean the placement of students who are differently able in general classes it requires a fundamental change in the attitude of people and the community about catering to the individual needs of children. Since education is one of the major human rights, nobody should be excluded from it, hence the very basic principle of inclusion is based on the elimination of 'exclusion', this serves as the best means to promote the concept 'Education for All'.

### 4.3 ISSUES AND PROBLEMS IN INCLUSIVE EDUCATION



#### **Inclusion in Indian Scenario**

Though, in India, there is no formal or official definition of inclusion, it does not only mean the placement of students with SEN(Special Educational Needs) in regular classrooms. The Draft Scheme on Inclusive Education prepared by the MHRD (2003) uses the following definition: Inclusive education means all learners, young people—with or without disabilities being able to learn together in ordinary preschool provisions, schools, and community educational settings with appropriate network of support services (Draft of Inclusive Education Scheme, MHRD, 2003).

The National Curriculum Framework for School Education (NCFSE) (NCERT, 2000), brought out by the NCERT, recommended inclusive schools for all without specific reference to pupils with SEN as a way of providing quality education to all learners. According to NCFSE, Segregation or isolation is good neither for learners with disabilities nor for general learners without disabilities. Societal requirement is that learners with special needs should be educated along with other learners in inclusive schools, which are cost effective and have sound pedagogical practices (NCERT, 2000).

The right of every child to education is proclaimed in the Universal Declaration of Human Rights (1948). Furthermore, the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) was an important resolution to improve the educational conditions of persons with disabilities. This had major implications for the Indian situation in the form of three legislative Acts—The Rehabilitation Council of India Act, 1992 (RCI Act), the Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act), and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999. While the RCI Act was solely concerned with manpower development for the rehabilitation of persons with disabilities, the PWD Act emphasizes the need to prepare a comprehensive education scheme that will make various provisions for transport facilities, removal of



architectural barriers, supply of books, uniforms, and other materials, the grant of scholarships, suitable modification of the examination system, restructuring of curriculum, providing amanuensis to blind and low vision students, and setting up of appropriate fora for the redressal of grievances. The National Trust Act aims at providing total care to persons with mental retardation and cerebral palsy and also manages the properties bequeathed to the trust.

Developing inclusive schools that cater to a wide range of pupils in both urban and rural areas requires: the articulation of a clear and forceful policy on inclusion together with adequate financial provision; an effective public information effort to combat prejudice and create informed and positive attitudes; an extensive programme of orientation and staff training; and the provision of necessary support services. Changes in all the following aspects of schooling, as well as many others, are necessary to contribute to the success of inclusive schools: curriculum, buildings, school organisation, pedagogy, assessment, staffing, school ethos, and extracurricular activities [UNESCO, 1994: 21 (The Salamanca Statement and Framework for Action on Special Needs Education)].

### **Some Barriers of Inclusive Education**

- Majority of children with disabilities in many countries, particularly in rural areas and poor urban areas, do not have access to any schools, whether provided by government or NGOs because there are no schools in these areas willing to accept children with disabilities.
- Many children with disabilities attend residential special schools far from their families and local community in order to receive any education because the local community school does not accept children with disabilities.
- Some children with disabilities may attend regular local schools, but be prevented from learning by hostile attitudes and failure on the part of the school and teachers to understand how to make the small adaptations to the way the school programme is organized and the curriculum is taught.
- Children may be denied the opportunity to learn because teachers lack adequate competency and traditional teaching methods are not suitable or accessible to many children with disabilities.
- Even when a policy of inclusion has been adopted some schools may refuse to comply with the regulations and may refuse entry to children with disabilities. Others may try to refer all children with disabilities to special schools.
- Schools may only accept a limited number of children with disabilities, and may refuse entry to older children and those with more significant disabilities.
- Well developed systems of special schools may be resistant to inclusive education and may feel threatened by the proposed changes.

- Families may not know where to go to get help for children at different stages of their development, particularly in the early years of a child's life, to find early intervention services. This can happen through lack of coordination and readily accessible information. Doctors or health workers often do not know what services are available.
- Some governments consider that children with disabilities should have access only to non-formal education, and deny them the right to attend regular schools.
- Some governments consider that they are fulfilling their obligation to the right to education of children with disabilities by providing financial support to special schools run by the NGO sector.
- Lack of coordination across all education providers reduces the opportunities for children with disabilities to attend school and wastes valuable financial and human resources

Successful Inclusive Education is based on the availability of the resources in terms of Men and Material. In a country like ours, we have to address the need of a large number of children with various disabilities. When it comes to the matter of Inclusion, we need qualified teachers, proper financial aids from authorities and sufficient human resources for successful inclusion. To address the above existing short comings certain measures should have to be initiated to attract genuine candidates to be trained as resource persons. Sufficient training Institutions for teachers and paramedical staffs should start. Academic programmes such as Diploma, Degree Researchers should be given due emphasis. Government and other Non Governmental Voluntary agencies should conduct various awareness programmes regarding Inclusion among the public in order to eradicate Social stigmas and create a pro attitude towards Inclusion.

*“Inclusive education is based on the right of all learners to a quality education that meets basic learning needs and enriches lives. Focusing particularly on vulnerable and marginalized groups, it seeks to develop the full potential of every individual. The ultimate goal of inclusive education is to end all forms of discrimination and foster social cohesion.” (UNESCO)*

#### **4.4 TEACHER PREPARATION FOR INCLUSIVE EDUCATION: DEVELOPING ATTITUDES AND COMPETENCIES FOR INCLUSION**

The professional development of teachers and other staff through pre-service and in-service training is a key issue in the development of inclusive schooling systems. A survey of training programmes in OECD countries (Magrab, 1999) identified this area as high priority, an immense challenge and in need of considerable extension. Teachers must develop what Marchesi (1997) describes as interest and competence in inclusion. By interest he means teachers' attitudes, their theories about the education of students with disabilities, difficulties and disadvantages, and their willingness to contribute to their education. The following practices are particularly important for making inclusive education effective: working as the special education coordinator; team teaching; developing mutual support between teachers; effective collaboration through discussion and a problem-solving approach; the pedagogy of curriculum differentiation; the development of individual education programmers; and the monitoring of progress (OECD, 2003). The extent to which class teachers are able to provide support for special needs students depends not only on their own skills and experience but also on the way in which the organization of the school helps them to become familiar with the students' needs.

Traditionally, students with special needs and learning disabilities have been placed in special classes, separated from their peers. The three broad approaches to the education of children with disabilities were segregation in which children are classified according to their impairment and allocated a school designed to respond to that particular impairment and integration, where children with disabilities are placed in the mainstream system, often in special classes, as long as they can accommodate its demands and fit in with its environment. Inclusive education is the idea that those special needs students should stay in the traditional classroom setting with support as needed.

The Sarva Shiksha Abhiyan, launched in 2000 aimed at the universalization of elementary education by 2010. It pledges that all possible efforts would be made to ensure that every child with special needs, irrespective of the kind, category and degree of disability, is provided education in an appropriate environment. The main components of the Abhiyan for inclusive education include identification and enrolment of children with special needs, assessment of children with special needs, provision of aids and appliances, teacher training, resource support and barrier-free access.

Children's right to inclusive education is widely recognised in international human rights law. All relevant international human rights

instruments recognise the right to education without discrimination on any grounds, including gender, disability, ethnic background, and other aspects of identity. The most widely ratified human rights instrument worldwide is the UN Convention on the Rights of the Child, which is increasingly taken as setting the standards for all issues relating to children. The most recently adopted instrument is the UN Convention on the Rights of Persons with Disabilities, which explicitly states that education for disabled children should be inclusive.

## **SOCIOLOGICAL MERITS**

**Social cohesion:** Inclusive education takes place when students, with or without disabilities, learn, participate, and interact together in the same classroom. When children with disabilities join classes with peers who do not have any disabilities, both the disabled and the non-disabled children can reap the benefits. Collaboration plays a key role in inclusive classrooms. Students are taught and encouraged to work together and support one another.

**Social skills and adjustment:** One of the most obvious advantages of inclusion is the fact that students with disabilities can be integrated socially with their peers. They can create friendships which can give them the skills to navigate social relationships later on in life. When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Their peers can act as role models for social skills through their interactions with each other. This is especially true for more severely disabled students who would be placed in a setting with students who have little or no social interaction. By learning in an inclusive classroom instead, they are exposed to non-disabled students interacting in a normal social manner.

**Attitudinal changes:** Inclusive education can produce positive changes in attitudes within schools towards diversity by educating all children together and leading to greater social cohesion. Children without disabilities learn tolerance, acceptance of difference and respect for diversity.

**Emotional intelligence:** inclusion also provides emotional benefits by fostering a sense of belonging in the student. This sense of belonging can lead to the formation of warm, caring, meaningful, and long-lasting friendships and emotional bonds between students with and without disabilities.

**Democratic approach:** Education is a means to ensure that people can enjoy and defend their rights in society and contribute to the process of democratisation and personalisation both in society and in education. Furthermore, there are powerful economic arguments in its favour, particularly with regards to poverty reduction and reducing the costs of education.

**Better Achievement:** It leads to higher achievement for children than in segregated settings. Indeed, there are educational benefits for all children

inherent in providing inclusive education, through major changes in the way schooling is planned, implemented and evaluated.

**Value inculcation:** Social values like tolerance, adjustment, humility, higher meaning of life etc

**Empowerment:** we can empower people with disabilities and fulfill their choices and wishes as far as we possibly can.

**Economic aspects:** Education is widely seen as a means to develop human capital, to improve economic performance, and to enhance individual capabilities and choices in order to enjoy freedoms of citizenship. The strategy of Inclusive is driven by a human-rights discourse and clear economic purpose linked to development.

### **Role of Teachers, Schools and Community in Inclusive Schooling**

In order to ensure mainstream teachers develop the confidence and skills required to teach children with diverse educational needs, a variety of forms of professional development opportunities need to be created. The principles of inclusion should be built into teacher training programmes, which should be about attitudes and values as well as knowledge and skills (WHO, 2011, p.246). This applies to both pre-service and in-service training, but its success also depends on the training and support available to those who are providing training programmes. Therefore successful inclusive teacher education requires strategic planning at a national level to ensure equitable and sustainable programmes of training; support and deployment are in place to avoid 'disparities in teacher supply, quality, qualifications and deployment' (Florian & Rouse 2010, p187).

Co-operation between schools is often a feature of good practice in inclusive schooling. In developing inclusive practices, the skills of special school teachers are frequently used to support and train teachers in regular schools through outreach practices. The smooth transition of students between the various phases of schooling is also viewed as important. The involvement of parents in the successful education of students with disabilities is well documented in the literature (Mittler, 1993). Parents may be involved in schools at many different levels. But parents may also have a more direct role. They are often closely involved in the decision making concerning assessment arrangements. Community involvement also seems to be an important feature of effective inclusion, although its incidence varies greatly across countries. The benefits of wider community involvement are also seen in professional development programmes.

### **A SOCIAL MODEL (CBR Model and Inclusive Education)**

Societies respond differently to the provision of services such as education, health, transport, employment, and rehabilitation for persons with



disabilities. Accessibility to services by persons with disabilities continues to be a major challenge in all parts of the world, but especially in developing countries. However, many countries have realised the advantages of including persons with disabilities in all development activities. Policies have been adapted to safeguard and improve their lives, and programmes such as Community Based Rehabilitation (CBR) and Inclusive Education (IE) have been put in place. The overall aim of these programmes, is to develop the potential of persons with disabilities and for them to become productive citizens in the community. IE and CBR are strategies that address the issues and challenges affecting persons with disabilities and their families. They have been developed to challenge the exclusionary policies and practices, which have predominated in previous decades. They recognise the value of individuals with disabilities and challenge professional and community attitudes.

## CONCLUSION

Inclusion is morally, socially, and legally the right thing to do. Inclusion is more than a method of educating students with disabilities; it is an educational philosophy that stresses that each child, regardless of the intensity and severity of his or her disabilities, is a valued member of society and is capable of participating in that society. There is lot of benefits in inclusive education. Students acquire more social skills, receive wider experiences, and learn how to manage in the real world, interact with friends with and without special needs. When Students with disabilities joined into regular streams, proper support should be given to teachers, so that they can handle an inclusive class. This may come in the form of ongoing training and collaboration between administration, teachers, and parents. Developing instructional strategies that reach out to both the disabled and regular students is important for the sake of inclusion. These teaching strategies should aim at meeting individual needs and learning styles of all students in a classroom.

*‘Considering the sheer size of India's student population, do you think Inclusive Education can never be a reality? I think the Ministry of HRD is conscious of the changing scenario , and has been taking the right steps to mitigate the adverse impact of growing 'exclusive-ism ' within the society, which many agree would not be in the best interest of the future generation. I am of the opinion that the genesis of this movement of Inclusive Education has to take place at the policy level’,....*

‘Students of today are the citizens of tomorrow, they are going to be the pillars of the country. Hence it is essential to ensure that each pillar is as strong as the other is.’

*Dr. A. P. J. Abdul Kalam (2011)*